

A CASE STUDY OF THREE PUPILS AT  
WANDERING SPIRIT NATIVE  
SURVIVAL SCHOOL  
IN TORONTO

A Thesis

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Master of Education  
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by

Judith A. Pellerin  
Saskatoon, Saskatchewan

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## ABSTRACT

The purpose of this study was to describe how three pupils in the senior room of Wandering Spirit Survival School in Toronto responded behaviorally to the cultural and academic experiences provided. Participant observation was used to collect data for the study during the period of September 10 to November 15, 1981. Information concerning pupil behavior was gathered during: periods of total-class instruction and periods of individual instruction by the regular classroom teacher; individually-assigned task time; class sessions with visiting resource persons; free time; Ojibway and French language instruction; instruction at Winchester Public School; Sacred Circle; feasts; and recess. Pupil seatwork was collected and studied. Additional information was obtained through interviews with the three Subjects and with the director.

The study was conducted over a period of ten weeks and totalled ninety-seven hours fifty-one minutes of observation time. The Subjects were students in the senior room of Wandering Spirit Survival School, an alternative school for native children in Toronto, and their class consisted of thirteen pupils from grades five to eight. The procedures of this study yielded descriptive data of each Subject's behavior during the various types of activities observed. From the behavioral data, an account described each S's behavior over the ten-week study period, as it occurred in various situations and with various instructors/resource persons. Frequency of behavior and changes in behavior were noted. The behavior of Ss was also discussed in light of the cultural and academic goals of the school. The data suggested that the school was partially

meeting its cultural goals and was failing to meet its academic goals in the case of the three Ss studied.

Wandering Spirit Survival School aimed at providing a safe, non-threatening environment for its pupils. The atmosphere of the school and the cultural activities of the Sacred Circle, feasts, and Ojibway language instruction were found to be useful in creating a sense of pride in being Indian for the three Ss of the study. More could have been done in providing pupils with a knowledge and understanding of native heritage, native history, and contemporary native issues. Although Ojibway language was taught three times a week, the three Ss of the study had not learned to read, write, or speak any of the language during the ten weeks of this study.

A second goal of Wandering Spirit Survival School was to prepare pupils academically so that, if they chose, they could successfully continue their education beyond grade eight. Observations suggested that the three Ss of the study were not being academically prepared for high school according to this study. The Ss spent a great deal of class instruction time engaged in other activities: talking, drawing pictures, walking around, playing with articles at their desks, leaving the room. Their behavior was the same regardless of who the instructor was. The Ss were most attentive during audio-visual presentations and during lessons involving activity on the part of pupils. However, the teaching done at the school involved, for the most part, the use of textbooks and workbooks.

The teacher appeared to hold higher expectations for Jim than for Donald and Agnes. These expectations were reflected in the small amount

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## Chapter 1

### INTRODUCTION

#### Background to the Study

In 1976, a group of Native parents in Toronto became concerned about the perceived racist attitudes confronting their children in the regular school system. These parents felt that Indian culture and language, as well as an Indian perspective of history and life, were not part of school curricula and, thus, that the Indian child's double heritage was being disregarded. No authorities within the school system were willing to talk to the parents about the particular problems facing Native children in the schools and, therefore, several Native parents, under the leadership of Vern and Pauline Harper, withdrew their children from the Toronto school system. These parents formed a Collective and, after investigating Native-controlled alternative schools in the United States, decided to establish a Native alternative school in Toronto. It was financially impossible to operate such a school totally under the control of the Toronto native community, so the Collective negotiated with the Toronto Board of Education to provide financial assistance for teachers, materials and facilities, from kindergarten to grade eight. It was under this system that Wandering Spirit Survival School was formed and has continued to operate.

Although the Native community considers Vern Harper to be the director and Pauline Harper to be the principal of the school, Wandering Spirit Survival School is officially under the jurisdiction of Winchester

Public School, a regular elementary school within the Toronto public school system. Wandering Spirit operates in two classrooms and an office on the second floor of an old school building in downtown Toronto. At the time of this study, the junior classroom housed kindergarten to grade four with one teacher, and the senior room housed grades five to eight with one teacher. According to Vern Harper,<sup>1</sup> Wandering Spirit has two main goals: to enhance the Indian child's self-concept and sense of pride in himself as an Indian person, and to provide the Indian child with a sound academic education which will enable him or her to continue education beyond grade eight within the regular system.

#### Purpose of the Study

The purpose of this research was to observe and describe how three randomly selected pupils in the senior room of Wandering Spirit Survival School responded behaviorally to the academic and cultural experiences provided. From the observed behavior, the researcher attempted to extrapolate tentative conclusions about the degree to which the objectives and the experiences of the school appeared to meet the needs of these students.

#### Problem

Native survival schools are a recent phenomena in the schooling of native students in an urban setting. There is no documentation of student and teacher behavior in such schools. Using direct

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<sup>1</sup> Interview with Vern Harper, October, 1979.

observation, this study attempted to answer the following question: How do three pupils in the senior room at Wandering Spirit Survival School respond behaviorally to the academic and cultural experiences provided?

#### Definition of Terms

For this study the following definitions were used:

Alternative School -- This term was taken to mean a school or program which offered an alternative to the program offered in the regular school system.

Behavioral Response -- Any observable verbal or non-verbal action or reaction on the part of a Subject.

Academic Experiences -- Learning experiences pertaining to the core curriculum: mathematics, language arts, Ojibway language instruction, French language instruction, science, allied arts, library, and physical education.

Cultural Experiences -- The daily Sacred Circle and monthly feasts.

Total-class Instruction -- Any instructional communication directed by a teacher or resource person to the class as a whole.

Individual Instruction -- Any instructional communication directed by a teacher or resource person to an individual in the class and intended solely for that individual.

Individually-assigned Tasks -- Any written seatwork or other activity assigned to a Subject by a teacher or resource person, to be completed by the Subject while the teacher or resource person was engaged in teaching other pupils.

Free Time -- Any time during which a Subject had no specific task

to fulfill either because class had not yet begun, assignments had been completed, or no assignments had been given.

#### Delimitations

1. The researcher observed three Subjects from the senior room, which includes grades five to eight.

2. A minimum of three out of five days were spent each week observing the Subjects. Total observations lasted over a period of ten weeks and amounted to ninety-seven hours, fifty-three minutes.

3. Subjects were observed throughout the school day, both in class time, at recess and during lunch break. They were observed during the Sacred Circle and monthly feasts, but were not observed apart from the school setting.

4. The behavior of persons other than the Subjects was noted only when such persons interacted with or directly affected the Subjects.

#### Limitations

The findings reported in this study were limited by the following factors:

1. The data and interpretation of results in this study were dependent upon the observational and inferential skills of the observer.

2. The researcher was unable to observe all Subjects at any given moment. Therefore, it was impossible to record all available data.

3. The time devoted to observation lasted ten weeks, making it impossible to generalize findings to the whole school year.

4. An unpiloted interview schedule was used with the Subjects, and reliability tests had not been conducted on the interview schedule.

5. Because of the small sample, the lack of control of many variables, and the use of one school only, generalizability of findings was limited.

6. It was impossible to keep interpretation of data free from cultural bias since observer perceptions and judgement were involved.

#### Assumptions

For the purpose of this study certain assumptions were accepted:

1. It was possible to observe, describe, analyze and interpret pupil behaviors.

2. A case study of three students in a survival school yielded data concerning the academic and cultural experiences which were offered to students in the senior room, the cultural experiences which were offered to the total student body, the learning environment in the senior room, the responses of three pupils to the experiences offered in the senior room, and some sense of native community involvement in the school.

3. Effects of the observer's presence on Subjects were assumed to be minimal after a few days.

4. Interview questions were answered honestly by respondents.

#### Significance of the Study

Alternative schools appear to be a new trend in Indian education: T'lisalagi'lakw School, Albert Bay, British Columbia; Kumtuks Alternate School, Vancouver, British Columbia; Ustla-hahn Alternate School, Vancouver, British Columbia; Plains Indian Cultural Survival School, Calgary, Alberta; Saskatoon Survival School, Saskatoon, Saskatchewan; Kahnawake Survival School, Caughnawaga, Quebec. However, very little is

known about programs, teaching, and effects of these schools. Those involved with the schools believe that they can meet the needs of native children that are not met in the regular school system (Harper, 1979). Alternative schools are not intended for all native children, because many are able to succeed in the regular school system, but such schools are intended for those native children who are unable to meet with success in the regular system. If more were known about existing alternative schools such as those mentioned above, insights might be gained which would enable educators in other native alternative schools and in the regular system to improve educational opportunities for native children.

While this study dealt with only some of the dynamics operating within one survival school, it did provide initial insights into the academic and cultural experiences offered, the learning environment, and the behavioral reactions of three students. The study was not intended to be evaluative but, rather, exploratory. Hypotheses, therefore, were not postulated for testing. Discussion and interpretation of observational data in the study have led to the posing of further questions. It is the hope of this researcher that further research will grow from this study into questions such as: Do the results regarding the three Subjects in this study hold true for other pupils in the senior room at Wandering Spirit? How do these results apply to pupils in the primary room? Would results be similar in other native alternative schools? What effect would specific changes in program, materials, and teaching methods have on the academic achievement of the pupils in the senior room of this school? Answers to these questions could help people planning and operating alternative schools and also teachers in the regular school system to create learning situations which successfully meet the needs of

Indian children today.

## Chapter II

### REVIEW OF LITERATURE

#### Overview of Indian Education in Canada

Kaegi-Gerda, in The Comprehensive View of Indian Education, reviews how Indian education in Canada has been that of a foreign culture imposing itself upon the Indian child. The earliest efforts towards educating Indian people were aimed at assimilating them into French and later into British culture, while their own traditions and values were ignored and despised, as is indicated throughout the Jesuit Relations, dating from 1610 to 1791.<sup>1</sup> Residential schools removed children from the influence of their parents, with the intent of transforming them into civilized, "white" citizens.<sup>2</sup> Indian day schools, staffed by teachers of white European background, were established with the same goal in mind -- assimilation of the Indian child into "civilized" society. This philosophy of Indian education has continued for three hundred years in Eastern Canada and for the better part of a century in the West and North.

After World War II, Indian communities became less isolated because of increased contacts with the outside world. Indian education became more integrated with that of the non-Indian community.

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<sup>1</sup>Jesuit Relations and Other Related Documents (New York: Pageant Book Co., 1959), Vol. I to LXXI.

<sup>2</sup>Kaegi-Gerda, The Comprehensive View of Indian Education (Toronto: Indian and Eskimo Association of Canada, 1972), p. 7.

In 1948 a Joint Committee of the Senate and House of Commons in Ottawa made a detailed study of Indian education. One of the committee's key recommendations called for the integration of Indian education with that of the non-Indian community.<sup>3</sup>

As a result, joint schools came into being, wherein the Federal Government agreed to pay school boards for the increased costs of accepting Indian students into the regular schools. The number of joint schools increased and more native people moved into urban centres seeking employment and education. According to Kaegi-Gerda, the intent of Indian education continued to be the progressive integration of Indian people with the rest of Canadian society. School integration was being used to achieve complete social integration.<sup>4</sup> However, in the majority of cases, integration was not achieved. Rather, the educational system failed to meet the needs of Indian children and the needs of the larger society which sought the disappearance of a unique, special status group. Indian students continued to drop out and to join the ranks of the unskilled and unemployable.

Immersing the Indian child in a white, middle-class school setting created and still creates many problems due in part to cultural differences between the Indian child and the dominant group represented in the school. Many authors have written of the regular school system as being white, middle-class, with policy-makers and administrators largely representative of white, middle-class society. This school system serves the purpose of socializing students to the values, norms, and life-style of

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<sup>3</sup> Ibid., p. 20.

<sup>4</sup> Ibid., p. 20.

the dominant group for whom it was designed. When children from other cultures or from lower socio-economic backgrounds enter this school system, every effort is made to make them conform. Many minority group children, by learning how to play the proper roles, meet with some degree of success; many others are unable to cope with the unfamiliar demands of the school. For this latter group, school becomes a place of anxiety, failure, damaged self-concept, withdrawal, and alienation.<sup>5</sup>

Although minority-group children come to school with many abilities and experiences, and with much knowledge, educators nevertheless term them "deprived." Their background experiences are not deemed important by the school system since what they have learned may not fit the curriculum requirements. Remedial and compensatory education is undertaken, with the intent of compensating for the perceived deprivation and closing the gaps in the areas of skills, attitudes and thinking processes between these children and average middle-class white children. According to Stone and DeNevi, this approach has failed to a considerable extent.<sup>6</sup>

Indian children are one minority group which has experienced difficulties and frustrations in the regular school system. However, the problem does not lie with the pupils, for "deprived" is a relative term.

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<sup>5</sup>H. Thelen, "Some Classroom Quiddities for People-oriented Teachers," Readings in Human Development and Learning, eds. C. Svoboda, E. Koopman (Iowa: Kendall/Hunt Publishing Co., 1976), p. 43, 44; William Ryan, Blaming the Victim (New York: Vintage Books, 1971), p. 37; Philip W. Jackson, Life in Classrooms (Toronto: Holt, Rinehart and Winston, Inc., 1968), p. 22, 35; Philip W. Jackson, "Alienation in the Classroom," Education for Affective Achievement, eds. Robert D. Strom, E. Paul Torrance (New York: Rand McNally and Co., 1973), p. 122; James C. Stone and Donald P. DeNevi, eds., Teaching Multi-Cultural Populations (Toronto: Van Nostrand Reinhold Co., 1971), p. 8.

<sup>6</sup>Stone and DeNevi, op. cit., pp. 8-9.

Rather, the problem lies with the school system itself, which fails to take into account the cultural background of these children. Because of cultural differences, Indian children find school "individualistic, competitive, intrusive, regimented, immoral, and emotionally frigid compared to life in the home circle."<sup>7</sup>

Indian children encounter many problems within the regular school system. Racial discrimination is often experienced for the first time. The language of instruction is different from the child's first language. Discipline and accepted social behavior are alien. The child's own history and culture are often ignored or denigrated. Teachers are from the middle-class; programs and textbooks stress middle-class life-styles and values. Teachers' expectations for the Indian child are frequently lower than for middle-class pupils. Verbal and non-verbal communication is often misunderstood by both teacher and pupil.<sup>8</sup> Educator John Holt and anthropologist George Spindler, in articles written a decade apart,<sup>9</sup> revealed how pupils unable to handle cultural conflict developed their own coping strategies: silence, lack of attention, peer acceptance over

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<sup>7</sup> Murray Wax, "American Indian Education as a Cultural Transaction," Cultural Relevance and Educational Issues - Reading in Anthropology and Education, eds. Francis A. J. Ianni, Edward Storey (Boston: Little, Brown and Co., 1973), p. 349.

<sup>8</sup> Kaegi-Gerda, op. cit., p. 25, 27; George Kneller, "Education and Cultural Values," Education and Social Crisis, eds. E. Keach, R. Fulton, et al. (New York: John Wiley and Sons, Inc., 1967), pp. 16-17.

<sup>9</sup> John Holt, How Children Fail (New York: Dell Publishing Co., Inc., 1964), p. 42; George D. Spindler, "Why Have Minority Groups in North America Been Disadvantaged by Their Schools," Education and Cultural Process - Toward an Anthropology of Education, ed. George D. Spindler (Toronto: Holt, Rinehart and Winston, 1974), p. 71.

teacher acceptance, and psychological withdrawal. For many, physical withdrawal from the school system was found to be common.

In the opinion of Kaegi-Gerda, the educational problems faced by Indian students will only be corrected by changes in the school and classroom situation.

The educational system, if it is to succeed, must be based upon the Indian child's environment and then expand to provide the knowledge of the culture or society that surrounds him. The object of Indian education should be to aid the Indian in becoming a responsible citizen adjusted to his environment and a full participant in Canadian life without the necessity of departing from his ancestral heritage.<sup>10</sup>

A number of researchers have indicated that greater attention must be given to creating a healthy social environment in the classroom and an atmosphere for affective growth. Kleinfeld maintains that teachers must develop a personal interest in native pupils.<sup>11</sup> Hjelmseth and Berg hold that small group instruction, and one-to-one interaction, must be predominate for the native child,<sup>12</sup> while Kaegi-Gerda states that native parents must become involved in the schooling process at a fundamental level; native staff and resource persons from the community must be utilized to provide models with which the native child can identify.<sup>13</sup>

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<sup>10</sup> Kaegi-Gerda, op. cit., p. 9.

<sup>11</sup> Judith Kleinfeld, "Effective Teachers of Indian and Eskimo High School Students," (Alaska: Institute of Social, Economic and Government Research, 1972), pp. 12-17.

<sup>12</sup> Don E. Hjelmseth and Lyle L. Berg, "Individualization of Instruction: The American Indian Student," Education Monograph No. 7 (Montana: University of Montana - Division of Educational Research & Services, 1971).

<sup>13</sup> Kaegi-Gerda, op. cit., p. 29.

Alternative Schooling for Indian Children

Because the necessary changes in Indian education have not been realized in the schools, some native communities in the United States and Canada have begun to seek control over the education of their children. In 1966, the Rough Rock community situated on the Navajo reservation in Arizona, contracted with the Bureau of Indian Affairs for complete control over their school. The all-Navajo Board of Directors was given control over the operation and maintenance of the school plant, curriculum development, and hiring and firing of staff. In 1980, Rough Rock Demonstration School included pre-school to grade twelve offering a bilingual-bicultural program, which exposed pupils to the values and customs of both the Navajo and the dominant American culture. The goal of the school was that students will develop an understanding and appreciation of both cultures, as well as a positive self-image, and thus be able to maintain an equilibrium between the two cultures.<sup>14</sup> Descriptive studies of the school, written in 1968 and 1976,<sup>15</sup> provided information on the history of the school, programming, and community involvement. The Bureau of Indian Affairs conducted formal evaluations of the school in 1970, 1972, and 1974. These favorable evaluations encouraged other communities to contract for their own educational institutions. Many similar schools now are situated elsewhere on the Navajo reservation.

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<sup>14</sup> Robert A. Roessel, Jr., Navajo Education in Action: The Rough Rock Demonstration School (Arizona: Navajo Curriculum Center, 1977), p. 10.

<sup>15</sup> Broderick J. Johnston, Navaho Education at Rough Rock (Rough Rock: Rough Rock Demonstration School, D.I.N.E., Inc., 1968); Robert A. Roessel, Jr., op. cit.

A native-controlled school which has been operating in an American urban setting is the Red School House, which began in 1972. The school is situated in St. Paul, Minnesota, which has an urban Indian population of sixteen thousand. The Red School House aims to provide a sound, relevant education, without sacrificing students' cultural heritage.<sup>16</sup> The school's program, which extends from pre-school to grade twelve, works toward an integration of respect for pupils' own heritage with an awareness of problems associated with being in a modern urban environment. In 1976, the United States Office of Education named the Red School House one of ten model Indian schools in the United States. An information booklet prepared by the school provides a brief overview of the programs offered, and a short history of the school.

In Canada, the concerns of Indian people over the education of their children were voiced in a policy paper presented to the government of Canada by the National Indian Brotherhood in 1972. This document arose as a result of the Government of Canada's Indian Policy statement of 1969,<sup>17</sup> in which the Federal Government sought to relinquish its responsibilities to the Indian people and to turn such responsibilities over to the provinces. This policy, known as the White Paper, would result in the cessation of all federal funding for Indian education. The Indian Chiefs of Alberta replied to the policy in 1970 with the Red Paper, also

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<sup>16</sup> Heart Beat of Our Nation - Red School House Information Booklet (St. Paul, Minn.: Red School House, 1979).

<sup>17</sup> Statement of the Government of Canada on Indian Policy presented to the first session of the twenty-eighth parliament by the Honorable Jean Chrétien, 1969.

known as Citizens Plus,<sup>18</sup> in which they present their arguments against the acceptance of the Federal Government's White Paper. This was followed in 1972 with the policy paper Indian Control of Indian Education,<sup>19</sup> presented to the Federal Government by the National Indian Brotherhood of Canada.

Indian Control of Indian Education became government legislation in 1972, and resulted in an increasing number of Indian Bands assuming varying degrees of control over local reserve schools, and also gave rise to the establishment of several alternate schools for native children in Canada.

In 1974, Indian parents in Alert Bay, British Columbia began T'lisalagi'lakw School because, in their perception, their children had not been learning in the regular school the basic skills needed to function in the larger society. The aim of the parents was to "provide basic functional education for their children" and "to help Indian children understand their own culture through specific classes in Indian legends/stories, social studies, and songs/dances."<sup>20</sup> An evaluation of the school, conducted in 1979 by Gordon Turner of Mount Currie, found that the advisory board of the school was doing an excellent job, and that they had not lost sight of their original goals. The evaluation dealt with curriculum, school decor, and staffing, and presented the strengths of the school as

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<sup>18</sup> Citizens Plus, a presentation by the Indian Chiefs of Alberta to Right Honorable P. E. Trudeau, June, 1970.

<sup>19</sup> Indian Control of Indian Education (Ottawa: National Indian Brotherhood, 1972).

<sup>20</sup> Gordon Turner, Independent Evaluation of T'lisalagi'lakw School, November, 1979.

well as suggested areas which needed improvement. In 1980, the school enrolled 55 pupils, from nursery school to grade ten.

In 1976, Kumtuks Alternate School opened in Vancouver, featuring a preventative program designed for Indian students, aged twelve to fifteen, "whose recent history in the regular school program reflects poor attendance, lack of motivation, deficiencies in basic skills, poor attitudes toward school, and poor self-concept."<sup>21</sup> The initial aim of the program was to establish a learning environment which would provide students with a transition from a previous unsuccessful school experience to a successful re-entry into the regular school program. The school enrolls a maximum of twenty pupils, and stresses basic skills in English, mathematics and science. It also has a Native Studies component comprised of Native arts and crafts, Native history and geography, current events, and life skills. A priority at the school is to develop in students a healthy self-concept both as individuals and as Native people. Formal evaluations of the school were submitted to the Vancouver School Board at the conclusion of each of the first three years of the program's operation. These evaluations consisted largely of achievement test results, attendance records, and pupil comments on the school. No detailed information was available to this researcher regarding actual programs at the school.<sup>22</sup>

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<sup>21</sup> Margaret C. Allan, Report on the First Year of the Kumtuks Alternate Program, Templeton Secondary School (Vancouver: Evaluation and Research Services, Board of School Trustees, 1977), p. iv.

<sup>22</sup> Margaret C. Allan, op. cit.; Lynne Brenner, Report on the Second Year of the Kumtuks Alternative Rehabilitation Program, 1978; Susanne Hunter and Helen Kettle, Report on the Third Year of the Kumtuks Alternative Rehabilitation Program, 1979.

In February, 1978, Ustla-hahn Alternate School opened. The school is situated on a city reserve on Vancouver's north shore and services only pupils from the reserve. The 1980 enrolment consisted of twenty-four pupils, aged fourteen to seventeen, who had either dropped out or been dismissed from the regular school system. Because the school had been in existence for only a year and a half, written information on it was not available.

Kahnawake Survival School, which opened in 1978, is a secondary school on the Mohawk reserve at Caughnawaga, Quebec. The people of Caughnawaga believed they had to establish their own school, designed to meet Mohawk needs, if they were to survive as a people. The school, which extends from grades seven to eleven, is designed "to hand down Mohawk culture and a high quality of education."<sup>23</sup> The school offers vocational and non-vocational programs, with a well-developed curriculum emphasizing basic skills in core subject areas, and self-reliance developed through "project education."<sup>24</sup>

Plains Indian Cultural Survival School in Calgary, Alberta, began operation in February, 1979. It is Canada's first Indian initiated and controlled educational program for junior and senior high school (grades seven to twelve) in an off-reserve urban centre. The Indian people involved with the school were motivated to initiate their own educational program because of the high drop-out rate among Indian students in

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<sup>23</sup>Kahnawake Survival School. An information booklet published under the joint editorship of the Caughnawaga Joint School Committee, 1979, p. 4.

<sup>24</sup>Ibid., p. 11, 12.

integrated schools in the city. The school accepts pupils fourteen years of age and older and offers a full program of regular courses and Indian cultural courses, leading to an Alberta High School Diploma.<sup>25</sup> In 1980, the school enrolled ninety-two students, some of whom were from the city of Calgary; others were bussed into Calgary from various neighboring reserves.

A native survival school began in Saskatoon, Saskatchewan in September, 1980. The school operates jointly under a native parents council and the Roman Catholic Separate School Board, and enrolls approximately eighty-five students between the ages of thirteen and nineteen years. Most of the students had dropped out of the regular school system, and range in their academic levels from grade seven to grade eleven. The curriculum of the school includes 50 percent provincial Department of Education guidelines, and 50 percent cultural components.

#### Other Alternative Schools in Canada

The development of alternative schools for and by Native people in recent years is by no means the first time that groups of parents in Canada have sought alternative education for their children. The origins of the Separate School system, the first alternative schools in Canada, can be traced to the Act of the United Legislature of 1841. By this Act, minority religious groups were required to pay taxes only for the support of denominational schools and were exempt from paying taxes

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<sup>25</sup> Brochure prepared by the Calgary Board of Education.

for public school purposes.<sup>26</sup> At the time of Confederation, the rights of denominational schools were made permanent in Ontario and Quebec by the BNA Act, Section 93. Although various acts and amendments followed, these rights were never revoked, but rather privileges were extended at the elementary school level.<sup>27</sup> Under the Upper Canada Schools Act of 1871, grammar schools in Ontario became high schools. Denominational high schools were denied any share of government grants, necessitating that all denominational secondary schools be private.<sup>28</sup> However, in 1958 government funding for separate schools (as denominational schools came to be called) was extended to include grades nine and ten.

In the province of Quebec, denominational schools are called "dissentient schools," and may be Catholic or Protestant depending on the minority in a given district. Most dissentient schools in Quebec are non-Catholic, and are maintained under the same type of tax laws as the separate schools in Ontario.<sup>29</sup>

Manitoba entered Union in 1870, and at that time the Manitoba Act, Section 22, allowed for a dual system of education similar to that in Ontario and Quebec. The Public Schools Act of 1890 made it legally binding on all ratepayers to support the national school system, and to maintain any additional separate schools without provincial grants.

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<sup>26</sup>George M. Weir, The Separate School Question in Canada (Toronto: The Ryerson Press, 1934), p. 128.

<sup>27</sup>C. B. Sissons, Church and State in Canadian Education (Toronto: The Ryerson Press, 1959), p. 57.

<sup>28</sup>Weir, op. cit., p. 129.

<sup>29</sup>Ibid, p. 174.

Although the Act did not legally abolish separate schools, it did place an economic burden on those desiring denominational schools, and the numbers of such schools rapidly decreased.<sup>30</sup>

The areas of Canada now known as Saskatchewan and Alberta were originally part of the Northwest Territories where, according to the 1875 federal statute of the Northwest Territories Act, Section II, the majority of ratepayers could establish a school system. Similarly, the minority of ratepayers, Catholic or Protestant, could establish separate schools and be liable only to assessment to support their respective schools.<sup>31</sup> When Saskatchewan became a province, minority rights and privileges which had existed under the original Northwest Territories Act were excluded from the Saskatchewan Act of 1905. A series of court cases ensued, and in 1917 the Saskatchewan Supreme Court, affirmed by the Privy Council, declared that a minority in any public school district might secede and establish a separate school, but that the minority group was obliged to maintain the said school.<sup>32</sup> Minority ratepayers would support separate schools, while others would support the public school system, with taxes being allocated according to religious affiliation. This dual system of public and separate schools still existed in Saskatchewan in 1980.

Alberta, like Saskatchewan, joined the Union in 1905, but unlike Saskatchewan, the rights and privileges enjoyed by minority groups under

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<sup>30</sup> Ibid., pp. 38-39.

<sup>31</sup> Ibid., p. 63.

<sup>32</sup> Ibid., p. 80.

the Northwest Territories Act were affirmed in the Alberta Act, Section 17. Until 1901, separate schools in Alberta had, by law, been elementary. As high schools increased, separate schools and public schools alike were supported by municipal taxes and provincial grants.<sup>33</sup> The Revised Statutes of Alberta, 1955, Cap. 297, once again affirmed the right of a religious minority group of electors in any district, Roman Catholic or Protestant, to establish separate schools and be assessed only for the support of its respective system.<sup>34</sup>

New Brunswick has never had separate schools by law. The Common Schools Act of 1871 stated that free and non-sectarian education would exist within the province. However, concessions over the years have resulted in separation and, in reality, Catholic and secular schools exist.

Nova Scotia entered Confederation without legal status for denominational schools, and this situation exists today. Parochial schools do exist, with a percentage of representation on the local School Board, and where the majority of pupils in a school are Catholic, the school is called a Catholic school. Thus, separate schools exist without benefit of law, but rather according to "neighbourly convention."<sup>35</sup> A member of a local school board once stated: "We have the advantage of a simple public school system, with the local elasticity allowing Catholics the essential advantages of a separate system for Catholics."<sup>36</sup>

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<sup>33</sup> Sissons, op. cit., p. 352.

<sup>34</sup> Ibid., p. 346.

<sup>35</sup> Ibid., p. 334.

<sup>36</sup> Ibid.

Prince Edward Island entered Confederation in 1873 without any legal statement in the school act regarding sectarianism. However, schools in Prince Edward Island reflect the local situation, and many are Catholic in nature although public by law.<sup>37</sup>

Newfoundland's denominational system recognizes all denominations and gives equal rights to all, with the state supporting schools of whatever denomination. Amalgamated schools were established where no specific denomination existed in large enough numbers to warrant a school. Protestant schools have amalgamated increasingly since 1943, which means that schools in Newfoundland are neither Protestant nor Catholic.<sup>38</sup>

British Columbia has had no state-supported separate schools, although parochial schools have existed in that province. Partial provincial funding was only awarded to parochial schools in the late 1970's.

Although "separate" schools are usually thought of as Catholic or Protestant, there have been other minority groups who have established alternative schools on religious and cultural grounds. The Mennonites and Amish are two such groups.

Mennonites first came to Canada in the late 1800's and settled in Ontario. According to Fritz, most Mennonites were content to send their children to the small, rural, one-room schools. However, when the Ontario government closed small rural schools in the late 1960's, substituting consolidated schools and thus eliminating control by local school boards, many of the more conservative Mennonites established

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<sup>37</sup> Ibid., p. 364.

<sup>38</sup> Ibid., p. 395.

parochial elementary schools, while more progressive groups established parochial elementary schools, high schools, and colleges.<sup>39</sup>

Mennonites arrived in Western Canada in 1874, settling first in Manitoba. According to Lohrenz,

Right from the beginning schools were established and attendance for all children . . . made compulsory . . . Its main objective was religious instruction and moral education in addition to the three R's.<sup>40</sup>

In 1889, an advanced Mennonite school was built with private contributions, and by 1900 Mennonite schools had their own inspectors. Manitoba legislation passed in 1916 made attendance at public school compulsory for all children. As a result, thousands of Mennonites left for the United States. However, a new surge of Mennonites arrived from Russia, and the more progressive among these readily attended public schools.

Mennonites settled in Saskatchewan and Alberta after 1890, and in British Columbia after 1927. The more progressive among these also attended consolidated schools already existing in those provinces. The more conservative branch of the Mennonites, known as the Amish, were unwilling to send their children to large, consolidated public schools. As Hostetler and Huntington explain:

The Amish sensed intuitively what scientists know empirically, that when a secular system of education displaces the

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<sup>39</sup> Winfield J. Fritz, The Mennonites in Ontario (Waterloo: Mennonite Historical Society of Ontario, 1974), p. 27.

<sup>40</sup> G. Lohrenz, The Mennonites of Western Canada (Winnipeg: 1974), pp. 26, 27.

indigenous method of training, the basis for a traditional way of life is swept away.<sup>41</sup>

The Amish have two types of schools: the elementary school and the vocational school. The primary function of the schools is to teach the three R's in an environment where children do not have to learn the assumptions of the twentieth century. One Amish parent put it thus: "Our goal should be that the church, the home, and the school should teach the same things. Let us not confuse our children . . ."<sup>42</sup> Thus, Amish schools are an integral part of community life, supporting the family and traditions of the community.

Social cohesiveness rather than intelligent creativity or critical analysis is the goal of Amish schooling . . . The Amish are not committed to the assumption that legitimate forms of learning are primarily abstract and analytical. They believe that learning should be practical . . .<sup>43</sup>

Hostetler and Huntington selected a sample of Amish schools in various communities in North America for intensive study. They concluded

. . . that these Amish community schools are successful when judged by public school standards (standardized tests), when judged by independent school attainment standards (goal attainment) and when judged by the traditional Old Order Amish community.<sup>44</sup>

Hostetler and Huntington have spent years studying not just Amish schools, but the total Amish culture. They summarize the history of Amish schools thus:

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<sup>41</sup> John A. Hostetler and Gertrude Enders Huntington, Children in Amish Society. Socialization and Community Education (Toronto: Holt, Rinehart and Winston, 1971), p. 35.

<sup>42</sup> Ibid., p. 23.

<sup>43</sup> Ibid., p. 109.

<sup>44</sup> Ibid., p. 105.

Where the Amish were successful in their attempt to modify the public school system, their children remained in the public school . . . They were in an educational situation in which their distinctive culture was respected while they were at the same time introduced to aspects of middle-class society. Where the state school officials remained rigid and made little attempt to understand or work with the Amish, the Amish withdrew completely from the public schools and built and staffed their own schools. They withdrew because of changes in public school philosophy and organization that threatened their cultural identity, not because they wanted to teach religion in the school.<sup>45</sup>

Upon completion of their research into Amish culture, Hostetler and Huntington concluded that Amish schools:

are more successful for Amish children than consolidated schools, for they enable the Amish children not only to master the requisite academic material, but also to develop a positive self-image within their own culture . . .<sup>46</sup>

Alternative schools which sprang up early in Canada's history were established by religious groups. A look at the present-day situation reveals that there are currently alternative schools in Canada which are not necessarily religious in purpose.

Presently, there are no alternative schools other than denominational in any of the Maritime provinces, nor in Newfoundland. There are a number of schools in New Brunswick that operate outside the School Act, but these are privately funded by religious groups.<sup>47</sup>

Alternative schools exist in Ontario, and this researcher was

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<sup>45</sup> Ibid., p. 113.

<sup>46</sup> Ibid., p. 105.

<sup>47</sup> Correspondence from Data and Information Officer, Department of Education, Charlottetown, P.E.I., November, 1980; Correspondence from Supervisor of Information, Statistics and Publications, Department of Education, St. John's, Newfoundland, November, 1980; Correspondence from Director of Evaluations, Department of Education, Fredericton, New Brunswick, November, 1980.

referred by the Department of Education to schools in the Toronto area. The Toronto Board of Education maintains fifteen alternative schools, seven elementary and eight secondary. The elementary schools include the following:

Alpha: 50 pupils, ages 4-12. JK-grade 6. Initiative, self-respect and competence in fundamental skills is emphasized.

Alternative Public: 60 students, ages 4-11. JK-grade 5. Grade 6 in 1981-82. Full day care. Academic basics, French instruction, community interaction, physical education and artistic development at all levels.

Beaches Alternative: 30 pupils, ages 6-12. Grades 1 to 5. Individualized programs based on student proficiency in basic skills and on pupil's interest.

Downtown Alternative Primary: Currently, 40 students, JK to grade 3. Program is similar to Alternative Public School.

Hawthorne II Bilingual: 90 children, ages 4-12. JK-grade 6. English or French first language enrolment. Full day care. Emphasizes physical, social, emotional, and intellectual development in a bilingual setting.

Spectrum: 75 students. Grade 7 and 8. For highly-motivated students. Academic disciplines taught in small groups. Integrated studies emphasize group or individual work.

Wandering Spirit Survival: 30 students ages 4-14. JK-grade 8. Full year program. Combines basic academic skills with an emphasis on Native spiritual values and traditions.<sup>48</sup>

The alternative secondary schools include the following:

City School: 90 students. Level 5 programs. Aims to maximize student achievement in academics, creative arts and physical fitness by integrating the school and community.

Contact: 110 students, ages range from 14 to 21 or older. Level 4 and 5 programs. Basic catch-up courses in English and math, advanced work and community studies. Three week trial period for students under 16 years. Attendance is compulsory.

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<sup>48</sup> Fact sheet issued by Alternative and Community Programs Dept., Toronto Board of Education, February 1981.

Inglewood: 60 students. Level 5 programs. Communications, arts, pure and applied sciences and social services. A one-day-a-week credit "Outreach" program involves students in the community through courses, independent studies, volunteer or part-time work programs.

Seed: 120 students. Level 5 programs. Traditional subjects and a wide variety of special interest "Catalyst" courses.

Subway Academy One: 90 students. Level 4 and 5 programs. East location. Open year round. Students must take at least 4 courses per year. Program includes regular subjects taken at Board secondary schools, "Independent Study" courses which are staff supervised, and individual interest courses. One month trial period. Registration throughout year.

Subway Academy Two: 70 students. West location. Programs and levels offered are similar to Subway One.

The Student School: 70 students. Level 4 and 5 programs for people who have left school before obtaining a diploma. Full-time or part-time studies. Students must be at least 16 years.

West End Alternative: 84 students. Programs and student responsibilities similar to Contact.<sup>49</sup>

Each of these alternative schools submits an annual report to the Toronto School Board. The reports are prepared at the schools and follow whatever format each school chooses. Each report may be as brief or as extensive as the individual school decides.

The North York Board of Education operates ten alternative schools at the elementary and secondary levels. "The schools exist to serve students who are gifted, or who prefer a less structured learning environment or who are experiencing behavioral problems."<sup>50</sup> One such school is Avon Glen, which accepts students fourteen to eighteen years of age, of

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<sup>49</sup> Ibid.

