

BEGINNERS' PROGRAM

SIR ALEXANDER MACKENZIE SCHOOL

Inuvik, Northwest Territories

1959 - 1960

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BEGINNERS' PROGRAM COMMITTEE

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INUVIK, N.W.T.

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(B)

FOREWORD

To the Teacher:

During the first weeks after school opening, teachers who are new to the north and to teaching Indian and Eskimo beginning pupils are often somewhat bewildered by the new challenge facing them. Approaches and methods which have been highly successful with English-speaking children in a middle-class southern Canadian setting do not adequately meet the needs and interests of children from vastly different socio-economic and cultural backgrounds.

To help both new teachers and beginning pupils alike in the difficult first days at school, several teachers at Inuvik developed this Beginner's Program during the 1959-60 school year. The teachers report that this program has met with successes and failures and have included their suggestions on how they would modify the program in succeeding years.

The contribution made by these teachers in setting down their approaches to improvement of the instructional program for beginning pupils is now available as a guide to you. This program, like any locally developed program, can be used with success in other centers only if the teacher modifies and adapts it to meet the particular needs of the local pupils.

Much progress has been made in curriculum development and adaptation during the past few years. The continued assistance of teachers in seeking to develop and exploit instructional content and substance from within the culture of the home base is of utmost value.

The Curriculum Section would like to have teachers' comments and suggestions on this program, as well as reports on other methods and approaches developed by teachers in their local schools.

B. Thorsteinsson,
Chief, Education Division

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I. PREFACE

When the Inuvik Federal School opened in September 1959, there were, amongst the nearly 600 students, almost 80 who had never been to school before and who spoke little or no English. There were, of course, others too who were coming to school for the first time as regular Grade I students, but these 80, mostly Eskimos, whose English was inadequate for beginning Grade I, constituted a special problem.

They were divided on the basis of age (as near as it could be estimated in many cases) into four classes. Miss Mackie's class was made up of students aged six to eight, Miss Reed's of students nine to 12, Mrs. Dosdall's of students in the entire range six to 12, and Mr. Solar's of students 12 years of age and older.

As well as varying in average age, the classes varied in average rate of learning. Therefore, for each class there had to be developed a set of aims that would be suitable for that class. In general, we aimed to teach them English, to introduce them to the school situation, and to introduce them to the cultural background on which so much of their schooling will depend. Mr. Solar's and a few of Miss Reed's and Mrs. Dosdall's students will not likely ever fit into the regular academic program but rather into an "opportunity" program involving some academic work and considerable shop work. Mr. Solar's class, in fact, this year spent about 20% of its time in the home economics lab. and industrial arts shop. The remaining students, it is hoped, will fit into the regular academic program. In general, the older students made the most rapid progress, some of them proceeding with good understanding into the regular Grade I reading program. A few of the youngest ones will be ready to begin a regular Grade I program at the beginning of the next school year.

With these varied aims in mind, we faced the problem of developing a program and methods that would lead to the accomplishment of the aims. This problem was dealt with in a series of workshop meetings throughout the year, together with a good deal of experimentation in the classroom by each teacher. The results of the workshops included the development of a basic oral vocabulary list, a suggested approach to teaching English words in meaningful contexts and some consideration of the value of filmstrips, tape recordings, and other audio-visual aids. Details of each of these matters are to be found in this report. The workshop group also undertook to describe the typical beginning student, as an aid to teachers of such classes in the future, by completion of questionnaires for each student concerning mental, social and physical growth. The Goodenough Intelligence scale was administered also, as part of the description, and a series of comparisons was made between these students and white students in such matters as reading readiness and arithmetic readiness. Summaries of all these are included in this report.

There will be a need to refine the methods developed this year. However, this report offers a basis for beginning the program in 1960-61. The experience of taking part in the Beginners' Program, and working with the teachers concerned, has been a rewarding one, and I wish in closing, to express my thanks to Sister Gallant, Mrs. Dosdall, Miss Mackie, Miss Reed and Mr. Solar.

Don Hepburn

II. BASIC VOCABULARY LIST BY UNITS

1. ARITHMETIC:

number	addition	how many	count	show	make	draw
equal	quarter	subtract	equal	take away		measure
nothing	fact	foot	half	ruler		mile

2. BODY:

body	head	ear	nose	eye	mouth	tongue
teeth	lips	face	hair	neck	back	arm
hand	wrist	finger	thumb	waist	leg	finger nail
knee	ankle	foot	toe	bone	sound	toe nail
brain	breath	chin	elbow	feet	skin	hear
hearing	see	seeing	look	smell	touch	smelling
touching	feeling	feel	sound	left	right	taste - sour -
shoulder	bone	skin	eyebrow	waist		sweet

3. CLOTHING AND COLOUR:

clothes	blouse	shirt	pants	jeans	shirt
underclothes	coat	cap	hat	sweater	shoe
boot	socks	stockings	dress	tie	collar
sleeve	button	buttonhole	needle	pocket	glove
mitt	pin	cotton	wool	silk	buy
beautiful	pretty	scarf	mukluk	rubber boots	blue
belt	hand bag	green	brown	red	
black	white	yellow	purple	gray	

4. COLOURS:

red	blue	yellow	orange	black	green
brown	purple	pink	grey		

5. DISHES AND COOKING SUPPLIES:

fork	kettle	knife	place	plate	cup	spoon	pan
pot	boiler						

6. FAMILY:

mother	father	brother	sister	baby	grandfather
children	boy	girl	man	woman	grandmother
lady	family	aunt	uncle	cousin	daughter
home	love	dear	Mr.	Mrs.	old
young	person	I	you	he	she
they	them	me	us	we	our
ourselves	my	myself	mine	your	his
her	herself	himself	their	friend	name
cry	crying	laugh	laughing	happy	sad
carriage	beautiful	name	dear		

7. FARM:

animal	dog	cat-mew	kitten	chicken	rooster
barn	hen	egg	cluck	peep	coc-a-doodle-do
house	horse	pony	colt	cow	calf
moo	puppy	milk	farm	farmer	farming
goat	sheep	lamb	pig	turkey	duck
quack	bow-bow	yard	run	running	ran
galloping	plow	plowing	plant	seed	grow
field	feed	pets	ride	fence	geese
grass	rooster	tractor	noise	pasture	chick

8. FOOD AND HEALTH:

food	eat	eating	ate	apple	orange	banana
meat	potatoes	corn	beans	peas	drink	drank
water	tea	coffee	bread	butter	egg	fruit
salt	pepper	sugar	breakfast	dinner	supper	boiling
soup	sweet	sour	thick	thin	nuts	cookies
cake	buns	cheese	full	powder	boiling	grapes
pears	peach	tomato	turnip	cabbage	wash	brush
washing	brushing	clean	cleaning	dirty	dry	drying
wet	washcloth	towel	soap	toothbrush		toothpaste
hair brush	comb	sick	well	bobby pin	pain	sore

9. HEALTH AND SAFETY:

hair	brush	fell	help	water	please	thanks
cut	cutting	resting	sleep	comb	washing	gain
check	clean	washcloth	fire	flame	after	eating
fall	falling	water	out	drink	eat	rest
toothpaste	dirty	every	hurt	ill	pain	toothbrush
brushing	cry	crying	sleepy	sleeping	soap	excuse me

10. HOUSE

it	itself	its	house	home	kitchen	living room
dining room		bedroom	stove			
<u>Kitchen:</u>						
stove	blade	bottle		saucer	plate	pipe
knife	kettle	refrigerator		bowl	pot	chair
pan	glass	cup		basin	door	breadbox
doorway	cupboard	spoon		handle	bowl	curtains
table	fork	board				
<u>Living Room:</u>	chesterfield	chair	end table	radio	record player	
<u>Dining Room:</u>	table	chairs	cupboards			
<u>Bathroom:</u>	looking glass	toilet	bathtub	sink		
<u>Bedroom:</u>	bed	drawer	dresser			
<u>Others:</u>	roof	light	picture	wood	housekeeper	
	frame	floor	ceiling	yard	window	
	wall	door	hanging	key		

11. MUSICAL INSTRUMENTS:

music	song	sing	sang	sound	piano	record player
record	organ	sticks				

12. NATURE: SCIENCE:

<u>Winter and Fall:</u>	cold	dark	snow	deep		
<u>Spring and Summer:</u>	wet	bright	garden	spade	grow	plant
	seed	stem	grass	leaf	light	branch
	root	sun	stick	tree		
<u>Directions:</u>	north	south	east	west		
<u>Sky:</u>	sun	moon	clouds	stars	rain	raining
<u>Animals:</u>	fish	worm	robin	bird	nest	
<u>Water:</u>	wave	island	sea	harbour	splash	swish
	river	sand	dock	drop	dry	seaside
	stream	boiling	drying	wet	steam	
<u>Earth:</u>	land	mountain	hill	island	harbour	
<u>Winds and</u>						
<u>Weather:</u>	north	change	heat	south	bright	east
	cold	rain	air	west	raining	blowing
	cloudy	blow	sun	changing	wet	
<u>Time:</u>	month	second	yesterday	minute	hour	night
	week	year	morning		day	
<u>Others:</u>	blowing	smoke	smoking	hear	hammer	heat
	weather	nail	mile	map	nailing	blow
	cock	yard	clear	lock	air	building
	wheel	broken	engine	glass	cause	hammering
	breath					

13. PETS AND TOYS:

pony	carriage	boat	rabbit	kitten	bunny	dog	cat
ball	puppy	funny	car	doll	plane	gun	wagon

14. SCHOOL AND CLASSROOM:

bell	door	wall	window	floor	ceiling
chair	clock	frame	light	open	office
shut	page	paint	paper	painter	paintbrush
pen	pencil	school	soap	shelf	teacher
teaching	book	needle	chalk	stairs	bookshelf
cut	eraser	crayon	wood	classroom	cupboard

15. SCIENCE AND WILDLIFE:

ground	land	sea	lake	river	stream	sky
air	island	earth	water	wave	sun	stars
moon	splash	seaside	east	west	north	south
hill	mountain	spring	fall	summer	winter	snow
rain	snowing	fog	cloud	raining	umbrella	direction
night	day	heat	morning	hot	cold	low
tree	branch	grass	plant	garden	flower	leaf
grow	toot	grow	stem	weather	wing	wet
wood	ice	sand	steam	stick	bright	change
light	dark	deep	drop	dry	live	living
map	delta	hole	splash	jump	tame	wolverine
wild	animal	bear	cub	bird	rabbit	bunny
duck	elephant	fish	scale	monkey	squirrel	worm
reindeer	caribou	lemming	tail	polar bear	nest	hop
gun	net	seal	geese	sheep	moose	ptarmigan
muskrat	lynx	weasel	blizzard			

16. TOWN:

town	store	grocery store	shoe store	post office
bank	cafe	department store	theatre	clothes store
church	house	book store	station	railroad
storekeeper	spend	mailman	mailman	pocket
policeman	street	taxi	ticket	price
money	quarter	money	letter	letterbox
postcard	newspaper	stamp	facing	buy
penny	dime	nickel	church	shoe maker
storekeeper	quarter	milkman	theatre	road