<sup>50</sup> Correspondence from the Board Services Dept., Board of Education for the city of North York, Willowdale, Ontario, June, 1981.

average or above average ability, who are not experiencing success in a regular school setting, or who have dropped out of school and wish to return. The school aims:

- To provide an opportunity for a student
  - to successfully return to an academic setting at any time during the school year
  - to upgrade basic skills in English and mathematics
  - to develop a realistic and satisfactory self-image
  - to gain secondary school credits
  - to develop sound habits, positive attitudes and personal values
  - to develop skills in living, learning and working.<sup>51</sup>

Students attend classes in three groups, with ten to sixteen students per group. "Classes are from 8:50 a.m. to 12:25 p.m. daily. The other half-day varies due to programming of out-of-school experience and assignments and remedial assistance."<sup>52</sup>

Western Region Attendance Program is an alternative program aimed at providing,

- Through individualized instruction and counselling, opportunities for the student:
  - to attend school on a regular basis
  - to acquire academic skills as prescribed by the home school
  - to develop a positive self-image
  - to develop study skills, positive attitudes.<sup>53</sup>

Students of thirteen years of age and older, who have been experiencing chronic attendance problems, are eligible for the program which concentrates on academic, social, and life skills areas.

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<sup>51</sup> Brochure on Avon Glen Program printed by the Board of Education for the city of North York.

<sup>52</sup> Ibid.

<sup>53</sup> Brochure on Western Region Attendance Program printed by North York Board of Education.

An Alternative and Independent Study Program (A.I.S.P.) is a third alternative program operated under the North York Board of Education. Students attending this program do very little of their learning in a classroom setting. Rather, students receive one seminar weekly in both English and the social sciences, and approximately two or three weekly classes in the mathematics and sciences. The rest of the student's time is spent doing research in a library or work at home.<sup>54</sup> Evaluations done on the school indicate that students going through A.I.S.P. are better prepared for university.<sup>55</sup>

The Board of Education for the Borough of Etobicoke offers an alternative program at the secondary level.

This program is designed for students who do not see schooling as the avenue to their vocation. Instead, they wish to acquire attitudes and skills to place themselves in a favorable position in the job market at the earliest opportunity. Through in-school classes and realistic work experiences, the students will develop and practise employable skills.<sup>56</sup>

No alternative schools were found to exist in the province of Manitoba.<sup>57</sup> The province of Saskatchewan has alternative schools and programs in various areas. One field where alternative schools is increasing is in native education where more and more Indian Bands are

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<sup>54</sup> A.I.S.P. Alternative and Independent Study Program, Student Calendar, 1981-1982.

<sup>55</sup> Correspondence received from the Administrative Assistant, Alternative and Independent Study Program, January, 1982.

<sup>56</sup> Brochure printed by the Co-operative Education Department, Board of Education, Borough of Etobicoke, 1981.

<sup>57</sup> Correspondence from the Information Officer, Department of Education, Winnipeg, November 5, 1980.

assuming control of their schools: Ile a la Crosse, James Smith Reserve, Thunderchild Reserve, to name just a few.

The philosophies of these schools tend to emphasize community education, Indian and Metis cultural content, use of local para-professionals, and community-based teacher training.<sup>58</sup>

Community schools have been established in large urban centres in Saskatchewan. The community school program was introduced by the Department of Education in 1979, and is aimed:

at meeting the needs of low income areas of the cities and especially the needs of native students. This approach, now being implemented by the city school boards, involves an on-going commitment of extra resources, such as community school co-ordinators and teaching assistants, to particular schools in recognition of their greater needs. There is also an emphasis on parents and other residents becoming involved in the decision-making of the school, as a true reflection of the parents' and students' needs and priorities.<sup>59</sup>

Several alternative secondary schools and programs exist:

Riverview Collegiate, Sion High School, and Radius Tutoring Project, all based in Saskatoon; and Miller High School, Cochrane High School, The Quiet High School, and Cornwall High School, all located in Regina.

Riverview Collegiate aims to help students who would otherwise fail "attain some skills and grade standing"<sup>60</sup> as well as to assist them in improving their self-confidence and "providing them with concrete employment opportunities."<sup>61</sup>

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<sup>58</sup> Jeremy Hull, Alternatives for the Eighties: Opportunity and Change in Saskatchewan's Schools, Department of Education, January, 1981, p. 6.

<sup>59</sup> Ibid., p. 7.

<sup>60</sup> Ibid., p. 30.

<sup>61</sup> Ibid.

Course work for the first year is given in the mornings, equally divided between academics and industrial arts . . . . Optional classes are offered in the afternoons based on both student and teacher interests and abilities . . . . The second year is modified to include a work experience program . . . . The school offers a vocational grade ten certificate to successful students.<sup>62</sup>

Sion High School covers grades eight through eleven, and "is designed to serve students who have difficulty in regular schools."<sup>63</sup>

There are few optional subjects, and a core of modified academic subjects is mandatory for all grades. For reading and math, students are grouped by skill levels, but for other subjects students at different levels work in the same class on a more individualized basis . . . . A lot of emphasis is placed on improving reading skills . . . . A compulsory work experience program operates in grades ten and eleven.<sup>64</sup>

Radius is in its eleventh year of operation. Presently, Radius serves "the hard core negative behavior ridden population of adolescents for whom no other service is being provided."<sup>65</sup>

The program is highly individualized and covers a wide range of grade levels, from basic literacy through grade twelve . . . . The usual program is made up of academic studies in the mornings, and shop and recreational classes according to student preference in the afternoons . . . . In addition to the basic academic program, Radius had a treatment and workshop program. The treatment program is based on Glasser's reality therapy model . . . . The workshop provides training in basic woodworking skills, use of power equipment, shop safety, etc.<sup>66</sup>

Miller High School in Regina is a general academic and vocational high school which includes two special education streams, one for

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<sup>62</sup> Ibid.

<sup>63</sup> Ibid., p. 31.

<sup>64</sup> Ibid.

<sup>65</sup> Ibid., p. 37.

<sup>66</sup> Ibid., pp. 37, 38.

mentally retarded students with an I.Q. below 85, and the other for students with an I.Q. above 85 who are two or more years behind the expected grade level for their age. The school "provides a four year course, the first three of which are 'modified' grade nine through eleven programs. Students who are able can then continue on to a standard grade eleven program."<sup>67</sup>

Cochrane High School "admits several types of students who for various reasons cannot handle a straight academic program."<sup>68</sup>

The program covers three years, the first year being an exploratory year in which students examine their educational and career options. During the second and third years, students pursue a special interest in a program which is half academic and half vocational or technical.<sup>69</sup>

The Quiet High School was established in 1972, and was designed "to support those students who are socially and emotionally withdrawn and academically unsuccessful."<sup>70</sup>

The program itself is based on individual students working on correspondence courses with a teacher acting as tutor . . . . An attempt is made to re-integrate students back into regular high schools, through half-and-half arrangements; that is, they may spend part of their time in regular high school classes.<sup>71</sup>

Cornwall is an independent school, serving primarily high school drop-outs. The program:

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<sup>67</sup> Ibid., p. 32.

<sup>68</sup> Ibid., p. 32.

<sup>69</sup> Ibid.

<sup>70</sup> Ibid., p. 32.

<sup>71</sup> Ibid.

. . . is a basic academic high school program, although it is modified a good deal in such areas as social studies and English to be more relevant to students . . . . Afternoons . . . are often used for special activities, outings, or other options . . . . Cornwall's approach to the social/emotional problems students face is . . . to provide the opportunity for students to develop a democratic self-governing structure.<sup>72</sup>

In 1980 the Community Education Branch of the Department of Education of Saskatchewan was completing a document intended to "initiate action around the design and implementation of alternatives" with "inner-city and out-of-school youth"<sup>73</sup> as the target. This document was not yet available at the time of writing.

The province of Alberta also has alternative programs for students. The Edmonton Public School Board administers several of these. The Caraway Program is for children aged six to twelve years, and includes grades one to six.

The program has mixed age groupings . . . an integrated curriculum, discovery learning, an emphasis on the creative aspects of the curriculum (movement, art, drama) and a reading and language program partially shaped by individual needs, interests and abilities . . . . A theme approach to curriculum is used at all levels . . . . At the beginning (5 to 7 year olds) and middle (7 to 9 year olds) levels the theme is explored through learning at activity centers and involvement in structured experiences designed by the teachers. The upper level (10 to 12 year olds), while utilizing the theme approach, places a greater emphasis on those skills which are preparatory to the junior high school experience.<sup>74</sup>

The Caraway program was started by parents, and parents continue to have a key voice in the operation of the school.

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<sup>72</sup> Ibid, pp. 38, 39.

<sup>73</sup> Correspondence from Doug McCarthur, Minister of Education, February 5, 1982.

<sup>74</sup> Brochure on the Caraway Program printed by the Edmonton Public Schools.

Another alternative program administered by the Edmonton Board is the Waldorf Program which aims "to engage the child's feelings and will as well as intellect."<sup>75</sup> The program offers the child "a wide range of interrelated experiences, thereby fostering a sense for the wholeness of human knowledge."<sup>76</sup>

Visual dramatic arts and handicrafts are used to bring all subjects, including the sciences, vitally alive to the child . . . wherever possible a class has the same main lesson teacher from year to year. In addition, block lessons, in which the same subject is taught every morning from a period of from two to four weeks, allow the teacher to present the same subject fully and imaginatively and to develop a mood of reverence for life and knowledge . . . . Cooperation rather than competition is stressed, and all forms of creativity are encouraged. Children make and illustrate their own textbooks . . . . Art permeates Waldorf education.<sup>77</sup>

The Alpha Program is a non-graded elementary school program with children of different ages grouped together. The program was developed largely through parental input, and parents are "expected to meet a minimum time commitment each month, working as in-class helpers or on one of the many committees."<sup>78</sup> The Program employs a child-centered program "where children are given every possible opportunity to experience success."<sup>79</sup> "The curriculum is presented through the study of topics which involve all subject areas. Activities and play form the basis for all the learning experiences."<sup>80</sup>

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<sup>75</sup> Brochure on the Waldorf Program, printed by the Edmonton Public Schools.

<sup>76</sup> Ibid.

<sup>77</sup> Ibid.

<sup>78</sup> Brochure on the Alpha Program, printed by the Edmonton Public Schools.

<sup>79</sup> Ibid.

<sup>80</sup> Ibid.

Virginia Park is a fine-arts elementary school, which emphasizes the use of music, art, drama, and creative dance as ways "of enriching the child's learning experience in language arts and other core subject areas."<sup>81</sup>

The program of instruction is based on the teaching of basic skills, not as isolated ones, but as useful skills which are important to the child's complete understanding of the areas being studied . . . . Exploring and experimenting are encouraged.<sup>82</sup>

The Edmonton public schools also offer a wide range of second language programs: French, German, Latin, Spanish, Ukrainian, Hebrew, and Cree. These exist either as second language programs, or as immersion programs.

Alternative schools exist under the jurisdiction of school boards in Calgary. Bishop Carroll High School is operated by the Calgary Roman Catholic Separate School Board, and handles 1300 students. It is organized for individual progress of the student, with programs "based on continuous progress and mastery learning."<sup>83</sup> The Calgary Public School Board, District No. 19, includes six alternative schools. One of these is the Calgary Hebrew School which provides education in both English and Hebrew. The school, which operates from nursery (age three) to grade nine, provides the regular English program of studies approved by the Calgary Board of Education, and a Hebrew curriculum consisting of Hebrew language, customs, traditions, history, and some Bible studies.

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<sup>81</sup>Brochure on Virginia Park School, printed by the Edmonton Public School Board.

<sup>82</sup>Ibid.

<sup>83</sup>Correspondence from the Vice-President in charge of Administration, Bishop Carroll High School, Calgary, May, 1981.

In the elementary grades, the time spent in each curriculum is approximately 50 percent, while in junior high grades students spend 75 percent of their time on the English curriculum, and 25 percent on the Hebrew curriculum.<sup>84</sup>

Calgary also has an Alternative High School which conducts an Aim High Program. This program takes students who have been out of school for at least a semester and who cannot or will not return to a regular school, and provides them with the opportunity to complete junior high (Phase One) or grade ten (Phase Two). Within the program,

students are placed in groups of ten which move from class to class . . . . Four classes a day are held on Monday through Thursday, with one tutorial class per day, and Friday for catch-up and/or counselling. One physical education class and one general meeting a week, frequent visiting lecturers, regular and compulsory field trips, and daily opportunities for one-to-one contact and tutorials complete the timetable.<sup>85</sup>

Within the province of British Columbia, sixty-four public school districts (out of seventy-five) operate alternative programs known collectively as Rehabilitation Programs, which are designed to meet the needs of exceptional children who have physical, mental, or emotional handicaps or who are learning disabled. A survey done in April, 1981 by the Ministry of Education established that 3,382 students were attending 144 rehabilitation programs in British Columbia. These programs are housed in separate buildings or space in other school buildings.<sup>86</sup> Apart

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<sup>84</sup> Correspondence from the principal of the Calgary Hebrew School, December, 1981.

<sup>85</sup> Information sheet printed by the Calgary Board of Education.

<sup>86</sup> Survey of Rehabilitation Programs (Alternate), Special Approvals Funding, Ministry of Education, British Columbia, April, 1981.

from these Rehabilitation Programs, "a significant number of school districts operate alternative education programs."<sup>87</sup> No further information on these alternative programs was made available by the Ministry of Education.

The preceding discussion of alternative school programs available to students across Canada is by no means exhaustive. However, the information available adequately establishes that alternative education has been and continues to be an integral part of education in Canada, and that alternative schools exist to meet the varying needs of different groups of students. The present study focused on one particular group, native people in Canada, which has recently begun to establish alternative schooling for their children, and within that group, the study focused on one particular alternative school, namely, Wandering Spirit Survival School in Toronto.

#### Methodology: Participant Observation

Alternative schooling for native children in Canada is an area where little if any research has been done. At the stage of initial research, studies must be exploratory in nature, leading towards descriptive research through participant observation which "has special value for exploratory studies designed to identify research problems and generate hypotheses for future testing."<sup>88</sup> The use of participant observation in

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<sup>87</sup> Correspondence from the Executive Director, Division of Special Education, Ministry of Education, British Columbia, January, 1982.

<sup>88</sup> Marion Pearsall, "Participant Observation as Role and Method in Behavioral Research," Qualitative Methodology: Firsthand Involvement With the Social World, ed. William Filstead (Chicago: Markham Publishing Co., 1970), p. 347.

exploratory studies is supported by Cusick who maintains that:

Participant observation is not meant to determine the final answer to any social phenomenon, rather it is purely exploratory and is to be used in cases where little work has been done. The final product of the study is the tentative explanation of social behavior which may be used to generate hypotheses for further testing.<sup>89</sup>

The attempt in such research to identify problem areas and raise research questions is generally aided by the case-study approach, which "brings to light relationships that can be further studied in other ways."<sup>90</sup> Lutz and Ramsey (1974) suggest that some information about complex problems of education may not be available any other way.<sup>91</sup> In the case-study approach an "attempt is made to study a multitude of factors by limiting the number of cases observed."<sup>92</sup> One of the strong features of this approach is that "factors under study are usually not oversimplified . . . they tend to be studies of phenomena as they exist in the natural setting."<sup>93</sup>

Gathering data in a natural setting can frequently provide the most accurate picture of a subject's overt behavior<sup>94</sup> and direct

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<sup>89</sup> Philip A. Cusick, Inside High School The Students World (Toronto: Holt, Rinehart, and Winston, 1973), p. 231.

<sup>90</sup> Emmanuel J. Mason and William J. Bramble, Understanding and Conducting Research/Applications in Education and the Behavioral Sciences (Toronto: McGraw-Hill Book Co., 1978), p. 36.

<sup>91</sup> Ibid., p. 34.

<sup>92</sup> Ibid., p. 35.

<sup>93</sup> Ibid.

<sup>94</sup> Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 647.

observation allows the researcher to "probe aspects of behavior not accessible to the conventional paper-and-pencil test, interview, or laboratory technique."<sup>95</sup> Changes in behavior on the part of a subject over a period of time are reflected in the data, and the narrative form of data collecting used in participant observation places behavior in the context and sequence of events in which it occurred.<sup>96</sup>

Vidich supported the use of participant observation as a valid approach to data collecting:

Participant observation enables the research worker to secure his data within the mediums, symbols and experiential worlds which have meaning to his respondents. Its intent is to prevent imposing alien meanings upon the actions of subjects.<sup>97</sup>

Pearsall maintained that:

The method stresses detailed description that preserves as much of the total context of behavior as possible . . . Based as they are on many observations of spontaneously developed natural situations, the data are relatively independent of the subjects' willingness or ability to report their own behavior accurately.<sup>98</sup>

Participant observation can take four forms: complete observer, observer-as-participant, participant-as-observer, and complete participant. This method is subject to some acknowledged weaknesses. No

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<sup>95</sup> Ibid., p. 648.

<sup>96</sup> Howard S. Becker and Blanche Geer, "Participant Observation and Interviewing: A Comparison," Qualitative Methodology: Firsthand Involvement With the Social World (Chicago: Markham Publishing Co., 1970), p. 141; Richard M. Brandt, Studying Behavior in Natural Settings (Toronto: Holt, Rinehart and Winston, 1972), p. 81.

<sup>97</sup> Arthur J. Vidich, "Participant Observation and the Collection and Interpretation of Data," Qualitative Methodology: Firsthand Involvement With the Social World (Chicago: Markham Publishing Co., 1970), p. 165.

<sup>98</sup> Marion Pearsall, op. cit., p. 345.

researcher in a natural setting can be totally non-influential on the subjects he observes yet Kerlinger maintains that this is not a severe problem since a person cannot act in a way he/she has not learned to act and "individuals and groups seem to adapt rather quickly to an observer's presence and to act as they would usually act."<sup>99</sup> Another weakness found in the use of participant observation is the observer himself, who "must digest the information derived from his observations and then make inferences . . . the strength and the weakness of the procedure is in the observer's powers of inference."<sup>100</sup> The ungeneralizability of the findings resulting from the study of a limited sample is yet another objection held by some researchers to the use of participant observation. Cusick replied to this objection by reminding researchers that "while an instance of social phenomena may be unique, that need not prevent one from learning about and from it by intelligent study."<sup>101</sup> A final objection to the use of participant observation has to do with the absence of standardized tests of validity and reliability. Cusick again responded to this objection by maintaining that

as one lives close to a situation, his description and explanation of it have a first-person quality which other methodologies lack. As he continues to . . . move deeper into the situation his perceptions have a validity that is simply unapproachable by any so-called standardized method. Likewise, as his validity becomes better, so his reliability.<sup>102</sup>

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<sup>99</sup> Fred M. Kerlinger, Foundations of Behavioral Research, 2nd ed. (Toronto: Holt, Rinehart and Winston, Inc., 1973), p. 538; H. Wolcott, "Criteria for an Ethnographic Approach to Research in Schools," Schooling in the Cultural Context, eds. J. Robert, S. Akinsanya (New York: David McKay Co. Inc., 1976), pp. 106, 107.

<sup>100</sup> Ibid., p. 538.

<sup>101</sup> Philip A. Cusick, op. cit., p. 231.

<sup>102</sup> Ibid., p. 232.

Kerlinger suggested that many educational research problems demand behavioral observations<sup>103</sup> and indeed participant observation has been used successfully in studies of other school settings. John Holt observed and taught in a fifth grade class of which a friend of his was the regular teacher. His observations were reported in How Children Fail.<sup>104</sup> Philip Cusick used participant observation to collect data for Inside High Schools which describes how students behave in high school and how their behavior affects other persons in the school setting.<sup>105</sup> Philip Jackson focused on pupil and teacher behavior in several elementary schools, and his research is reported in Life in Classrooms.<sup>106</sup> Kathleen Whale used participant observation to study the teaching of creative writing in an elementary school. Her findings are reported in Verbal Interaction and Creative Writing.<sup>107</sup>

Participant observation as a method of data collecting may be coupled with other instruments which aid in meeting the purposes of the research, especially respondent interviewing. By means of respondent interviewing, the research "can collect supplementary information about

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<sup>103</sup> Kerlinger, op. cit., p. 554.

<sup>104</sup> John Holt, How Children Fail, (Toronto: Pitman Publishing Corporation, 1964).

<sup>105</sup> Philip A. Cusick, Inside High Schools, (Toronto: Holt, Rinehart & Winston, Inc., 1973).

<sup>106</sup> Philip W. Jackson, Life in Classrooms, (Toronto: Holt, Rinehart & Winston, Inc., 1968).

<sup>107</sup> Kathleen B. Whale, Verbal Interaction and Creative Writing, University of Saskatchewan, 1972.

the informant's personal characteristics and environment which is valuable in interpreting results . . . ."108

When the research takes the form of a case-study, the study features

. . . descriptions that are complex, holistic, and involving a myriad of not highly isolated variables; data that are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration . . . . Themes and hypotheses may be important, but they remain subordinate to the understanding of the case.<sup>109</sup>

The present study was exploratory, and was aimed at describing a relatively new phenomena, namely student reaction to a Native survival school, and at uncovering possible areas for further research. It therefore aimed at gathering data in as natural a setting as possible. Since only one researcher was involved in the study, it was necessary to focus on a few students rather than on the school as a whole. These considerations led the researcher to choose descriptive research employing participant observation as the main tool of data collection for this case study.

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<sup>108</sup> Delbert C. Miller, Handbook of Research Design and Social Measurement, 2nd ed. (New York: David McKay Company, Inc., 1970), p. 86.

<sup>109</sup> Robert Stake, "The Case Study Method in Social Inquiry," Educational Researcher, Feb. 1978, p. 5-8.

## Chapter III

### PROCEDURES FOR THE STUDY

#### Setting for Study

Wandering Spirit Survival School, the site of this study, consisted of two classrooms and an office in an old school building in downtown Toronto. The primary classroom contained kindergarten to grade four while the senior room contained grades five to eight. The rest of the building was used as an alternative high school. The school was established in 1976 and was the longest existing survival school for native children in Canada.

The senior classroom, from which the Ss for the study were chosen, consisted of thirteen pupils from grades five to eight, ten of whom were of native ancestry, and three of whom were not. The female teacher was of Japanese ancestry, and had been born and raised in Canada.

Furnishings in the classroom included desks which were scattered throughout the room in no apparent arrangement, and which pupils were allowed to move from place to place as they wished. The classroom contained a teacher's desk which was seldom used, and a circular table capable of seating six persons, at which the teacher sat for individual instruction and for correcting pupil work. Bulletin boards in the room were decorated with pictures of wildlife, and with posters or pictures dealing with a variety of native themes: native art, famous native leaders, the problem of alcoholism in native communities. There were two shelves with approximately seventy library books,

and a set of encyclopedia. Cupboards in the room held textbooks and art materials: paints, brushes, bristolboard, leather thongs for craft work. There were no games and no physical education equipment. Finally, the classroom contained a sewing machine, which sat unopened at the front of the room.

#### Design of the Study

In order to carry out the purpose of this study, data were needed in the following areas: (1) pupil behavior during periods of instruction, (2) pupil behavior during periods of individually assigned tasks, (3) pupil behavior during periods of free time, (4) pupil behavior during cultural activities, and (5) pupil perceptions about themselves and the school. Data were collected through direct observation and through interviews with the Subjects of the study. Data were analyzed in order to find recurring pupil behavior, frequency of recurring behavior, effect of various instructors and content areas on pupil behavior, effect of different school milieu on pupil behavior, effect of cultural activities on pupil behavior. Interviews were analyzed according to content, and according to the types of statements made by each Subject of the study.

#### Selection of Study Subjects

Three Ss for the study were chosen from the senior room, in order to have Ss who had had previous schooling experiences at schools other than Wandering Spirit. The researcher intended to ascertain how Ss compared Wandering Spirit to schools which they previously had attended, and also to determine why they had switched from the regular

school system to an alternative school. The researcher also concluded that older pupils would be more articulate in providing information sought through interviews.

The three Ss were chosen from a sample population of nine pupils (out of a class of thirteen). The sample population consisted of all native pupils in the senior room who had had regular attendance during the previous school year, as well as all native pupils new to the class. The sample population was divided into three groups on the basis of enrolment in grade five, grade six, or grades seven/eight. The names of the pupils in each group were written on slips of paper and the researcher randomly drew one name from each group. The pupil chosen from grade seven/eight had not yet returned from summer vacation but was expected back by the end of the week. The observer was informed on September 10 that this student might not be returning to the school and, therefore, the observer chose a new S from the two remaining grade seven/eight pupils.

Jim was ten years old and in grade five. He had been attending Wandering Spirit for one week. He lived with his non-native adoptive parents and three older sisters who also were non-native. His father was a university professor. Jim had previously attended another school in Toronto and prior to that had lived in Ottawa.

Donald was eleven years old and in grade six. He had been attending Wandering Spirit for two years. He lived with his Ojibway mother and several older brothers. Prior to coming to Wandering Spirit he had attended another school in Toronto from which he had been suspended.

Agnes was fourteen years old and in grade eight. She had been

attending Wandering Spirit for one week. She lived with her Ojibway mother and an older sister. Prior to coming to Wandering Spirit Agnes had attended another school in Toronto. The schools previously attended by the Ss were different in each case.

### Collection of Data

Data for the study were collected using participant observation.

Participant observation is not meant to determine the final answer to any social phenomenon, rather it is purely exploratory and is to be used in cases where little work has been done.<sup>1</sup>

The researcher, acting as an observer who was a partial participant, observed the Ss during three full days each week from September 10 to November 15 for a total of ninety-seven hours fifty-three minutes of observation. The days chosen for observation varied each week, to ensure an equal number of observation periods for each day of the school week. Pupils from the senior room attended Winchester Public School during the morning of every sixth school day, and the researcher observed the Ss during four full morning sessions at that school.

Point-time sampling was used for all classroom observation. In point-time sampling,

. . . the observer observes a subject long enough to record one behavior. He then immediately passes on to the next subject . . . This procedure is used until one "behavior point" of each subject in the group has been recorded. Then a new round of observation begins . . .

The reported reliabilities are high, most of them greater than .90, some as high as .98.<sup>2</sup>

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<sup>1</sup> Philip A. Cusick, Inside High School (Toronto: Holt, Rinehart and Winston, 1973), p. 231.

<sup>2</sup> Fred N. Kerlinger, Foundations of Behavioral Research (2nd ed.; Toronto: Holt, Rinehart and Winston, Inc., 1973), p. 552.

This method of observation lessens the possibility of the observer missing important behavior on the part of one S while the observer's attention is focused for an extended time on another S. The use of point-time sampling with only three Ss frequently allowed this observer to record a behavior for each S in less than a minute. This permitted a consistent, flowing account of each S's behavior without large time gaps. Observations were recorded in long hand in the observer's field notes, which were kept on sheets of paper, with a separate sheet being used for each Subject. Times of observations were written in the margin of the field notes (see Appendix J).

Observations during recess were to have been conducted on a five-minute rotation basis, with each S being observed for five minutes at a time. This proved unsatisfactory during recess since all three Ss were not always on the playground at the same time. Consequently, only one S was observed during a given recess period. Each S was observed during a recess period once a week, with observation time over the ten weeks of the study being equally distributed over morning, noon, and afternoon recesses, as well as over various days of the week. Jim was observed eight times during recesses for a total of two hours thirty minutes, Donald was observed six times for a total of one hour twenty-nine minutes, and Agnes was observed eight times for a total of one hour forty-one minutes. The differences in time occurred due to a S's absence from school or a S leaving the playground on a given observation day.

Observations during the Sacred Circle were limited to one S per day. Respect for the Circle prevented note-taking by the observer during the function, as everyone present in the room was expected to participate in the Circle and enter fully into the ceremony without engaging in other

distracting activities. The observer, therefore, entered her observations in her field notes immediately following the Circle and since accuracy was better ensured in attempting to recall the behavior of one S rather than three Ss, each S was observed in the Circle once a week, with the particular day each week being chosen on a rotation basis.

Jim was observed during the Circle on seven occasions, for a total of three hours thirty-eight minutes; Donald was observed during the Circle on five occasions for a total of two hours eighteen minutes; and Agnes was observed in the Circle on seven occasions for a total of three hours twenty-one minutes. The difference in the number of times Donald was observed as compared to Jim and Agnes occurred due to Donald's being absent from school or late in arriving on a given observation day. The difference in total observation time for Jim and Agnes occurred because the Circle varied in length each day.

Information regarding the past school experiences of Ss, as well as their thoughts and feelings regarding Wandering Spirit School, were obtained through interviews. Two semi-structured interview sessions were conducted with each S, in order to permit the interviewer to further pursue any comments by a Subject which arose in response to the interviewer's questions. These sessions were taped with the permission of the Ss. The initial interview sessions were conducted in mid-October in order to allow time for Ss to become familiar and comfortable with the observer. By the time the first interviews were conducted, Ss had already initiated informal verbal interaction with the observer. Ss were interviewed a second time at the end of the study in order to clear up questions which had arisen from the first interview and from observations.

Jim and Agnes were first interviewed on October 15. Donald was

interviewed on October 27, because he had been absent from school due to illness on the earlier interview day. Ss were interviewed again on November 13 at the end of the observation period. A tape recorder was used with the permission of the Ss. To avoid singling out the Ss, the observer interviewed all pupils in the class.

Seatwork samples were collected three times during the ten-week study, and were photocopied at the School Board office. All seatwork completed by the Ss was photocopied except in Jim's case where seatwork consisted of an entire level-five reading workbook. The observer was unable to obtain Agnes' notebooks at the time of the third photocopying, which occurred two days before the end of the study. Agnes explained that her books were at home and that she had done nothing new in them since the observer had last seen them. Drawings which the subjects had done on or in their notebooks were also photocopied.

#### Description and Analysis of Data

Data collected through direct observation were coded according to the type of situation in which the behavior occurred:

1. total-class instruction by the regular classroom teacher
2. individual instruction by the regular classroom teacher
3. individually-assigned task time
4. free time
5. Ojibway language instruction
6. French language instruction
7. class sessions and individual activities with visiting resource persons
8. time spent at Winchester Public School

9. Sacred Circle and feasts

10. recess

Observational data were used as the basis of information for the description of pupil behavior as it occurred within each of the teaching-learning categories, and for the description of conversations which occurred between the Ss of the study and other individuals during individually-assigned task time and free time.

The behaviors of each S were tabulated in percentages to indicate frequency of occurrence within each situation. The behaviors of each S were compared across the various codes and compared to the behaviors of the other Ss within each situation. The behaviors of Ss were compared to determine relationships between instructors and resource persons and the behavior of each S, and also to determine the relationship between various subject areas in the curriculum and a S's behavior.

A survey questionnaire (see Appendix A) dealing with pupil attention or participation during instruction and during individually-assigned tasks was developed by the researcher to be conducted among elementary school teachers in Regina, Saskatchewan. A scale of percentages for pupil attention was presented to thirty-seven teachers of grades four to eight in eight schools which had been randomly selected from the phone book. Teachers were asked to indicate which percentage they would rate as high attention, medium attention, and low attention on the part of a student during teacher instruction and also during seatwork activities. The results of the survey indicated that 67 percent of the teachers rated attention in both situations (attention to teacher and attention to seatwork) the same: high attention - 70%-100%, medium attention - 60%-69%, and low attention - 59%-0%. Consequently, this

researcher used this scale in rating S's attention to instructors, and to seatwork assignments. The conversation of Ss was analyzed and compared for frequency of occurrence, persons spoken to, and topics of conversation.

An interview schedule was developed by the researcher, and used as the basis of information about the thoughts and feelings of the Ss regarding their experiences at the school they had attended prior to coming to Wandering Spirit, regarding the teachers and programs at Wandering Spirit, regarding their Indianness, and regarding their future plans. Tape recorded interviews of all pupils in the senior room were conducted to avoid singling out the Subjects of the study. Transcripts of the tape recordings of the three Ss were analyzed, and interview statements were presented under the headings of fact, opinion and feeling (see Appendix D).<sup>3</sup>

Interview statements were analyzed and compared on the basis of content: thoughts and feelings about previous school attended, difference between previous school and Wandering Spirit School, reasons for attending Wandering Spirit, feelings about Wandering Spirit, personnel and programs at Wandering Spirit, cultural aspects of Wandering Spirit, personal feelings about S's Indianness, thoughts and feelings about Winchester Public School, future plans of Ss.

All of these procedures culminated in the present research report, which describes, analyzes and discusses the behaviors of three pupils at Wandering Spirit Survival School.

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<sup>3</sup>Kathleen B. Whale, The Teaching of Writing in an Elementary School (University of Toronto, 1980), Appendix H34.

## Chapter IV

### PRESENTATION OF DATA

In the following descriptions, the three pupils who were the Subjects of this study are referred to collectively as Subjects (Ss) and individually by the fictitious names of Jim, Donald, and Agnes. Other pupils with whom these Subjects interacted are referred to by an initial; for example, R. The initials used are not necessarily those identified with the students' actual names. Names used for the classroom teacher and visiting resource persons are fictitious.

#### Pupil Behavior During Periods of Total-Class Instruction

##### Background

The senior room at Wandering Spirit Survival School was comprised of thirteen pupils, from grades five to eight. During the ninety-seven hours fifty-three minutes of observation conducted for this study, the classroom teacher spent four hours fifty-one minutes instructing the class as a whole. Table 1 outlines the types of activities undertaken on a total-class basis, and the amount of time spent on each. The times are based on the three days out of five per week during which observations took place. Following Table 1 is a description of each of the activities.

Table 1

Activities Undertaken by the Teacher  
on a Total-Class Basis

Discussing past weekend or upcoming events, making announcements, assigning seatwork	27 min.
Reading and discussing poem used for handwriting skills	23 min.
Mathematics - reviewing multiplication tables	14 min.
Science - discussions and A.V. presentations	86 min.
Video-tape, i.e., "Dreamspeaker"	75 min.
Reading aloud to the class	<u>66 min.</u>
Total:	4 hrs. 51 min.

One time block of instruction involved making announcements, discussing past or upcoming events, and assigning seatwork. These events did not occur on a daily basis and generally took place in the morning immediately following the Sacred Circle which was always the first function of the day. Each occurrence of these activities lasted from two to four minutes.

A second block of instruction involved handwriting skills. A poem, usually one composed by a native person, was written on the blackboard. The teacher read the poem aloud and then called on one or two pupils to re-read it. The teacher questioned the class on the poem, which was then assigned as handwriting practice.

One mathematics lesson was conducted with the total class during the time of this study. The teacher had written some multiplication tables

on the blackboard, omitting the answers. Pupils were called on to give the answers orally.

Three science lessons were observed, the first of which began with a discussion on the theme "Autumn is . . ." Pupils completed the sentence orally and the teacher wrote their ideas on experience paper resulting in a co-operative poem. A film, "A Changing Forest," was shown after which the teacher led a two-minute discussion about trees. The lesson concluded with the showing of a twelve-minute film, "Trees." The second science lesson began with a discussion of the parts of a plant and their functions, followed by a filmstrip.

The third science lesson consisted of seatwork and discussion. Pupils were given worksheets dealing with the parts of plants and their functions (see Appendix F). Before the pupils had finished, the teacher began discussing the answers and for a large part of the period some pupils read answers aloud while others wrote the correct answers on their sheets.

One video-tape presentation, "Dreamspeaker," occurred during this study. The tape, lasting seventy-five minutes, dealt with the relationship between an emotionally disturbed white child and an Indian medicine man. Pupils were given a ten-minute recess break half way through the screening and there was no discussion either preceding or following the video-tape.

A final block of formal teaching observed during the study involved the oral reading of stories by the teacher. On one occasion the teacher read aloud for twenty-five minutes from a book entitled Johnny Daydreamer and the Invisible Indian. The teacher continued the story during a second reading session which lasted fifteen minutes. Finally, the teacher read

and discussed Indian Boy in the City for approximately twenty-six minutes. On all three occasions, the reading was the first activity of the afternoon.

#### Overview of Pupil Behavior\*

Observations were made of the behaviors of the three Ss during total-class instruction. A summary overview of the behaviors of the three Ss is presented, followed by individual detailed descriptions of each S.

During the observation conducted for this study, the teacher spent four hours and fifty-one minutes instructing the class as a whole. Table 2 summarizes the percentages of total time which Jim, Donald and Agnes spent watching the teacher, actively participating, or engaging in other activities during these times.

The three Ss spent similar percentages of time watching, participating in lessons or engaging in other activities. However, differences among Ss did occur in response to individual types of instruction.

Table 2 shows that Jim was most attentive during the video-tape presentation and was least attentive during announcements, discussion of events, and assignment of seatwork. Jim's overall attention during science was 70.3 percent and this was primarily during the presentation of filmstrips, not during discussion periods. Jim's attention and participation was either very high or very low. Donald was most attentive during the video-tape presentation and least attentive during reading and discussion of the handwriting poem. Agnes was most attentive during the

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\* Behavior is used throughout this study as a collective noun.

Table 2

Percentage Time - Totals for Behavior of Ss During  
Periods of Total-Class Instruction (291 minutes)

Type of Teacher Instruction	Percentage of Time Spent Watching or Participating			Percentage of Time Spent in Other Activities		
	Jim	Donald	Agnes	Jim	Donald	Agnes
Making announcements, discussing events, assigning seatwork	14.8%	51.9%	57.4%	85.2%	48.1%	42.6%
Reading or discussing poem	17.4%	23.9%	56.5%	82.6%	76.1%	43.5%
Mathematics	71.4%	46.4%	50.0%	28.6%	53.6%	50.0%
Science	70.3%	55.8%	30.4%	29.7%	44.2%	69.6%
Video-tape	100.0%	94.7%	100.0%	0.0%	5.3%	0.0%
Oral reading by teacher	83.3%	55.3%	88.8%	16.7%	44.7%	11.2%
TOTAL	71.6%	62.4%	63.8%	28.4%	37.6%	36.2%

video-tape presentation and least attentive during science. She also had high attention during oral reading of stories by the teacher.