17. TRAVELLING:

airplane	automobile	car	truck	tractor	cart
boat	ship	wagon	train	bus	plane
air	water	land	beach	desk	clock
airport	field	fast	slow	engine	wheel
whistle	blow	bump	away	ride	fly
horse	dog	wheel	skip	away	blow

18. OPPOSITES:

open, close	in, out	over, under	fast, slow	part, whole
pretty, ugly	play, work	pull, push	night, day	question, answer
off, on	run, walk	old, new	before, after	all, nothing
end, beginning	ask, answer	bad, good	buy, sell	began, ended
behind, in front	big, little	bitter, sweet	come, go	came, went
black, white	clean, dirty	cold, hot	far, near	cry, laugh
down, up	dry, wet	false, true	get, give	crying, laughing
fast, slow	fat, thin	first, last	gave, got	different, same
fixed, broken	full, empty	glad, sad	hard, soft	front, back
get, give	great, small	happy, sad	left, right	light, dark, heavy
head, foot	high, low	in, out	love, hate	like, hate
liked, hated	lost, found	loud, soft	old, new	many, few
more, less	narrow, wide	near, far	tall, short	rough, smooth
run, walk	sit, stand	short, tall	thick, thin	slowly, quickly
square, round	small, big	sort, mix	here, there	smile, frown
same, opposite	yes, no	take, give		short, tall

19. SUPPLEMENTARY WORDS:

top - bottom - middle	up - down - (middle)	across	in - on - under
under - over	do - doing - does - don't		alone - together
begin - began - finished	fast - slow		ask - answer
big - little	in - out		fire - flame
able - can - can't	fall - fell - falling		young - old
same - different	before - after - between		worse - worst
once - again - twice - another	ahead - behind - around		- best - better
today - tomorrow - yesterday	to - from		near - far

20. UNCATEGORIZED

able	be	drop	hello	mark	may
about	because	end	help	may	maybe
across	been	ever	hold	our - ourselves	me
after	before	every	hole	please	place
again	began	false	hook	don't	pin
all	behind	far	how	met	done
along	bent	am	an	and	another
any	are	any	around	as	ask
at	ate	away	bed	bag	bang
be	because	best	better	board	busy
but	by	call	came	can	can't
cause	check	chief	could	crushing	did
do	fell	fixed	for	front	full
gave	get	give	glad	go	goes
going	got	great	grow	had	hard
have	hurry	idea	if	important	is
just	keep	key	last	less	it, its, itself
let	let's	less	like	liked	loud
low	made	make	many	more	much
mpst	must	near	never	next	not
note	of	off	on	only	or
other	out	over	our	ourselves	

III. LOCAL VOCABULARY

The following is a list of words with a Northwest Territories local coloration. Certain misnomers like "White man", "shack", "squaw" and others have been left out purposely because they add nothing to cultural background nor hope and pride for today. - Mr. Solar

Christian name	buckskin	punk	crooked back (fish)
Family name	duffle	muktuk	oars
Baptismal name	stroud	eggs	oarlocks
Disc number	pontoons	bacon	deck
Father	wheels	cereal	hatch
Mother	scow	porridge	dried foods
Uncle	houseboat	oatmeal	"pap" foods (luxury foods)
brother	trapline	whole flour	
sister	beaver	bread	bandage
sister-in-law	muskrat	bannock	clean
brother-in-law	mink	cake	cleanse
baby	wolverine	cookies	wound
address	musk-ox	pie	sore
settlement	walrus	doughnuts	itch
winter camp	char	tarts	lice
summer camp	whitefish	camp stove	seal
months	lausch	bunk	narwhale
week days	Jack fish	Jerry can	white whale
birthdate	pike	milk powder	beluga (white whale)
nurse	clams	whole milk	husky (dog)
doctor	seaweed	cream	cow
ship	waves	butter	moose
peterhead	blue ice	margerine	jet
hard snow	pushups (muskrat holes)	skim milk	airplane
soft snow	caribou	eyes	plane
whiteout	reindeer	nose	twin
blizzard	mitts	toes	four
file	rubbers	thumb	engine
fan	sox	pointer	tires
igloo	duffle sox	neck	tracks
parka	jeans	arms	bull
artiggi (woman's p)	slacks	legs	pump
moss	blouse	he	bulldozer
squaw brush (willows)	bedroom	she	crane
birch bark	bathroom	body	steam
ulu (woman's knife)	broom	ears	cry
umiak (skin boat)	mop	hair	laugh
kayak	silver (kitchen)	curls	quit
mukluks	dishes	cheeks	quiet
beads	pots	chin	quietly
beaded	pans	lips	loud
moccasins	learn	teeth	loudly
priest	lining	tongue	wash
missionary	runners (shoes)	breast	cut

brother (religious)	shoes	chest	nail file
sister (religious)	slippers	seat	clippers
hostel	barrette	fingernails	caterer
residence	bobby pin	dandruff	table
barge	brooch	perfume	waitress
tug boat	comb	deodorant	cook
canoe	scissors	gauze	teacher
kicker	knife	screen	okonuit (Eskimo
mast	watch	mosquitoes	of East)
smoke	wrist watch	sand flies	avilingnuit (Eskimo
pelt	clock	toilet paper	of West)
Inuit	tepee	Kleenex	flies
trim	waterhole	lavatory	Aleut
trail	snowshoes	soap	slaves
toboggan	skates	razor	mind (baby)
sled	dance	holiday	mind (may)
lotion	Dew - line	dressing (hair)	mind (brain)
federal	Holy Day	permafrost	memorize
territorial	Christmas	Hallowe'en	party
Easter	blood	holidays	salve
Frobisher	Chesterfield	Inuvik	Toni (hair)
wages	check (money)	Yellowknife	thank you
credit	Kittigazuit	Fort McPherson	vegetables
Queen	Fort Smith	Tuk	lard
God	angles	skis	Aklavik
insoles	airfield	gas lamp	Fairbranks
coal oil	lamp	carving	fairies
ivory	soapstone	pickup	Arctic Ocean
snowmobile	dump truck	spoonful	gasoline
pills	drops	dizzy	electricity
headache	stomach	swallow	oil stove
wipe	chew	mattress	medicine
dry	wet	tan (leather)	fever
potlatch	tent	feathers	blow (as nose)
and	sandbar	palm (hand)	swallow
fur	buttocks	smell	fire water
cold	warm	whip	reef
wax (ear)	floor	nipple	intestines
window	scraps	inboard	lukewarm
coffee	tea	braid	athlete's foot
mineral	rock	bob (hair)	harness
salt	pepper	die	rare (cooking)
pneumonia	death	wrench	exploration
stand	sit	may I	brush cut
classroom	class	germs	measles
ketchup	outhouse	hammer	blueprint
please	disease		

IV. SUGGESTIONS FOR TEACHING VOCABULARY UNITS

1. UNIT ON THE HOME: (Miss Mackie)

A. Materials:

1. Toy house and furniture
2. Several pictures of each room
3. Several pictures of houses
4. Flash cards for each piece of furniture

B. Methods:

1. General discussion to find out how much children do know.
2. Discuss parts of a house, e.g. windows, doors, rooms, walls, floor, etc.
3. Teach four rooms -- kitchen, bedroom, living room, bathroom.
4. Teach furniture for each room.
5. Follow-up exercises:
 - a. children name parts of house
 - b. children name rooms
 - c. children name pieces of furniture and place them in correct rooms
 - d. drill with flash cards
 - e. draw pictures of houses and furniture
 - f. paper construction-furniture
 - g. black (block) building-houses
 - h. clay-furniture
 - i. visit a house to see actual set-up.

2. UNIT ON COLOURS: (Miss Mackie)

A. Materials:

1. Flash cards
2. Colour chart

B. Methods:

1. Name colour and children find other objects in the room which are the same colour. Continue this procedure until children know all the colours, one new colour each day and review old ones.
2. Follow-up exercises:
 - a. drill with flash cards
 - b. crayons -- colour certain objects certain colours, etc.
 - c. relay game using flash cards.

3. UNIT ON THE BODY: (Mrs. Dosdall)

This unit was taught as a supplementary unit. Each day one or more parts of the body were introduced by pointing to that part of the body and naming it. Each day all parts of the body previously taught were reviewed by pointing to the certain parts and having the children name them. The pupils were naturally interested so little motivation was needed.

4. UNIT ON THE FARM: (Mrs. Dosdall)

I began the unit teaching the names of the farm animals, what they say and what good they are to us. We introduced one or two animals each day and coloured pictures of them as a follow-up to the lesson.

After we had completed the animals we made silhouettes of them and pasted them in a scrap book. This was used as a review and was not too successful. Later we made a model farm to re-teach the animals and teach the new words such as barn, house, fence, pasture, field, etc.

The farm was reviewed from time to time throughout the year by means of flash cards. (Pictures pertaining to farm words.)

5. UNIT ON SCIENCE AND WILDLIFE: (Miss Reed)

We worked the science, wild animals and birds in one unit of study, starting with the wild animals. In studying the animals we took from one to two per day depending on the animal. After the animal was studied a picture was made or coloured by each child. A great many clear real life coloured pictures of the animals are needed.

Science was worked in by the use of pictures starting with the seasons, then on to the land itself.

A display was made by the children on six small tables. On the display they made mountains, rivers, lakes, snow, ice, trees, homes, fields and finally the jungle. Over the mountains and snow area one could see the animals among the trees and by the lakes. (Construction paper trees and animals, cotton snow, cotton ice, brown paper mountains.) In the sky on wire we had clouds and from the cloud thread with paper snow falling. Rain was placed over the green land in the same manner. (The clouds were movable by blowing: so the wind could easily be explained.)

The children enjoyed this type of work and it made the unit easy to teach. We also had an actual picture chart of wild animals, birds, seasons ... pictures of most of the words in the unit. Each child also made a wild life book. I made flash cards of each word in the unit to use as drills and as a form of testing.

6. UNIT ON TRAVEL: (Miss Reed)

Before starting to learn the words of our unit we looked at many pictures showing the different ways of travel. The names of each object were given but not drilled. The next day we started with the given words for the unit, taking two per day until the unit was finished.

Starting with boats we looked at pictures (more the better) talked about them, then actually as activity work, the children made boats from construction paper. These construction paper boats were placed on the travel chart. We did this for each object under study. When our unit was finished we had all the ways of travel on our chart made by the children themselves.

The chart was now used as a drill along with flash cards and picture chart on tack board of the same articles.

In our unit we worked in words such as slow, fast, smooth, bump and rise as the different objects were discussed.

The children seemed to remember and take more interest if they themselves made the objects or things. It takes more time but I find it well worth the time and effort.

V. (A) CONVERSATION BUILDERS

This report was based on Hazel Lambert's book, Teaching the Kindergarten Child.

- a. Keep within the child's experience and responses will be on the whole much better. Being something within his experience, gives the child self-confidence.
- b. Suggestions for helping child's growth in Language skills were then mentioned.

1. Show interesting pictures and encourage children to talk about the subject presented.
2. Classify objects by making charts (pictures).