Jim answered questions once during the discussion of the handwriting poem, twice during mathematics, twice during the oral reading of stories by the teacher, and four times during science. He helped another pupil in science at the request of the teacher. Donald answered questions once during lessons on the poem, once during mathematics, and once during periods of oral reading by the teacher. He asked a total of four questions during science, and shared his weekend experience once. Agnes answered questions seven times during the reading and discussion of poems, once during mathematics, and three times during science. She asked a question once during oral reading by the teacher, and volunteered to read a poem aloud twice.

The other activities in which Ss engaged are summarized in Table 3. Jim engaged most in talking to others, drawing, looking around, and making paper planes. Donald engaged most in drawing, copying from the blackboard, handling articles at his desk, and talking to other pupils. Agnes engaged most in leaving the room, talking to other pupils, copying from the blackboard, and handling objects at her desk.

Jim was reprimanded by the teacher twice during total-class instruction. Donald was never reprimanded by the teacher during these periods, and Agnes was reprimanded once.

Jim participated orally ten times, Donald eight times and Agnes fourteen times. Table 4 outlines the kinds of oral participation engaged in by each S. The oral participation of Jim and Agnes was predominantly through answering questions. Although Donald's total oral participation was less than that of the others, he asked noticeably more questions than

Table 3

Activities Engaged in by Ss During  
Periods of Total-Class Instruction

Activity	<u>Total Time Spent By Each Subject</u>		
	Jim	Donald	Agnes
Talking to others	21.5 minutes	10.0 minutes	19.0 minutes
Drawing or doodling	12.5 minutes	45.0 minutes	1.0 minutes
Looking around room	11.5 minutes	0.0 minutes	0.0 minutes
Watching others	0.0 minutes	8.0 minutes	5.0 minutes
Making paper planes	11.0 minutes	0.0 minutes	0.0 minutes
Handling articles in or on desk	7.5 minutes	10.5 minutes	8.0 minutes
Looking at magazines	6.0 minutes	0.0 minutes	0.0 minutes
Eating or drinking	3.5 minutes	1.5 minutes	2.0 minutes
Walking around room	3.5 minutes	7.0 minutes	1.0 minutes
Copying work from blackboard	3.0 minutes	11.0 minutes	12.0 minutes
Flipping through notebooks	2.5 minutes	0.0 minutes	2.0 minutes
Doing other subjects	0.0 minutes	11.5 minutes	0.0 minutes
Leaving the room	0.0 minutes	5.0 minutes	22.0 minutes
TOTAL	82.5 minutes	109.5 minutes	72.0 minutes

that of the others, he asked noticeably more questions than either of the other Ss. Jim asked no questions and Agnes asked only one.

Table 4

Number of Times Different Kinds of  
Oral Participation Were Engaged in  
By Ss During Periods of Total-  
Class Instruction

Ss	Answering Questions	Asking Questions	Reading Poem	Sharing Weekend Experiences	Other	Total
Jim	9	0	0	0	1	10
Donald	3	4	0	1	0	8
Agnes	11	1	2	0	0	14

#### Detailed Description of Pupil Behavior

Announcements, discussion of events, assignment of seatwork. On September 12, the teacher spent two minutes announcing and discussing upcoming weekend events at the Indian Centre. Jim watched the teacher and lay on his desk while handling his pencil. Donald knelt on a cupboard with his back to the class doing math in his notebook. Agnes watched the teacher. On September 15, the teacher spent three minutes discussing past weekend events at the Centre. While she was doing so, Jim skipped rapidly from one activity to another, averaging approximately thirty-six seconds on each. He took books out of his desk, talked to R about the stickers in his notebook, looked around at other pupils, began to copy a poem from the blackboard, and talked to D about the chair he was using. Donald copied a poem from the blackboard. Agnes drank juice and talked to L. The teacher spent one minute introducing pupils who were

new to the school that year, of whom Jim and Agnes were two. Jim and Donald sat and listened quietly while Agnes copied a poem from the board.

On September 17, the teacher assigned seatwork to a group of pupils which included Donald. While the teacher was speaking, Donald was at C's desk talking. When Donald returned to his desk, he picked up the assigned worksheet which had been put on his desk and asked aloud, "What's this for?" No one responded.

On October 20, the teacher asked the class what they had done over the weekend. While pupils and teacher shared their experiences, Jim drew and ate an apple while talking to R. Donald sat quietly while other pupils shared what they had done, then told about a Blizzard soccer game he had seen on television. He watched the teacher while she talked about her weekend experiences, opening and closing a pair of scissors as he listened. Agnes wrote on her desk top and watched the teacher who was talking with two other pupils.

On October 21, the teacher spent seven minutes explaining upcoming events which were listed on the board. Jim looked at pictures in a magazine then looked briefly at the teacher; his teacher-focused attention occurred half way through the seven-minute session. Donald watched the board, during which time he asked, "How long do we go roller skating?" to which he received no reply. He continued to look at the blackboard while biting his finger, glanced at the observer, and began copying French from the blackboard. Agnes watched other pupils who were talking, copied the events from the board, whispered to J, talked to H, saying, "Wanna use my pen?", and watched a young Indian youth who had dropped in to the room.

On October 29, the teacher spent eleven minutes explaining the upcoming Hallowe'en party and asking for volunteers to plan the activities.

Jim drew pictures, and talked about his picture to R. Donald ate candy and licked his fingers while watching the blackboard, glanced at the observer, leaned over and looked in his desk while eating, continued eating while glancing from his desk to the teacher, and leaned over and straightened the contents of his desk. Agnes watched the blackboard, put on her earrings while watching the teacher and glancing at other pupils who were talking, took her purse off the back of her chair while looking at the teacher and smiling, handled contents in her purse, watched the teacher who was talking with a pupil, closed her purse while glancing at the teacher who was talking, and watched a pupil who was talking to the teacher.

Reading or discussion of poem. This time block was first observed on September 10 and lasted two minutes. While the teacher called on pupils to read a poem (see Appendix F), Jim looked around the room and flipped through his notebooks. Donald looked at the poem on the blackboard and played with his pen. Agnes volunteered to read the poem aloud, and did so, then answered two questions about the poem.

On September 12, the teacher discussed a poem for twelve minutes. Jim talked to R, then walked to the table in the room and tried to decide which of two mathematics textbooks was his. The teacher waited, then told him to take one and sit down. The teacher gave Jim a dictionary and asked him to look up the word "orb" which occurred in the poem. Jim located the word and read the meaning aloud and proceeded to talk quite loudly with R. Then he played quietly with his ruler and pencil. Donald then took out his dictionary and looked up the word "ecology" which occurred in the poem. Having found it, he said aloud to the teacher,

"Marlene, I found it . . . ecology." He walked to the back of the room, showed the teacher the definition, and read it to her quietly, then returned to his desk and put away his dictionary. Donald copied the poem from the blackboard during the remainder of the discussion. Agnes looked at the poem while the teacher read it aloud, then took her dictionary out of her desk and began looking up the word "orb," as the teacher had asked the students to do. Having found the definition, she read it aloud to the teacher without being called on. The teacher had already received the answer and had gone on to discuss the word "ecology." However, Agnes did not look up this second word; instead, she quietly read a piece of paper which she had taken out of her desk, then put the paper and dictionary back into her desk. She took out her mathematics textbook and flipped through it, then raising her hand and holding her book out she called to the teacher, "Marlene." The teacher replied, "Let me finish this and then I'll help you." Agnes looked at the teacher and at the poem on the board, and answered three questions which the teacher had asked the class regarding the meaning of the poem. While answering the third question, she played with her hat and pack of cigarettes, and continued to do so until the end of the period.

On September 15, reading and discussing of the handwriting poem lasted for two minutes. Jim looked around at other pupils, began copying the poem, and talked to D. Donald had already begun copying the poem from the board and continued to do so throughout the two minutes. Agnes copied the poem and talked with another pupil. On October 20, reading and discussion of a handwriting poem lasted two and one-half minutes. Jim played with chestnuts in his desk; Donald looked in his desk and talked to C; Agnes copied the poem.

On October 29, reading and discussion of a handwriting poem lasted four minutes. Jim drew pictures and flipped through his notebook. Donald talked to E, ate, smiled and looked at Agnes, put something in his pocket, glanced toward Agnes, brushed off his jeans, and went to the wastebasket, stopping at the table on his way back to tie his shoe lace. Agnes read the poem aloud then, lying on her desk with her chin on her hands and her desk tipped up, watched the board as another pupil read the poem orally. She yawned and watched the activities of the two girls beside her.

Mathematics. The mathematics lesson lasted fourteen minutes and involved the oral completion of a multiplication chart which was on the blackboard. During the first six minutes, Jim watched the teacher and the board, sitting quietly with his chin in his hands. When called on by the teacher, he gave the answers to the first column in the chart. During the next four minutes Jim looked around the room, but kept glancing back at the blackboard. The teacher asked him the answer for  $3 \times 10$  and he replied, "thirty," smiling broadly when correct. During the final four minutes of the lesson, Jim played with his pencil and talked to R while other pupils answered questions by the teacher. During the first six minutes, Donald watched the teacher and the blackboard, then gave the answers to the two-times tables when asked by the teacher. He continued to watch while another pupil gave the answers to the three-times table, whispering the answers to the pupil when the latter hesitated. Donald continued to watch and listen as several pupils answered aloud. During the remaining eight minutes of the lesson, Donald walked to the window and picked up an eraser, copied a poem from the blackboard, glanced at the

multiplication chart, watched the girl beside him, and continued copying the poem from the blackboard. At the beginning of the lesson, Agnes was copying the multiplication chart from the board. However, she raised her hand when the teacher asked for the answers to the first column of numbers and, when called on, gave the answers orally. She continued copying the chart while the teacher called on other pupils then watched the board as pupils gave answers to the four-times table. She continued watching as the teacher drilled that column and the next. The teacher asked her for the answer to  $5 \times 12$  and she answered, "sixty."

Science. The first science lesson began with the discussion "Autumn is . . ." The teacher spent four minutes receiving answers from pupils and writing them on experience-chart paper. Jim stood by the movie projector, walked around the room, put a roll of sponge under a drape to block the light, sat in his desk with his chin in his hand looking at the chart on which the teacher was writing, and lay on his desk while watching D at the projector. While watching D, he called aloud, "Turn it on, make it go." The teacher then asked Jim what autumn is and he replied, "I don't know." During this time, Donald sat on his desk and listened to a group of pupils who were planning a play. When the teacher began explaining the film to be shown, Donald began to draw, and continued to do so during the explanation.

When the discussion "Autumn is . . ." began, Agnes was sitting with two pupils, J and N, working on a play which N had begun writing at home. Nevertheless, she was the first to respond to the teacher's request that someone complete the thought "Autumn is . . ." Her response was, "orange, red, yellow and brown," which the teacher wrote on the large sheet of experience chart paper. Agnes then turned her back toward the teacher

and continued writing and discussing N's play. Although she remained engaged in this activity for the remainder of the discussion, she replied aloud with the word "hibernation" in response to a question by the teacher, indicating that she was aware of the lesson.

The film "The Changing Forest" was shown, and lasted sixteen minutes. Jim watched the film quietly until D came to his desk and began to whisper to him and R. The three pupils whispered together until the teacher told D to return to his seat. Jim ate strawberries which were in his desk, while continuing to watch the screen. He watched the remaining ten minutes of the film quietly. During the film, Donald continued the drawing he had begun during the explanation preceding the film, glancing at the screen or watching the film briefly from time to time. He continued to draw during the two-minute discussion of the film and re-winding of the reel. During the first ten minutes of the film, Agnes and two other pupils worked on a play they were writing, glancing periodically at the screen. Then she asked the teacher if she could leave the room and was out for the remaining six minutes of the film.

A five and one-half minute discussion followed the film and centered around the topic of trees. Jim looked around the room, drew pictures, watched another pupil who was responding to a question by the teacher, talked to R, and looked at the clock. After the discussion, Jim watched the teacher and Donald who were setting up the projector for the next film. Donald tried to set up the next film while the teacher discussed trees with the class, after which the teacher helped him finish threading the projector. Agnes returned to the classroom during the discussion on trees. She went to J's desk and talked to her, then went to N's desk and talked to him. She continued talking to N while watching

Donald setting up the film projector. The teacher asked the class what two things were necessary for a plant to live and Agnes answered, "Moisture and sunshine," and continued talking to N. Agnes returned to her desk and spent one minute listening to the class discussion, after which she walked to the wastebasket giving N a playful shove as she passed him. On returning from the wastebasket, she stopped by N's desk and spoke to him.

A second film that was shown, "Trees," lasted twelve minutes. Jim watched this film quietly, leaning back in his chair or forward with his elbows on his desk. Once the film began, Donald sat by the projector quietly watching the screen for nine minutes. He left the room and was out for the remaining three minutes of the film. Agnes sat on top of a desk and watched the screen for eight minutes. She then went to her own desk and looked out the window, watched the film, played with the window blind, and listened to N who had come to her desk to show her the play.

During the second science lesson, the teacher spent one and one-half minutes discussing the parts of plants and their functions. Jim played with something in his desk, twice glancing at the teacher. The teacher asked him what color leaves are and he replied, "Purple," and laughed. The teacher did not respond. Donald copied in his notebook a poem that had been written on the blackboard that morning. At her desk, Agnes had a two-year old baby which she was watching for a friend. The lesson began with a minute and a half discussion, during which Agnes watched the teacher and answered a question regarding the parts of a plant.

A filmstrip was shown which lasted eleven minutes. Jim spent a total of seven minutes watching the screen, eating pudding during the first one and a half minutes of that time, and smiling once at the

filmstrip. During the remaining four minutes, he talked to R, listened and talked to C, and laughed with R and C. The laughter occurred near the end of the filmstrip, and the teacher silenced the three pupils by saying, "Shhh." Following the filmstrip, she pulled Jim's desk away from the others without comment. Jim quietly moved his chair and extra desk to the new location. During the filmstrip, Donald engaged in the following activities: going to K's desk and getting a felt marker, watching a card trick which E was showing him, then trying the trick himself, biting his hand while watching the screen, leaving the room, drawing at his desk, and watching the screen. Agnes was talking to the baby she was watching as the filmstrip began. She left the room with the baby and was out of the room for the remaining ten minutes of the filmstrip.

A six-minute discussion of the filmstrip followed. One pupil answered all questions, with a few answers being echoed by others. Jim watched the teacher for two and one-half minutes, then took his binder out of his desk and began flipping through his notebooks, smelling the stickers he had received.<sup>1</sup> Donald engaged in activities with the girl beside him. When E took the picture Donald had been drawing, he grabbed the pen and paper from her; a small tussle ensued. Agnes was out of the room during the discussion.

The third science lesson consisted of pupils labelling a diagram and filling in missing answers on worksheets (see Appendix F). When the

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<sup>1</sup>Pupils received stickers when their work was correctly completed. The stickers represented different types of food and, when rubbed, gave off the aroma of that which they represented.

teacher began to discuss the answers, Jim continued to write. At the request of the teacher, he read the second page aloud, inserting the correct answers. Some pupils were having difficulty filling in their sheets and the teacher asked for some answers to be repeated. Jim answered two questions, raising his hand each time. He then filled in additional answers on his own worksheets; he raised his hand and answered simultaneously a request by the teacher for a missing answer. While another pupil re-read the second page aloud, Jim worked on the third page. When he had finished, the teacher asked him to help R with page two, and Jim went to R's desk. During the remaining eight minutes, while the teacher and pupils discussed page three of the worksheets, Jim sat at his desk watching a workman put drapes on the windows and looked around the room watching other pupils. He had completed his worksheets. Donald filled in answers on his worksheets, and he was still labelling the diagram on page one when the teacher began discussion of page two. Donald labelled the diagram while the teacher discussed page two and consequently fell behind the class and missed some answers. He addressed the teacher, saying, "Marlene, I'm stuck on number two." The teacher asked another pupil for the answer to number two and Donald wrote it on his sheet, after which he addressed the teacher again, saying, "Marlene, how often can you use these things?" The teacher replied that you could use the same answer more than once. Donald raised his hand to give an answer but wasn't called on, filled in the blanks on his paper while the answers were given orally by other pupils, and addressed the teacher, saying, "Hey, Marlene, which one's this? Is this the one on three?"

The teacher had a pupil read the second page aloud. Donald checked his answers and wrote in information that was still missing. The

teacher allowed time for pupils to complete page three, and Donald continued filling in the blanks on his sheet. A discussion of page three followed and took five minutes. During the first two minutes, Donald filled in an answer as it was given, then asked the teacher, "What's number two?" and looked around the room while awaiting an answer. The teacher did not respond, and during the next two minutes Donald took his paper to the front of the room and stood beside the teacher as she spoke to the class, then asked her again for the answer to number two when she had finished speaking. He wrote the answer on his paper then went back to his seat and called out, "Marlene, do you have to color it?" He was told no and put his paper away. Agnes was absent the day on which a third science lesson was observed.

Video-tape. The video-tape "Dreamspeaker" lasted for seventy-five minutes. Jim sat quietly and watched the television set throughout the presentation. Donald watched quietly for forty-one minutes, after which he began to draw. He drew for four minutes then resumed watching the television for six minutes, after which pupils were given a ten-minute recess. After recess, Donald watched the remaining thirty minutes of the video-tape quietly, for a total of seventy-one minutes of watching and four minutes of drawing. Agnes watched quietly except for two minutes during which she fixed her hair while watching the television.

Oral reading by the teacher. On September 10, the teacher read aloud to the class for twenty-five minutes from Johnny Daydreamer and the Invisible Indian. Jim watched the teacher, laughing once at an incident in the story. During this time, he reached into his desk to get a candy which he sucked on, and continued to watch the teacher throughout the rest

of the reading session. For four minutes Donald chewed on his finger, played with his foot and jeans, glanced at the bulletin board, handled his clip board. During the remaining twenty-one minutes he watched the teacher, and laughed at humorous incidents in the story. Agnes watched the teacher and listened throughout the reading, shifting her position occasionally. On one occasion Agnes laughed at the teacher's attempt to pronounce some Indian words which occurred in the story, and she asked aloud, "You didn't skip no lines this time did you, Marlene?"

On September 15, the period of oral reading lasted for fifteen minutes. Jim's eyes roamed the room periodically but he remained still, his eyes always returning to the teacher. Donald sat quietly, watching the teacher for six minutes. During the remaining nine minutes, he watched another pupil who was writing, sat quietly and watched the teacher as she read, walked around the room while appearing to listen to the story, walked around again, and sat at his desk while his eyes roamed from the teacher to objects and persons in the room. Agnes was watching the same baby she had had with her during the science lesson on September 15. Her behavior was as follows: looking at the teacher and listening, while the baby sat on her desk, drawing, tearing a piece of paper with the point of her pen, folding the paper and putting it into her desk, looking at the teacher and listening while the baby lay back in her arms, making a pillow with her jacket and leaning the baby back on it, looking at the teacher and listening while playing with the baby's fingers, looking at the teacher, and listening. On September 17, Indian Boy in the City was read. Jim spent the first eight minutes quietly making a paper plane. He laughed at the story once during the eight minutes, indicating he had been listening. For the next twelve minutes, Jim held the plane

quietly in his hand, watching the teacher as she read, and looking at the book while she showed the pictures to the class. After the story had been completed, Jim answered two questions by the teacher. During the final three minutes of discussion Jim played with the plane he had made. Donald drew on a box in which he kept his pencils, watched the teacher, wrote on the box, bit his hand while looking at pictures in the book which the teacher was showing the class, drew on the box, bit his hand while looking at more pictures in the book, and drew on the box again. During the final three and one-half minutes which he spent drawing, Donald answered the teacher's question, indicating he had been listening even though engaged in other activities. Agnes was absent during this oral reading session.

#### Summary Statement

The Ss appeared to have spent much of their total-class instruction time engaged in activities other than watching and participating in the class sessions. As subsequent description will show, this pattern of behavior also occurred during individual task-time, and during class sessions with other teachers and resource persons. A description of pupil behavior during individual instruction follows.

#### Pupil Behavior During Periods of Individual Instruction

##### Background

Apart from the four hours and fifty-one minutes during which the senior-room teacher instructed the pupils on a total-class basis, all of her instruction during this ten-week study occurred on an individual basis and totalled thirty-one hours and fifty-one minutes. This total

occurred during the three days out of five per week during which observations were recorded.

#### Overview of Pupil Behavior

Jim received individual instruction from the teacher on nine occasions. He received seventy-two minutes of reading instruction, thirteen and one-half minutes of mathematics instruction, and thirty-five minutes of spelling instruction, for a total time of two hours and one-half minutes.

Donald received individual instruction from the teacher six times. He received seven minutes of reading instruction, twenty-four minutes of mathematics instruction, and nine minutes of spelling instruction, for a total individual instruction time of forty minutes.

Agnes received individual instruction from the teacher three times. The instruction was in mathematics and totalled six minutes. Table 5 shows the breakdown of individual instruction into individual instruction periods, while Table 6 summarizes the amount of individual instruction received by each S during the ninety-seven hours and fifty-three minutes of classroom activities observed during this ten-week study.

Jim received more periods of individual instruction than either Donald or Agnes. For Jim, six of the ten periods were initiated by the teacher, while Donald and Agnes received instruction only when they took the initiative and asked for help. Whereas Jim received several lengthy periods of individual instruction varying from twenty-five minutes to forty-three minutes, Donald received only one extended period of instruction and Agnes received no periods of instruction longer than five minutes. Consequently, the total amount of individual instruction received by Jim

far surpassed that received by either Donald or Agnes. The amount of instruction received by Agnes fell far below either other S. Only Jim received several periods of instruction in every subject area represented.

Table 5

Time Spent By Each S in Each  
Individual-Instruction  
Period

	Jim	Donald	Agnes
Reading	43 min. 4 min. 25 min.	7 min.	0 min.
Mathematics	1 min. 30 sec. 2 min. 7 min. 3 min.	15 min. 4 min. 5 min.	5 min. 30 sec. 25 sec.
Spelling	5 min. 1 min. 15 sec. 29 min.	2 min. 30 sec. 5 min.	0 min.

Table 6

Amount of Individual Instruction Received By  
Ss During Three Days Per  
Week of Observation

Subject	Students			Total Teacher Time Spent
	Jim	Donald	Agnes	
Reading	72.0 minutes	7.0 minutes	0.0 minutes	79.0 minutes
Mathematics	13.5 minutes	24.0 minutes	6.0 minutes	43.0 minutes
Spelling	35.0 minutes	7.5 minutes	0.0 minutes	44.0 minutes
TOTAL	120.5 minutes	38.5 minutes	6.0 minutes	166.0 minutes

Jim received the greatest amount of his individual instruction in reading and the least amount of instruction in mathematics. Donald received most of his instruction in mathematics, with very little instruction in reading or spelling. Agnes received very little individual instruction at all, and only in mathematics.

#### Detailed Description of Pupil Behavior

Reading. Jim received three periods of reading instruction, the first lasting for forty-three minutes. This period began with a discussion of the meaning and use of a Table of Contents, after which Jim and the teacher worked orally on pages in the reading workbook dealing with this topic. Jim was assigned seatwork (see Appendix F) and remained beside the teacher where he was free to ask for help. When he had completed the assigned task, Jim remarked, "There, I'm done." The teacher checked his work then continued with a poem which she read aloud from Jim's reader while he followed the words with his eyes. The teacher and Jim began reading the first story in the reader and taking turns reading aloud one paragraph at a time. While the teacher read, Jim followed the words with his eyes. Other pupils at the table were listening and giggling at the story, and Jim also giggled at the humorous incidents. When the oral reading had been completed, the teacher discussed the story and asked Jim a few questions which he answered easily. The teacher assigned seatwork from the reading notebook (see Appendix F).

After Jim had completed the seatwork and it had been checked, he commented laughingly, "That's all I'm doing." The teacher told him to do one more page and he inquired, "The whole thing?" The teacher explained the next workbook page and did the first example. As Jim began working he

asked, "Go all the way to fifteen?" When he received an affirmative answer, he commented, "I won't get all this done and the math and the spelling this morning." Jim proceeded to do the assigned page at his desk, but was called back to the table because he had been talking and fooling with R. The formal reading lesson ended with the assignment of the workbook page and had lasted for a total of forty-three minutes.

The second reading session to be observed was largely a seatwork period, but during the half hour Jim worked with the teacher twice, first for three minutes and then for one minute. Both times Jim discussed his seatwork with the teacher, showing her where in his reader he had found the answers. The total time spent with the teacher was four minutes.

The third reading lesson to be observed lasted twenty-five minutes. Once again, Jim and the teacher read a story aloud, taking turns paragraph by paragraph, with Jim following the book with his eyes when the teacher was reading. Jim was a fluent reader. He observed punctuation and attempted all words, needing help with only three words on several pages and correcting himself on two mispronunciations. Periodically, the teacher would question Jim about the material he had been reading and he answered easily. After approximately twenty-two minutes of reading, Jim flipped ahead to see how many pages remained and commented, "Ten pages." However, after one more page had been read the teacher assigned seatwork from Jim's reading workbook.

The only occasion on which Donald received individual reading instruction was on September 15. At that time Donald brought his reading workbook to the teacher for an explanation of what to do. The teacher worked with him for three minutes. Donald then worked beside the teacher at the table for fourteen minutes. During that time, he asked the teacher

for help three times and the assistance which he received totalled four minutes, for a total reading instruction time of seven minutes. Agnes received no individualized reading instruction during the time of this study.

Mathematics. Jim was observed receiving mathematics instruction on four occasions for a total time of thirteen and one-half minutes. The first instruction lasted approximately one and one-half minutes. The teacher assigned a page of mathematics from Jim's textbook and checked to make sure he understood the work. The instruction consisted of the teacher giving explanations and asking questions, to which Jim responded.

The second individual mathematics instruction period during which Jim was observed lasted two minutes. Jim was at the table with the teacher who was explaining where to put the decimal point when multiplying decimals. Jim listened, watching his book and nodding his head to indicate he understood. Jim never spoke. He then began his mathematics seatwork.

The third period of instruction lasted seven minutes. The instruction consisted of the teacher explaining the errors Jim had made in his earlier seatwork, and Jim making corrections. While the teacher was commenting on Jim's mistakes, Jim was watching another pupil who was also working at the table. When the teacher had completed her comments, Jim erased his wrong answers, re-did the questions, and returned his book to the teacher. Jim still had mistakes and proceeded to re-do some questions a third time. After correcting them, he received a hockey sticker for his notebook. The final mathematics lesson during which Jim was observed lasted three minutes. Jim brought his textbook to the teacher for help.

He looked at the book and nodded while the teacher explained what to do and then continued his seatwork. Jim had received thirteen and one-half minutes of individualized teaching in mathematics.

Donald received individual mathematics instruction on three observation days. Donald had been assigned a page in his textbook which entailed measuring in millimeters and centimeters, finding perimeters using metric measurements, and adding decimal numerals. To get attention Donald called aloud to the teacher twice and when she went to his desk he stated, "I forgot how to do these." The teacher spent eleven minutes with him, working through several questions on the assigned page. Donald worked on his own and then announced, "Marlene, I'm finished." The teacher checked his answers and returned his book to him for corrections. When Donald presented his book for re-marking, he still had mistakes, and the teacher worked with him for four minutes helping him correct his errors. Donald completed his corrections on his own, and actual instruction by the teacher during the thirty-six minute period totalled fifteen minutes.

A second period of instruction occurred after Donald had been assigned a worksheet. He brought it to the teacher to find out if he was doing the work correctly. He wasn't, and the teacher explained how the questions should be done. While working on the assignment, Donald asked the teacher to check his answers three times, and each time he corrected the mistakes which the teacher pointed out to him. Teacher instruction time totalled four minutes. Donald's third period of mathematics instruction occurred because Donald had been assigned work from his textbook but had forgotten how to do it. The teacher worked with him for five minutes.

Agnes received her first individual mathematics instruction when

she informed the teacher that she did not understand her mathematics which dealt with metric measurement. Agnes sat at the table and looked at her textbook while the teacher explained the assignment, after which Agnes remarked, smilingly, "I guarantee you, after four years I still don't understand this." The teacher explained the metric concepts further and Agnes returned to her own desk where she attempted to do the assignment. Teacher instruction time totalled five minutes. Agnes sought help with metric mathematics on a second occasion. The teacher's assistance lasted thirty seconds.

On November 10, Agnes asked for help three times over a period of ten minutes. Again she was having difficulty with metric measurement. Agnes was at her desk and, after the teacher had explained the assignment, Agnes began to work. She immediately stated that she still didn't understand what to do, and the teacher spent ten seconds assisting her. Agnes attempted to do the work, but soon said aloud, "Marlene, I hate this. It's confusing." The teacher went to Agnes' desk and assisted her for seven seconds. Following another brief attempt, Agnes received another eight seconds of help, after which she put away her books and no longer attempted the mathematics. Teacher individualized instruction with Agnes on November 10 totalled twenty-five seconds.

Spelling. Jim was observed during three individualized spelling sessions with the teacher. On the first occasion, Jim was working at the table where the teacher and other pupils were also working. Jim asked the teacher for help with his spelling lesson four times, usually because he didn't understand some term used in a question, e.g., "syllable." The time during which Jim actually worked with the teacher totalled five

minutes. During this time he would look at his speller as the teacher asked him questions or gave explanations. He would tell her the answer orally, then write it in his notebook. The same type of lesson occurred during a noon-hour period when Jim again sought and received help with his seatwork. Jim received help twelve times, totalling one minute fifteen seconds.

On November 4, Jim was given spelling dictation for review of lesson six. He prepared for the test by numbering the lines in his notebook. He then had to wait approximately seven minutes while the teacher worked with another student. During this time, Jim drew in his notebook, looked over his spelling words, looked around at other pupils, drew again, and began shifting articles on the table. When dictation began, the teacher alternated words between Jim and another pupil who was also receiving dictation. The dictation time totalled twenty-nine minutes. Jim then leaned on the table while the teacher marked his words. He spoke only once, saying, "What's wrong with 'answer,' Marlene?"

Donald did not do any spelling until November. He did not have his own speller at the beginning of the school year because there were not enough to go around and he refused to share anyone else's book. In early November he decided to share N's book. The observer recorded two periods of spelling instruction for Donald, the first of which occurred on November 10. Donald was at the table with the teacher working on his own and asking the meaning of the instructions in his speller when necessary. The first time Donald required help the teacher gave a brief explanation and Donald resumed his work. The next time Donald had difficulty the teacher asked him a question followed by a brief explanation and Donald resumed working again. The third time Donald sought help he again received

a comment from the teacher before returning to his work. The total time involved in teacher instruction was two and one-half minutes. During a second spelling period, Donald received dictation from the teacher. After the teacher had checked his words, he wrote his mistakes five times. This session lasted five minutes.

Agnes received no individual spelling instruction during the time of observation conducted for this study. She did only part of the first lesson in spelling during the ten weeks of this study, and did not ask for help.

#### Summary Statement

The three Ss in this study received an unequal amount of individual instruction by the classroom teacher, with Jim alone receiving instruction at the teacher's initiative. Jim received the most instruction while Agnes received the least. This inequality in the amount of individual instruction received is also seen in the amount of individual tasks completed by the Ss. A description of pupil behavior during individual-task time follows.

#### Pupil Behavior During Periods of Individual-Task Time

#### Background

Whenever the teacher was engaged in individualized instruction with one pupil, those not receiving instruction were to be doing seatwork. When pupils had completed their seatwork, they were free to do whatever they wished. In reality, pupils spent much of their individual-task time engaged in activities other than seatwork even though assigned tasks had not been completed. Nevertheless, in this study the observer considered

as individual-task time any time during which a S was supposed to be doing assigned seatwork, whether or not the S was in fact doing so.

From September 10 to November 3, the teacher assigned seatwork either orally or by writing it on the blackboard. The spelling assignment appeared on the blackboard and was the same for all pupils. Each pupil was expected to work through the assignment at his or her own pace. No one was told how much to have completed by the end of a given day.

The assignment appeared written on the blackboard as follows:

- Spelling - 1. Write List Words 3 times  
2. Do Exercise B  
3. Study list words  
4. Spelling dictation

Mathematics was assigned orally or was written on the blackboard; for example, Math Grade 5 book - p. 31, #2. Reading was assigned orally on an individual basis. It was assigned infrequently.

Development of handwriting skills consisted of copying a poem from the blackboard. Regardless of what else was or was not done each day, the handwriting had to be finished, and the teacher generally expected it to be done first. After the handwriting was finished, pupils were free to undertake the other assigned tasks in any order, unless they were called to the table by the teacher to work on a specific subject.

On November 4, the teacher began to use a new method for assigning seatwork. Assignments appeared on the blackboard as follows, and remained on the blackboard until November 15, when this study ended.

Everyone must complete these following activities:

1. Writing (poem)
2. Spelling - a) List Words 3 times  
or b) Exercise B  
or c) Dictation
3. Reading - a) silent reading of story  
or b) at least 2 pages in workbook

4. Math - see me for assignment

Penalty for incomplete assignments:

1. Working during lunch break
2. Work after 3:15.

Only one of the Ss, Jim, was ever made to complete the assigned work.

#### Overview of Pupil Behavior

Jim spent ten hours eight minutes (or 39.5 percent of the available time) working on assignments, and fifteen hours twenty-two minutes (or 60.5 percent of the available time) engaging in other activities, for a total of twenty-five hours, thirty minutes. He spent most of his working time on writing and the least time on spelling.

The teacher checked Jim's work closely. Jim was kept in at recess, lunch time, and after school to complete assignments for a total of three hours thirty-eight minutes, and was assigned homework five times. The teacher reprimanded Jim or reminded him to do his work sixteen times, and he ignored her on seven of these occasions.

Except for when he was doing reading, Jim worked sporadically, applying himself for only a few minutes before engaging in other activities. He also changed from one activity to another very quickly. Jim engaged in ten types of other activities during individual-task time, and more than 50 percent of the time which he spent in these activities involved looking around and watching other people, talking and playing with other pupils, and drawing pictures.

Donald spent eight hours fifty-six minutes (or 37.8 percent of the available time) working on assignments, and fourteen hours thirty-three minutes (or 62.2 percent of the available time) engaging in other activities, for a total of twenty-three hours twenty-nine minutes. He

spent most of his working time on writing and mathematics, followed by reading then spelling. Donald also spent time painting and doing Ojibway.

Donald was kept in once at recess to complete a mathematics assignment, and he was assigned homework twice. The teacher checked Donald's work only if he voluntarily showed it to her, and he frequently went home without having completed his assignments. The teacher reprimanded Donald or reminded him to do his work three times. Donald spoke to the teacher ten times and on seven of these occasions he received no response.

Although Donald spent lengthy periods of time doing no work, when he did undertake a task he worked steadily, and having completed it, showed it to the teacher. Donald engaged in nine types of activity during individual-task time, and over 50 percent of the time which he spent in these activities involved drawing and other art-like activities, talking or playing with other pupils, and handling articles at his desk.

Agnes spent seven hours twenty-six minutes (or 31.2 percent of the available time) working on assignments, and fourteen hours thirty-three minutes (or 68.8 percent of the available time) engaging in other activities, for a total of twenty-three hours forty-three minutes. She spent most of her working time on reading and typing followed by mathematics, painting, and Ojibway. The teacher checked Agnes' work three times and made her complete her tasks outside of school hours once.

Agnes usually worked sporadically, applying herself to a task for a few minutes then engaging in other activities. The main exceptions to this were five occasions when Agnes was reading and three occasions when she was typing. Agnes engaged in seven types of activity during individual-task time, and over 50 percent of the time which she spent in

these activities involved being out of the room, and talking and fooling with other pupils.

The teacher called Jim back to work when he was engaged in other activities sixteen times. She called Donald back to work three times and Agnes once.

Jim's work was checked daily and he was expected to complete out of class hours whatever was not finished. Donald and Agnes had their work checked only when they voluntarily showed it to the teacher, and they frequently went home without the day's assignments being finished. Donald had to complete assignments out of class hours three times and Agnes had to finish her assignments once.

Table 7 summarizes the types of activities in which the Ss engaged, plus the total time spent in each type of activity during individual-task time.

During individual-task time, Jim spent a total of three hours forty-four and one-half minutes talking with other pupils, Donald spent three hours sixteen minutes talking with other pupils, and Agnes spent six hours talking with other pupils. Table 8 summarizes the number of times each S spoke to each member of the class and the total amount of time spent in this behavior.

Jim interacted verbally with five pupils, Donald with nine, and Agnes with eleven. Donald and Agnes interacted verbally with each other, but Jim did not interact verbally with either of the other two Ss. Over half of Jim's interaction occurred with one pupil, R, whereas Donald's and Agnes' interaction was more widespread. Jim interacted only with boys, while Donald and Agnes interacted with both boys and girls.

The topics of conversation varied for each S. Jim spoke about

Table 7

Activities Engaged in By Ss During  
Individual-Task Time

Type of Activity	Total Time Spent By Ss		
	Jim (1538.0 min.)	Donald (1343.0 min.)	Agnes (1242.0 min.)
Looking around room, watching other pupils, or staring into space	284.0 min.	110.0 min.	54.5 min.
Talking or fooling with other pupils	224.5 min.	193.0 min.	360.0 min.
Drawing, painting, and other art-like activities	115.5 min.	210.0 min.	--
Handling articles at desk	100.5 min.	127.0 min.	144.0 min.
Leaving desk	77.5 min.	--	23.5 min.
Looking at magazines, newspapers, or library books	30.5 min.	6.0 min.	10.5 min.
Flipping through notebooks, counting and/or smelling stickers received	27.0 min.	--	--
Making paper planes	26.5 min.	--	--
Leaving the room	22.0 min.	216.0 min.	378.0 min.
Talking to the observer	14.0 min.	6.0 min.	2.0 min.
<b>TOTAL:</b>	<b>922.0 min.</b>	<b>873.0 min.</b>	<b>977.0 min.</b>

Table 8

Pupil-Pupil Verbal Interaction  
During Individual-Task Time

Pupils in Class To Whom Ss Spoke		Number of Times Ss Spoke to Each Pupil		
		Jim	Donald	Agnes
Boys:	B	-	10	4
	C	1	-	2
	D	2	2	2
	Donald	-	-	13
	E	5	2	2
	Jim	-	-	-
	K	3	2	-
	N	-	9	9
	R	14	4	-
Girls:	Agnes	-	7	-
	F	-	8	2
	J	-	-	13
	L	-	2	20
	W	-	-	16
Students not from class		-	-	9
Group of students		1	2	1
<b>TOTAL</b>		<b>26</b>	<b>48</b>	<b>93</b>

war on eight occasions: talking about war pictures he had drawn, talking about pictures in library books about World War II, and talking about war movies, tanks, missiles, and so on. He talked about spectres and space-ships twice. He asked R where his pencil or eraser was three times. He talked about the stickers in his notebook twice, and about his seatwork once. Jim talked about other topics on eight occasions, but these were too brief and too diverse to categorize.