Example:

fruits, furniture, animals, things mother does, etc.
Children can then say a few things about each picture.

- c. Read story and have the children re-tell it.
- d. Use "word games".

Example:

prepositions (use concrete object and then words in, on, etc.)

Child acts out action.

- e. Sound and sentence building book pictures.
- f. Rhymes and poems should be used to advantage. Can be most helpful as a medium for improving children's enunciation of difficult sounds.
- g. Keep in mind that all initial experiences with language should be pleasant ones.
- h. Children will learn to talk if there are things and experiences to talk about. Things to do, to look at, to handle, to make, to arrange ... all these help considerably.
- i. Centres of interest in a classroom will greatly motivate language development.

1. Science shelf
2. Chores
3. Pictures on bulletin board
4. Their homes
5. Pets
6. Holidays

V. (B) CHORAL SPEAKING


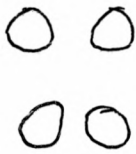

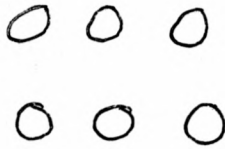



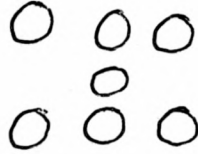

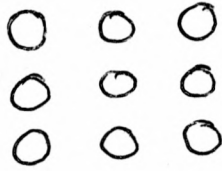




Choral speaking does much toward helping a child improve his speech and does a great deal towards group co-operation.

The points enumerated can be summarized to five important items:

1. Choral speaking
2. Interest centres
3. Dramatization
4. Conversation devices
5. Word games.

Miss Reed

VI. SAMPLE TESTS - ARITHMETIC

7 		2
5 		4
3 		9
4 		6
2 		7
9 		8
6 		10

VI. SAMPLE TESTS - LANGUAGE

To test understanding of the word. Say the word and child makes the picture in said square.

hat	boat	train	canoe
truck	road	mitts	cloud
car	sun	plane	parka

VII. QUESTIONNAIRES

1. MENTAL GROWTH AND DEVELOPMENT QUESTIONNAIRE

Place a check under the correct heading:	<u>YES</u>	<u>NO</u>	<u>AT TIMES</u>	<u>COMMENTS</u>
1. Is child mentally alert in:				
a. contributing to discussions?				
b. being able to remember past experiences?				
c. finding out about things around him?				
d. following simply-stated directions?				
2. Abstraction:				
a. Does child find difficulty in adjusting to a new situation presented which has much in common with other previous experiences of a like nature?				
b. Does child, when confronted with a difficulty, base his plan of attack on some idea of relationship?				
c. Does child talk well?				
3. Expressing thoughts in meaningful fashion:				
a. Give an account of an experience?				
b. Is vocabulary development average?				
4. Ability to solve problems such as:				
a. Filling in dialogue for simple dramatization?				
b. Suggesting sources of information or material for an activity?				
c. Offering suggestions on a project?				
5. Observation:				
a. Does child seem to draw what he knows?				
b. Does child excel in correctness with which parts of drawing are assembled, relative proportion, etc.				
c. Does the child show improvement and correction after a few trials?				
d. In the child's drawing, does one sense he is talking to himself?				

	<u>YES</u>	<u>NO</u>	<u>AT</u> <u>TIMES</u>	<u>COMMENTS</u>
6. Imagination:				
a. Does child at play with plasticine seem to give life to the object he has made?				
b. At play does the child imagine himself other than he is?				
c. Does child find pleasure in childish inventiveness in modeling?				
d. _____ - - - in elementary drawing?				
e. _____ - - - in constructing things?				
f. Do the child's toys (doll, tin soldier, etc.) become real people to him as he spends long periods making them live something he has witnessed, etc.				
2. <u>PHYSICAL GROWTH QUESTIONNAIRE</u>				
Place a check under the correct heading:				
1. How is physical growth progressing: in slow strides?				
2. Is there considerable physical development taking place?				
3. In regard to muscular co-ordination:				
a. Is the oculomotor control (fixation and eye-hand control for pencil and paper activities) rapid and fairly accurate?				
b. Is there general motor control for:				
1) turning pages and careful handling of books				
2) rhythm activities involving skipping, hopping, etc.				
3) balancing on one foot				
4) tracing with finger, (crayon, paint)				
_____ - - - crayon?				
_____ - - - paint?				
4. Activity:				
a. Is there constant fidgeting?				
b. Is child too quiet?				
5. In reproducing sounds correctly which leads to normal communication, is there a certain facility?				

	<u>YES</u>	<u>NO</u>	<u>AT TIMES</u>	<u>COMMENTS</u>
6. Does hearing seem normal when considering the ability to make auditory discriminations sufficiently well to acquire phonic techniques for word recognition?				
7. Is there colour blindness?				
8. Side-dominance or handedness:				
a. Is child predominantly right-handed?				
b. Is child predominantly left-handed?				

Florence L. Goodenough has this to say about middle childhood: "The very fact that physical development is slowed down gives opportunity for the perfection of skills, for gaining control over motor, **mental** and emotional processes which up to now have been growing and changing so rapidly."

3. SOCIAL DEVELOPMENT QUESTIONNAIRE

Place a check under the correct heading:

1. Social adjustment:

- Is there a "give-and-take" attitude in the child's dealings with his companions?
- Is there present a desire to "want to know" which implants a complementary desire to learn to read?
- Is there respect for authority?

2. Background of information:

- Has child been exposed to widely known picture tales?
- _____ - - - to nursery rhymes?
- _____ - - - to a few facts concerning communication, transportation, food, shelter?
- Does the child seem to possess a sense of security?
- Has child been taught a certain amount of politeness in the line of when to speak and when to listen?

	<u>YES</u>	<u>NO</u>	<u>AT TIMES</u>	<u>COMMENTS</u>
3. Social status:				
a. Is child accepted by his group?				
b. Does child tend to associate with a group younger in age?				
c. Does child associate with a group of his own age?				
d. Does child ignore sex, race and social status in work and play with others?				
4. Games:				
a. Is there interest in games involving running and chasing?				
b. Do such games have organization and rules?				
c. Has the child developed any hobby or interest?				
d. Does the child enjoy collecting things?				
5. Work habits:				
a. Has child initiative in planning and developing an activity?				
b. Is there a certain amount of "stick-to-itiveness" in the work child undertakes?				
c. Can the child work for a time by himself without continually disrupting all those about him?				
d. Does child pay attention and then follow directions given?				
e. Does child fit in with other members in a group activity?				
6. Does child seem to tend more towards self-direction?				

4. SUMMARY OF QUESTIONNAIRES' RESULTS

After carefully studying and tabulating the results of the tests below, it is interesting to note the following:

A. Under the Social Development section:

1. 45 Eskimos out of 50 possess a "give-and-take" attitude with his companions.
5 out of 11 Indians for the same.
2. 48 out of 50 Eskimos had "respect for authority".
7 out of 11 Indians for the same.

3. 0 out of 50 Eskimos were "exposed to widely known picture tales.
3 out of 11 Indians for the same.
4. 45 out of 50 Eskimos were "accepted by his group".
11 out of 11 Indians for the same.
5. 46 out of 50 Eskimos "ignore sex, race and social status in work
and play with others".
9 out of 11 Indians for the same.
6. 23 out of 50 Eskimos "developed any hobby or interest".
6 out of 11 Indians for the same.

B. Under Mental Growth and Development section:

1. 36 out of 50 Eskimos "contributed to class discussions".
9 out of 11 Indians for the same.
2. 34 out of 50 Eskimos found "very little difficulty in adjusting
to a new situation".
6 out of 11 Indians for the same.
3. 20 out of 50 Eskimos possessed an "average vocabulary".
7 out of 11 Indians for the same.
4. 44 out of 50 Eskimos seem to draw "what they knew, rather than
what they saw".
11 out of 11 Indians for the same.
5. 42 out of 50 Eskimos excelled in "correction with which parts in
their drawing were assembled".
5 out of 11 Indians for the same.
6. 15 out of 50 Eskimos found "pleasure in elementary drawing".
2 out of 11 Indians for the same.
7. 12 out of 50 Eskimos found "pleasure in constructing things".
7 out of 11 Indians for the same.
8. 44 out of 50 Eskimos "found pleasure in childish inventiveness
in modeling".
2 out of 11 Indians for the same.

C. Under the Physical Growth section:

1. 50 out of 50 Eskimos are "predominantly right-handed".
11 out of 11 Indians for the same.
2. 44 out of 50 Eskimos have a certain "facility in reproducing
sounds correctly".
8 out of 11 Indians for the same.

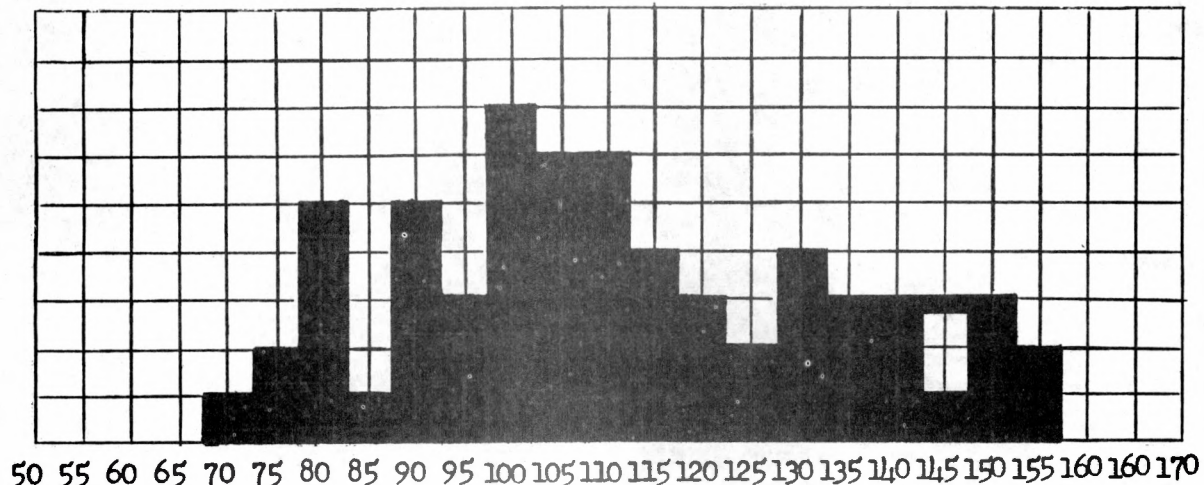
NOTE: The three classes of children studied were divided into racial status groups and then each group was again divided into the age level groups, 6-9, 10-14.

VIII. THE GOODENOUGH INTELLIGENCE TEST

The Goodenough Draw-a-Man Intelligence Test was administered to 61 of the beginners on May 2, 1960. The results are indicated below. The Goodenough test was chosen because it was felt to be the test least likely to present cultural difficulties. The results seem abnormally high, and it may be that, although care was taken to avoid the fault, the marking may have in a few cases been too lenient. It may also be, however, that Eskimo and Indian children by virtue of their background are naturally more observant of detail and, therefore, in general scored higher than typical urban white children.