Donald spoke eleven times about objects he had at his desk; six times about movies and television shows; five times about his or other

pupils' work; three times about the drawings other pupils were making; three times about the stickers he had in his notebook; and once about a newspaper he had been reading. Donald talked about other topics on fifteen occasions, but these were too brief and too diverse to categorize.

Agnes spoke nine times about her or other pupils' work, eight times about drugs, eight times about the doodling and drawing she had done on her notebooks, seven times about objects which she or others had, six times about movies she had seen, five times each about dances and parties, boys and boyfriend, and a love code she had learned. Agnes spoke about other topics on thirty-eight occasions, but these were too brief and too diverse to categorize.

#### Detailed Description of Pupil Behavior

Time spent working. Table 9 shows Jim's use of individual-task time during the period of observation. Of the twenty-one days on which individual-task time was available for Jim, he did no mathematics on eight days, no reading on eleven days, no writing on six days and no spelling on eleven days. He appeared to work most often on writing practice and least frequently on reading and spelling. There were only five days on which more than 50 percent of available time was spent on assigned tasks and three days on which less than 25 percent of time was spent in this way. The amount of time which Jim spent working on tasks in any given subject area on any given day was not affected by whether or not he received help from the teacher during that particular time.

Table 10 shows Donald's use of individual-task time. Of the seventeen days on which individual-task time was available for Donald, he did no mathematics on eight days, no reading on thirteen days, no writing on

Table 9

Time Spent By Jim Working on Assigned Tasks and Engaging  
in Other Activities During Individual-Task Time

Date	Time Spent Working on Assigned Tasks					Percentage of Available Time Spent on Tasks	Time Engaged in Other Activities	Percentage of Available Time Spent in Other Activities
	Math	Reading	Writing	Spelling	Total			
Sept. 10	1.0 <sup>a</sup>	6.0	2.5	4.5	14.0	34.0%	27.0	66.0%
Sept. 12	4.5	25.0	5.5	0.0	35.0	52.1%	38.0	47.9%
Sept. 15	0.0	0.0	12.0	18.0	30.0	38.0%	49.0	62.0%
Sept. 17	54.0	0.0	2.5	0.0	56.5	64.9%	30.5	35.1%
Sept. 23	11.0	0.0	9.0	12.5	32.5	30.4%	74.5	69.6%
Sept. 24	11.5	17.0	7.0	3.0	38.5	34.1%	74.5	65.9%
Sept. 30	0.0	0.0	0.0	2.0	2.0	11.8%	15.0	88.2%
Oct. 2	0.0	4.5	25.5	0.0	30.0	33.7%	59.0	66.3%
Oct. 7	15.0	8.0	0.0	0.0	23.0	38.0%	37.5	62.0%
Oct. 9	13.0	0.0	6.0	13.0	32.0	41.3%	45.5	58.7%
Oct. 10	20.0	37.0	0.0	0.0	57.0	57.9%	41.5	42.1%
Oct. 17	4.0	0.0	0.0	0.0	4.0	10.7%	33.5	89.3%
Oct. 20	20.0	0.0	12.0	0.0	32.5	49.4%	33.5	50.6%
Oct. 21	0.0	0.0	50.0	0.0	50.0	51.5%	47.0	48.5%
Oct. 27	0.0	11.5	0.0	0.0	11.5	25.0%	34.5	75.0%
Oct. 29	0.0	0.0	20.0	3.0	23.0	29.1%	56.0	70.9%
Nov. 3	0.0	9.0	8.0	8.0	25.0	42.4%	34.0	57.6%
Nov. 4	8.0	0.0	6.0	6.0	20.0	39.2%	31.0	60.8%
Nov. 6	0.0	0.0	0.0	0.0	0.0	0.0%	59.0	100.0%
Nov. 10	8.0	22.0	7.0	2.5	39.5	72.5%	15.0	27.5%
Nov. 12	20.0	2.0	31.0	0.0	53.0	38.6%	85.0	61.4%
TOTAL	190.0 min.	142.0 min.	203.5 min.	72.5 min.	608.0 min.	39.5%	930.5 min.	60.5%

<sup>a</sup>All times are in minutes.

<sup>b</sup>Available time equals 1538 minutes.

Table 10

Time Spent by Donald Working on Assigned Tasks and Engaging in  
Other Activities During Individual-Task Time

Date	Time Spent Working on Assigned Tasks					Percentage of Available Time Spent on Tasks	Time Spent Engaged in Other Activities	Percentage of Available Time Spent in Other Activities
	Math	Reading	Writing	Spelling	Total			
Sept. 10	7.0 <sup>a</sup>	20.0	23.0	0.0	50.0	34.2%	26.0	65.8%
Sept. 12	26.0	8.0	0.0	0.0	34.0	42.4%	25.0	57.6%
Sept. 15	6.0	23.5	3.5	0.0	33.0	50.4%	35.5	49.6%
Sept. 17	54.0	0.0	10.0	0.0	64.0	66.0%	33.0	34.0%
Sept. 23	25.0	0.0	15.0	0.0	40.0	31.5%	87.0	68.5%
Sept. 24	27.5	0.0	0.0	0.0	27.5	24.1%	86.5	75.9%
Oct. 7	0.0	0.0	0.0	0.0	0.0	0.0%	60.0	100.0%
Oct. 9	0.0	0.0	18.0	0.0	18.0	17.4%	80.5	82.6%
Oct. 20	1.0	0.0	0.0	0.0	0.0	1.3%	75.0	98.7%
Oct. 21	8.0	0.0	51.5	0.0	59.5	71.7%	23.5	28.3%
Oct. 27	0.0	0.0	22.5	0.0	22.5	40.0%	15.0	60.0%
Oct. 29	0.0	0.0	19.5	0.0	19.5	29.8%	46.0	70.2%
Nov. 3	0.0	0.0	0.0	0.0	0.0	0.0%	51.0	100.0%
Nov. 4	0.0	1.5	16.5	3.0	21.0	22.2%	63.0	77.8%
Nov. 6	0.0	0.0	0.0	0.0	0.0	0.0%	10.0	100.0%
Nov. 10	1.5	0.0	9.0	25.5	36.0	30.0%	84.0	70.0%
Nov. 12	0.0	0.0	31.0	13.0	44.0	37.9%	72.0	62.1%
TOTAL	155.0 min.	53.0 min.	219.5 min.	41.5 min.	470.0 min.	34.9%	873.0 min.	65.1%

<sup>a</sup>All times are in minutes.

<sup>b</sup>Available time equals 1343.0 minutes.

on six days, and no spelling on fourteen days. He appeared to work most often on writing practice and least frequently on spelling. There were only three days on which more than 50 percent of available time was spent on assigned tasks and seven days on which less than 25 percent of time was spent in this way. Donald did more work on the days when he received teacher assistance in a given subject area: mathematics - September 17 and 24; reading - September 15; spelling - November 10 and 12.

Table 11 shows Agnes' use of individual-task time. Of the nineteen days on which individual-task time was available for Agnes, she did no mathematics on fourteen days, no reading on ten days, no writing on twelve days, and no spelling on nineteen days. She appeared to work most often on reading and least frequently on spelling. There was only one day on which more than 50 percent of available time was spent on assigned tasks and twelve days on which less than 25 percent of time was spent in this way.

Recurring behavior. Jim worked in a sporadic manner with the exception of reading. When he was doing reading seatwork, Jim usually worked until the task was completed and then engaged in other activities before beginning his seatwork in another subject area. However, when doing mathematics, writing or spelling, Jim worked for only two or three minutes at a time, then engaged in other activities for various lengths of time before continuing with the task at hand. Jim spoke aloud to himself when working. Examples of his comments are presented here:

During Math:

- "Eight times eight is sixty-four. Eight times seven is fifty-six."
- "Take away thirty-five three . . ."
- "Oh, by golly, by gosh, it's raining."

Table 11

Time Spent by Agnes Working on Assigned Tasks and Engaging  
in Other Activities During Individual-Task Time

Date	Time Spent Working on Assigned Tasks					Percentage of Available Time Spent on Work	Time Spent Engaged in Other Activities	Percentage of Available time Spent in Other Activities
	Math	Reading	Writing	Spelling	Total			
Sept. 10	17.0 <sup>a</sup>	0.0	0.0	0.0	17.0	27.2%	45.5	72.8%
Sept. 12	2.0	13.5	0.0	0.0	15.5	23.3%	51.0	76.7%
Sept. 15	18.5	11.5	1.0	0.0	30.0	39.5%	46.0	60.5%
Sept. 17	0.0	25.0	0.0	0.0	25.0	29.1%	61.0	70.9%
Sept. 23	0.0	19.0	0.0	0.0	19.0	26.2%	53.5	73.8%
Sept. 24	19.0	0.0	1.0	0.0	20.0	17.4%	94.5	82.6%
Sept. 30	0.0	22.0	0.0	0.0	22.0	45.4%	26.5	54.6%
Oct. 2	0.0	0.0	0.0	0.0	0.0	0.0%	99.0	100.0%
Oct. 7	0.0	0.0	0.0	0.0	0.0	0.0%	62.0	100.0%
Oct. 14	No work assigned		No work assigned		0.0	0.0%	0.0	100.0%
Oct. 17	No work assigned		No work assigned		0.0	0.0%	0.0	100.0%
Oct. 20	0.0	5.0	9.0	0.0	14.0	19.3%	76.5	80.7%
Oct. 21	0.0	28.5	0.0	0.0	28.5	73.1%	10.5	26.9%
Oct. 27	0.0	0.0	7.0	0.0	7.0	12.5%	49.0	87.5%
Oct. 29	0.0	0.0	10.5	0.0	10.5	17.9%	48.0	82.1%
Nov. 3	0.0	23.0	0.0	0.0	23.0	52.9%	20.5	47.1%
Nov. 4	4.0	14.5	4.0	0.0	22.5	18.9%	91.0	81.1%
Nov. 6	0.0	0.0	0.0	0.0	0.0	0.0%	70.0	100.0%
Nov. 10	0.0	0.0	12.0	0.0	12.0	14.2%	72.5	85.8%
<b>TOTAL</b>	<b>58.5 min.</b>	<b>162.0 min.</b>	<b>44.5 min.</b>	<b>0.0</b>	<b>266.0 min.</b>	<b>27.3%</b>	<b>976.0 min.</b>	<b>72.7%</b>

<sup>a</sup>All times are presented in minutes.

<sup>b</sup>Available time equals 1242.0 minutes.

- "I only got five minutes."
- "Wow, look how hard it's raining."

During Reading:

- looking in his reader - "I know what it is."
- "I'm done for the day, man. Blow farts."
- looking in his workbook and holding his head - "I don't get this."

During Writing:

- "Today's such a boring day."
- "There, I'm finished. Done writing. Blow a fart, man."
- erasing a mistake - "Oh boy."

During Spelling:

- "I don't get this, man."
- erasing a mistake, "Oh boy."
- "That's all I'm supposed to do."
- flipping through his speller - "What page is this?"
- "There, now (f) - short 'e' sound."
- looking in a dictionary - "Dum dum dee dum."

Donald worked steadily once he had undertaken an assigned task, completing the task and having the teacher check his work before proceeding with other activities in which he engaged between tasks. The exceptions to this were on September 23, October 9, and October 29 when he worked very sporadically on his tasks. This is not to suggest that Donald worked steadily all day or every day, but rather that when he did undertake some assigned task he worked at it until finished. There were long periods of time during which Donald did no work at all.

On occasion, Donald helped other pupils with their work. He helped F with her reading, because she was doing work which he had done the previous year. F asked Donald for help with her reading seatwork and he went to her desk and explained what she was supposed to do. Later F said she had finished her work and Donald replied, "Let me see if they're right," after which he corrected her answers from his book. Later in the

day, Donald was again at F's desk discussing her work and Donald said, "I'll show you what I did," and got his book from his desk. Donald talked to E about his multiplication tables, and helped E check his answers to the seven-times table by reading the answers for him. Donald showed Agnes the writing she had missed due to her absence from school, and he loaned her his book from which to copy. Donald helped B who was copying the handwriting assignment from the blackboard by spelling words for him.

When Agnes was working on assigned tasks she worked sporadically, spending two or three minutes on a task then engaging in other activities. The exceptions to this are as follows:

During Reading:

September 23 - worked steadily for nine minutes  
 - worked steadily for ten minutes

September 30 - worked steadily for twenty minutes

October 21 - worked steadily for twenty-eight and one-half minutes

November 4 - worked steadily for fourteen and one-half minutes

Agnes' reading consisted of reading novels.

During Math:

September 24 - worked steadily for twenty minutes.

Time spent in other activities. Jim was observed engaging in ten types of activities during individual-task time, Donald was observed engaging in eight types of activities, and Agnes was observed engaging in seven types of activities.

Jim spent a total of four hours, forty-four minutes looking around the room, watching other people, or staring into space. He watched other

pupils who were talking with each other, looked around the room without any noticeable focus for his attention, watched the teacher working with other pupils, stared into space, looked at the clock, watched the observer, and looked at a bulletin board.

Donald spent a total of one hour fifty minutes looking around the room, watching other people, and staring into space. He watched other pupils who were talking or fooling with each other, looked around the room without any noticeable focus for his attention, watched the teacher working with other pupils, looked at the clock, looked out the window, watched the observer, watched an adult assistant working with another pupil, watched a young Indian man who was in the room reading, looked at a bulletin board, and stared into space.

Agnes spent a total of fifty-nine and one-half minutes looking around the room and watching other people. She watched other pupils who were talking or playing, watched the teacher who was working with other pupils, and looked around the room without any obvious focus of attention.

Jim spent a total of three hours forty-four and one-half minutes talking with other pupils. In some cases, the observer was able to record Jim's exact words: Some examples follow:

- talking to E who had said he was finished his mathematics.
- Jim: "That's nice."
- E: "Shut up."
- Jim: "Wanna make me?"
- E: "Yeah. Step outside."
- Jim: "Okay, step outside."
- talking to R - "Blow farts, R, blow farts."
- talking to R - "R, look how short this pencil is."
- talking to E about the number of stickers each has in their notebooks - "In the whole book? Not in all my books. I got thirty-three."
- talking to a group of boys - "Blow farts, man."
- talking to R about the stickers for their notebooks - "I'm getting a hockey player next."
- talking to D while bouncing a wad of paper on his desk - "A spring - boing, boing, boing."

There were times when the observer was unable to record Jim's exact words, but could discern the topic of conversation. Some examples follow:

- talking with R about R's picture of a plane, and about machine guns - later talking about cannons, tanks, and pictures in a library book about World War II.
- talking with R about a plastic spaceship which they were holding.
- talking with R about R's pictures of spectres and spaceships.
- talking with R and C about missiles and bombings
- talking with R about a war movie they had seen
- talking with R while both look at a library book about World War II
- talking with R about tanks and planes
- talking with D and E about subway tunnels and the helmet lights worn by the men who work in them

Jim spoke to only four boys in the room, and he spoke most frequently to R. Often his talking involved passing comments rather than extended conversations. Conversations which did occur were frequently about missiles, war, and outer space. Jim never spoke about his school work.

Donald spent a total of three hours thirteen minutes talking to other pupils. In some cases, the observer was able to record Donald's exact words. Some examples follow:

- talking to B - "Is that hard for you, B? Wait till you get to grade six. It's harder."
- holding a pen on which is written the multiplication tables - "Hey, N, where'd you get this?"
- talking to B and K who have a pop bottle - "Where does it say to look under the cap?"
- talking to K across the room - "Hey, K, you know how to count to 1000? . . . Okay, what's the ten provinces of Canada? Do you know these?"
- talking to R about the pictures he's painting - "What's this, R?"
- talking to B - "Did you see 'Jaws?' Did you see when that guy blew Jaw's head off?"
- talking to B - "What are you doing?" - looks at B's picture and says, "Spaceships, spaceships! That's all you think of."
- talking to E who's at the blackboard - "Hey, you want to spell 'Sammy?' S-a-m-m-y."

- talking to Agnes - "How come people take drugs?"
- handing a box to L - "Lift that with one hand."
- talking to Agnes about a balloon - "Hey, Agnes, you want it? It broke."
- talking to L - "Hey, L, you got any markers?"
- talking to R and then to B - "Hey, R. Hey, R . . . Hey, B, did you watch 'Smokey and the Bandit' last night?"
- talking to B - "Hey, did you see 'Rocky I'?"

There were instances when the observer was unable to record Donald's exact words, but could discern the topic of conversation. Some examples follow:

- asking Agnes and N if they want the ruler he found at the back of the room
- taking to N about the newspaper he's reading
- talking to B about B's work
- talking to Agnes, asking her what message she gave to the teacher
- talking to F about the wind
- arguing with N about whose ruler N has
- telling F what color to paint her picture
- telling F again what colors to use in her painting
- talking to Agnes about the stickers in his notebook
- talking to N about something N is making for the Hallowe'en party
- talking to B about a show on television
- talking to E about the number of stamps and stickers he has in his notebooks

Donald spoke to ten pupils, both boys and girls, during the time he was observed. His talking consisted mostly of passing comments rather than lengthy conversations. On four occasions, his comments were about school work.

Agnes spent a total of six hours talking or playing with other pupils. In some instances the observer was able to record Agnes' exact words. Some examples follow:

- standing at F's desk talking to F - "You're the thief who stole my chair. It had those things across the bottom. Oh, she has it" (referring to the observer).
- talking to J - "I memorized my Morse Code . . . Agnes . . . I memorized some of it. I've got to give myself that much credit."

- talking to a high school student<sup>2</sup> - "I hate multiplication."
- talking to Donald - "I don't know what I'm supposed to do so I goof around all day."
- looking at two pupils' pictures - "How come that looks better than this?"
- talking to C about the felt pens he's using to color with - "Why are you using a thin one? A thick one would be better."
- talking to L - "I hate French. I don't say 'Pardon my French,' I say 'Pardon my person.'"
- talking to L - "Be like me. Give up French."
- talking to L - "You hate Hodzuki! I think he's cute."
- talking to N - "See, when you become a star you ask for ridiculous things like that."
- talking to J - "At my house? He don't like my mother. I don't blame him, I don't like her."
- talking to Donald - "Do you know all your planets?"
- talking to Donald - "We just sat and munched, man. We munched out and then we went and played pinball. We stopped about four cars. We know how to party, Donald."
- talking to N about the names she's written on her notebook - "These are all the guys who mean something to me, but if my mom sees it she'll freak out."
- talking to N about a love code game she has - "The highest one I've ever seen is 200 points."
- talking to N - "Pulled the whole thing and my earring fell to the floor."
- talking to C about her love code - "Am I doing it for myself? Yeah."
- eating an apple and talking to L - "These apples are off my grandmother."
- talking to L and J - "I took off my socks and shoes when he was gonna throw me in the tub."
- talking to L - "Have you ever tried to dance Jazz?"
- talking to B - "Keep it up, B, and it'll be tits up - lights out in the back alley."
- talking to W - "At recess do you want to walk up to the corner?"
- talking to W - "Why should we have to take it now? We won't take it in high school?"
- talking to W - "I don't know about you but I gotta work."
- talking to W - "I won't stay in after school."
- talking to W - "As soon as I got in he said, 'Want a toke, Agnes?' . . . Sure."
- talking to W - "My nickname . . . they all call me Dope."
- talking to N about marijuana - "I think everyone tries it."
- talking to Donald as she gets a dictionary - "Move your butt and I'll tell you."

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<sup>2</sup>A girl who had attended the school the year before and who had been promoted to high school, but had not yet enrolled in any school, visited the classroom occasionally.

- showing a picture of her boyfriend to L - "See, how do you like this?"

There were times when the observer was unable to record Agnes' exact words, but could discern the topic of conversation. Some examples follow:

- talking to a high school student about math
- talking to N about a movie
- talking to Donald about his writing, about math, and about the stickers in his notebook
- asking L and J if they were taking French
- talking to J about rock songs
- talking to Donald about what kinds of drugs they take
- talking to Donald about a Cheech and Chong movie
- talking to N about the movie "Grizzly."
- talking to J about her cold sore
- asking L if she wants a bite of apple
- helping B with his multiplication tables
- arm wrestling with B and holding B in head lock
- talking to W about whether Agnes' boyfriend will let her go to a party because he's so protective
- talking to W about smuggling in dope and how she hadn't been searched because she had been wearing loose clothing - showing W where she had two mickies and dope hidden
- talking to W about being "stoned"
- talking to L about Winchester School
- talking to L about a 23 year-old boy she used to go out with

Agnes spoke to thirteen people, boys and girls, while being observed. Although much of her talking consisted of passing comments, she also engaged in longer conversations on seven occasions. These conversations dealt with things outside of school: movies, boyfriends, parties, and drugs. On ten occasions, Agnes' comments were about school work, but these were brief, single-sentence remarks.

Jim spent a total of one hour fifty-five and one-half minutes drawing pictures. One picture consisted of a map which showed the subway route from the school to his house. All other drawings were of war, and were drawn on sheets of art paper, on the covers of his notebooks, and inside his notebooks. Jim frequently made explosion sounds with his mouth while drawing these pictures. Photostat copies of the pictures in his

notebooks can be found in Appendix F.

Donald spent a total of three hours thirty minutes drawing, painting, tracing pictures, and constructing objects from construction paper. He drew and traced pictures of old war planes from books, painted a picture, made a folder in which to keep his tracing paper, drew a picture on a sheet of bristolboard and printed on it, drew pictures of cars, colored a balloon, and drew on the edge of a poster which was lying on the cupboard beside his desk. Agnes did not engage in this type of activity while being observed.

Jim spent a total of one hour, forty and one-half minutes playing with objects at his desk. The various activities engaged in by Jim at his desk included the following: making identification tabs for his notebooks, playing with a pencil tied to a leather thong, playing on his desk with a pencil, playing with a plastic spaceship, an eraser, a toy car, a ruler, and chestnuts, eating a sucker and sandwich, handling articles in his desk, bouncing a wad of paper on his desk, pretending a piece of wood was a gun, drawing puppet faces on his finger then sticking his finger up through the ink-well on his desk, and arranging library books on a shelf beside his desk.

Donald spent a total of two hours seven minutes handling articles at his desk. His activities included the following: sticking a feather in a plastic top, then spinning the top on his desk, playing with a pencil, eraser, a paper and stapler, a lapel pin, a role of tape, play dough, and a balloon, organizing and cleaning the inside of his desk, copying from a piece of paper which Agnes gave him, scribbling on a poster, handling things inside his desk, writing on a sheet of paper, eating, smelling the stickers in his notebook, bouncing a wad of paper on his desk, organizing

the notebooks in his binder, looking at a picture, unwrapping candy, and combing his hair.

Agnes spent a total of two hours twenty-four minutes handling articles at her desk. Agnes doodled, sketched pictures, colored, printed the names of rock-music groups on bristolboard, and scratched names onto the top of her desk. She handled her purse and its contents, put on make-up and perfume, combed her hair, fixed or put on her earrings, looked through guidance books for high school, took off or put on some article of clothing, organized the contents of her desk, wrote out a love code for other pupils, ate an apple and sandwich, played with her pencil and eraser, played with a feather, organized her three-ring binder, and read a poster that was on her desk.

Jim spent a total of one hour, seventeen and one-half minutes out of his desk. His behavior included the following: flying a paper plane, going to other pupil's desk, sharpening pencils, getting art paper from the cupboard, putting mathematics answers which another pupil had erased from the board back on the board, removing the plastic back from his and other pupils' chairs, sitting on a ladder gazing around the room, fighting with other pupils, going to the wastebasket, playing "X's and O's" on the blackboard, looking out the window, walking around looking for an eraser which R threw, chasing a mouse which was in the room, standing at the classroom door talking to a pupil from the junior room, walking around eating a tangerine, and sitting in the teacher's chair, wheeling around the room.

Donald spent a total of one hour forty-five minutes out of his desk. His activities included the following: going to other pupils' desks to talk or look at something which they were doing, sitting, kneeling,

or lying on the cupboard which was beside his desk, walking around the room, throwing paper at the wastebasket, missing, then retrieving the paper and throwing again, standing by the teacher's desk watching other pupils, looking in a cupboard for a book, or for art paper, sharpening a pencil, picking up another pupil's desk which had been knocked over, talking to someone at the classroom door, and flying a paper plane.

Agnes spent a total of twenty-three and one-half minutes out of her desk apart from the times when she was talking to other pupils. Agnes went to other pupils' desks to watch what they were doing, walked to the wastebasket to retrieve a paper someone else had thrown out and to dispose of coffee cups, stood by the cupboard at the back of the room, sharpened a pencil, and helped Donald move his desk next to hers.

Jim spent a total of thirty and one-half minutes looking at newspapers, magazines and library books. Jim looked at magazines at the teacher's desk, at the side ledge, at the table, and at his own desk. Jim looked at a library book about World War II with R and with C, and looked at a book about planes with R. He also read a newspaper which he had gotten from Agnes.

Donald spent a total of six minutes reading from different sources. He looked at pictures of planes in a book, read from a newspaper, and read the back cover of the paperback book Run For Your Life.

Agnes spent a total of ten minutes reading from the newspapers the Toronto Native Times and The Toronto Sun. On each occasion, she was reading the "Help Wanted" column in the classified section.

Jim spent a total of twenty-seven minutes flipping through his notebooks, counting and smelling the stickers he had received for his work. Neither Donald nor Agnes engaged in this activity.

Jim spent a total of twenty-six and one-half minutes making paper planes with three-ring paper and art paper. Neither Donald nor Agnes engaged in this type of activity.

Jim spent a total of twenty-two minutes out of the room. He chased a mouse into the hall, went into the hall for a drink, went to the office to get his football, and to get his lunch. Jim was out of the room on ten other occasions but the observer was unable to determine what he was doing during those times.

Donald spent a total of one hour fifty-six minutes out of the room. He was in the office typing, in the office talking to Agnes and showing her on a map where he lived, in the office writing in a notebook, and in the office doing nothing. He left the room to get a drink, to go to the washroom, to chase a mouse, and to help Vern with a bulletin board. Donald was out of the room on twenty other occasions but the observer was unable to determine what he did while out of the room.

Agnes spent a total of six hours eighteen minutes out of the room. She sat in the office reading, talking to the secretary, braiding the secretary's hair, talking to people who were visiting the school, talking to other pupils who were in the office, and answering the phone. She spent time in the primary room when the teacher was away, helped decorate a bulletin board in the hall, went to the neighborhood restaurant, and went to the washroom. Agnes was out of the room on twenty other occasions for a time totalling two hours twenty-nine minutes, but the observer was unable to determine what Agnes was doing during those times.

Jim spent a total of fourteen minutes talking to the observer. The conversations were as follows:

- October 2 - Jim called from his seat, "Doesn't your hand get tired writing all that? You're like a reporter, right?" The observer smiled.
- October 20 - Jim called from his seat, "Hey, Judy, that pen's gonna run out." The observer smiled.
- November 6 - Jim came up behind the observer and said, "Boo -- thought I'd scare you." He tried to see what the observer was writing, and the observer said she'd tell him all about it the following week. The observer asked him where his drawing from the morning was and he replied, "Marlene has it." The observer asked him why he didn't work on his picture like everyone else, and he responded, "Too boring."  
 Jim then got his drawing and showed it to the observer, then returned to his desk where he looked through some posters which were going to be hung up in the room. He held one up and said to the observer, "Here's your birthday present." Later, Jim told the observer that he had followed her on the way home from school on the subway. He showed the observer his picture again but he thought it wasn't any good and wanted to know how to put leaves on the tree.  
 Jim then offered to trade a chocolate bar for a pad of paper which the observer had. The observer gave him the paper for free and Jim thanked her and asked how much the paper cost. He then sat on a ladder which was beside the observer's desk and talked about his chocolate bar.
- November 12 - Jim walked past the observer's desk and grabbed a red pen off it, then smiled, pretending he hadn't done it. When the observer smiled and held out her hand he put the pen back.
- Jim brought his workbook to the observer and asked if the answer to the question  $7 \text{ cm} = \underline{\quad} \text{ mm}$  was seventy. The observer helped him to check the answer, using a ruler which was calibrated in millimeters and centimeters. Jim replied, "Okay, thanks," and returned to his seat.

Donald spent a total of six minutes talking to the observer. The conversations were as follows:

- October 7 - Donald was painting and he said, "Hey, Judy, look." He showed his picture to the observer who asked him what he was going to do with it and he replied, "I don't know. I might take it home."

- October 20 - The pupils had each been given a lapel pin of the Canadian flag. Donald stuck his pin in the eraser on the end of his pencil and said, "Look, Judy."  
 - Donald had been copying a piece of paper which Agnes had given him and when he finished he gave Agnes' copy to the observer saying, "Have you ever seen this?"  
 - Donald asked the observer who she was writing about and how much she had written about him? He asked if it was going to be in the newspaper and when the observer explained that it was a paper for university, Donald asked why she was going to university instead of college. He then asked if grade thirteen was college, and also asked what grade fifteen was.
- October 21 - Donald asked the observer if she had a car and, upon receiving an affirmative answer, wanted to know why she used the subway.  
 - Pupils were addressing envelopes for home and Donald asked the observer what to put on the back of the envelope.
- November 6 - Donald was leaving the room to go home with Agnes and L and he said, "Say good-bye to Judy."

Agnes spoke to the observer on six occasions for a total of two minutes. The conversations were as follows:

- September 10 - Agnes thought F had her chair but then realized that the observer had it, and said, "Oh she has it." The observer asked if she wanted it and she replied, "No, I need it though." She then returned to her desk.
- October 10 - Agnes was coughing badly so the observer gave her some throat lozenges, for which Agnes thanked her.
- October 21 - Agnes was putting on perfume and the observer happened to cough and Agnes called across the room, "Don't choke now, Judy. It's not that bad. It smells pretty good if you ask me."
- November 4 - Agnes entered the room and came to the observer's desk to show her the new insides for her cigarette lighter which she had bought over the noon hour.
- November 6 - Agnes, who had been out of the room, came in and asked the observer for a black felt marker. The observer asked her where she was working but she wouldn't say. She left the room again.

November 10 - Agnes was walking past the observer's desk and noticed her initials "AK" on the paper on which the observer was writing. Agnes laughed and commented, "I just saw A.K."

Teacher-pupil interaction during individual-task time. The observer recorded twenty instances in which there was verbal interaction between Jim and the teacher during the time when Jim was supposed to be doing individually assigned tasks. The twenty instances totalled twenty-two and a half minutes.

- September 10 - Jim was doing handwriting and the teacher asked him if he had received a reader. He replied, "Yeah."
  - Jim was talking and laughing with R and the teacher called him to the table to work.
  
- September 12 - Jim was taking the plastic backs off of his and other pupils' chairs. The teacher told him to put them back together, which he did. The teacher then told him he couldn't have lunch until his work was finished (it was 12:00 o'clock).
  - Jim gave his completed mathematics seatwork to the teacher, saying, "There, Marlene, I'm done." He put on his jacket then asked the teacher, "Is it all right? Can I go out?" The teacher told him to take his reader out of his desk and she then assigned reading seatwork. Jim returned to his desk saying, "Heh, it's recess." The teacher did not respond.
  
- September 15 - Jim was taking the plastic back off his chair and the teacher said she'd give him a wooden chair if he couldn't handle the plastic one properly.
  
- September 17 - Jim was watching E make a kite and the teacher asked Jim what he was doing. He replied, "I'm looking for my pencil." The teacher assigned him mathematics seatwork.
  - Jim was doing mathematics seatwork but was also spending considerable time looking around the room and watching other pupils. The teacher told him he wasn't going to take any work home but had to stay at school until his assignments were done. He worked sporadically for the next thirty minutes.
  
- September 23 - Jim was walking around with a paper plane and the teacher called him and told him to write his

- spelling words three times each. He sat at his desk and began to look at pictures in a book.
- Jim was talking to R about pictures in a book. The teacher called him and told him to get to work but he continued talking.
- September 24 - Jim was at his desk, looking around and talking to other pupils. The teacher stood beside Jim's desk and quietly told him to take out his mathematics. He began to do so, but as soon as the teacher moved away from his desk he continued talking to R and E. The teacher returned to his desk and sat beside him, and he began to talk again. The teacher told him to move his desk forward two feet but he continued talking and playing, so the teacher pulled his desk away from R's. Jim moved his extra desk to the new location then continued to play with articles on his desk.
- The teacher asked Jim if he was all finished with his work and he answered, "Yep."
- October 2 - Jim was going out for recess and the teacher said, "Jim, when you come back you have to finish your writing." Jim responded, "Yeah. I've only got ten more words."
- The teacher called to Jim who was talking with K, and Jim said K was "bugging" him. The teacher said, "Then move your desk," to which Jim responded, "He's not bothering me."
- October 7 - Jim was at the cupboard getting art paper when the teacher called him to come to the table and work. Jim stayed at the cupboard and after he had gotten a sheet of art paper he took it to his desk and began drawing. The teacher told him to put it away until later or he'd have to work during the noon break. Jim kept on drawing, and the teacher asked to see his mathematics homework from the previous night. He began to take it out of his desk but when the teacher turned her attention to another pupil he continued drawing. After drawing for three minutes, he took his mathematics homework to the table where the following conversation occurred between Jim and the teacher:
- Teacher: "Is that your math homework?"  
 Jim: "Yeah."  
 Teacher: "Did anyone help you?"  
 Jim: "Yes, my mom. Part of it."
- The teacher asked Jim if he was almost finished his mathematics and he replied, "Yes, eleven questions left."
- October 20 - Jim was talking to R and the teacher called him

twice, but he ignored her and walked around the room.

October 29 - Jim was laughing and talking with other pupils and the teacher told him to get to work, saying he had to work five minutes into lunch time. Jim kept talking and the teacher said he had to work ten extra minutes. He continued talking and the teacher told him he had to work fifteen minutes into lunch time, and when Jim still didn't stop talking the teacher said, "Alright, Jim, that's twenty minutes at lunch for you." He then began to do his handwriting seatwork.

November 12 - Jim was opening his notebook when the teacher asked him if his handwriting assignment was done.  
 Teacher: "Jim, is your writing done?"  
 Jim: "No."  
 Teacher: "Why is your book closed?"  
 Jim: "Cause someone closed it." (mumbles)  
 - Jim was at R's desk and when the teacher reminded him to do his work he remained at R's desk.

Fourteen of the teacher's comments to Jim were telling him to do his work, and four were correcting him for his misconduct. In addition to these instances of verbal interaction between Jim and the teacher, Jim had his assigned tasks checked by the teacher every day, and was expected to complete during out-of-school hours whatever he did not finish during the day.

The observer recorded fifteen instances in which there was verbal interaction between Donald and the teacher during the time when Donald was supposed to be doing seatwork. The fifteen recorded instances totalled five minutes.

September 10 - Donald was flipping through his reader and he called out, "Marlene, am I going to read from this every day?" The teacher replied, "Yes."  
 - Donald was talking to N and called out, "Hey, Marlene, how do you spell Goalie?" The teacher spelled it out.

September 17 - Donald was doing mathematics, and at 3:06 p.m. he said aloud, "Marlene, I don't care if I finish it

- or not. I'm leaving at 3:15 p.m." The teacher did not respond.
- At 3:15 p.m. Donald said, "I'm going home now." Again the teacher did not respond.
- October 7
- The teacher was collecting library books which were due. Donald, who was painting, said aloud, "Oh yes, Marlene, that riddle book's mine."
  - Donald had been painting all day and at 3:00 the teacher told him to do the day's writing before it was erased from the board.
- October 9
- Donald put his book away and said, "I'm going out for recess, Marlene." She did not respond.
- October 20
- Donald told the teacher he was catching up on his French and Ojibway and would take his reading home.
- October 21
- Donald was looking for his pen and said aloud, "Hey, Marlene, someone stole my pen." The teacher did not respond.
  - The pupils were addressing envelopes for home and Donald asked aloud, "Hey, Marlene, what d'you put on the back?" The teacher did not reply and Donald asked the observer the same question.
- October 29
- The teacher told Donald to bring his work to the table because he had been talking. He did so, but didn't work.
- November 12
- Donald called to the teacher three times, and asked to go out for recess. He was given permission.
  - Donald took something off Jim's desk and Jim said, "Marlene, he won't give my thing back," to which Donald replied, "Too bad." The teacher told him to give it back which he did, taking the teacher's chair which Jim was sitting on.
  - Donald was talking across the room to the teacher. He wanted to do more mathematics instead of spelling and said he's taking spelling home. The teacher said he should take mathematics home.

Donald addressed six statements and one question to the teacher without receiving a response. The teacher answered three questions asked by Donald and told him to do his work twice. In addition to these instances of verbal interaction between Donald and the teacher, Donald had his assigned tasks checked by the teacher eleven times, nine of which

were writing assignments.

The observer recorded seven instances where verbal interaction occurred between Agnes and the teacher during individual-task time. The seven instances totalled three minutes.

- September 12 - Agnes had been assigned mathematics seatwork and she called to the teacher, "I'm just writing the answers, Marlene." The teacher did not reply.
- September 15 - Agnes, who was doing mathematics, said aloud to the teacher, "Marlene, I always get stuck on this stuff." The teacher just looked at her.
- September 17 - Agnes told the teacher she wanted to do regular reading instead of reading novels. The teacher did not respond.
- September 30 - Agnes had been out of the room for five minutes and the teacher brought her back in. After seven minutes Agnes asked if she could go to the wash-room and the teacher said yes.
- October 7 - Agnes spoke to the teacher regarding the stickers which pupils received when their work was done:  
 Agnes: "Sure, Marlene, you get nice stickers for the boys."  
 Teacher: "I haven't seen any work from the girls."  
 Agnes: "There are only three girls."  
 Teacher: "Yes, and I haven't seen one piece of work from them."
- October 21 - Agnes was talking to a young Indian man who was in the room, and they are teasing each other. Agnes was writing something about him and asked the teacher, "Marlene, how do you spell Walter, W-a-l-t-e-r?" The teacher made no reply.
- October 29 - Agnes was sitting at the table watching the teacher explain an assignment to another pupil. Agnes asked the teacher what level a person needed to attend Central Tech and the teacher told her there were some booklets in the cupboard containing that information. Agnes looked through the booklets, then took some of them to her desk. After looking through them for four minutes she said, "Marlene, I have no idea how to figure out my education." The teacher did not respond.

Agnes addressed four statements and one question to the teacher

without receiving a response. She received responses to two other questions and one statement. In addition to these instances of verbal interaction between Agnes and the teacher, Agnes had her assignments checked by the teacher on three occasions when she voluntarily showed them to the teacher.

Work out of school hours. Jim was kept in to complete his seat-work assignments once during recess, eight times during the lunch break, and four times after school for a total of three hours and thirty-eight minutes. Jim took work home on five occasions in reading, mathematics, and spelling.

Donald was kept in once during recess for five minutes to complete a mathematics assignment. He was assigned homework twice: mathematics on one occasion and mathematics and spelling the second time.

Agnes was never kept in to complete her assignments; she was told once to complete mathematics and spelling for homework. Agnes did take books home voluntarily on two other occasions but forgot to bring them back to school for several days.

#### Summary Statement

The three Ss spent a great deal of individual-task time engaging in activities other than their assigned tasks. The activities engaged in were similar to those engaged in during "free time." A description of pupil behavior during "free time" follows:

#### Pupil Behavior During Periods of Free Time

##### Background

Periods of "free time" ranging from two minutes to ten minutes in

duration occurred each morning after the Sacred Circle, and when the class was assembling after recess and lunch break. Free time also occurred when a pupil had completed all the assigned work for the day, or when a pupil was assigned no work at all. Finally, free time occurred from 10:30 a.m. to 12:00 p.m. on the morning of every feast day when the teacher was busy making preparations for the feast.

#### Overview of Pupil Behavior

Jim was observed during twenty-seven periods of free time which totalled five hours twenty-nine minutes. Donald was observed during twenty-three periods of free time which totalled four hours three minutes. Agnes was observed during twenty-four periods of free time which totalled seven hours seventeen minutes. The data are presented for each S according to the type of situation in which free time occurred. Table 12 summarizes the types of activities in which the three Ss engaged during "free time."

Table 12

#### Behaviors of Ss During Periods of Free Time

Type of Activity	Total Time Spent by Each S		
	Jim	Donald	Agnes
Talking to others	29.0 min.	40.5 min.	63.0 min.
Watching others and looking around room	27.0 min.	22.5 min.	1.0 min.
Walking around room	21.0 min.	7.0 min.	4.5 min.
Leaving the room	35.0 min.	104.0 min.	112.5 min.
Handling articles at desk	28.5 min.	11.5 min.	19.5 min.
Drawing, painting, making paper planes	42.5 min.	26.5 min.	27.5 min.
Reading a book, magazines, or newspaper	17.0 min.	2.0 min.	60.0 min.

Table 12 (cont'd)

Type of Activity	Total Time Spent by Each S		
	Jim	Donald	Agnes
Doing assignments or other subjects	14.0 min.	17.0 min.	23.0 min.
Helping the teacher	19.0 min.	10.0 min.	61.0 min.
Sitting quietly	0.0 min.	4.5 min.	4.0 min.
Playing games	36.0 min.	0.0 min.	0.0 min.
Writing a play	0.0 min.	0.0 min.	9.0 min.
Decorating the room	60.0 min.	0.0 min.	0.0 min.
Going to park with other class	0.0 min.	0.0 min.	52.0 min.
<b>TOTAL:</b>	<b>329.0 min.</b>	<b>243.0 min.</b>	<b>377.0 min.</b>

The type of activity engaged in most frequently by Jim (apart from decorating the room which was a single event prior to the Hallowe'en party) was making paper planes and flying them around the room. The type of activity engaged in most by Donald was leaving the room, at which times he usually sat in the office and talked to Agnes. The type of activity engaged in most often by Agnes was also leaving the room at which times she usually sat in the office reading, answering the phone, listening to the radio, and talking to Donald. Agnes also spent a great deal of free time talking to others, helping the teacher, and reading novels or newspapers. The hour she spent helping the teacher was spent picking up food for a feast. The type of activity engaged in least frequently by Jim was doing assignments or other subjects, by Donald was sitting quietly, and by Agnes was watching others and looking around the room.

Donald and Agnes left the room much more frequently than did Jim. Agnes read a book, newspaper, or magazines more frequently than Jim or

Donald and she went to the park with another class, and wrote a play, which Jim and Donald never did. Jim played games and decorated the room, which Donald and Agnes never did. Agnes had the greatest amount of free time while Donald had the least.

#### Detailed Description of Pupil Behavior

While waiting for class to begin. Jim was observed during eighteen periods of "free time" which occurred while he was waiting for classes to begin and which totalled one hour fifty-one minutes. Jim watched other persons in the room, made paper planes and played with them, talked to other persons, left the room, played with a plastic spaceship while talking about it with another pupil, walked around the room, made something from construction paper, watched the teacher thread the movie projector and re-wind a film, helped the teacher prepare for a following lesson, copied the handwriting assignment from the blackboard, handled objects at his desk, removed the plastic back from his chair several times, drew pictures, played with a football, moved his desk to the back of the room, and ate a sandwich.

Donald was observed during eighteen periods of "free time" which occurred while he was waiting for classes to begin and which totalled one hour thirty-three minutes. Donald talked to other persons, drew pictures and painted, watched other people, left the room, handled articles at his desk, sat quietly waiting for class to begin, walked around the room, wrote on his notebooks, posed for a picture which someone was taking and watched as the picture developed, copied the handwriting assignment from the blackboard, read a comic book, and threw the lids of cans around the room.

Agnes was observed during thirteen periods of "free time" which occurred while she was waiting for classes to begin and which totalled one hour ten minutes. Agnes talked to other persons, wrote a play with two other pupils, watched a baby which belonged to a friend, left the room, wrote her love code for L, J, and Donald, watched the teacher thread the movie projector, sat quietly and waited for classes to begin, did some mathematics, read the "Help Wanted" section of a newspaper, painted a picture, watched other pupils, helped the teacher wind up a projector cord, and handled articles at her desk.

When assignments were completed. Jim and Agnes had no "free time" when assignments were completed. Donald was observed during two periods of free time which occurred because he had completed his assigned work, and which totalled forty-one minutes. Donald left the room and watched other pupils.

When no work had been assigned. Jim was observed during four periods of "free time" which occurred because he had not had any work assigned to him and which totalled two hours eight minutes. Jim decorated the room for Hallowe'en, read the magazines "Life" and "Ranger Rick" in which he looked at pictures of a volcano and the birth of an animal, helped prepare the table for a feast, played a game using multiplication cards, played with a paper plane, talked to others, walked around the room, rocked in the teacher's chair, chased B into the hall, moved his desk, shot cardboard across the table with R, and handled articles at his desk.

Donald was observed during three periods of "free time" which occurred because he had not had any work assigned to him and which totalled one hour fifty minutes. Donald sat in the office talking with

Agnes, left the room, copied the handwriting assignment from the blackboard, drew pictures, made a picture for the French teacher, and watched other people.

Agnes was observed during seven periods of "free time" which occurred because she had not had any work assigned to her and which totalled three hours forty-five minutes. Agnes went with the teacher to pick up food for a feast, accompanied the kindergarten children and the school secretary to the park, talked with others, left the room, looked at a newspaper and talked to Donald about job possibilities, sat in the office and talked, drank pop, handled articles at her desk, smeared paint on L's face, did mathematics, and looked out the window.

During French. Jim was observed during three periods of "free time" which occurred during French and which totalled one hour thirty minutes. Jim left the room, played the card game "Crazy Eights," talked to others, copied assignments from the blackboard, handled articles at his desk, played with a paper plane, drew pictures, cleaned the rug with a carpet sweeper, and watched other people.

Donald was not observed during any "free time" periods during French. Agnes was observed during four periods of "free time" which occurred during French and which totalled two hours twenty-two minutes. Agnes left the room, painted pictures, read the "Help Wanted" section of the newspaper, read a novel, took part in the French lesson, talked to others, played a French game, and brushed her hair.

#### Summary

The activities engaged in by the three Ss during "free time" were similar to those engaged in during periods of time other than "free time":

drawing, looking around, leaving the room, talking, and so on. Behavior of pupils during French and Ojibway lessons and during sessions with visiting resource persons are now presented.

Pupil Behavior During French and Ojibway Classes and During  
Class Sessions With Visiting Resource Persons

Background for French

Pupils in the senior room were to receive forty minutes of compulsory French instruction daily. French instruction began on September 30, and initially the instructor attempted to teach the class as a whole. This approach became unmanageable as some pupils refused to co-operate, and the instructor began to teach as a group only those who voluntarily assembled around the table at the front of the room. At times the instructor would urge reluctant students to join the group, but those who chose not to do so were usually allowed to do as they wished. The French instructor's task was rendered more difficult by the lack of any teaching materials usually used in an oral language program.

On October 29, the French instructor discontinued all group teaching, and began to teach on an individual basis. While pupils were awaiting their turn for instruction, they were supposed to complete their individual assignments from the morning in mathematics, reading, spelling or writing. After they had received instruction, pupils were supposed to complete their assigned French seatwork, and then return to their individual tasks from the morning. Once pupils had completed all assigned tasks, they were free to do as they wished. The French instructor gave individual instruction at the teacher's desk. During this time, the regular classroom teacher sat at the table and gave individual instruction to pupils in

mathematics, spelling or reading.

During the ninety-seven hours fifty-three minutes of observation conducted for this study, French instruction on a group basis was observed for five hours seventeen minutes, and on an individual basis for five hours twenty-nine minutes for a total time of ten hours forty-six minutes.

#### Overview of Pupil Behavior During French

During observation, Jim received four hours twenty-five minutes of French instruction on a group basis and one hour forty-two minutes of French instruction on an individual basis, for a total of six hours seven minutes. Donald received one hour fifty-eight minutes of French instruction on a group basis and three hours one minute of French instruction on an individual basis for a total of four hours forty-nine minutes. Agnes stated that she had no intention of taking French instruction because she considered it a waste of time and had had enough French during previous school years. Neither the French teacher nor the regular classroom teacher insisted that she participate in the lessons and therefore Agnes had "free time" while the rest of the class took French. Table 13 indicates how much time each S spent receiving oral instruction and completing seatwork assignments.

Jim received much more instruction on a group basis than did Donald, partly because the French teacher personally brought Jim into the group when he did not join voluntarily, whereas Donald was left free to join or not to join the group taking French. However, once the teacher began teaching on an individual basis, Donald received more instruction than Jim. Nevertheless, Jim received more oral instruction overall than

did Donald. Jim spent more time on French seatwork than did Donald while the teacher was using the total-group approach, whereas Donald spent more time on seatwork than did Jim once the teacher was using the individual approach. Overall, the amount of French seatwork done by Jim and Donald was almost equal. When oral instruction time and seatwork time are combined, Jim spent more time on French than did Donald.

Table 13

Amount of French Time Used for Oral Instruction  
and for Seatwork Assignments

	Time Available to Jim	Time Available to Donald
Oral instruction in a group	97.5 min.	40.0 min.
Oral instruction as an individual	<u>39.0 min.</u>	<u>44.0 min.</u>
Total oral instruction time	<u>136.5 min.</u>	<u>84.4 min.</u>
Seatwork for the group	167.5 min.	78.0 min.
Seatwork for the individual	<u>63.0 min.</u>	<u>137.0 min.</u>
Total seatwork time	<u>230.5 min.</u>	<u>215.0 min.</u>
<b>Total French Instruction Time</b>	<b>367.0 min.</b>	<b>299.0 min.</b>

Neither Jim nor Donald spent all of their allotted French time in the manner in which it was intended to be used, but rather each spent time during oral instruction time and during seatwork time engaging in other activities. Table 14 summarizes the amount of time each S spent involved with French and engaging in other activities.

According to Table 14, both Jim and Donald spent a little over 50 percent of available French time engaged in French activities. When attention during instruction and attention to seatwork are added, Jim spent

Table 14

Time Spent by Each S on French and  
On Other Activities

Pupil Behavior	Jim		Donald	
	Total Time	Percentage of Total French Time	Total Time	Percentage of Total French Time
Watching the instructor or participating orally in a lesson	97.5 min.	26.6%	56.0 min.	19.4%
Working on seatwork assignments	109.5 min.	29.8%	97.0 min.	33.5%
Engaging in other activities	160.0 min.	43.6%	136.0 min.	47.1%

56.4 percent of available time on French, while Donald spent 52.9 percent of available time on French. Both Jim and Donald spent a little less than half the available time engaging in activities other than French.

Detailed Description of Pupil Behavior  
During French

Data were presented for each S as it occurred during periods of group instruction, during periods of individual instruction, and during periods when French seatwork had been assigned.

Group instruction. Jim received group instruction on six occasions, and on three of them the instructor physically brought Jim from his desk to the table where group instruction was to take place. On the remaining three occasions Jim joined the group voluntarily. Jim received four hours twenty-five minutes of group instruction, of which one hour thirty-seven and one-half minutes were spent receiving oral instruction, while two hours forty-seven and one-half minutes were spent completing seatwork assignments.

While receiving oral instruction, Jim watched the teacher and participated verbally for a total time of one hour three and one-half minutes. During thirty-six minutes of this time, he played with his ruler or pencil and drew on his notebooks at the same time as he was responding orally in unison with the rest of the group. Jim engaged in other activities for a total time of thirty-four minutes, and these activities included the following: drawing, talking to other pupils, making paper planes, handling articles on the table, looking around the room and watching other people, and walking around the room.

During the two hours forty-seven and one-half minutes which Jim

spent completing seatwork assignments for French, he spent a total of one hour twenty-one minutes actually working on the assigned tasks. He spent the remaining one hour twenty-six and one-half minutes talking to other people, looking around the room and watching other people, making and flying paper planes, walking around the room, drawing, and leaving the room.

Individual instruction. Jim received one hour forty-two minutes of French instruction on an individual basis, and of this time he spent thirty-nine minutes receiving oral instruction from the teacher, and one hour three minutes completing individual seatwork assignments. While receiving oral instruction, Jim looked at the teacher or participated verbally in the lesson for a total of thirty-four minutes. He looked around the room and watched other pupils for five minutes.

During the one hour three minutes which Jim spent completing individual seatwork assignments, he spent a total of twenty-eight and one-half minutes working on the assigned tasks. He spent the remaining thirty-four and one-half minutes of individual seatwork time engaging in other activities: talking to other people, looking around the room and watching other people, drawing, leaving the room, handling articles at his desk, and walking around the room.

Donald received one hour fifty-eight minutes of group instruction in French, and of this time forty minutes were spent receiving oral instruction, while one hour eighteen minutes were spent completing seatwork assignments.

While receiving oral instruction with the group, Donald watched the teacher and participated verbally in the lesson for a total time of

twenty-five minutes. Donald engaged in other activities for a total of fifteen minutes and these activities included drawing, handling articles at his desk, talking to other people, and watching other people.

During the one hour eighteen minutes which Donald spent completing seatwork assignments for French, he spent a total of thirty-four minutes actually working on the assigned tasks. He spent the remaining forty-four minutes of seatwork time leaving the room, handling articles at his desk, looking around the room and watching other people, talking to other people, and drawing.

Donald received two hours fifty-one minutes of French instruction on an individual basis, and of this time he spent forty-four minutes receiving oral instruction from the teacher, and two hours seven minutes completing individual seatwork assignments. While receiving oral instruction, Donald looked at the teacher and participated verbally in the lesson for a total of thirty-one minutes. He flipped through books on the desk, watched other pupils, and wrote on the blackboard which was beside him for a total time of thirteen minutes.

During the two hours seven minutes which Donald spent completing seatwork assignments, he spent one hour three minutes actually working on the assigned tasks. He spent the remaining one hour four minutes of individual seatwork time engaging in other activities: leaving the room, walking around the room and watching other people, handling articles at his desk, and talking to other people.

#### Background for Ojibway

Pupils in the senior room received compulsory Ojibway language instruction three days a week. The instructional periods lasted anywhere

from twenty-two to thirty-five minutes, and were taught by an Ojibway language elder from Toronto who will be referred to in this paper as Mr. S. Mr. S. taught the class how to write words and phrases both in syllabics and in the standard alphabet. New vocabulary for the day would be drilled orally, then copied from the blackboard along with the English equivalent (see Appendix F).

#### Overview of Pupil Behavior

Table 15 shows the time and percentage of Ojibway class time which each S spent participating in lessons, and the amount and percentage of time which each S spent engaged in other activities.

Each of the three Ss participated in Ojibway language instruction for less than half the total class time, and there is little difference among the percentages for the three Ss. The percentage of time which Ss spent engaged in other activities far surpassed the percentage of time they spent engaged in the Ojibway language lessons.

#### Detailed Description of Pupil Behavior During Ojibway

Jim was observed during four hours forty-seven minutes of Ojibway language instruction. He spent a total of one hour thirty-eight minutes participating in the lessons: looking at the instructor, repeating Ojibway words and phrases after the instructor, and copying vocabulary from the blackboard. Jim spoke to the instructor once, other than to repeat words after him. The instructor had told Jim to take out his Ojibway notebook and Jim responded, "I don't have to." The instructor said, "Who said?" and Jim replied, "Batman."

Donald was observed during four hours three minutes of Ojibway

Table 15

Use of Time By Each S During  
Ojibway Language Instruction

Total Amount of Instruction Received	Time Spent Participating		Time Spent in Other Activities	
	Time	Percentage	Time	Percentage
Jim (4 hr. 47.5 min.)	98.0 min.	33.9%	189.0 min.	66.1%
Donald (4 hr. 3.0 min.)	96.0 min.	39.1%	147.0 min.	60.9%
Agnes (4 hr. 33.0 min.)	120.0 min.	44.0%	154.0 min.	56.0%

language instruction. He spent a total of one hour thirty-six minutes looking at the instructor, repeating Ojibway words and phrases after the instructor, and copying vocabulary from the blackboard. Donald initiated conversation with the instructor on three occasions. On October 27, he asked the instructor about a boy whom they both knew. On October 20, Donald said to the instructor, "Hey, Mr. S., how do you say 'alcohol' in Ojibway?" Finally, on November 10, Donald spoke quietly to the instructor but the observer was unable to hear their conversation.

Agnes was observed during four hours thirty-four minutes of Ojibway language instruction. She spent a total of two hours looking at the instructor, repeating Ojibway words and phrases after the instructor, and copying vocabulary from the blackboard. Agnes initiated conversation with the instructor on six occasions. On September 23 she remarked, "I feel like I'm in kindergarten," then continued, "Mr. S., there's something I don't understand. Some have two letters and some have one." She was referring to the number of letters at the end of some Ojibway words. On September 24, Agnes asked the instructor to help her pronounce some words and he went to her desk and gave her individual help. On September 30, Agnes asked the instructor twice how to pronounce the words she was copying from the blackboard and, after saying them aloud, she laughed and said, "It's not cheating if I get someone at home to help me." On October 7, Agnes commented to the regular classroom teacher, "What's the big idea of reading and writing words in syllabics when there's no one else you're going to write to?" then said to the Ojibway instructor, "What about if we just learn to say it. Give us a break." On October 14, Agnes asked the instructor how to say "get lost" in Ojibway, and on October 20, after the class had learned how to ask for a drink of water in Ojibway, Agnes told

the instructor she'd rather have pop and asked how to say it in Ojibway.

Jim spent a total of three hours nine minutes engaging in other activities. He drew pictures, looked around the room and watched other people, handled articles at his desk, talked to other people, left the room, sat quietly and waited for other pupils to complete their written work, stared into space, worked on assignments from other subject areas, made and flew paper planes, and walked around the room.

Donald spent a total of two hours twenty-seven minutes engaging in other activities. He handled articles at his desk, drew pictures, looked around the room and watched other pupils, talked to other pupils, worked on assignments for other subject areas, stared into space, and walked around the room. The regular classroom teacher never spoke to Donald regarding his behavior during Ojibway instruction.

Agnes spent a total of two hours thirty-four minutes engaging in other activities. She handled articles at her desk, talked and played with other pupils, left the room, looked around the room and watched other people, and walked around the room. The teacher never spoke to Agnes regarding her behavior during Ojibway instruction.

The regular classroom teacher spoke to Jim three times during the Ojibway language period. On October 9, she told Jim to put away his drawing and when he continued to work on it she said, "Put it away. Don't you understand English?" to which Jim replied, "No." Later in the same lesson, the teacher told Jim, who was facing the back of the room, to turn around in his desk, but he ignored her and continued to face the back of the room. On November 4, the regular classroom teacher told Jim to put away his drawing and open his Ojibway book, but he continued to draw. The regular classroom teacher never spoke to Donald or Agnes during

Ojibway language instruction.

#### Background on Visiting Resource Persons

On October 27 and October 31, a local author named Diane visited the school, and grades one to eight were assembled in the senior room for her presentation. Diane had visited the school during the previous school year and had discussed with the pupils a book she was writing, at which time pupils had shared with her their ideas for the story. She returned to the school on October 27 and October 31 in order to share her finished book with the pupils. Diane was known to the pupils and teachers at the school as "Bird Woman" because when she spoke to them about her book she wore a large hat made of bird feathers which she said allowed her to enter into the make-believe world of her book, Journey to Dodo Land.

During her visit on October 27, Diane showed the students the large drawings from which the illustrations in her book had been taken. She also told the pupils of places where the story had been performed on stage. Finally, she narrated the story for the pupils, showing them the illustrations in the book as she proceeded, and having the children act out different events which occurred in the book. This first session lasted twenty-seven minutes after which the pupils went outside for recess.

After recess, Diane completed her narration of the story, then suggested that each pupil make a travelling hat which would enable them to enter whatever world of make-believe they wished. She explained that the hats could also be worn at the upcoming Hallowe'en party. This session lasted forty minutes and the entire presentation, including narration and follow-up, totalled one hour twenty-three minutes.

Diane returned to the school on October 31 to help the pupils make masks and costumes which, along with their travelling hats, could be worn that afternoon at the Hallowe'en party. She encouraged pupils to make costumes representing something they would really like to be if they could enter the world of make-believe. This session lasted thirty-seven minutes after which the pupils went out for recess. Since recess extended until noon, the activities with Diane ended with recess.

A second resource person, Bill, a native artist from Manitoulin Island, visited the senior class on November 6. Bill had been hired by the Department of Education to visit thirty-two schools in southern Ontario to talk about native art, especially the Eastern Woodland style which he himself followed.

Bill spoke to the class for forty minutes, talking about Manitoulin Island and the Wikwemikong Reserve, and about legends which he had learned there as a boy. He also spoke about the places where he had lived and gone to school as a boy and about the travelling he had done and the jobs he had held as an adult and, finally, how he had gotten involved in art. Bill ended his talk by telling the children about the importance of the circle in Indian life and art.

After a recess break, Bill told the class two legends of how the beaver got its tail and how the chipmunk got its stripes. He also spoke about the circle of energy which appears in many traditional Indian paintings. Bill then gave each pupil a large sheet of paper and instructed them to represent any animal they wished in their own way. Pupils were given thirty-three minutes to work on their drawings, and they were to do no coloring, but were to perfect the sketches during the week. The entire lesson with Bill totalled one hour twenty-three minutes.

Overview of Pupil Behavior

Diane spent a total of fifty-three minutes making oral presentations to the class. Jim spent fifty minutes or 94.3 percent of the time watching and listening to her, and three minutes, or 5.7 percent of the time, engaging in other activities. Donald was present for forty-three minutes of presentation by Diane. He spent twenty-nine minutes, or 67.4 percent of the time, watching and listening to her and fourteen minutes, or 32.6 percent of the time, engaging in other activities. Agnes was present for forty-three minutes of presentation by Diane. She spent forty-three minutes, or 100.0 percent, of the time watching and listening to Diane.

The follow-up activities which Diane undertook with the class totalled sixty-seven minutes and Jim spent 100 percent of the time engaging in other activities. Donald was present for forty minutes of follow-up activities, and he spent ten and one-half minutes, or 26.3 percent of the time, helping a younger pupil with an assigned activity and twenty-nine minutes, or 74.7 percent of the time, engaging in other activities. Agnes was also observed during forty minutes of follow-up activity conducted by Diane, and she spent thirty-six minutes, or 90 percent of the time, working on the assigned activity and four minutes, or 10 percent of the time, engaging in other activities.

During the time of observation, Bill spoke to the class for forty minutes and Jim spent sixteen and one-half minutes, or 70.2 percent of the time, watching and listening to him and twenty-three and one-half minutes, or 29.8 percent of the time, engaging in other activities. Donald spent eighteen minutes, or 45.0 percent of the time, watching, listening and talking to Bill, and twenty-two minutes, or 55 percent of

the time, engaging in other activities. Agnes spent seventeen minutes, or 47.5 percent of the time, watching, listening and talking to Bill, and twenty-three minutes, or 52.5 percent of the time, engaging in other activities.

The follow-up activities with Bill totalled twenty-three minutes, and Jim spent fifteen minutes or 65.2 percent of the time working on the assigned drawing and eight minutes or 34.8 percent of the time engaged in other activities. Donald spent seventeen and one-half minutes or 76.1 percent of the time doing the assigned activity and five and one-half minutes or 23.9 percent of the time engaging in other activities. Agnes spent twenty-one and one-half minutes or 93.5 percent of the time working on the assigned activity and one and one-half minutes or 6.5 percent of the time engaging in other activities.

Table 16 summarizes the Ss' use of time during sessions with Diane and Bill. Jim was present for both of Diane's presentations, while Donald and Agnes were only present for the presentation on October 27. During the time they were present, Jim and Agnes watched and listened to Diane during the entire oral presentation, while Donald watched and listened for only 67.4 percent of the time. None of the three Ss participated in acting out events in the story as was suggested by the speaker.

Jim did not do any of the follow-up activities suggested by Diane, while Donald spent some time helping a younger child make a hat, and Agnes made a hat for herself. None of the Ss made a costume.

Jim was the most attentive of the Ss during Bill's oral presentation (70 percent of the time) while Donald and Agnes were less attentive (45 percent and 42.5 percent of the time, respectively). Donald was the only S who spoke to Bill and asked him questions about the oral presentations.

Table 16

Use of Time by Ss During Class Sessions With  
Visiting Resource Persons

Activities	Class Time During Which Ss Were Present			Percentage of Time Ss Engaged in Class Activity			Percentage of Time Ss Engaged in Other Activities		
	Jim	Donald	Agnes	Jim	Donald	Agnes	Jim	Donald	Agnes
Diane's oral presentations	53.0 min.	43.0 min.	43.0 min.	94.3%	67.4%	100.0%	5.7%	32.6%	0.0%
Diane's follow-up activities	67.0 min.	40.0 min.	40.0 min.	0.0%	26.3%	90.0%	100.0%	74.7%	10.0%
Totals for Diane	120.0 min.	83.0 min.	83.0 min.	41.6%	47.6%	95.2%	58.4%	52.4%	4.8%
Bill's oral presentation	40.0 min.	40.0 min.	40.0 min.	70.2%	45.0%	42.5%	29.8%	55.0%	57.5%
Bill's follow-up activities	23.0 min.	23.0 min.	23.0 min.	65.2%	76.1%	93.5%	34.8%	23.9%	6.5%
Totals for Bill	63.0 min.	63.0 min.	63.0 min.	50.0%	56.3%	61.1%	50.0%	43.7%	38.9%
OVERALL TOTALS	183.0 min.	146.0 min.	146.0 min.	44.5%	51.4%	80.5%	55.5%	48.6%	19.5%

All three Ss attempted to do the follow-up drawing to Bill's presentation. Agnes spent 93.5 percent of the time out of the room drawing and, upon returning, spoke to Bill about coloring her picture. Donald spent 76.1 percent of the time drawing an eagle. Jim spent 65.2 percent of the time drawing first an eagle, which he threw in the garbage, and then a bear. He was dissatisfied with this second picture as well.

In comparing the three Ss, Jim (94.0%) and Agnes (100.0%) were much more attentive to Diane's oral presentation than was Donald (67.4%). However, only Agnes took part to any large extent (90.0%) in Diane's follow-up activities (Jim 0.0%; Donald 26.3%).

Jim (70.2%) was much more attentive to Bill's oral presentation than were Donald (45.0%) and Agnes (42.5%). Here again, Agnes became more involved in follow-up activities (93.5%) than Jim (65.2%) and Donald (76.1%); however, Jim and Donald participated more fully in Bill's follow-up than they did in Diane's follow-up.

All three Ss were more attentive to Diane's presentations than to Bill's. Jim and Donald participated more in Bill's activities than in Diane's, while Agnes participated actively in both.

#### Detailed Description of Pupil Behavior

Visit by author. During the period when Diane spent forty-three minutes narrating Journey to Dodo Land, Jim sat quietly on the rug waiting for Diane to begin and, once she had begun, gradually moved closer in order to see the illustrations in the book better. He stretched out on his stomach and watched wide-eyed and intent, smiling at the humorous incidents in the story. Jim did not join in when Diane asked the children to act out incidents in the story but rather sat and giggled.

During this time Donald looked at Diane and at the illustrations she was showing as she talked, looked around and watched other pupils, and talked to other pupils. Donald did not join in when Diane asked the children to act out incidents in the story, but watched the younger children instead.

Agnes sat leaning against a cupboard, looking at Diane and the illustrations she showed, and smiling at humorous incidents in the story. She did not join in when Diane asked the children to act out incidents in the story, but watched the younger children instead.

After the story was finished, Diane suggested that the pupils make themselves travelling hats using a variety of materials which she had brought for this purpose. Jim did not undertake to make a hat, but rather engaged in the following activities: watching other pupils at work, playing with a record album, handling articles at his desk, walking around the room, playing with a stuffed bear which Diane had brought, talking to other pupils, and playing with the drawers in a sewing machine which was in the room for a total time of forty minutes.

Donald spent a total of ten and one-half minutes helping one of the primary children make a hat. For the remaining twenty-nine and one-half minutes of the session, Donald engaged in other activities: talking to other pupils, leaving the room, watching other pupils, and playing with articles at his desk. Agnes worked on making a hat and chatted with other pupils who were likewise engaged for thirty-six minutes. She then spent four minutes examining a stuffed toy which Diane had brought.

Diane returned to the school on October 31, and spoke to the children about costumes, showing them a Chinese dragon gown and a book which described how to make various kinds of masks. Her presentation

lasted ten minutes and during that time Jim looked at Diane for seven minutes, then gazed around the room and talked to the pupil beside him.

Diane next distributed the hats which some pupils had made during her earlier visit and suggested that each pupil make a costume for the Hallowe'en party that afternoon. Pupils who had brought a costume from home were to help others with their costumes. This work session lasted twenty-seven minutes and during this time Jim watched other people, played with a game on the teacher's desk, talked to other pupils, and walked around the room. Jim then left the room and spent the remaining fifteen and one-half minutes in the washroom watching N put white make-up on his face. Donald and Agnes were absent during this session with Diane.

Visit by artist. Indian artist Bill visited the school on November 6 and spent a total of one hour thirteen minutes in the senior room. While Bill spoke to the pupils for forty minutes about his life and his art, Jim, who was sitting on the floor with the other pupils, looked at Bill as he spoke for sixteen and one-half minutes. He also looked around and watched other pupils, fiddled with his shoes, his jeans and the cracks in the floor, and talked to another pupil for a total time of forty minutes. As Bill spoke about his life and his art, Donald looked at Bill for eighteen minutes. He also looked around the room and watched other pupils, and played with his hands. Bill was explaining where Manitoulin Island was and Donald exclaimed, "I was born there. My grandfather comes from there." After Bill had told the class that as a boy he had learned the legends of how the beaver got its tail, Donald asked, "Will you tell us the story when we come in from recess?" Finally, Bill told the class about a Wikwemikong legend of a serpent in the lake,

and Donald questioned him further regarding the details of the story. While Bill spoke, Agnes looked at Bill for seventeen minutes. She also looked around the room and watched other pupils, talked to another pupil, and stood up and straightened her clothing.

After recess, Bill told the class two legends but the observer was called out of the room and was unable to record the Ss' behavior. When the observer returned, pupils were working on their own drawings. Jim drew for fifteen minutes, and also watched other pupils, talked to the observer and to another adult who was in the room, and played with objects at his desk. The total time was twenty-three minutes.

Jim had worked on a drawing of an eagle for ten minutes, then had thrown it into the garbage. The observer asked, "Didn't you like that one?" to which Jim replied, "No, it's crummy."

Observer: "Are you starting over?"

Jim: "Yeah, I'll draw a bear and stuff."

Observer: "Don't try to be perfect the first time."

Jim: "Okay."

Donald worked on his drawing of an eagle for seventeen and one-half minutes, and also looked at other pupils for a total of twenty-three minutes. Agnes left the room and worked on her picture elsewhere for eighteen minutes, then showed her picture to the teacher and Bill, and talked to Bill about colors to use in it for three and one-half minutes. She also talked to other pupils. The total time was twenty-three minutes.

#### Summary Statement

The three Ss in this study were observed during French instruction, Ojibway instruction, and sessions with visiting resource persons. Their behaviors were similar to their behaviors during other learning situations at the school. Description of Ss' behaviors observed at

Winchester Public School follows.

Pupil Behavior While at  
Winchester Public  
School

Background

Beginning September 19, pupils from the senior room at Wandering Spirit Survival School spent the mornings of every sixth day at Winchester Public School, the principal of which was also the official principal of Wandering Spirit. During each visit to Winchester School, the pupils from Wandering Spirit were to receive eighty minutes of allied arts, forty minutes of library, and forty minutes of physical education.

Winchester School used a rotary system for classes and, therefore, the pupils from Wandering Spirit received instruction from three staff members, moving from one area of the school to the next when the bell indicated change of classes. The senior teacher from Wandering Spirit was present during allied arts and library, and assisted pupils when necessary, but she was not present during physical education classes.

Pupils from Wandering Spirit attended classes at Winchester School for two reasons: first, to receive instruction in subject areas for which Wandering Spirit was not equipped to offer a program; and, second, to have an opportunity to become familiar with a larger and more structured school setting, in preparation for making the transition to high school.

During the first allied arts period on September 19, pupils worked as a group or sat and watched others work. They were to finish making peach jam and tomato butter which had been started by another class. This consisted of stirring the jam and butter as it cooked, watching the instructor sterilize jars, watching the instructor cap the jars with wax,

and wiping off previously filled jars.

On September 30, pupils chose an activity area in which they wished to work for approximately six weeks. Boys and girls had equal choice, although the instructor limited to two or three the number of pupils who could work on an activity at one time. The activity areas included sewing, cooking, string art, plaster and clay.

During library periods, pupils listened to the librarian read aloud from a book which they were then free to finish on their own, and pupils also were given time to choose two books which they wished to take home. Once pupils had chosen their books, they were expected to read quietly until the end of the period.

During physical education classes, pupils practised soccer and volleyball skills. On September 19, the lesson was conducted in the gym, and involved practising a soccer dribble, followed by a game designed to further this skill. On September 30, the lesson was conducted outdoors and involved further practice in dribbling, as well as the new skill of throw-ins and instruction on boundary lines. The drill period was followed by a game which allowed pupils to practise dribbling and throwing-in. On October 17, the lesson took place in the gym and involved volleyball skills. Pupils practised throwing a ball in the air and against the wall with outstretched arms, and a game involving this skill was played by the class. On November 14, a substitute teacher taught the class. He involved the pupils in a regular volleyball game even though they had not yet learned all the skills of volleying, serving, or rotating.

#### Overview of Pupil Behavior

Jim was never absent from any classes at Winchester Public School.

Donald and Agnes were each absent twice and their absence occurred on the same days. Jim was late for allied arts on three occasions, missing a total of one hour nineteen minutes of class. Donald was late for two periods of allied arts, missing one hour twenty-five minutes of class, and Agnes was late for two periods of allied arts, missing one hour ten minutes of class. Donald and Agnes were late on the same days. The use of time by Ss while at Winchester Public School is summarized in Table 17.

All three Ss were most attentive during physical education. Jim and Donald were least attentive during allied arts and Agnes was least attentive during library. During library periods, Donald and Agnes never looked for books to read or to sign out during the time allotted for this activity.

#### Detailed Description of Pupil Behavior

Observations were made on the behaviors of the Ss during four visits to Winchester School, and these data are presented for each S according to the three areas in which pupils received instruction: allied arts, library, and physical education.