One difficulty encountered in converting MA's to IQ's was the absence, in some cases, of positive information regarding birthdate. In some cases only the year was known. In such cases it was assumed that the child was at the six-month point of his age.

INTELLIGENCE QUOTIENT DISTRIBUTION



-- Histogram of Goodenough IQ Scores...

Total Group

N = 61
Mean CA = 9-5
Mean MA = 10 - 4.5
Mean IQ = 117.25
SD = 22.5

This is considerably higher than Mean IQ on Goodenough Test, which is of course taken as 100. The SD for various age levels of the Goodenough

norms approximates 20 IQ points. For our own purposes, we have classified the scores as follows:

<u>Common Classification</u>		<u>Our Classification</u>
120+	Superior	150+
110-119	Above Average	135-149
90-100	Average	99-134
80-89	Below Average	83-98
-80	Dull	-83

These figures have been built up in the usual manner, with division points at M-1.80, M-.60, M+.60, and M+1.80. It was felt that for purposes of recording, it would be sufficient to indicate the range of scores within which a student's test score occurred, rather than the IQ score itself. The table above was used to establish the range, in preference to the usual table (i.e. normal = 90 = 110) because, in the absence of any other measure of ability, it would be better to assume the group to be approximately normal, and indicate each individual's position relative only to his own group. In the table above, figures on the left are from "Educational Psychology" by Crow and Crow. In both sets of figures, the percentage of students included in each class is as follows:

superior	7%
above average	13%
average	60%
below average	13%
dull	7%

Eskimo Students

N = 48
Mean CA = 9 - 5.25
Mean MA = 10 - 4.75
Mean IQ = 117.5

Indian Group

N = 13
Mean CA = 8 - 5.5
Mean MA = 9 - 3.25
Mean IQ = 115

It will be noted that the Mean MA does not produce the Mean IQ.
Mean CA

This can be explained by the fact that the instructions for the Goodenough test require that maxima MA and CA be 13-0, even though the actual MA or CA may be beyond that - as was the case with some members of our group. The Mean CA and MA figures above are taken from actual CA's and MA's while the mean IQ's above were taken from IQ's derived in way prescribed by Goodenough.

Although the numbers at each age level are small, it may be of interest to note the average MA's of each group, as shown below:

CA	6-0 to 6-11	Mean MA	8-3
CA	7-0 to 7-11	Mean MA	8-1
CA	8-0 to 8-11	Mean MA	10-1
CA	9-0 to 9-11	Mean MA	10-11
CA	10-0 to 10-11	Mean MA	10-3
CA	11-0 to 11-11	Mean MA	11-6
CA	12-0 to 14-11	Mean MA	12-1

It should be noted again of course, that the maximum MA allowed by Goodenough is 13-0. This fact considerably distorts the last figure, and to a degree distorts the figure for ages 11-0 to 11-11.

D. Hepburn.

IX. COMMENTARIES

1. ON PROGRAM FOR YOUNG BEGINNERS: (Miss Mackie)

It was difficult to plan a completely successful program this year as we had no means of comparison. It is felt that the following changes may be tried another year if there is to be a similar class in the school. Please note that there is no guarantee that the suggested changes will work, but we will never know until they are tested and it would be wise to do so as this program is still on an experimental basis. Adjustments will have to be made for each new class, therefore, it is open to much improvement and revision.

Maybe the first month, or longer if necessary, should be devoted strictly to kindergarten work with very little emphasis on formal basic English. (A great deal of kindergarten equipment and material which we did not have this year would be necessary to carry out a program such as this.) The purpose of this kindergarten period would be to overcome children's shyness and initiate them into school life in a pleasant and proper manner. It seems foolish to assume that they can learn English formally until they are accustomed to their new environment and until we supply the necessary background of experience for future academic work. Needless to say, supplying this background is very necessary for these children and time may be saved in the long run if we proceed more slowly at the outset.

The English program should be introduced gradually into the original kindergarten work until it eventually replaces it.

One may be fooled by the shyness of Eskimo children and also by their lack of knowledge as far as English is concerned. It must be remembered that otherwise they are normal and, therefore, they should be expected to proceed at a rate in accordance with their age and ability in subjects such as Arithmetic, Printing, Music and Art. It may be a bit difficult for the future Grade I Teacher as some children will have progressed beyond the Grade I level in certain subjects, but nevertheless, it may be detrimental to hold them back in the work they can do well for fear of killing interest.

These suggestions and comments apply only to young beginners.

This has been an interesting and enjoyable experience in teaching and I would like to thank Sister Gallant and Mr. Hepburn for giving us their time and valuable advice throughout the year.

2. WORK DONE BY CLASS OF ESKIMO CHILDREN LEARNING ENGLISH: (Miss Reed)

Units under study --

Clothes:

Actual clothing to look at -- paperdolls to make clothes for, flash cards, etc. were used. Flash cards for every unit. I found that teaching the English words for their clothes then on to clothes strange to them worked best.

House:

Second unit. We made a large cardboard doll house, then as we studied the furniture, we made it and put it in the house. Flash cards were used. If doing it over, I would want the whole class to visit a home. Also study their homes and the furniture.

Farm:

The children made a farm from boxes and cardboard. They also made all the animals, buildings, equipment, etc. found on a farm. Next time, I would leave this unit close to the last. They would then understand more and be able to use books. Teach the things common to them first.

Family:

The child's family gives them a chance to tell you all about everyone at home. It is a good chance for extra work on the home. Teach this as soon as the child can speak some English because he wants to be able to tell about something he knows. This unit will lend well to many good oral language lessons.

Science and Wildlife:

Words such as all wild animals, birds, lakes, fields, gardens, sky and weather. We put up a large display, the children making all the articles. This unit gave the children a chance to show you what they knew about nature. They talked a great deal on topics of this type. If doing it over, I would put it into two groups: Science and Wildlife and Science and Rural life.

Food:

We went over the foods using all the pictures we could find. We made large charts and books but it would have been so much better had we been able to eat and look at the real food. Next time, I would want to have some of all the foods there for the children.

School:

Hard to build interest as most of the things are known before you teach it. If re-teaching, I'd want to teach it early in the year and visit many of the rooms. Make a small model plan of the school would be a good idea. Respect, pride, directions, and safety may all be worked in here, I think.

Town:

Visit all the places in the area, then use pictures, books, etc. Make a small city putting in stores, houses, rivers, bridges, streets, sidewalks, cars, people. Students make everything. Safety can be taught again. I really think a toy town has to be made by the children because they have no idea as to what it is like at all.

Travel:

I found this a fairly easy unit. We made a large mural this year showing travel on land, sea, and by air. If doing it again, I would want a sand box and do it under the same headings. A good time for students to bring toys to school.

Comments:

That was all on the unit plan. From here on we went on with the Grade I program.

If teaching a group like this again, I would want to do the following:

1. Divide my group into smaller groups -- by I.Q. and English.
I think they speak sooner in small groups.
2. Start the course with things common to them.
3. Have a sand table and toys in the room.
4. Large real life picture books.
5. Try to work the reading unit in with basic English unit as much as one could.
6. The more oral games with activity, the better.
7. Have lots of things up for them to look at.
8. Some sort of test to know where the child stood as far as English went and some idea of his or her I.Q.

3. A SUMMARY AND SUGGESTIONS: (B. Dosdall)

I believe the unit method of teaching is the best for teaching Basic English to the Indian and Eskimo children, because at the same time we can teach the circumstances and surroundings of the article. Without the unit approach, I feel the children would become confused for example if the cow is taught at random and so is the tiger, how are the children to understand that they are not the same type of animal. The unit approach enables the teacher to teach English and background knowledge (which the children are lacking) at the same time.

Suggestions for next year:

1. Begin the year with units that are familiar to the children, e.g. Body (parts of), classroom and classroom equipment, clothing, etc.
2. The colours and descriptive words like big and little should be taught near the beginning of the year because they are frequently needed to describe other objects being taught.
3. Teaching this type of classroom for another year, I would move along more quickly. The reading readiness program could be started while the last units are being taught, especially to the best group. I feel that the majority of these children learn to speak English more quickly than we expect them to, perhaps for two reasons:
 - a) they hear English spoken constantly both at the hostel and at school, and
 - b) they are practically forced to try to speak it to have their needs met right from the beginning of the year.
4. Another year, I would encourage children to do more dramatizing as we go through the units, e.g. cleaning house, milking cows, etc.

5. I would work two units at once another year. If a unit is long, the children get bored of doing the same activity for two or more periods a day. Taking two units at once they would probably have two types of activities to keep them interested. However, too many units going at once may tend to confuse the children.

4. ACHIEVEMENT OF BEGINNERS

As a measure of the progress made by our beginning students, their progress in the reading program may be of value. Unfortunately, the necessity to leave about the end of May interrupted the progress of over half of the students when they were making their most rapid gains. However, it is to be hoped that it will not require a great deal of review next autumn to regain their position at the end of their first school year.

The results are as follows:

Approximately midway through the readiness program	-	28
Completed the readiness program	-	8
Approximately midway through the pre-primers	-	18
Finished the pre-primers	-	12

In addition to this, 8 of the best group are about half finished the primer, Fun With Dick and Jane. The reading series used throughout is the Curriculum Foundation Series.

X. IN CLOSING

The announcement in September of a "Beginners' Workshop" to be carried out during the 1959-60 school year, was not at that time considered ecstatic news. It seems, however, now that the actual proofs are before us, that it turned out to be a blessing in disguise.

If you have but even quickly scanned the pages of this little booklet, you will already have learned that its contents are the result of a dire need felt in September among our beginner groups. This need was quickly recognized, conscientiously worked upon throughout the year and finally arrived to some degree of fruition, as is clearly attested by the "achievement-report" page.

We know that educationally speaking, a workshop is an "informal study group, where teachers discuss the educational principles which they plan to apply experimentally in their classrooms". It is thus that we can truthfully say that ours was a full-year's workshop, for as matters were discussed by the group, the four active teacher members, set to work almost immediately, putting these principles into play in their classrooms, devised ways and means of best inculcating their findings and then tabulated and reported their results. As all will readily agree, this was a full-time job and the resulting tentative brochure will assuredly facilitate the task of the future teachers working with beginner groups here in Inuvik.

When the foundations are set, all else comes easier. This is what has happened this year -- the foundation work was laboriously and solidly set, in view of permitting growth and perfection as time advances along hand in hand with experience. Changes and additions there must be -- but ordinarily both of these tend toward betterment and that is the goal in view.

I would like to add here that I thoroughly enjoyed being a sort of sideline member of this group and am deeply grateful to have witnessed the keen interest, enthusiasm and stick-to-itiveness set forth by Mrs. Dosdall, Miss Mackie, Miss Reed and Mr. Solar, the four teachers on active duty with our beginner groups. It goes without saying that without our able and encouraging chairman, Mr. Hepburn, "it just wouldn't have been". To all, thank you for a truly worthwhile and enjoyable experience.

Sr. I. Gallant