Allied arts. On September 19, the pupils from Wandering Spirit finished making peach jam and tomato butter which another class had begun. The instructor showed them how to sterilize jars and lids, and had them wipe off the jars of jam. During these activities which lasted forty-five minutes, Jim was actively involved in stirring, pouring, or wiping jars for a total of fourteen minutes, then spent another minute listening to the instructor. During the remaining time, Jim watched other pupils stirring, pouring, or wiping jars, sat quietly and looked around the room, talked to other pupils and played with a cabbage on the table, looked at

Table 17

## Use of Time By Ss While at Winchester Public School

Area of Instruction	Activities	Jim		Donald		Agnes	
		Time Spent	Percentage of Total Time	Time Spent	Percentage of Total Time	Time Spent	Percentage of Total Time
Allied Arts	Working or listening to instructor	68.0 min.	30.4%	55.0 min.	73.3%	78.0 min.	94.0%
	Other activities	157.0 min.	61.6%	20.0 min.	26.7%	5.0 min.	6.0%
Library	Listening to librarian	43.0 min.	34.3%	30.0 min.	93.8%	9.0 min.	15.8%
	Looking for books	18.0 min.	14.3%	--	--	--	--
	Reading	47.5 min.	37.8%	--	--	31.0 min.	54.4%
	Other activities	17.0 min.	13.6%	2.0 min.	6.2%	17.0 min.	29.8%
Physical Education	Participating in drills and games	114.5 min.	73.3%	70.0 min.	100.0%	69.0 min.	98.3%
	Listening or talking to instructor	27.5 min.	17.2%	--	--	1.0 min.	1.7%
	Other activities	1.5 min.	.9%	--	--	--	--

what the observer was writing, and left the room with a nose bleed.

The instructor then left the room and Marlene, the teacher from Wandering Spirit, was in charge of the class for the next twenty-three minutes. Jim sat quietly and watched other people, looked at Marlene as she read jokes and riddles aloud to the class, walked around the room and looked at articles which were on counters and tables, and played with a sewing machine. The allied arts instructor returned for the final two minutes of the period and Jim watched and listened as he spoke to the class. Donald and Agnes were both absent on September 19.

On September 30, Jim arrived twenty-five minutes late, and by that time the other pupils (only six were present) were busy. Jim was in the room for eighteen minutes before the instructor started him on an activity, and while he was waiting he watched other pupils working with plaster and moulds. Jim chose string art as his first activity, and the instructor gave him a piece of wood to sand with the electric sander. He watched others for ten minutes before he began sanding, but once he had begun, he worked for thirteen minutes. He then walked to the sewing area where he watched J and Marlene pin a pattern onto material. Finally, at the instructor's request, he put his sanded board away and waited quietly for pupils in the cooking group to distribute tea biscuits. The activity time totalled thirty minutes.

On September 30 Donald arrived sixty minutes late, and therefore was present for only twenty minutes of the period. The instructor asked Donald why he was late and he replied, "I came from home. I slept in." The instructor commented that it was a "pretty long time" but Donald made no reply. Donald spent ten minutes watching the pupils working at plaster and string art, then watched the teacher, Marlene, help J pin a dress

pattern on material. He spent the final three and one-half minutes sitting quietly and waiting for some pupils to distribute tea biscuits they had made.

On September 30, Agnes arrived forty-five minutes late, and by that time other pupils were busy. Agnes looked through dress patterns and pattern books, watched the regular teacher, Marlene, help another pupil lay out a pattern, sorted through material in a cupboard and held some up against herself while asking L for her advice. She had Marlene measure her for a pattern. While Agnes was watching the teacher lay out a pattern, Agnes told the teacher that she was doing it wrong and explained how to do it correctly.

On October 17, Jim arrived twenty-nine minutes late (only six pupils were present). Jim was to choose a design for his string art, rule his board using a compass, and hammer the necessary one hundred nails into the board. The work period lasted forty-eight minutes, and Jim worked on his assigned task for twenty-two and one-half minutes. He also played with drills and vices, talked to other pupils, walked around the room, watched other pupils working, played with a sewing machine, and looked out the window. Donald and Agnes were both absent on October 17.

On November 14, Jim arrived twenty-five minutes late. He was to continue work on his string art, and because he had skipped some weeks, he was still at the stage of hammering nails into the board. He spent only ten minutes working, and at one point asked the observer to help him with the nails. Apart from working, he looked around the room, talked, and walked around the room. The activity time totalled fifty-five minutes. Donald arrived twenty-five minutes late. He spent fifty-five minutes painting a clay butterfly which he had prepared for firing during a previous

lesson. While working, Donald told C that his work was "nice," and asked the observer twice if she thought his work was okay. Agnes arrived twenty-five minutes late and spent the remaining fifty minutes of the period cutting out a dress pattern. She was making a dress for New Years and, in response to a comment by the teacher, remarked that she had sewn before but didn't like it.

Library. On September 19, the librarian read aloud from an adventure book for thirteen minutes. Throughout this time, Jim leaned back on the couch or sat forward with his elbows on his knees, looking at the librarian and quietly listened to the story. Pupils were then given twenty-two minutes to select two books to take home and, having done so, to read quietly until the end of the period. Jim searched for books, sat at a table and looked at the pictures in the books he had chosen, talked to other pupils about his books, left the room, followed Marlene and watched as she looked for a book for him, sat and watched other pupils, walked around aimlessly, and returned due books and signed out a new book. The book which he signed out was about World War II and he said he wanted to draw pictures from it. Donald and Agnes were both absent on September 19.

On September 30, the librarian spent six minutes checking and carding returned books, and Jim sat quietly and watched as this went on. Donald sat quietly and looked through a book on paper planes. Agnes brushed her hair and looked at a book on paper planes which she took from Donald. Pupils were given nineteen minutes in which to choose new books and do some quiet reading. Jim looked through books on the shelves, sat at a table and on the floor, looking at books which he had taken from the

shelves, and signed out The Battle of Alamein. Donald spent the time sitting on the floor and reading a book of riddles which he signed out to take home. Agnes sat on the floor and read quietly, walked around, talking and laughing with other pupils, talked to another pupil about a book, and talked to the librarian about the dress she was making in allied arts. The librarian then spent six minutes reading aloud to the class, and Jim watched the librarian as she read, looked around the room, and looked at his book. While looking at his book, he smiled at a humorous incident in the story being read aloud, indicating he was listening. Donald sat quietly, biting his nails and listening to the librarian. Agnes watched the librarian, smiling at humorous incidents in the story, and putting on perfume.

On October 17, the librarian did not read aloud to the class, but rather, after spending four minutes checking returned books, allowed the pupils thirty-two minutes for themselves. While the librarian checked books, Jim looked around the room, looked at a magazine with E, and talked to R. During the time allotted for personal reading, Jim read by himself, looked at R's book and talked about it, and walked around and talked. Jim and R were both reading books by Dr. Seuss, and Jim read seven books by this author during the free-reading period. While reading, he sat and leaned against the wall, laid back against some pillows, or stretched out on the floor. He took two Dr. Seuss books home. Donald and Agnes were absent on October 17.

On November 14, the librarian spent twenty minutes checking books and reading aloud the first chapter of Ribsy. Jim sat quietly, watching the librarian and periodically playing with a tag on his jacket. Donald sat quietly, looking at the librarian and occasionally glancing around

the room. Agnes read her own book during this time. Pupils were given six minutes in which to select books to take home. Jim looked through the shelves of fiction books without choosing anything, and when the librarian asked him what kind of books he liked, he shrugged and said, "I'll take Ribsy." Donald spent the time reading a book. Agnes sat and did nothing, and when the librarian suggested Agnes get a book to take home, the following conversation ensued:

Agnes: "I don't take books from here. I read my own."  
Librarian: "Then I don't know why you want to come. At least look."  
Agnes: Went to the shelf and grabbed any book -- "Are you happy now? I've got a book."  
Librarian: "Yes. I may celebrate."  
Agnes: "That's okay. I had champagne. You can have some too."

Agnes then left the room behind two high school boys who had dropped in. She returned with Donald's coat, and said she had gone to the Allied Arts rooms for her pen. Finally, she signed out a Charlie Brown book to take home.

Physical education. On September 19, the instructor began the period by checking attendance and adding the names and ages of new pupils to his class list. He then spoke to the class about gym rules, and during these fifteen minutes Jim sat quietly on the floor, watching the instructor. Pupils warmed up by running around the gym for one minute, which Jim did quietly and without appearing to be winded. Each pupil was given a ball with which to practise soccer dribbling. While dribbling, Jim kicked the ball for long distances rather than dribble close as he had been instructed. Finally, the class played an eighteen-minute game involving dribbling. Jim entered into the game enthusiastically, clapping and cheering when his team scored, and participating fully when it was his

turn. Donald and Agnes were absent on September 19.

On September 30, the physical education class was held outdoors and lasted forty minutes. Pupils practised soccer dribbling, and Jim participated actively, but he kicked the ball rather than dribbled it. He also participated when the class practised throw-ins. The class played a game requiring dribbling and throw-ins, and Jim joined in enthusiastically, playing the ball when it was in his area, but leaving it for others when it was in their area. He clapped and cheered when he scored a point, and took his turn in goal when the teacher asked him to.

When pupils practised soccer dribbling, Donald kicked his ball to his partner rather than dribbling it. He participated when the class practised throw-ins, taking turns with his partner. Finally, Donald joined actively in a class game, playing in goal and then on the field. He played the ball well when it was near him, but did not chase it into another pupil's territory, thus allowing others to participate also. He raised his arms and cheered whenever his team scored.

At the start of the lesson on September 30, the instructor told Agnes to put on her shoes as she was in bare feet. The following conversation occurred:

Agnes: "I can't wear those stupid shoes."

Instructor: "Well, I'm sorry. You're supposed to have running shoes."

Agnes: "Running shoes are no good either."

Agnes put on her shoes and said under her breath, "What an ass." She then practised soccer dribbling and throw-ins. A class game followed and Agnes joined in actively both on the field and in goal, and she called advice to other players on her team.

On October 17, pupils were alone in the gym for fifteen minutes

before the instructor arrived. Jim spent seven minutes playing basketball with a volleyball. He kicked the volleyball and when the observer told him not to he said, "Okay." However, he later kicked it several more times, looking to see if the observer had noticed him. He replaced the volleyball with a kick-ball, and spent six and one-half minutes kicking the ball across the gym or against the wall, and chasing it. Although most pupils were playing in pairs or groups, Jim played alone.

When the instructor appeared, he had the pupils run around the gym. Jim jogged slowly but when the instructor was engaged in conversation with another teacher, Jim sat on the stage. He sat quietly on the floor while the teacher updated his information on the pupils and talked about gym uniforms. Pupils did a skill-building drill, throwing and catching a volleyball above head level with arms outstretched. Jim spent the seven-minute drill period attempting the assigned skills. Jim watched the teacher quietly as he explained a game which the class was going to play, and once the game had begun, he participated actively, attempting to perform the skills as the instructor indicated they should be done. Donald and Agnes were absent on October 17.

On November 14, a new physical education instructor taught the class, and he had the pupils play a regular volleyball game for thirty minutes. Jim joined in and quickly learned to serve and rotate. However, he was not able to volley well. Donald appeared interested, but hesitated to play the ball when it came near him. The class period lasted thirty minutes. Agnes had played the game before and she joined in actively, encouraging others who appeared to become discouraged and frustrated by their mistakes. The period lasted thirty minutes.

### Summary Statement

This section concludes the presentation of data on the academic activities in which the three Ss were involved. A description of pupil behavior during cultural activities at the school follows.

### Pupil Behavior During the Sacred Circle

#### Background

Each day at Wandering Spirit Survival School began with the Sacred Circle conducted by Vern or Pauline Harper, by the secretary who was a native woman, or by the teacher of the senior room. During the time of this study, the Circle lasted anywhere from eleven minutes to an hour, and all pupils were expected to participate.

The pupils assembled on the carpet in the centre of the senior room, with boys and men sitting on the left side of the Circle and girls and women sitting on the right side of the Circle. The Circle began with the Sweet Grass Ceremony and the older boys took turns helping with the smudging. Sweet grass, sage, or cedar was lit by the helper, who then used an eagle feather to wave the smoke toward the four directions of the earth, toward the heavens, and toward Mother Earth. The helper carried the smoke around the Circle, pausing to allow each person to smudge himself. A person smudged himself by "washing" in the smoke, waving the smoke over his head, arms and body. This was done in order to still the mind and the spirit, and to cleanse the individual of negative thoughts and feelings. Finally, the helper smudged the four corners of the door so that only positive forces would enter and remain in the school.

The person conducting the Circle spoke to the group, after which he or she prayed quietly or aloud. The leader indicated that he was

finished by saying, "Migwetch," which is Ojibway for "thank you." The person to his left then had the chance to speak to the group, or to pray aloud or silently, indicating that he was finished and passing the right to speak on to the next person by saying "Migwetch." This continued around the Circle, and most of the children said "Migwetch" as soon as they received their turn. However, a few of the older pupils, as well as the staff and adult visitors, prayed quietly when their turn arrived. No one except the leader spoke or prayed aloud during the time of the study.

The Sweet Grass Ceremony was replaced by the Pipe Ceremony on October 14. The ceremony was held in honour of the Grandfathers, and this was the first time the ceremony had been conducted at the school. As the ceremonial pipe was passed around the Circle, each person prayed quietly, then smoked the pipe, with the younger children simply touching the pipe to their lips. Vern then spoke to the group, and when the ceremony was finished food in the form of apples and cookies was shared. Further details regarding the Grandfathers and the ceremony may be found in Appendix E.

#### Overview of Pupil Behavior

Jim was observed during the Sacred Circle on seven occasions, and was absent from the Circle due to his late arrival at school on one occasion when he was to have been observed. Donald was observed during the Sacred Circle on five occasions. He was absent from the Circle on four occasions when he was to have been observed, twice due to his late arrival at school and twice due to absence from school on account of illness. Agnes was observed during the Sacred Circle on seven occasions. She was absent from the Circle on two occasions when she was to have been observed,

once due to her late arrival at school and once due to her absence from school.

The behavior of the three Ss during the Sacred Circle is summarized in Table 18.

Each S talked half the time or more when the leader was speaking and they were expected to be listening. All Ss were quiet as expected more than half the time while smudging and praying were going on, although they weren't always sitting still. Agnes was the only S who prayed frequently. Jim and Donald prayed once.

#### Detailed Description of Pupil Behavior

Observation during the Sacred Circle was conducted on only one S per day. The observer was not permitted to write during the Circle and therefore had to write down all observations immediately following. For this reason, accuracy was better ensured by focusing on one S per Circle rather than on three Ss. Because writing was not permitted, it was impossible to record the time which a S spent engaging in a given behavior. The data for each S are presented for each day on which the S was observed, and days on which the S was unable to be observed due to absence from the Circle is also indicated. Jim was observed during the Sacred Circle on seven occasions, Donald was observed during the Sacred Circle on five occasions, and Agnes was observed during the Sacred Circle on seven occasions.

Jim

Thursday, September 23. The Circle was conducted by Vern Harper, and lasted fifty-five minutes. Jim was quiet during most of the Circle,

Table 18

Behavior of Ss During  
Sacred Circle

S	Number of Occasions Observed	Leader Speaking		Smudging and Praying			Occasions When S Taking Time to Pray
		Occasions When S Listening Quietly	Occasions When S Talking	Occasions When S Sitting Quietly	Occasions When S Sitting Quietly and Fiddling	Occasions When S Talking or Playing	
Jim	7	4.5	2.5	2.0	2.0	3.0	1.0
Donald	5	2.5	2.5	3.0	0.0	2.0	1.0
Agnes	7	4.0	3.0	4.0	1.0	2.0	7.0

watching Vern as he spoke about his experiences in prison and about the bear claws which he wore around his neck. Jim played with his shoelace and glanced around the Circle for a few minutes, and during the smudging he played quietly with D and R. When it was his turn to pray, he immediately said "Migwetch," and continued to talk to D and R. While the observer was praying, she heard Vern tell Jim to "behave and be still."

Thursday, October 2. Jim was supposed to be observed during the Circle, but he arrived late and had to wait in the office until the Circle was finished.

Friday, October 10. The Circle was conducted by Vern and lasted thirty minutes. Jim sat quietly, watching others smudge themselves and smudging himself on the chest and arms. He bent forward with his forehead on the ground during part of the prayer time, but he himself took no time to pray when his turn arrived. At one point, he sat cross-legged then returned to the proper position of sitting back on one's heels, instructing one of the younger boys to do likewise. While Vern talked to the group about Thanksgiving Day and about being thankful for parents, Jim stared into space. Jim watched Vern quietly during the rest of the talk. Vern asked Jim why they smudged the doors of the classroom and Jim replied that it was done in order to ensure that if negative people entered they would not stay long.

Wednesday, October 15. Pauline Harper conducted the Circle which lasted twenty minutes. Jim watched Pauline as she spoke and prayed, and when his turn came he said "Migwetch" immediately. While others received their turn, Jim gazed around the room, watched others who were praying, picked at loose threads in the carpet, and stared into space. Near the

end of the Circle he became restless, shifting his position and leaning forward with his arms on the rug.

Monday, October 20. Vern conducted the Circle which lasted forty-five minutes. He spoke to the group about a young man who had visited the school the year before and whom many of the pupils knew, who had just been killed in Guatemala. He also reminded the pupils of being self-disciplined and sitting quietly in the Circle. While Vern was speaking, Jim sat slightly outside the Circle and talked to R until Vern told Jim to move into the Circle, which he did. When it was his turn to speak, he immediately said "Migwetch" as if it were a game. He then sat quietly for a few minutes while others prayed, at the same time playing with his shoelace, picking at the rug, and looking around the room. He talked to R again during the last few minutes of the Circle.

Wednesday, October 29. The Circle was conducted by the school secretary and lasted twenty-four minutes. While the secretary spoke to the group, Jim whispered and poked the boy beside him. He himself did not pray and, while others were praying, he poked the boys next to him and showed them his watch.

Thursday, November 6. The Circle was conducted by one of the students with the assistance of the senior room teacher, and lasted fourteen minutes. Jim sat slightly outside the Circle and, although he smudged himself, he whispered to R and C while others were smudging. He tied his shoelaces and asked R to try to untie them, and he also ripped threads from the edge of the carpet. When it came his turn to pray, he bowed his head for a few seconds before saying "Migwetch." During the remainder of the ceremony he talked with R.

Thursday, November 13. The Circle was conducted by Vern and lasted thirty minutes. Jim sat quietly during the smudging and praying, and watched Vern quietly as he gave a teaching on bravery.

Donald

Wednesday, September 10. The Circle was conducted by the school secretary, and lasted twenty-five minutes. Donald was the helper and, as such, he held the sweet grass while it was lit then, using an eagle feather, fanned the smoke toward the four directions of the earth, toward the heavens, and toward Mother Earth. He smudged the four corners of the door, and then carried the sweet grass around the Circle, pausing to let each person smudge himself. After the smudging was completed, he sat quietly with his head on his hands while those in the Circle who wished to do so took their turns talking or praying. He himself did not pray or speak, but passed his turn immediately.

Monday, September 15. Donald was to have been observed during the Circle on this day, but he arrived at school after the Circle had begun and was not permitted to enter the room until the Circle was finished.

Wednesday, September 24. The Circle was conducted by the senior room teacher and lasted forty minutes. Donald spent the time quietly playing and talking with two younger boys from the junior room.

Thursday, October 9. The Circle was conducted by Vern and lasted fifteen minutes. During the smudging, Donald sat quietly, smudging himself and watching others who were smudging themselves. He did not pray

or speak at his turn, but watched others who were praying. At one point in the ceremony, he tried to stop two younger boys who were talking and playing, and Vern suggested that he sit between them. Donald was quiet and respectful throughout the ceremony.

Tuesday, October 14. Donald was to have been observed during the Sacred Circle, but he was absent from school with bronchitis.

Monday, October 27. The Circle was conducted by Vern and lasted forty-three minutes. Donald spent more than half of the time poking other children and talking. He also read some posters about alcoholism which were on the bulletin board. He sat quietly and cracked his knuckles for a short time, then began poking other pupils again.

Tuesday, November 4. The Circle was conducted by Vern and lasted fifteen minutes. Donald talked and laughed at the beginning of the ceremony, but once the smudging began he sat quietly and tried to keep one of the kindergarten boys quiet. Donald also spent approximately fifteen seconds praying silently when it was his turn. After all praying was completed, Vern spoke to the group about proper behavior at the school, and during this time Donald talked and laughed with other pupils. Vern reminded Donald that when someone was speaking others should listen, and Donald sat quietly during the remainder of the Circle, staring at the carpet or gazing around the room.

Agnes

Friday, September 12. The Circle was conducted by Vern Harper and lasted thirty minutes. Agnes sat quietly throughout the entire time, with

a kindergarten child on her lap. When it was time for her to smudge herself, she also smudged the kindergarten child. When it was time for her to speak to the group, or pray aloud or silently, she sat quietly with her eyes closed for approximately one minute before saying "Migwetch."

Wednesday, September 17. The Circle was conducted by Pauline Harper and lasted thirty-five minutes. Agnes was quiet and attentive during Pauline's reading. She watched quietly as others smudged themselves and prayed, and she herself took time to pray when it was her turn.

Thursday, September 25. The Circle was conducted by Pauline Harper and lasted thirty-five minutes. Agnes had a kindergarten child on her lap and, during the smudging, she smudged the child as well as herself. She again took time to pray when it was her turn, and while others prayed she played with the kindergarten child's hands. She continued to play quietly with the little girl while Pauline spoke to the group about why there were monthly feasts at the school.

Monday, September 29. The Circle was conducted by D, one of the pupils, and lasted thirty minutes. Agnes sat quietly until after she had smudged herself, then spent most of the remaining time quietly trying to fix a choker she was wearing. She did take time to pray when it was her turn, and at the end of the Circle she complained about having to take French, commenting that she had taken it for four years and had slept through it all. She asked aloud, "Do you know how long twenty minutes is when you hate a subject?" and commented, "I've had it up to here with French. It's stupid."

Tuesday, October 7. The Circle was conducted by Vern and lasted

thirty-five minutes. When the Circle began, Agnes sat quietly and gazed around the Circle. When Vern encouraged the children to try to be quiet within their minds, Agnes closed her eyes and bowed her head. She watched others as they smudged themselves, and spent two minutes praying when it was her turn. She and Donald then smiled repeatedly at each other across the Circle, communicating non-verbally to each other.

Tuesday, October 21. The Circle was conducted by Pauline Harper and lasted twenty-five minutes. Agnes sat quietly during the smudging and during Pauline's teaching. During the individual prayer time she remained quiet, but gazed around the Circle, looked at bulletin boards, and stared into space. She took time to pray when it was her time, holding her knees and bowing her head.

Friday, October 31. Agnes was supposed to have been observed during the Circle on this day, but she was absent from school.

Tuesday, November 4. Agnes was supposed to have been observed on this day, but she arrived late for school and had to wait in the office until the Circle was finished.

Wednesday, November 12. The Circle was conducted by Vern and lasted eleven minutes. Agnes tied one of the kindergarten children's shoelaces, then after the smudging she played with an earring and whispered to the girl beside her. She watched Vern as he spoke, then continued whispering. She spent approximately two minutes praying when it was her turn, then resumed her whispering and giggling.

#### Summary Statement

The activities during the Sacred Circle which was a daily cultural

event at the school have been described in detail. Monthly feasts held at the school were also of a cultural nature. A description of pupil behavior during these feasts follows.

### Pupil Behavior During Feasts

#### Background

A feast of Thanksgiving in honor of the Grandfathers (see Appendix E) was held on the first school day of every month. During the time of this study, a regular monthly feast was held on October 1 and November 3, while a special feast in honor of a friend of the school who had died was held on October 23.

Men and women had specific responsibilities in regards to the feasts, and it was hoped that the pupils would gradually learn what their roles were by helping with the feasts. The older girls helped to prepare the food and set up the serving table. Food had to be placed on the table in a specified manner, and the girls who wished to help were supervised by Pauline Harper who instructed them in the proper placing of the food. The older boys were responsible for setting up the room and keeping the feast area clean. They also took turns helping during the feast itself. One helper, using lighted sweet grass or sage, smudged all the food which was to be used during the feast. He then carried the sweet grass or sage to each person so that each individual could smudge himself. While this was taking place, three other helpers collected on a plate a sample of food from each dish on the table. This plate was given to the Elder who offered it to the Grandfathers with a prayer of blessing and thanksgiving. After the feast, the plate of food would be buried or burned on the ground, thus returning it to Mother Earth from whence it had come. If

drummers were present, they played an honor song while everyone present stood. Following the honor song the feasting began, with elders and drummers being served by the women or older girls while other adults and children served themselves from the table. After everyone had finished eating, social drumming and dancing could take place.

The feast on October 1 was very small. No drummers were present and only a few visitors from outside the school attended. The feast on October 23 was in honor of Ty, a young man who had helped at the school the previous year and who had recently been killed in Guatemala. The drummers were present for the feast, as well as many of the staff from the Indian Centre and other friends of the school. As part of the ceremony, Vern Harper spoke about Ty, and invited others who had known him to share their remembrances of him.

During the feast on November 3, Vern commended the boys and girls who had worn ribbon shirts and ribbon dresses and encouraged all the students to do so for subsequent feasts. He reminded the pupils of why feasts were held at the school, and also reminded the younger children that they had to eat whatever food they took during the feast. The drummers were not present at this feast, and Pauline Harper reminded the children that a simple feast was just as important as a more elaborate one.

#### Overview of Pupil Behavior

Jim was generally well-behaved at the feasts, being quiet during the smudging and prayer, and when Vern and Pauline were talking to the group. He always ate quietly and went outside as soon as he had finished. He helped with the feast on two occasions, once during the preparation and once as an appointed helper.

Donald was present for only one feast and he was quiet throughout the festivities. He asked to be a helper, but was not chosen because he was not wearing a ribbon shirt.

Agnes talked a great deal during the times when she should have been quiet on October 1 and November 3. On October 23 she was quiet throughout the smudging and prayer and when others were speaking to the group. On October 1, Agnes tried to eat in the office instead of in the room where the feast was being held, but she was sent back into the room. However, she did eat in the office during the feast on October 23 and November 3. Agnes helped with the preparations for the feast on October 23.

#### Pupil Behavior

The behavior of each S was observed during the feasts on October 1, October 23, and November 3. The observer recorded her observations after each feast was finished, since it would have been considered disrespectful to write during the feast itself. This necessity of writing the observations only after a feast was finished, as well as the number of people present and the amount of activity occurring during a feast, resulted in scanty notes on each S. The data on the behavior of each S are presented as it was observed on each feast day.

October 1. No drummers were present at this feast, and few visitors from outside the school attended. Jim was a helper, and although he was not sure what to do, he followed the lead of the other helpers and assisted in collecting on a plate a sample of each item of food from the table. He stood quietly as the language elder said a prayer of blessing and thanksgiving, then knelt on a chair with his back to the room and his

plate of food on a ledge at the front of the room eating quietly. When he had finished eating, he went outside to play.

Agnes spent most of her time playing with two babies during the smudging and the prayer. After she had received her food, she said to J, "Come on, J, let's get out of here," and left the room with her plate of food. Pauline Harper sent her back into the room and she sat on the carpet with the younger children. After she had finished eating, she took the younger children outside to play so that the adults could have a meeting. Donald was absent on October 1.

October 23. Jim helped prepare for the feast by pouring juice, carrying dishes, and setting up the altar with sweet grass, matches and a clay bowl. The feast was in honor of Ty and while Vern and others shared their memories of Ty, Jim sat quietly and looked around the room or stared out the window. The drummers played an honor song and Jim stood quietly with his hands in his pockets, watching the drummers, gazing at others, or staring out the window. He ate quickly, then left for the roller rink with the senior class.

Before the feast, Agnes left the school with the senior room teacher and Vern Harper to help pick up food for the feast. During the feast, while Vern and others shared aloud their memories of Ty, Agnes sat quietly and watched the person who was speaking. She stood quietly during the honor song and, once people had begun to eat, she left the room and went into the office. Donald was absent from school. The observer overheard another pupil tell the teacher he had seen Donald and his mother on Spadina Avenue earlier that morning.

November 3. Vern and Pauline spoke to the children about the

feast, and during this time Jim talked and laughed with a girl from the primary room. They whispered, poked each other, and repeatedly pushed each other off a chair. During the prayer, Jim looked around the room and played with the pencil sharpener. When it was time to eat, Jim lined up and filled his plate politely, then sat and ate quietly. As soon as he had finished eating, he went outside to play.

Before the feast began, Donald asked Vern if he could be a helper, but Vern used the boys who were wearing ribbon shirts. Donald sat quietly as Vern and Pauline spoke to the group, whispered to another pupil during the smudging, and stood quietly during the prayer. When it was time to eat, Donald lined up politely and ate quietly, going outside to play as soon as he was finished.

Agnes talked to another pupil while Vern was speaking to the group. When Pauline began to speak to the pupils, Agnes listened briefly then resumed her talking. She continued to talk during the smudging, but stood quietly during the prayer. After she had served herself with food, she left the room and ate in the office.

### Summary Statement

This section concludes the presentation of data for cultural activities at the school. A description of pupil behaviors during recess follows.

### Pupil Behavior During Recess

#### Background

The pupils at Wandering Spirit took morning recess from 10:30 a.m. to 11:00 a.m., and lunch break from 12:00 p.m. to 1:30 p.m. Pupils were

permitted to be inside or outside during these times and, when outside, they had a large, paved area in which to play. Most of the playground area was empty space containing two basketball hoops. One small section of the playground contained the following stationary equipment: one sand-box, one small log house, an open slide, a tube slide, two tire swings, a wooden stairway, platform and ramp, and a rope climbing net. All portable sports equipment such as bats and balls had been stolen from the school during the previous summer and, therefore, the children did not have any such equipment to play with unless someone brought their own from home.

#### Overview of Pupil Behavior

The manner in which the Ss spent their recess and lunch break is summarized in Table 19.

Table 19

#### Behavior of Ss During Recess and Lunch Breaks

Type of Activity	Percentage of Total Observation Time		
	Jim	Donald	Agnes
Playing with other pupils	54.7%	73.0%	11.1%
Spending time alone	25.3%	20.2%	23.9%
Leaving the playground	20.0%	0.0%	34.1%
Talking to others	0.0%	6.8%	24.3%
Helping Vern	0.0%	0.0%	6.6%

Jim and Donald spent most of their time playing with other pupils, while Agnes' time was divided among a larger number of activities.

Although the single activity in which she spent the greatest time was leaving the playground, the total time she spent engaging in other activities exceeds this. Donald played with other children much more than did Jim or Agnes, and he didn't leave the playground as Jim and Agnes did. Jim spent no time sitting and talking to other pupils, as did Donald and Agnes, and Agnes spent the most time of the three Ss engaging in this activity. Only Agnes helped Vern during recess.

#### Detailed Description of Pupil Behavior

The behavior of Jim and Agnes during recess and lunch break was observed eight times each, while Donald's behavior during recess and lunch break was observed only six times because of his absence from school on five occasions during which he was scheduled to be observed.

Jim was observed for an overall observation time of two hours thirty minutes. Donald was observed for an overall observation time of one hour twenty-nine minutes. Agnes was observed for an overall observation time of three hours forty-six minutes. Agnes' total observation time is longer than Jim's total time because she did not have to spend any of her observation time completing work assignments before beginning a recess or lunch break.

Jim brought his football to school on September 15 and, during the ten minutes in which he was observed, he and five other boys played "keep-away" with the football. Jim was observed for fifteen minutes on September 24, and he spent the time playing tag along the log fence with four other pupils. Jim was observed for ten minutes on October 15, and during this time he was being chased on the ground and on the playground apparatus by a girl from grade four. Jim was observed for fifteen

minutes on November 6, and he spent the time playing tag with other pupils.

Jim was observed for fifteen minutes on September 10. During that time, he played on the playground equipment with other children. Jim was observed for forty-five minutes on September 30. He left the playground with two other pupils and returned thirty minutes later with pieces of old lumber which he used as a rifle. Jim played with the other two boys, using his make-believe gun for fifteen minutes. Jim was observed for twenty minutes on October 2, during which time he played in the classroom by himself. He drew a picture of roads on a large sheet of drawing paper, then ran a toy car over the roads, making the sounds of motors and car brakes with his mouth. He made a hole in the paper and, placing the hole over the empty ink well in his desk, he crashed the car into the hole which he called his "mouse trap." While playing, he frequently spoke aloud to himself: "Go in the mouse trap, man." "Man, dig that mouse trap." "Here's my house. Go in the house, man." Jim was observed for twenty minutes on October 29. He spent fifteen minutes playing alone with one of the tire swings, played tag for two minutes, and watched two pupils who were fighting for three minutes.

Donald was observed for ten minutes on September 10, and during that time he spent five minutes sitting with Agnes at a picnic table on the playground, talking and eating yogurt, and five minutes shooting baskets with N who had brought his own basketball to school. Donald was observed for ten minutes on September 15, and he spent the time shooting baskets with N. Donald was observed for fifteen minutes on October 27, and he spent the time playing tag with other pupils. He was observed for

fifteen minutes on November 6 and, again, he spent the time playing tag with other pupils.

Donald was observed for nineteen minutes on October 9. He spent all but one minute of the time alone, sitting on the fence, sitting in the sandbox, or sitting on a large rock in the play area. He spent one minute talking to one of the girls. Donald was observed for twenty minutes on November 12. He spent ten minutes playing tag and ten minutes playing "British Bulldog."

Agnes was observed for fifteen minutes on September 10. She sat at a picnic table on the playground, smoking a cigarette and talking to Donald then moved inside where she lay on the carpet in the primary room, sat at her own desk and ate a sandwich. Agnes was observed for thirty minutes on September 17, and she spent the time reading a novel in the office and answering the phone. Agnes was observed for thirty minutes on September 23. She spent fifteen minutes helping Vern decorate a bulletin board in the hallway, and fifteen minutes playing with the kindergarten children on the slides and swings. On November 4, Agnes left the playground and was gone for twenty minutes. Agnes was observed for thirty minutes on November 10. She left the playground for five minutes and returned with a bag of potato chips and a cup of coffee. She went inside the school and spent the remaining twenty-five minutes coloring a picture and talking with another pupil.

Agnes was observed for fifty-five minutes on September 12. She sat at her desk talking to the teacher and eating the lunch which she had just bought at the restaurant, then went outside where she sat on the steps and smoked a cigarette, swung on a swing, then left the playground with Vern and the primary teacher. Agnes was observed for fifteen minutes

on October 10. She was babysitting two pre-schoolers at the time, and she spent ten minutes in the office with the children, typing a letter to her boyfriend. She then talked to the senior room teacher and to the observer after which she dressed the children and took them outside. While talking to the teacher, she said she used to go to a special reading clinic which really helped her, and which was responsible for her enjoying reading so much. She said she told her brother not to come to Wandering Spirit yet because he needs the special reading clinic first. Agnes was smoking and she commented that if she didn't smoke in school then she'd smoke behind people's backs. She showed the observer a religious medal which she was wearing and asked what it meant. Her boyfriend had told her to wear it but hadn't told her why.

Agnes was observed for thirty-one minutes on October 20. During that time she sat on the steps and talked with other pupils, left the playground, played on the tube slide with L, and sat on the steps and drank pop.

### Summary

The presentation of data that describe all observed pupil behaviors has been completed. A description of seatwork done by the Ss during the time of this study is included in the next section of this chapter.

### Seatwork

#### Background

Seatwork notebooks were collected from each S on three occasions: September 19, October 24, and November 13. Each S's seatwork was

photocopied in full with the exception of Jim's reading, since he had completed an entire reading workbook and the number of pages contained therein would have been too extensive to include here. However, sample pages from his reading workbook were copied. The seatwork indicates the amount of work done by each S in each subject area during the time of this study.

Agnes did not have her spelling or mathematics notebooks at school when notebooks were collected on November 13. However, she stated to the observer that she had not done anything in her books since the observer had last collected them on October 24. Also, the observer was unable to locate Agnes' Ojibway notebook for copying.

The photocopies of some of the Ss' notebook pages showed the stickers which the Ss received for completed work, and/or doodling and drawing which some of the Ss did in/on their notebooks. Photocopies of the drawing and doodling done by Jim and Agnes can be found in Appendix I.

#### Pupil Work

Reading. During the ten weeks of this study, Jim completed the entire reader Driftwood and Dandelions, as well as the accompanying workbook. Of the twenty sample pages copied, all but four had been checked by the teacher. Donald's reading workbook was photocopied on October 24<sup>3</sup>

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<sup>3</sup> Donald was absent when notebooks were photocopied on September 19.

He had done seven pages of work, all of which had been checked by the teacher. Donald had no additional reading work done when notebooks were photocopied on November 13. Agnes read novels for reading, and was never assigned any follow-up activities.

Mathematics. Jim's notebook was photocopied on September 19, and contained work from two pages in his textbook, as well as a chart of the multiplication tables which he had copied from the blackboard. Jim's notebook was photocopied again on October 24, and he had done three additional pages from his textbook. Finally, Jim's notebook was photocopied on November 13, and he had done nine additional pages from his textbook. All of his work had been checked by the teacher. Donald's mathematics notebook was photocopied on September 19. He had two worksheets completed plus a multiplication chart on which the six-times table was incomplete. No additional mathematics had been done when notebooks were photocopied on November 13. Agnes' notebook was photocopied on September 19, and she had completed four pages from her textbook. Her notebook was photocopied again on October 24, when she had completed four additional pages from her text. Agnes had no further mathematics done on November 13. Half of her completed work had not been checked.

Spelling. Jim's notebook was photocopied on September 19, and he had completed part of lesson one from his speller. His notebook was photocopied again on October 24, and he had completed lessons one through five from his speller, and had begun lesson six. Finally, Jim's notebook was photocopied on November 13, and he had finished lessons six and seven. All work had been checked by the teacher. Donald had

had not done any spelling up to November 14. Agnes' spelling notebook was photocopied on September 19, at which time she had completed part of lesson one. No additional spelling was done by Agnes during the time of this study.

Writing. Jim completed his writing assignment each day.

Donald had completed the daily writing assignments up to September 19. Some of the assignments had been written, and some printed. Donald printed three additional assignments between September 19 and October 24. He completed three writing assignments between October 24 and November 13. All of the completed assignments had been checked by the teacher. Agnes completed her daily writing assignments until September 19. Between September 19 and October 24, she completed two assignments. She did no writing assignments between October 24 and November 13. None of her writing had been checked by the teacher.

French. Jim's French notebook was photocopied on October 24, and he had done nine pages of work. Three of these pages had not been checked. His notebook was photocopied again in November 13, and he had an additional seven pages done. All of these latter pages had been checked by the French instructor. Donald's French notebook was photocopied on October 24 when he had done five assignments. His notebook was photocopied again on November 13. He had done three assignments as seatwork, and five assignments with the teacher. All of which had been checked by the French teacher. Agnes did not take French.

Ojibway. Jim's Ojibway notebook was photocopied on November 13, and he had eleven pages, six of which were incomplete in some way. None

of these pages had been checked by the Ojibway instructor. Donald's Ojibway notebook was photocopied on October 24, and he had done an additional two pages of vocabulary, of which one was incomplete. His notebook was photocopied again on November 13, when he had two additional pages of vocabulary, of which one was incomplete. The observer was unable to locate Agnes' Ojibway notebook for any of the photocopying sessions.

Science. Jim's science booklet on plants was photocopied on November 13. Four pages were complete, and the last page was incomplete. Donald's science booklet on plants was photocopied on November 13. Four pages had been completed and one page was incomplete. Agnes' science booklet on plants was photocopied on November 13. Two pages had been completed, while three pages had been left undone. Table 20 summarizes the seatwork done by each S in each subject area. It can be seen from this table that Jim produced more written material in every subject area than was true for either of the other two students. Agnes completed the least seatwork of the three, doing nothing in reading, Ojibway or French. Donald completed no work in spelling and only a minor amount in other subjects.

#### Interviews With Ss

##### Background

Jim and Agnes were first interviewed on October 15. Donald was absent and was interviewed when he returned to school on October 27. A tape recorder was used during the interviews which were conducted in the

Table 20

Seatwork Done by Each Student From  
September 10 to November 13

Academic Subjects	Ss		
	Jim	Donald	Agnes
Reading	an entire reading workbook	7 pages from reading workbook	no seatwork
Mathematics	13 pages from textbook multiplication chart	2 worksheets multiplication chart	8 pages from text-book
Spelling	7 lessons	none	part of lesson 1
Writing	22 assignments	13 assignments	7 assignments
French	16 assignments	13 assignments	didn't take French
Ojibway	11 assignments - 5 complete - 6 incomplete	5 assignments	no notebook available
Science	4 out of 5 pages in a booklet on plants	4 out of 5 pages in a booklet on plants	2 out of 5 pages on a booklet on plants

hallway where no one else could overhear the conversation between the interviewer and the respondent. The data from the first interviews, which are presented here, are limited to those questions contained on the proposed student interview sheet. However, the Ss did expand on some responses with further questioning by the interviewer, and these complete interviews can be found in Appendix C.

All three Ss were interviewed a second time on November 13. The second interviews were needed to explore reasons behind Ss' behavior, to find out how each S felt about being an Indian, and to find out what each S thought about the cultural aspect of Wandering Spirit Survival School. A tape recorder was used, and the interviews took place in a vacant classroom in the building. The interviewer asked questions other than those dealing with the two main thrusts of the interview in an attempt to engage each S in as much conversation as possible. Jim and Donald gave one-word or one-sentence responses, and their interviews are relatively short. Agnes was very conversant and her interview is much longer. The data presented here from the second interviews are limited to information regarding each S's feelings about his/her Indianness and each S's thoughts regarding the cultural aspect of Wandering Spirit School. However, each interview does contain additional information, and Agnes enlarges in some detail on her feelings regarding living the Native way. The complete interviews can be found in Appendix C. An analytical grid which presents the interview content according to fact, opinion, and feeling can be found in Appendix D.

#### Jim's Interviews

Jim had enrolled at Wandering Spirit in September, 1980. He and

his parents decided to try Wandering Spirit, partly because Jim had been experiencing difficulty at school with other "kids picking on" him. In contrast, Jim found his new friends at Wandering Spirit helpful.

Jim liked Wandering Spirit, especially Ojibway, although he felt he wasn't learning many new words in a day. The teachers at Wandering Spirit were "not as hard as the other teachers" and he liked the way they dealt with misbehavior better. At his previous school, teachers made students stand in a corner, while at Wandering Spirit they simply told students to get to work. Jim also liked Winchester Public School. A good day at school was when "no one swears or nothing."

Jim preferred the Sacred Circle which began the day at Wandering Spirit to the singing of "O Canada" which had taken place at his previous school. Although he knew the Circle was important and that it helped him to be good, he found it boring at times. He did not want to return to a regular school because he felt too shy with new children.

After completing grade eight, Jim stated a preference to go to St. Mike's to play on the hockey team because that is what his dad did. He wanted to live on a farm away from the fumes of the city.

Jim liked being an Indian person although he could not say why. He felt he was learning about his Indian culture mostly through Ojibway language instruction.

#### Donald's Interviews

Donald had come to Wandering Spirit School because his previous school "was treating (me) bad." He had gotten into fights because older pupils kept taking his ball and the teachers hadn't done anything about it. He had also gotten in a fight with the principal. Donald found that

the teachers at Wandering Spirit were nicer than those at his previous school. They didn't rush him about his work, but gave him time to do it.

Donald found the work at Wandering Spirit easy, especially handwriting skills. Spelling was the hardest. He liked Ojibway because when he was older he would be able to speak it and no one would know what he was saying.

Donald did not want to return to a regular school. He felt good at Wandering Spirit and also at Winchester Public School, where he enjoyed woodworking, library, and gym.

Donald felt that the Circle was important. It helped him to avoid fights, washed all his troubles out, and helped him to have a good day.

Donald said that eventually he wanted to go to college, and then become a mechanic or a construction worker. He wanted to live in Parry Sound because of the good memories he had from there.

Donald stated that he was glad to be an Indian person, and proud not to be a colored person. He said he was proud because the Indians once owned the land. The school was helping him learn about his culture by teaching him Ojibway, the Native way, the Circle, and the feasts.

#### Agnes' Interviews

Agnes came to Wandering Spirit because she wanted to learn about her culture. She had wanted to come three years ago but her mother hadn't let her. Her father wanted her to go to the Curve Lake Reserve, but she didn't want to leave the city. Finally, her mother let her come to Wandering Spirit.

The previous school she had attended was dangerous. "The teachers are really crazy . . . You get into too many fights." Nevertheless, she

had liked the school because her friends were there and she had been able to "hack around, bug the teachers, have a good old time."

Wandering Spirit was different. The kids were less rough, and she got to do things she never thought would be possible: sitting in the office listening to the radio and answering the phone, and "hacking around" in the kindergarten room.

Agnes found the work easy at Wandering Spirit and got it done quickly because she had done it before. She would have liked the school to have a shorter lunch break, and to dismiss students earlier so she could have seen her boyfriend before he went to work. She found the teachers fair and got along with them "pretty good." She considered Ojibway important so that she could understand the older boys who spoke it.

Agnes would not "be too thrilled" about going back to a regular school. Winchester Public School was not a "bowl of peaches" either. Allied Arts did not have the activities she liked to do, so she simply did not show up. She thought the gym teacher and the librarian were "freaked out."

Agnes found the Circle less meaningful than she had when she had experienced it on the reserve in Peterborough. More parents had attended there, and more people had prayed or spoken aloud.

Agnes indicated a desire to take computer mechanics and auto mechanics, after completion of grade eight, in order to do computer maintenance work. Then, she wanted to live in Vancouver.

Agnes liked being an Indian but did not know why. Agnes wanted to learn about her heritage but her mother would not teach her. She was slowly learning some things, such as the Circle and language, but there

were many things she still wanted to know which she was not learning (see Appendix D), and which she can not learn from books. Agnes expressed a desire to spend some time on the reserve, learning from the old people.

### Conclusion

Chapter IV has described the behaviors of the three Ss during total-class instruction, with various teachers, individual instruction, individual-task time, "free" time, recess, Sacred Circle, feasts, and recess. It has also presented data dealing with pupil seatwork, and pupil interviews. An analysis of these data follows in Chapter V.

## Chapter V

### DISCUSSION OF DATA

In the following discussion, the behaviors of each S are tabulated and compared as they occurred during various school situations. For periods of total-class instruction, and periods of individual instruction, the behaviors of each S are tabulated and compared as they occurred during the teaching of different academic subjects, and during classes with various instructors or resource persons. For periods of individual-task time, the behaviors of each S are tabulated and compared with regard to use of time, conversation with other pupils, teacher-S verbal interaction, and amount of seatwork accomplished. The behaviors of each S are tabulated and compared during periods of free time, and during recess and lunch breaks. With regard to cultural activities, the behaviors of each S are tabulated and compared during the Sacred Circle and during feasts. Finally, interviews with each S are tabulated and compared according to content and according to fact, opinion and feeling.

#### Pupil Behavior During Periods of Total-Class Instruction

Table 21 tabulates and compares the behaviors of the Ss as they occurred during periods of total-class instruction involving a variety of academic subjects, instructors, and resource persons.

When Jim's behavior was compared to the teacher survey it was found that he rated high in attention during overall total-class instruction by the regular classroom teacher, during total-class instruction by

Table 21

Summary of Ss Use of Time During Classes With Each  
Instructor and Resource Person

Instructor or Resource Person	S Behavior as Percentage of Total Time					
	Watching or Participating in Lessons			Engaging in Other Activities		
	Jim	Donald	Agnes	Jim	Donald	Agnes
Regular Classroom Teacher	71.6%	62.4%	69.4%	28.4%	37.6%	30.6%
French Instructor	65.1%	62.5%	a	34.9%	37.5%	a
Ojibway Instructor	34.1%	38.9%	43.8%	65.9%	61.6%	56.2%
Resource Persons:						
Diane	94.3%	67.4%	100.0%	5.7%	32.6%	0.0%
Bill	41.3%	45.0%	42.5%	58.7%	55.0%	57.5%
Winchester School:						
Allied Arts	56.7%	a	a	43.3%	a	a
Library	81.4%	93.8%	18.7%	18.6%	6.2%	81.3%
P.E.	98.2%	100.0%	100.0%	1.8%	0.0%	0.0%

Scale for attention and participation: High: 70%-100%  
Medium: 60%- 69%  
Low: 59%- 0%

Key: a indicates S was not present or did not take part in that subject.

Diane, one of the resource persons, and during library and physical education classes at Winchester School. Jim had only a medium rating during French and a low rate of attention or participation during Ojibway language instruction, during instruction by Bill, one of the resource persons, and during allied arts at Winchester School.

Donald was found to exhibit high attention or participation only during library and physical education classes at Winchester School. He had a medium rate of attention or participation during overall total-class instruction by the regular classroom teacher, during French, and during total-class instruction by Diane, one of the resource persons. Like Jim, Donald had a low rate of attention or participation during Ojibway language instruction and instruction by Bill, a resource person. Donald was absent during total-class sessions in allied arts.

All Ss rated highest in physical education, and lowest in Ojibway language and in sessions with Bill. Jim rated low in allied arts, while the other two Ss absented themselves from these sessions.

According to the data, the school at which the Ss were observed did not appear to make a difference in their behavior. Jim rated high in some subject areas at both Wandering Spirit School and Winchester Public School, and also rated low in some subject areas at both schools. Donald rated high only at Winchester Public School, whereas he rated medium in most subject areas at Wandering Spirit School. Agnes rated high and low at both schools.

All Ss rated high in physical education, where there was little oral instruction by the teacher and where most of the instruction involved activity. Physical education is also a low academic content area. Two Ss rated high in library, which is also a low-academic area, and where

teacher instruction was always given with pupils sitting around the teacher, and away from distracting influences. These data indicate that it may be more the program than the school which was important in determining pupil attention or participation in instruction.

At Wandering Spirit School, all Ss rated low in Ojibway language instruction and low in sessions with Bill who was a native artist. These data suggest that it may not be sufficient simply to have native persons conduct learning sessions, but that an interesting program and good pedagogy are also necessary. This speculation was further supported in the data which rated two Ss high and one S medium during sessions with Diane, the non-native resource person. Jim and Donald rated medium for French instruction, which was higher than their rating for Ojibway instruction.

For overall attention during sessions with the regular classroom teacher, Jim rated high, while Donald and Agnes rated medium. When the instruction given by the regular classroom teacher is broken down into various areas of instruction, as can be seen in Table 22, each S rated as follows. Jim had high attention or participation during mathematics, science, and video-tape presentation. He had medium attention or participation during oral reading of stories by the teacher, and he had low attention or participation during announcements, discussion of events, and during reading and discussion of the handwriting poem. Donald had high attention or participation during the video-tape presentation, and low attention or participation during mathematics, science, reading and discussion of the handwriting poem, oral reading of stories by the teacher, and announcements, discussion of events. Agnes had high attention or participation during the video-tape presentation and during oral reading of stories by the teacher, and low attention or participation during

Table 22

Percentage Time-Totals for Behaviors of Ss  
During Periods of Total-Class Instruction

Type of Teacher Instruction	Percentage of Time Spent Watching or Participating			Percentage of Time Spent in Other Activities		
	Jim	Donald	Agnes	Jim	Donald	Agnes
Making announcements, discussing events, assigning seatwork (27 minutes)	14.8%	51.9%	57.4%	85.2%	48.1%	42.6%
Reading or discussing poem (23 minutes)	17.4%	23.9%	56.5%	82.6%	76.1%	43.5%
Mathematics (14 minutes)	71.4%	46.4%	50.0%	28.6%	53.6%	50.0%
Science (86 minutes <sup>a</sup> , 56 minutes <sup>b</sup> )	70.3%	55.8%	30.4%	29.7%	44.2%	69.6%
Video-tape (75 minutes)	100.0%	94.7%	100.0%	0.0%	5.3%	0.0%
Oral reading by teacher (66 minutes <sup>a</sup> , 40 minutes <sup>b</sup> )	83.3%	55.3%	88.8%	16.7%	44.7%	11.2%
TOTAL	71.6%	62.4%	69.4%	28.4%	37.6%	30.6%

<sup>a</sup>Time during which Jim and Donald were present.

<sup>b</sup>Time during which Agnes was present.

mathematics, science, announcements, discussion of events, assignment of seatwork, and during reading and discussion of the handwriting poem.

According to the data, the school did not appear to be meeting its goal of preparing pupils academically for further education, should they wish to continue after grade eight.<sup>1</sup> Good and Brophy<sup>2</sup> maintain that attention to learning tasks is essential to achievement, and research by Lahaderne,<sup>3</sup> Cobb,<sup>4</sup> and Samuels and Turnure<sup>5</sup> shows how attention is associated with achievement. Jim alone rated high in attention during the academic content areas of mathematics and science, while Donald and Agnes rated low. All Ss rated low in the academic area of Ojibway language, and the two Ss who took French rated medium. Ss rated highest in the non-academic subjects of physical education, library, and sessions with Diane.

#### Pupil Behavior During Periods of Individual Instruction

Jim received a total of two hours thirty-nine and one-half minutes

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<sup>1</sup>Interview with Vern Harper, October, 1979.

<sup>2</sup>Thomas L. Good and Jere E. Brophy, Looking in Classrooms (New York: Harper and Row Publishers, 1978), p. 358.

<sup>3</sup>H. Lahaderne, "Attitudinal and Intellectual Correlates of Attention: A Study of Four Sixth Grade Classrooms," Journal of Educational Psychology, 59 (1968), 320-324.

<sup>4</sup>J. Cobb, "Relationship of Discreet Classroom Behavior to Fourth-grade Academic Achievement," Journal of Educational Psychology, 63 (1972), 74-80.

<sup>5</sup>S. Samuel and J. Turnure, "Attention and Reading Achievement in First-grade Boys," Journal of Educational Psychology, 66 (1974), 29- 32.

of individual instruction, of which two hours one-half minute were given by the regular classroom teacher. The regular teacher initiated seven periods of this instruction which totalled one hour fifty-one and one-half minutes while Jim initiated six periods of the instruction totalling nine minutes. The French teacher instructed Jim for thirty-nine minutes, and the French teacher initiated all of his periods of individual instruction with Jim.

Donald received one hour twenty-two and one-half minutes of individual instruction. Of this, the regular classroom teacher instructed Donald for a total of thirty-eight and one-half minutes. The teacher initiated only one session of this instruction totalling four minutes. Donald initiated twelve sessions of individual instruction with the regular teacher which totalled thirty-four and one-half minutes. The French teacher instructed Donald individually for a total of forty-four minutes, and the teacher initiated all of his sessions of individual instruction with Donald.

Agnes received a total of six minutes of individual instruction from the regular classroom teacher. Agnes initiated all five instances of this instruction.

Table 23 summarizes the behavior of the Ss during periods of individual instruction. These data show that all Ss were more attentive during periods of individual instruction than during periods of total-class instruction, suggesting that this type of teaching was more likely to hold student attention. These data show, however, that pupils received comparatively little individual instruction. For example, Donald received more individual instruction in French than he did in all areas taught by the regular classroom teacher. These data also show a

Table 23

## Ss Behavior During Periods of Individual Instruction

S Behavior	Time Spent With Each Instructor					
	Regular Teacher			French Teacher		
	Jim	Donald	Agnes	Jim	Donald	a
Watch teacher or instruction book, or participate actively in lesson	1 hr. 50.5 min. 91.7%	38.5 min. 100.0%	6.0 min. 100.0%	34.0 min. 87.2%	31.0 min. 70.5%	
Look around the room or watch others	3.0 min. 2.5%	0.0 min. 0.0%	0.0 min. 0.0%	5.0 min. 12.8%	4.0 min. 9.1%	
Engage in other activities while waiting for teacher (who is helping another pupil) to continue	7.0 min. 5.8%	0.0 min. 0.0%	0.0 min. 0.0%	0.0 min. 0.0%	9.0 min. 20.4%	

Scale: High - 70% - 100%  
 Medium - 60% - 69%  
 Low - 59% - 0%

<sup>a</sup> Agnes did not take French.

great inequality in the amount of individual instruction given to the three Ss by the regular classroom teacher: Jim - two hours one-half minutes; Donald - thirty-eight and one-half minutes; and Agnes - six minutes. The finding suggests that the school might better meet its academic goals and the goals of its students better by making fuller use of individual instruction on a more equitable basis.

The individual approach to learning is supported by Purkey, who maintained that "it is difficult to overestimate the importance of the time reserved for 'one-on-one' contacts with individual students."<sup>6</sup> Kleinfeld, in her studies of Eskimo and Indian students, also discovered the importance of individual contact between teacher and pupil.

The interpersonal dimensions of a situation are not considered separate from the task dimension. Thus, an appropriate interpersonal style may be a more necessary condition of learning for Indian and Eskimo students than for other students who are more accustomed to separating interpersonal relationships from completion of a task.<sup>7</sup>

Kleinfeld found that "teachers who valued such relationships with students tended to prefer a larger degree of individualized instruction, where close contacts were appropriate."<sup>8</sup> Kleinfeld referred to studies by Wax et al., which indicated that for Indian students, "a task cannot be separated from the relationship of the individual performing it."<sup>9</sup>

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<sup>6</sup>William Watson Purkey, Inviting School Success. A Self-Concept Approach to Teaching and Learning (California: Wadsworth Publishing Company, Inc., 1978), p. 45.

<sup>7</sup>Judith Kleinfeld, Effective Teachers of Indian and Eskimo High School Students (Alaska: Institute of Social, Economic, and Government Research, 1972), p. 5.

<sup>8</sup>Ibid., p. 19.

<sup>9</sup>Ibid., p. 5.

Pupil Behavior During Individual-Task Time

Pupil Use of Time

A summary and comparison of each S's behavior during periods of individual-task time is found in Table 24. A summary of each S's use of individual-task time on each day of observation conducted for this study can be found in Tables 9, 10, and 11 (see pages 88, 89, and 91).

Jim rated high attention to individual tasks during library periods at Winchester School. He scored medium attention to individual tasks during French, and during sessions with Bill, one of the resource persons. Jim was rated at low attention to individual tasks during sessions with the regular classroom teacher, during sessions with Diane, a resource person, and during allied arts at Winchester School.

Donald exhibited high attention rate to individual tasks during sessions with Bill, a resource person, and during allied arts and library at Winchester School. He rated low attention to individual tasks during sessions with the regular classroom teacher, with French, and with Diane, a resource person.

Agnes was rated at high attention to individual tasks during sessions with Diane and Bill, two resource persons, and with allied arts at Winchester School. She showed a low rate of attention to individual tasks during sessions with the regular teacher, and during library at Winchester School.

Within the regular classroom teacher's subject areas, Jim spent most of his task time working on handwriting, followed by mathematics, reading and spelling (Table 7). During the twenty-one days on which Jim was observed, Jim averaged 9.7 minutes per day on writing, 9.0 minutes

Table 24

## Behavior of Ss During Individual-Task Time

Instructor	S Behavior					
	Jim		Donald		Agnes	
	Work	Other	Work	Other	Work	Other
Regular Teacher	608.0 min. (39.5%)	922.5 min. (60.5%)	534.5 min. (37.8%)	873.0 min. (62.2%)	416.5 min. (31.2%)	977.0 min. (68.8%)
French	28.5 min. (65.2%)	34.5 min. (34.8%)	63.0 min. (49.6%)	64.0 min. (50.4%)	didn't take	
Resource Persons:						
Diane	0.0 min. (0.0%)	67.0 min. (100.0%)	10.5 min. (25.3%)	29.5 min. (74.7%)	36.0 min. (90.0%)	4.0 min. (10.0%)
Bill	15.0 min. (65.2%)	8.0 min. (34.8%)	17.5 min. (76.1%)	5.5 min. (23.9%)	21.5 min. (93.5%)	1.5 min. (6.5%)
Winchester School:						
Allied Arts	45.5 min. (17.6%)	158.5 min. (82.4%)	55.5 min. (74.0%)	19.5 min. (26.0%)	69.0 min. (93.2%)	5.0 min. (6.8%)
Library	70.0 min. (88.6%)	9.0 min. (11.4%)	25.0 min. (100.0%)	0.0 min. (0.0%)	12.5 min. (50.0%)	12.5 min. (50.0%)

Scale: High - 70%-100%; Medium - 60%-69%; Low - 59%-0%

per day on mathematics, 6.8 minutes per day on reading, and 3.5 minutes per day on spelling. He did no writing on six days, no mathematics on eight days, no reading on eleven days, and no spelling on eleven days. During the entire time, Jim spent a high percentage of available time working on tasks assigned by the regular teacher on only one day, a medium percentage of available time on one day, and a low percentage of available time on nineteen days.

Within the regular classroom teacher's subject areas, Donald spent most of his task time working on handwriting, followed by mathematics, other unassigned tasks, reading, and spelling (Table 8). During the seventeen days on which Donald was observed, he averaged 12.9 minutes per day on handwriting, 9.1 minutes per day on mathematics, 3.1 minutes per day on reading, and 2.4 minutes per day on spelling. He did no writing on six days, no mathematics on eight days, no reading on thirteen days, and no spelling on fourteen days. Donald spent a high percentage of available time working on tasks assigned by the regular classroom teacher on only one day, a medium percentage of available time on one day, and a low percentage of available time on fifteen days.

Within the regular classroom teacher's subject areas, Agnes spent most of her task time on reading, followed by mathematics, writing, and spelling. During the nineteen days on which Agnes was observed, she averaged 8.5 minutes per day on reading, 3.1 minutes per day on mathematics, 2.3 minutes per day on handwriting, and 0 minutes per day on spelling. She did no reading on eight days, no mathematics on fourteen days, no handwriting on twelve days, and no spelling on nineteen days. Agnes spent a high percentage of available time working on tasks assigned by the classroom teacher on two days, and a low percentage of available time

on seventeen days of the nineteen observed.

During individual-task time, Jim showed a high percentage of attention only during library periods at Winchester Public School. He had low attention during academic subjects by the regular classroom teacher which involved textbook and workbook assignments and also during follow-up with Diane, and during allied arts which involved non-book activities. These data seem to indicate that the nature of the assigned task had little effect on Jim's attention to the task, and suggest that other factors were at work interfering with his interest and ability to concentrate on the task at hand.

Donald showed a high rate of attention during follow-up with Bill, as well as during allied arts and library at Winchester Public School, whereas he showed low attention during individual tasks with the regular classroom teacher and during French. This finding suggested that the nature of the assignment had a definite effect on Donald's attention to the task, for high attention on his part was always noted to be in areas involving activity rather than bookwork. However, his low level of attention during follow-up with Diane, which was also activity-oriented, could suggest that the nature of the activity also had an influence on Donald's attention to the task.

Agnes showed a high level of attention during follow-up with Diane and Bill as well as during allied arts, whereas she showed a low level of attention during classes with the regular classroom teacher and during library. This finding suggested that Agnes responded better to activity-oriented tasks than she did to book-centered tasks.

In comparing the three Ss, it appeared that activity tasks were better suited than either textbook or workbook tasks for Donald and Agnes,

whereas the nature of the task made little difference in Jim's behavior. It also appeared that the program which was provided, and not the school which was attended, affected the effort of the Ss.

Holt maintained that children are frequently "bored because the things they are given and told to do in school are so trivial, so dull, and make such limited and narrow demands on the wide spectrum of their intelligence, capabilities, and talents."<sup>10</sup> Consequently, he prescribed

schools and classrooms in which each child in his own way can satisfy his curiosity, develop his ability and talents, pursue his interests, and from the adults and older children around him get a glimpse of the great variety and richness of life.<sup>11</sup>

Cheyney also maintained that a variety of approaches in teaching is necessary in order to encourage each child to learn:

Children desire to know . . . What of those who do not come to the classroom desiring to learn, who are not bathed in an emotional amnion ready to envelop learning experiences? . . . Perhaps our failure lies in our inability to try many techniques as we search for those as yet 'unreachable' children.<sup>12</sup>

Logan and Logan (1971), Carroll (1975), Purkey (1978), and Good and Brophy (1978) all support the contention that children need to be presented with a variety of learning experiences in order to call forth their best efforts and achievement. If the above-mentioned researchers are correct, pupils at Wandering Spirit may be suffering from boredom due to narrow demands and lack of variety in learning experiences, which

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<sup>10</sup> John Holt, How Children Fail (Toronto: Pitman Publishing Corporation, 1964), preface.

<sup>11</sup> Ibid., p. 180.

<sup>12</sup> Arnold B. Cheyney, Teaching Children of Different Cultures in the Classroom (2d ed.; Ohio: Charles E. Merrill Publishing Co., 1976), p. 5.

may account partially for their behavior as described in Chapter IV.

Within the subject areas taught by the regular classroom teacher, Ss averaged only a few minutes per day working on any given subject area: mathematics - Jim 9.0 minutes, Donald 9.1 minutes, Agnes 3.1 minutes; reading - Jim 6.8 minutes, Donald 3.1 minutes, Agnes 8.5 minutes; spelling - Jim 3.5 minutes, Donald 2.4 minutes, Agnes 0.0 minutes. Since no new skill is mastered without sufficient practice, be it playing a musical instrument, learning a sport, or driving a car, it is safe to assume that academic skills also require sufficient practice if mastery is to occur. Georgiades, Hilde, and Macauley support this premise:

"Appropriate practice may not be the same for every subject or discipline, but it is essential to the mastery of every discipline."<sup>13</sup> The experience of the students in this study gives rise to the question: Is a daily average of three minutes, six minutes, or nine minutes in a given subject area "appropriate practice?"

Jim spent 90.5 percent of all available task time giving low attention to his individually-assigned tasks. Donald gave low attention to individually-assigned tasks for 88.2 percent of the available task time, and Agnes gave low attention to individually-assigned tasks for 89.5 percent of the available task time. Once again, these data bring into question the ability of the school to meet its academic goals with regard to the three Ss, namely, "to academically prepare pupils for further education beyond grade eight should pupils so choose to continue

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<sup>13</sup> William Georgiades, Reuben Hilde, and Grant Macauley, New Schools for a New Age (California: Goodyear Publishing Company, Inc., 1977), p. 107.

their education."<sup>14</sup>

### Seatwork

Table 25 shows the amount of seatwork done by each S during the time of this study. The data support the finding that academic preparation of pupils, a stated goal of the school, is not being fully realized.

Jim completed more work in areas (except science) which were handled by the regular teacher (reading, mathematics, spelling, handwriting) than did Donald or Agnes. However, the data showed that Jim was made to complete most of his assignments either at home, or during recess, lunch break, or after school, and that he spent relatively the same amount of time as Donald and Agnes working on tasks during school hours (Table 24). None of the Ss completed the one science unit undertaken during the time of this study. These data, along with the findings already presented regarding amount of individual instruction received by each S, indicated that the teacher appeared to hold higher expectations for Jim than for either Donald or Agnes. She checked Jim's work regularly, and insisted that he complete his daily assignments either at recess, lunch hour, or at home. She checked Donald and Agnes' work infrequently and then only at their initiative, and never insisted that assigned tasks be completed. The teacher initiated periods of individual reading instruction with Jim, whereas she never initiated individual instruction with Donald or Agnes. The researcher wondered if the teacher's higher expectations for Jim arose partly from the fact that his father was a university professor.

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<sup>14</sup> Interview with Vern Harper, October, 1979.

Table 25

Seatwork Done by Each Student From  
September 10 to November 13

Academic Subjects	Ss		
	Jim	Donald	Agnes
Reading	an entire reading workbook	7 pages from reading workbook	no seatwork
Mathematics	13 pages from textbook multiplication chart	2 worksheets multiplication chart	8 pages from text-book
Spelling	7 lessons	none	part of lesson 1
Writing	22 assignments	13 assignments	7 assignments
French	16 assignments	13 assignments	didn't take French
Ojibway	11 assignments - 5 complete - 6 incomplete	5 assignments	no notebook available
Science	4 out of 5 pages in a booklet on plants	4 out of 5 pages in a booklet on plants	2 out of 5 pages on a booklet on plants

The effect of teacher expectation on pupil achievement has been the topic of much research. As Purkey pointed out,

Some studies have failed to provide evidence that teacher expectation influences student performance (Claiborn, 1969; Fielder, Cohen, and Finney, 1971; Fleming and Antonnen, 1971; Jose and Cody, 1971; Wilkins and Glock, 1973) but most research findings support the view that students are more likely to perform as their teachers think they will (Clarke, 1960; Cornbleth, David, and Button, 1974; Garner and Bing, 1973; Meichenbaum, Bowers, and Ross, 1969; Mendels and Flanders, 1973; Rist, 1970; Seaver, 1973; Tyo, 1972; and others).<sup>15</sup>

Brophy and Good did extensive research on this topic and concluded that "when teachers had higher expectations for students, they actually produced higher achievement in those students than in students for whom they had lower expectations,"<sup>16</sup> and showed that "it is likely that many students in most classrooms are not reaching their potential because their teachers do not expect much from them and are satisfied with poor or mediocre performance when they could obtain something better."<sup>17</sup>

Purkey discussed teacher invitations, defined as "a summary description of messages - verbal and non-verbal, formal and informal - continuously transmitted to students with the intention of informing them that they are responsible, able, and valuable."<sup>18</sup> He stated that "certain students receive a disproportionate number of invitations to learning,

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<sup>15</sup> Purkey, op. cit., pp. 3, 4.

<sup>16</sup> J. E. Brophy and T. L. Good, Teacher-Student Relationships: Causes and Consequences (New York: Holt, Rinehart, and Winston, 1974), p. 80.

<sup>17</sup> Brophy and Good, Looking in Classrooms, op. cit., p. 70.

<sup>18</sup> Purkey, op. cit., p. 3.

while others are ignored or dissuaded,"<sup>19</sup> and stated that "teachers must be sure that their invitations to learning are distributed fairly and received by every student . . . most teachers tend to communicate a disproportionate number of invitations to some students while neglecting others."<sup>20</sup>

The data described in this study show that the three Ss received an unequal number of "teacher invitations" reflected in the amount of seatwork assigned, the degree of pupil-teacher interaction and individual instruction received, and the levels of accountability and expectation which the teacher held for each S. Both Donald and Agnes directed questions and comments toward the teacher which she ignored, and Donald and Agnes were reprimanded or called back to work less frequently than was Jim. "Invitations to learning" were not "distributed fairly" to each S.

#### Teacher-Pupil Verbal Interaction

The regular classroom teacher interacted verbally with Jim during individual-task time for a total of twenty-eight times. The nature of the interactions is outlined below:

- told him he'd have to stay in at recess, lunch, or after school if he didn't finish his work ..... 6 times
- told him to do his work ..... 5 times
- asked him if he was finished his work ..... 4 times
- assigned additional work ..... 4 times
- reprimanded him generally for his behavior ..... 4 times

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<sup>19</sup> Ibid.

<sup>20</sup> Ibid., p. 45.

- called him to the table where she was working ..... 2 times
- asked him if he had a book ..... 1 time
- asked to see his work ..... 1 time
- asked him what he was doing ..... 1 time

Jim showed no reaction to the teacher's comments and, on thirteen occasions, continued his behavior as if she had not spoken to him.

The regular classroom teacher interacted verbally with Donald during individual-task time eight times. The nature of the interactions is outlined below:

- responded to a question by Donald ..... 3 times
- assigned specific work ..... 2 times
- called him to the table where she was working ..... 1 time
- responded to a comment by Donald ..... 1 time
- reprimanded him generally for his behavior ..... 1 time

On five occasions, Donald informed the teacher of what he was or was not going to do, and he received no response from the teacher on any of these occasions. Donald also made general comments to the teacher on two occasions and received no response. Donald did not respond to the teacher's reprimand on one occasion.

The regular classroom teacher interacted verbally with Agnes three times during individual-task time. The nature of the interactions is outlined below:

- responded to a question by Agnes ..... 1 time
- responded to a comment by Agnes ..... 1 time
- brought Agnes back into the classroom after she had left ..... 1 time

Agnes asked the teacher for help twice, made comments about her

work to the teacher twice, and told the teacher what she was going to do once, all without receiving any response from the teacher.

Although the teacher interacted with Jim (twenty-eight times) much oftener than she did with Donald (eight times) and Agnes (three times), the amount of interaction time did not appear to correlate with the overall amount of attention which Jim gave to his tasks when compared to the overall attention of Donald and Agnes. This finding may indicate that the teacher held higher work expectations for Jim than she did for Donald and Agnes since her comments dealt with Jim's work twenty-two times, whereas she spoke to Donald about his work six times, and to Agnes about her work only once. However, it was also found that Jim failed to react to the teacher's comments in thirteen out of twenty-eight instances indicating to some extent why the teacher's verbal attempts to bring Jim to work on his tasks may have been futile for the most part.

#### Pupil Behavior During Periods of Free Time

The reasons for S free time, and the use made of the free time, are summarized in Tables 26, 27, and 28. The largest amount of free time for each S occurred because no work had been assigned by the teacher: Jim - 128 minutes, Donald - 110 minutes, and Agnes - 225 minutes. The types of activities engaged in by the Ss during free time appeared to be aimed at passing time. Jim spent the largest block of free time decorating the classroom, but apart from this one isolated event, he spent the largest percentage of his free time drawing or making paper planes (11.4 percent) and the smallest percentage of his free time looking at books, magazines, and newspapers (5.2 percent). Donald spent the

Table 26

## Jim's Use of Free Time

Pupil Behavior	Reasons for Free Time				Total
	Waiting for Class to Begin: in the morning, after recess or lunch, between lessons	Assignments Finished <sup>a</sup>	No Work Assigned	French Instruction being given to others	
Draw or make paper planes	20.0 min.	X	3.5 min.	14.0 min.	37.5 min. (11.4%)
Talk to others	14.0 min.	X	5.0 min.	12.0 min.	31.0 min. (9.5%)
Play games with others	--	X	8.0 min.	15.0 min.	23.0 min. (7.0%)
Look around the room, watch others, or stare into space	24.0 min.	X	2.0 min.	1.5 min.	27.5 min. (8.4%)
Leave desk	13.5 min.	X	7.0 min.	2.5 min.	23.0 min. (7.0%)
Leave room	12.0 min.	X	--	23.5 min.	35.5 min. (10.8%)
Look at magazines, books or newspapers	--	X	17.0 min.	--	17.0 min. (5.2%)
Do assignments or play edu- cational games	3.0 min.	X	10.0 min.	11.0 min.	24.0 min. (7.3%)
Help teacher	4.0 min.	X	15.0 min.	--	19.0 min. (5.8%)
Handle objects at desk	19.5 min.	X	.5 min.	10.5 min.	30.5 min. (9.3%)
Decorate classroom	--	X	60.0 min.	--	60.0 min. (18.3%)
Other	--	X	--	--	--
TOTAL:	110.0 min.	X	128.0 min.	90.0 min.	328.0 min.

<sup>a</sup>Jim had no free time for this reason.

Key: -- no time spent.

Table 27

## Donald's Use of Free Time

Pupil Behavior	Reasons for Free Time				Total
	Waiting for Class to Begin: in the morning, after recess or lunch, between lessons	Assignments Finished	No Work Assigned	French Instruction being given to others <sup>a</sup>	
Draw	15.0 min.	--	14.0 min.	X	29.0 min. (11.9%)
Talk to others	38.5 min.	--	24.0 min.	X	62.5 min. (25.5%)
Play games with others	--	--	--	X	--
Look around the room, watch others, or stare into space	14.0 min.	9.0 min.	6.0 min.	X	29.0 min. (11.9%)
Leave desk	4.0 min.	--	--	X	4.0 min. (1.6%)
Leave room	7.0 min.	32.0 min.	41.0 min.	X	80.0 min. (32.7%)
Look at magazines, books or newspapers	2.0 min.	--	15.0 min.	X	2.0 min. (.8%)
Do assignments or play edu- cational games	5.0 min.	--	10.0 min.	X	20.0 min. (8.2%)
Help teacher	--	--	--	X	10.0 min. (4.1%)
Handle objects at desk	8.0 min.	--	--	X	8.0 min. (3.3%)
Decorate classroom	--	--	--	X	--
Other	--	--	--	X	--
TOTAL:	93.5 min.	41.0 min.	110.0 min.	X	244.5 min.

<sup>a</sup> Donald had no free time during the time of French instruction.

Key: -- no time spent.

Table 28

## Agnes' Use of Free Time

Pupil Behavior	Reasons for Free Time				Total
	Waiting for Class to Begin: in the morning, after recess or lunch, between classes	Assignments Finished <sup>a</sup>	No Work Assigned	French Instruction being given to others	
Draw or doodle	1.5 min.	X	--	28.0 min.	29.5 min. (6.8%)
Talk to others	33.0 min.	X	61.0 min.	6.0 min.	100.0 min. (22.9%)
Play games with others	--	X	--	--	--
Look around the room, watch others, or stare into space	4.0 min.	X	2.0 min.	5.0 min.	11.0 min. (2.5%)
Leave desk	3.5 min.	X	--	--	3.5 min. (.8%)
Leave room	7.5 min.	X	95.0 min.	62.0 min.	160.5 min. (37.6%)
Look at magazines, books, or newspapers	3.0 min.	X	--	33.0 min.	36.0 min. (8.2%)
Do assignments or play edu- cational games	3.0 min.	X	2.0 min.	7.0 min.	12.0 min. (2.8%)
Help teacher	1.0 min.	X	1.0 hr.	--	61.0 min. (14.0%)
Handle objects at desk	5.5 min.	X	5.0 min.	1.0 min.	11.5 min. (2.6%)
Decorate classroom	--	X	--	--	--
Other	8.0 min.	X	--	--	8.0 min. (1.8%)
TOTAL:	90.0 min.	X	225.0 min.	142.0 min.	437.0 min.

<sup>a</sup>Agnes had no free time for this reason.

Key: -- no time spent.

largest percentage of his free time out of the classroom (32.7 percent) and the smallest percentage of his free time looking at books, magazines, and newspapers (.8 percent). Agnes spent the largest percentage of her free time out of the classroom (37.6 percent) and the smallest percentage of her free time leaving her desk and walking around the room (.8 percent).

Donald was the only S who received free time on account of having completed his assignments for the day. This finding indicates that neither Jim nor Agnes ever finished their daily assignments. When Donald had finished his assignments, the nature of his activities were such as to merely fill in time.

Analysis of Pupil Behavior  
During Recess

Jim's recess activities with others included the following:

- playing tag	- 52 min	} 1 hr 52 min (72.0 percent)
- leaving the playground	- 30 min	
- playing on playground apparatus	- 15 min	
- playing with pieces of lumber used as a gun	- 15 min	

Jim's recess activities when alone included the following:

- playing with a toy car at his desk in the classroom	- 20 min	} 38 min (18.0 percent)
- playing on playground apparatus	- 15 min	
- watching other pupils play	- 15 min	

Donald's recess activities with others included the following:

- playing tag or "British Bull Dog"	- 50 min	} 1 hr 11 min (79.8 percent)
- playing basketball	- 15 min	
- sitting and talking	- 6 min	

Donald sat alone outside for eighteen minutes (21.2 percent).

Agnes' recess activities with others include the following:

- leaving the playground	- 1 hr 17 min	}	3 hr 37 min (91.6 percent)
- sitting and talking	- 55 min		
- sitting in the office with the teachers or school visitor	- 40 min		
- playing on playground apparatus	- 20 min		
- helping the director of the school decorate bulletin boards	- 15 min		

Agnes' activities when alone included the following:

- sitting outside	- 9 min	}	19 min (8.4 percent)
- sitting in the classroom	- 9 min		
- playing on playground apparatus	- 1 min		

All three Ss spent most of their time playing with other pupils at recess: Jim - 72.0 percent of recess time, Donald - 79.8 percent of recess time, and Agnes - 91.6 percent of recess time. These data show that all three Ss mixed well with other pupils and none of them was isolated from the group. This finding is significant when considered in light of interviews with the Ss in which all mentioned having trouble getting along with other pupils while attending school previous to coming to Wandering Spirit Survival School. Of the three Ss, Donald spent the largest percentage of recess time alone (Donald - 21.2 percent, Jim - 18.0 percent, Agnes - 8.4 percent), and it was the observer's opinion based on observations that when Ss were alone, it was by choice not by isolation.

#### Analysis of Pupil Behavior During the Sacred Circle and During Feasts

Each S was to have been observed in the Sacred Circle a total of nine times. However, due to absenteeism or late arrival at school, Jim and Agnes were each observed seven times and Donald five times. Table 29

Table 29

## Pupil Behavior During Sacred Circle

Ss Behavior		No. of Circles in Which Behavior Predominated		
		Jim	Donald	Agnes
While leader was speaking	Watch & listen quietly	4.5 (64.3%)	2.5 (50.0%)	4.0 ( 57.1%)
	Talk to other pupils	2.5 (35.7%)	2.5 (50.0%)	3.0 ( 22.9%)
While smudging and praying was being conducted	Sit quietly & watch	2.0 (28.6%)	3.0 (60.0%)	4.0 ( 57.1%)
	Sit quietly, but fidget or handle objects	2.0 (28.6%)	0.0 ( 0.0%)	1.0 ( 14.3%)
	Talk to other people	3.0 (42.8%)	2.0 (40.0%)	2.0 ( 28.6%)
While having a turn to speak or pray	Bow head & take time to pray	1.0 (14.3%)	1.0 (20.0%)	7.0 (100.0%)
	Pass on turn immediately	6.0 (85.7%)	4.0 (80.0%)	0.0 ( 0.0%)

compares pupil behavior during various stages of the Sacred Circle ceremony: while the leader was speaking, while smudging and praying were being conducted, and while the S had the formal opportunity to speak or pray. The numbers in the table represent the number of observed Circles during which the indicated behavior was predominant on the part of each S.

Jim was most attentive while the leader was speaking to the group and least attentive and most talkative while smudging and praying were going on. Donald was most attentive during smudging and praying, and least attentive and most talkative during the times when the leader spoke to the group. Agnes' attention was the same during times when the leader spoke and during smudging. Agnes prayed aloud the oftenest, while Jim prayed aloud the least.

Jim and Agnes were each observed during three feasts. Donald was present and observed during one feast. Table 30 tabulates and compares Ss' behavior during the feasts. However, because Donald was present for only one feast, the comparison is limited in his regard.

#### Analysis of Interviews With Pupils

Each S had expressions of fact, opinion, and feeling in his/her interviews. Table 31 tabulates and compares how often each kind of statement was made by each S.

Agnes was the most verbal during interview sessions, followed by Jim, and then Donald. Donald and Agnes expressed mostly opinions, while Jim expressed mostly facts. All three Ss expressed feelings the least. A summary of the content of each S's interview follows on Chart I.

Table 30

## Pupil Behavior During Feasts

S Behavior	Number of Feasts Where Stated Behavior was Predominant		
	Jim	Donald	Agnes
Help prepare for feast	1.0 <sup>a</sup>	-	1.0 <sup>d</sup>
Be a helper during feast	1.0	- <sup>b</sup>	-
Stand quietly while elder prayed	1.0	1.0	1.0
Talk while elder prayed	1.0	-	1.0
Stand quietly during honor song to group	1.0	- <sup>c</sup>	1.0
Sit quietly while others speak to group	1.0	1.0	2.0
Talk while others speak to group	1.0	-	-
Eat quietly and leave	3.0	1.0	1.0
Talk with others while eating, then leave	-	-	.5
Leave feast room to eat elsewhere	-	-	2.5

<sup>a</sup>Jim helped prepare the table, which is traditionally the woman's role.

<sup>b</sup>Donald asked to be a helper, but wasn't chosen because he wasn't wearing a ribbon shirt.

<sup>c</sup>There was no drum the day Donald was present.

<sup>d</sup>Agnes went with the teachers to purchase or pick up food, but did not help to prepare it on the table when she returned.

Table 31  
Types of Statements Made by Each  
S in Interviews

Type of Statement	Jim	Donald	Agnes
Fact	29 Statements (42.6%)	10 Statements (24.4%)	29 Statements (31.5%)
Opinion	25 Statements (36.8%)	21 Statements (51.2%)	41 Statements (44.6%)
Feeling	14 Statements (20.6%)	10 Statements (24.4%)	22 Statements (23.9%)
<b>TOTAL</b>	<b>68 Statements</b>	<b>41 Statements</b>	<b>92 Statements</b>

All three Ss had experienced difficulty with their peer group before coming to Wandering Spirit, and these difficulties had involved Donald and Agnes in numerous fights. In contrast, all three Ss got along well with the other pupils at Wandering Spirit. Whereas previous school difficulties had had a definite influence on all three Ss' decision to attend Wandering Spirit, Agnes alone expressed that the desire to learn about her culture had also motivated her towards attending Wandering Spirit. All three Ss felt good about attending Wandering Spirit, feeling that they were better treated and under less pressure from teachers. All expressed reluctance to return to a regular school setting.

All three Ss expressed positive feelings about themselves as Indian people, although they were unable to verbalize why they felt good about their Indian identity. All three Ss realized the importance of the Sacred Circle and appeared to be deepening their understanding of its significance and purpose in their lives. However, Agnes expressed

Chart I  
Summary of Pupil Interviews

Topic	Jim's Statements	Donald's Statements	Agnes' Statements
Previous school attended <sup>a</sup>	<ul style="list-style-type: none"> <li>- okay</li> <li>- nothing he particularly liked</li> <li>- disliked the short recesses</li> <li>- other kids picked on him &amp; said bad words to him - he brought them to the teacher</li> <li>- more work and hardly any recess</li> <li>- started at 9:00 a.m.</li> <li>- sent to office for any little wrongdoing - principal talked to you</li> </ul>	<ul style="list-style-type: none"> <li>- didn't like it</li> <li>- was treated badly - got into too many fights</li> <li>- big kids kept taking his ball</li> <li>- teacher did nothing about it</li> </ul>	<ul style="list-style-type: none"> <li>- dangerous</li> <li>- teachers were crazy</li> <li>- wouldn't recommend anyone else go there</li> <li>- too many fights</li> <li>- was suspended</li> <li>- liked going there because her friends were there</li> <li>- pretty good - could "hack around" and "bug the teachers"</li> <li>- "good ol' time"</li> </ul>
How Wandering Spirit Survival School is different	<ul style="list-style-type: none"> <li>- smaller - fewer pupils</li> <li>- bigger playground</li> <li>- not "picked on" as much</li> <li>- more help from new friend R when other kids "bug" him because he's new</li> <li>- easy work</li> <li>- teachers not as hard - gets along well</li> </ul>	<ul style="list-style-type: none"> <li>- fewer kids</li> <li>- there's a park nearby</li> <li>- teachers are nicer - don't rush him about things - give him time to do his work</li> </ul>	<ul style="list-style-type: none"> <li>- kids aren't so rough</li> <li>- gets to do things she never thought possible in school: sit in office and listen to radio, do work in office while answering the phone, "hack around" in kindergarten room</li> </ul>
Reason for coming to Wandering Spirit Survival School	<ul style="list-style-type: none"> <li>- kids picked on him at other school</li> <li>- didn't like the confusion with lots of people</li> <li>- his parents &amp; he wanted him to</li> </ul>	<ul style="list-style-type: none"> <li>- had a fight with the principal of his previous school</li> <li>- his mom's idea</li> </ul>	<ul style="list-style-type: none"> <li>- visited the school three years ago, liked it and wanted to come - her mom wouldn't let her</li> <li>- finally convinced her mom to let her come</li> <li>- lives closer now</li> <li>- wants to learn her heritage - her father wanted to send her to the reserve to learn it but she didn't want to leave the city - came to Wandering Spirit instead</li> </ul>

<sup>a</sup>Each S attended a different school previous to attending Wandering Spirit Survival School. The interview dealt only with the last school each S had attended in Toronto.

Chart I (Cont'd)

Topic	Jim's Statements	Donald's Statements	Agnes' Statements
<p>Feelings about Wandering Spirit Survival School</p>	<ul style="list-style-type: none"> <li>- made new friends</li> <li>- a good day is when no one swears "or anything"</li> </ul>	<ul style="list-style-type: none"> <li>- feels better than at previous school</li> <li>- likes Ojibway best</li> <li>- would like longer recesses</li> <li>- a good day is when there's longer recess and lunch, and not much work</li> </ul>	<ul style="list-style-type: none"> <li>- likes it better than previous school</li> <li>- likes the work best - it's not hard</li> <li>- would like to have a shorter lunch and dismiss earlier, so she can meet her boyfriend</li> <li>- a good day is when typing went well, work was finished quickly, no fights occurred, and she met her boyfriend before he went to work</li> </ul>
<p>Teacher, courses, and directors at Wandering Spirit Survival School</p>	<ul style="list-style-type: none"> <li>- likes Ojibway, but doesn't learn many words a day</li> <li>- teachers aren't as hard as at his previous school - he gets along well with them</li> <li>- Vern talks to him and asks him "how it's going"</li> </ul>	<ul style="list-style-type: none"> <li>- likes Ojibway best - if he learns Ojibway he will be able to talk to people without others hearing</li> <li>- work is easy - writing is easiest, spelling is hardest</li> <li>- gets along with teachers - he likes them - he never has trouble with them &amp; they know what he likes to do</li> <li>- Vern &amp; Pauline help everyone get organized, tell him to do his work, and call everyone in from recess</li> </ul>	<ul style="list-style-type: none"> <li>- the work isn't hard - she has done it before - she's finished quickly with no worry - that's the best part of school</li> <li>- doesn't know if she likes Ojibway or hates it - it's worth learning because the boys she knows speak it</li> <li>- she gets along with teachers quite well - they're fair - the teacher knows that she likes to sit and type</li> <li>- Vern tells her to believe in herself - gives her mental strength, but doesn't really help with her work - a person has to have her head straight in this world.</li> </ul>

Chart I (Cont'd)

Topic	Jim's Statements	Donald's Statements	Agnes' Statements
Cultural aspects of the school	<ul style="list-style-type: none"> <li>- Sacred Circle is good - better than other school where they sang "O Canada" &amp; had announcements</li> <li>- Sacred Circle is so everyone is okay and not angry</li> <li>- Sacred Circle is important - sort of like praying</li> <li>- fools in Circle sometimes because it's boring waiting - doesn't have much patience</li> </ul>	<ul style="list-style-type: none"> <li>- Sacred Circle washes all troubles away so they have a good day</li> <li>- if there was no Sacred Circle he'd get into a lot of fights</li> <li>- the school helps him learn his culture - teaches Ojibway and the Native Way, and "sacred stuff like the Circle"</li> <li>- teaches how to do things the Indians do like running a feast and "how to do the Circle"</li> <li>- apart from the ceremonies, Indians live the same as anyone everyday</li> </ul>	<ul style="list-style-type: none"> <li>- Sacred Circle is different than when she was in Peterborough - there the parents came - this is a little thing - there everyone prayed aloud except three people; here the Circle is decent except prayers in Ojibway</li> <li>- the school helps her learn her culture in weird ways - it's sinking in - learning about customs, feasts, and tobacco ties</li> <li>- Vern just started her on things she should have known since she was little</li> <li>- in daily life, one is supposed to live close to the earth &amp; be pure</li> <li>- can't help her here</li> </ul>
Feelings about returning to a regular school	<ul style="list-style-type: none"> <li>- wouldn't like it - is shy with new children and is used to this school now</li> </ul>	<ul style="list-style-type: none"> <li>- would feel bad</li> </ul>	<ul style="list-style-type: none"> <li>- wouldn't be thrilled - some teachers deal in dope and "smack kids around"</li> <li>- doesn't have to worry at Wandering Spirit School</li> </ul>
Feelings about being an Indian person	<ul style="list-style-type: none"> <li>- likes it - doesn't know why</li> </ul>	<ul style="list-style-type: none"> <li>- proud he's not a coloured person</li> <li>- Indians owned the land for awhile</li> </ul>	<ul style="list-style-type: none"> <li>- likes it - only knows her heritage a bit and wants to learn more</li> </ul>

Chart I (Cont'd)

Topic	Jim's Statements	Donald's Statements	Agnes' Statements
Winchester Public School	<ul style="list-style-type: none"> <li>- it's fun</li> </ul>	<ul style="list-style-type: none"> <li>- feels good - likes woodwork, library and gym</li> </ul>	<ul style="list-style-type: none"> <li>- not "a bowl of peaches" - likes woodwork and the like, but don't have welding etc., &amp; she only gets to cook &amp; sew so she just picked anything as a project &amp; never goes</li> <li>- gym is alright - teacher is "freaked out"</li> <li>- librarian "freaks you out" -- she's "crazy"</li> </ul>
Future Plans	<ul style="list-style-type: none"> <li>- doesn't know what he wants to be</li> <li>- go to high school at St. Mike's</li> <li>- his dad went there - he wants to be on the hockey team</li> <li>- wants to live on a farm when older - doesn't like fumes &amp; cars in the city</li> </ul>	<ul style="list-style-type: none"> <li>- go to college</li> <li>- be a construction worker or mechanic</li> <li>- wants to live in Parry Sound when older - brings back memories</li> </ul>	<ul style="list-style-type: none"> <li>- go to Central Tech - take computer mechanics and auto mechanics to work in computer maintenance - will get a good job</li> <li>- wants to live in Vancouver when she's older</li> </ul>

some dissatisfaction with the way the Sacred Circle was conducted at Wandering Spirit as compared to how she had experienced it elsewhere. Jim and Donald expressed an interest in and a desire to learn Ojibway, whereas Agnes was unsure whether she liked it or not.

All three Ss expressed a desire to continue their education beyond grade eight. Donald and Agnes had some idea of the line of work they hoped to go into after completing their schooling, whereas Jim had no idea what he wished to do.

According to the Ss' personal opinions and feelings, the school appears to be meeting its goals regarding the pupils' sense of pride and feelings about their Indianness. The school also seems to be meeting its goals in regards to the Sacred Circle and feasts. In the opinion of Agnes, the school is not adequately meeting her expectations in regard to learning native heritage and history. The Ss expressed a desire to continue their education beyond grade eight. Wandering Spirit is not providing them with the necessary skills and knowledge to successfully attain their goal of further education.

#### Summary

All three Ss in the study had high attention during lessons involving activity on the part of the student or the use of audio-visual material. These factors appeared to influence pupil attention more so than change of instructor or change of school. Pupil attention was lowest during lessons involving a great deal of academic content, and this finding could be due partly to the almost exclusive use of textbooks and workbooks in instruction.

Jim received more individual instruction by the regular classroom

teacher than did Donald or Agnes, and he was also held more accountable for completing assigned tasks. As a result, he completed more work during the study than did Donald and Agnes. Literature was quoted to support the suggestion that pupil achievement might be improved if a more personal approach was used by the teacher in assigning seatwork and instructing pupils, and if a small-group approach to task completion was used rather than a total individual-task approach.

The three Ss spent a great deal of class time in activities other than those in which they were supposed to be engaged. Many similar behaviors by the Ss occurred during class instruction, individual-task time, and free time: doodling and drawing, looking around, talking, leaving the room, playing with articles at their desks.

The three Ss were gradually developing appropriate behavior during cultural events, such as the Sacred Circle and feasts. Evaluation of these events by native persons was suggested in order to view the behaviors from the same cultural perspective.

Pupil interviews revealed facts, opinions, and feelings which the Ss held regarding previous school experiences, experiences at Wandering Spirit Survival School and Winchester Public School, their own Indian-ness and the cultural activities at the school, and their plans for the future.

## Chapter VI

### CONCLUSIONS AND IMPLICATIONS OF THE STUDY

#### Study Overview

The purpose of this study was to describe how three pupils at Wandering Spirit Survival School responded behaviorally to the academic and cultural experiences provided by the school. The Subjects for the study were chosen at random from each grade of the senior room, and were thereby representative of grade five, grade six, and grades seven/eight. The study looked at pupil behaviors during total-class instruction, individual instruction, and individually-assigned tasks with various instructors or resource persons, as well as behaviors during free time, Sacred Circle, feasts, and recess. Data were collected by means of participant observation using point-time sampling, with observations being recorded in the observer's field notes, and with a tape recorder being used for interview sessions with the Ss. Data were then presented and discussed descriptively as they occurred over time, across various subject areas, and instructors/resource persons. The findings of the study indicated that in the case of the three Ss, the school partially met its cultural goal of helping pupils develop a sense of pride in their Indian identity, but was inadequately meeting its academic goal of providing pupils with a sound academic base with which to continue into further education beyond grade eight. Although the cultural and academic could not totally separated from one another, an attempt was made to do so for the sake of discussing the implications of the study.

Cultural activities included the Sacred Circle, feasts, visits by two resource persons (Bill and Diane), and Ojibway language instruction. Academic activities included sessions with the regular classroom teacher, French instruction, and time spent at Winchester Public School.

This study did not give rise to hypotheses due to the small sample involved. However, further research was suggested in order to explore the recommendations which arose from this study.

### Cultural Experiences

Interviews with the three Ss indicated that they felt good about themselves as Indian persons, although in the case of Jim and Donald the reasons given did not indicate strong beliefs in their self-worth as Indian persons. Jim was unable to articulate why he liked being an Indian, and Donald was proud not of whom he was in himself but because he wasn't black. His only positive statement regarding his Indianness was that the Indians had once owned the land. Agnes expressed a deeper sense of identity, realizing that she knew little of her heritage and culture, and desiring to learn more than she could at Wandering Spirit School.

There was little native subject matter taught during the ten weeks of this study, and the daily schedule did not contain any sessions on native culture or history, which could have helped the children know and understand their heritage, their history, or current native issues. One visiting native resource person spent time with the class discussing legends and art. All three Ss had low attention during his talks; however, two Ss had high attention and one S had medium attention during the individual tasks which followed the oral presentations. The Ss who had high attention copied pictures which were in the school rather than drawing

their own, while the S who had medium attention appeared to be frustrated and discouraged with his efforts. Perhaps more regularly scheduled visits by this and other native resource people would allow pupils time to develop the interest and skills necessary to appreciate both legend and art.

The only regularly-scheduled native-content course was Ojibway language instruction, which was also academic in nature. None of the Ss learned to speak Ojibway during the ten weeks of this study, nor did they learn any symbols of the language, but always copied the symbols they needed from a chart. Pupils could neither read nor write the language without referring to syllabic charts in the room. The desire and interest in learning were present on the part of Donald and Agnes who asked questions of the instructor during class, and who stated in their interviews that they wished to learn Ojibway. Their stated reasons for learning the language had nothing to do with their heritage. Donald wished to learn it so that he could speak privately to people without others overhearing and understanding; Agnes wanted to be able to understand the older boys who spoke it in her presence. Jim showed little interest in learning the language. He lived as an adopted child in a white family, and perhaps had no base of reality in which to see a need for facility in Ojibway.

All three Ss were very distracted during Ojibway language classes, and all three rated low in attention. This study suggested that the method of instruction (see page 122) needed to be examined and some changes made. Perhaps only those pupils interested in learning the language should attend the classes, because the others were a disruptive factor. Smaller groups would allow for more teacher-pupil interaction and verbal

involvement by each child. The findings of this study suggested that having a native person teach language was not sufficient. Good pedagogy is also necessary if pupils' interest and attention is to be maintained, and if learning is to take place.

Each S made positive statements about the Sacred Circle. Jim, for whom the experience was new, had a good understanding of the importance of the Circle, and he realized that the Circle should affect him personally. His behavior during the Circle was appropriate more frequently than it was inappropriate, and he himself stated that he sometimes found the Circle boring, and that he didn't have much patience. This was an important insight since developing the self-discipline needed not only to participate properly in the Circle but to carry one through life was one of the aims of the school (Harper, 1979).

Donald, who had been at the school for two years, was able to articulate better the personal value of the Sacred Circle in his life. However, his behavior and self-discipline in the Circle was no more disciplined than Jim's. Both boys were reluctant to pray when it was their turn.

Agnes' self-discipline and behavior in the Circle was more acceptable than Jim's or Donald's. She was an older student and had experienced the Sacred Circle in Peterborough. She stated that she had found her previous experiences more meaningful since there was greater verbal participation by those present. Perhaps these previous experiences accounted for the fact that she took time to pray silently in the Circle whenever it was her turn.

During the ten weeks of this study, there was no noticeable growth in the self-discipline of the Ss as displayed in the Circle, nor was there

any increase in either Jim or Donald's willingness to pray silently, or in Agnes' willingness to pray aloud. Very few adults attended the Circle. Neither the teachers nor the secretary prayed or spoke aloud unless they were conducting the ceremony. Only Pauline and Vern Harper prayed or spoke aloud in other than the role of leader, and this suggested that perhaps the absence of adult role models could account for the pupils' reticence.

This researcher also suggests that minimal control over the seating position of pupils in the Circle would frequently have eliminated discipline problems, until such time as pupils had gained the maturity and self-discipline to be able to sit beside anyone without becoming distracted or causing a disturbance. This researcher was unable to make further suggestions since the Circle is particular to Indian culture and only a member of the culture can properly assess its effectiveness in relation to the pupils at the school.

Monthly feasts were a regular cultural event at Wandering Spirit School. Jim liked to help prepare the food and table for the feast, although this was traditionally the woman's role. Agnes always went with the teachers to pick up food for the feast, but never helped to prepare the food on the table.

Traditionally, the man's role was to keep the feast area tidy and to help prepare the food offering during the ceremony. The man also helped with smudging if chosen. Jim was chosen once as a helper, and learned what to do by following the example of the other boys who had previous experience as helpers. The boys seemed to be learning their traditional roles more quickly than was true for the girls.

Jim's behavior during the feasts was appropriate as often as it

was inappropriate, and he seemed gradually to be learning how to conduct himself at a feast. Agnes' behavior during the feasts was always respectful and appropriate until the time came to eat, at which time she would leave the feast room and go to the office with a couple of friends. Agnes had had previous experiences with feasts elsewhere, and during those feasts the young people had gone into the bush to eat apart from the rest of the community. Perhaps this past experience contributed to Agnes' reluctance to remain with the others as was expected during the feasts at the school. Donald absented himself from all but one feast, and his behavior was very respectful during the feast at which he was present. He had asked to be a helper at that feast but was not chosen because he was not wearing a ribbon shirt. This researcher questioned Donald regarding his absence from most of the feasts and Donald explained that his mother had needed him at home. The fact that this help was needed only on feast days suggests that other factors might have kept Donald away.

Dr. Walter Currie, in addressing the House of Commons Standing Committee on Indian Affairs and Northern Development in May, 1969, spoke about integrated schools.

A true integration system should be one which presents to the Indian child something that is Indian. There is nothing in the integrated school system that says, "You are an Indian. This is what it means to be an Indian." Everything there is foreign, it is non-Indian. There is no Indian language, no Indian culture, no Indian music and no Indian art. There is nothing in there that says, "Indian."<sup>1</sup>

This was not the case at Wandering Spirit Survival School. All of

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<sup>1</sup>Gerald Walsh, Indians in Transition (Toronto: McClelland and Stewart Limited, 1971), p. 181.

the Ss spoke highly of the school. For each of them it was a safe, friendly place to be, and they preferred it over their previous schools where they had encountered difficulties arising largely from prejudice and discrimination. At Wandering Spirit Survival School, the Ss were surrounded by persons, events, and decor which spoke of pride in being Indian. However, the findings of this study suggested that more could be done in this regard. Agnes expressed a certain degree of discontent with the amount of cultural input available at the school, and felt that the school was not helping her to understand her heritage as much as she had hoped it would. This suggested that the absence of planned native content in the curriculum needed to be re-examined in light of the goals of the school and the expectations of some pupils. Agnes did feel that the director of the school was helping her to "get her head on straight"<sup>2</sup> and was encouraging her to believe in herself. Jim and Donald expressed no discontent with the school.

Wandering Spirit Survival School, in keeping with one of its goals, appeared to be providing a safe, non-threatening environment for the pupils attending the school, and was developing some degree of self-acceptance in the Ss studied. However, a greater sense of pride could be enhanced by being rooted in a sound understanding of history, of Indian heritage, and of current Indian cultural and political events. As a result of this study, the researcher recommended the following with regard to the cultural component of the school:

1. Regular visits by native resource persons who could speak to the pupils on various aspects of native life and culture.

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<sup>2</sup>Interview with Agnes, October, 1980.

2. Improved pedagogy for the teaching of native language -- voluntary small-group instruction rather than total-class instruction is suggested, as well as greater variety and use of visual aids in teaching methodology.
3. Greater participation in the Sacred Circle by adult members of the native community, in order to establish stronger role models of behavior and participation.
4. Increased control by adults of pupil seating arrangement in the Circle until such time as pupils developed sufficient self-discipline to remove such control.
5. Development of native content curriculum, both of an historical and contemporary nature.

#### Academic Experiences

Any sense of pride and self-worth which the three pupils were developing at Wandering Spirit School must be supported by sound academic achievement if this sense of self-worth is to carry pupils past Wandering Spirit to higher education or into the job market. A pupil leaving the school only to find himself/herself among the uneducated, unemployed or on welfare may soon have lost whatever sense of dignity he/she had built up while at the school.

The Indian child today needs both pride in his cultural heritage and a sound academic base if he is to survive in today's world. Cazden and John stated that

his education should equip the young Indian with the minimum skills necessary for urban society, if he chooses to participate

in it. And it must do this without neglecting his growth within his traditional society.<sup>3</sup>

Johnson quoted a school board member for the Navajo Rough Rock School in Arizona:

We need education for our children so they can hold good jobs and get along with people in the dominant culture. But in getting this education they must not forget who they are and from where their strength comes.<sup>4</sup>

Holt maintained that "true learning -- learning that is permanent and useful, that leads to intelligent action and further learning -- can arise only out of the experience, interests, and concerns of the learner."<sup>5</sup>

According to the data of this study, Wandering Spirit Survival School was failing to meet its academic goals in the case of the three Ss observed. Jim received by far the greater individual attention and assistance from the regular classroom teacher. However, he completed many of his assigned tasks at recess or at home, not during class hours. He completed more work than either Donald or Agnes, who received help from the teacher only when they asked for it, and then the help given was brief. Donald and Agnes were also held less accountable for completing work each day. Jim received more help and reprimands from the teacher than did Donald or Agnes. The amount of individual help received by Donald and Agnes during the ten weeks of this study was negligible.

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<sup>3</sup>Courtney B. Cazden and Vera P. John, "Learning in American Indian Children," Anthropological Perspectives on Education, eds. Wax, Diamond, & Gearing (New York: Basic Books Inc., 1971), pp. 252-272.

<sup>4</sup>Broderick J. Johnson, Navaho Education at Rough Rock (Arizona: Rough Rock Demonstration School, D.I.N.E., Inc., 1968), p. 150.

<sup>5</sup>John Holt, The Underachieving School (New York: Dell Publishing Co., Inc., 1969), p. 3.

Assignments for the Ss were given via the blackboard, and the teacher kept no written records on pupil achievement. Two of the Ss, Donald and Agnes, were allowed to go for days or weeks without submitting work or having work checked. Jim was the only S held accountable for completing assigned tasks.

Jim accomplished a large number of reading assignments during the ten weeks of this study, but did very little in mathematics or spelling. Donald did little in the line of spelling, mathematics or reading. Agnes did little in mathematics or spelling and, although she read a lot of novels, no follow-up by the teacher ever occurred. In interviews with the Ss, all commented on how easy the work was, with Agnes stating that she had done most of it before coming to Wandering Spirit School.

Ss who rated high in attention and participation did so in subjects of secondary academic content: library, allied arts, physical education. They rated low in attention or participation on all subjects of high academic content taught by the regular classroom teacher. These findings suggested that the academic achievement of the Ss might be improved by changes within the classroom procedures.

Kleinfeld<sup>6</sup> reported that Indian and Eskimo students do not readily separate a task from the personal relationship held with the person presenting the task. Her findings suggested that increased personal teacher-pupil interaction on a daily basis could have positive results on pupil performance, and that personal verbal assignment of individual tasks by the teacher rather than via the blackboard could also increase pupils'

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<sup>6</sup>Judith Kleinfeld, Effective Teachers of Indian and Eskimo High School Students (Alaska: Institute of Social, Economic and Government Research, University of Alaska, 1972).

willingness and motivation to perform and complete the task. Kleinfeld maintained that the most successful teachers of Indian and Eskimo children were those who combined personal warmth with a high level of expectation and demand. On the basis of Kleinfeld's research, it also seemed likely that increased teacher checking of each pupil's work on a regular basis might also have had positive results on the amount of work done.

Good and Brophy supported the suggestion that verbal assignment of work and regular checking of work will have a positive effect on pupil performance.

Teachers should plan seatwork as carefully as they plan their lessons and should make its importance clear to students when assigning it. Students should know which skills or abilities they will develop in doing assignments.

. . . The teacher should assign particular exercises and not merely provide busy work without caring how many or which problems are done, and the work should be used for diagnosis and remediation . . . Checking seatwork will insure that students are held accountable for the assignment and will make it likely that the assignment will have its desired effect.<sup>7</sup>

The three Ss of this study were assigned seatwork with no explanation of the skills involved, and Donald and Agnes were obliged neither to complete their seatwork nor to have it checked regularly. There was no evidence that any of the assigned seatwork was used by the teacher as a basis for diagnosis or remediation.

Carroll dealt with the question of individual task performance versus small-group task performance. She maintained that,

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<sup>7</sup>Thomas L. Good and Jere E. Brophy, Looking in Classrooms (New York: Harper and Row, Publishers, 1978), p. 175.

through sharing perceptions, groups provide a vehicle for

- reduction of anxiety
- dissemination of information
- development of skills
- emotional support.<sup>8</sup>

She also referred to Shaw's suggested hypotheses regarding group versus individual performance, which are supported by literature and research.<sup>9</sup>

Shaw hypothesized that:

1. The mere presence of others increases the motivation level of a performing individual . . . .
3. Groups usually produce more and better solutions to problems than do individuals working alone . . . . 10
5. Groups learn faster than individuals . . . .

Good and Brophy also discussed individual versus group performance. They maintained that

too much individualization (when individualization is seen as the student working alone) will have a negative influence upon achievement. The sameness of working alone on individual projects day after day will not motivate some students . . . .<sup>11</sup>

The contention is that too much individual work has a negative effect on achievement.<sup>12</sup> These findings suggested that pupil achievement at Wandering Spirit could be increased by more small-group tasks and less individual tasks.

All teaching and assigned tasks which the Ss received were done via the textbook/workbook approach. There were no hands-on learning

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<sup>8</sup> Anne Welch Carroll, Personalizing Education in the Classroom (Colorado: Love Publishing Company, 1975), p. 45.

<sup>9</sup> Ibid., pp. 46-47.

<sup>10</sup> Ibid.

<sup>11</sup> Good and Brophy, op. cit., p. 263.

<sup>12</sup> Ibid., p. 263.

materials, no activities for pupils who completed assignments, and no creative or innovative approaches to teaching or learning in evidence during this study. The amount of time which each S spent engaged in activities other than their assigned tasks, and the nature of the activities engaged in, suggested that a great deal of learning time was being lost, and that Ss were not meeting their full potential. These behaviors suggested that Ss were not interested in the learning tasks being presented.

Recommendations for changes in the senior room of Wandering Spirit, arising from this study and from supporting literature, include the following:

1. Personal teacher-pupil interaction on a daily basis for all pupils.
2. Personal verbal assignment of tasks by the teacher rather than via the blackboard.
3. Increased teacher accountability in checking each pupil's work on a regular basis.
4. Pupil accountability for time spent in class, resulting from an increased level of teacher expectations and demands.
5. Increased small-group tasks rather than total individual tasks.
6. Hands-on learning material be used to enable pupils to explore new concepts, especially in mathematics.
7. Use of creative teaching/learning situations rather than total textbook/workbook approach in an attempt to motivate and maintain better the interest and attention of pupils.

Ss received a partial unit of lessons in science, and received no history, geography, social studies, basic language, or creative writing

skill development. This finding gives rise to a final recommendation:

8. That the staff of Wandering Spirit undertake curriculum planning which allows for the regular teaching of science, history, and geography.

#### Summary

The Ss of this study were responding more fully to the cultural aspects of the school than they were to the strictly academic aspects. The data indicated that the reasons for little academic achievement on the part of the Ss during this study appeared to lie largely within the set-up and management of the classroom, rather than with the Ss. The data also suggested that more could be done to meet the Ss' cultural needs. Further research is needed to test the recommendations suggested in this study, but this researcher concluded that academic achievement on the part of the pupils at Wandering Spirit Survival School would be increased if the staff identified specific means by which they intended to meet the broad academic goals of the school. This researcher also suggested that the pupils of Wandering Spirit would benefit from increased native content in the curriculum.

Wandering Spirit Survival School is one alternative school for native children. It is hoped that the reader will not generalize the findings of this study to other such schools without first researching the situation. It is also hoped that the findings of this study will help to improve educational experiences for native children, not just in alternative schools, but in the regular school system as well.

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APPENDIX A  
Teacher Survey

Dear Sir,

I am working on my thesis for a Master of Education degree, and in connection with my study, I need to establish a rating of High, Medium, Low for student attention during a lesson. I wish to obtain the opinions of other teachers in this regard, so that the rating scale which I use will not be based on my opinion alone. Would you have each of your teachers from grades 4 through 8 complete the following rating scale without consulting one another, and return to me in the enclosed self-addressed envelope by return mail.

1. Which do you consider an accurate rating for pupil attention during a lesson?

High Attention:	60% - 100%	_____	
	65% - 100%	_____	Please check one.
	70% - 100%	_____	
Medium Attention:	40% - 60%	_____	
	50% - 60%	_____	
	50% - 65%	_____	Please check one.
	50% - 70%	_____	
	60% - 70%	_____	
Low Attention:	60% - 0%	_____	
	50% - 0%	_____	
	49% - 0%	_____	Please check one.
	40% - 0%	_____	
	39% - 0%	_____	

2. Which do you consider an accurate rating for pupil attention to seat-work, as opposed to pupil engagement in other unassigned activities during seatwork time?

High Attention:	60% - 100%	_____	
	65% - 100%	_____	Please check one.
	70% - 100%	_____	
Medium Attention:	40% - 60%	_____	
	50% - 60%	_____	
	50% - 65%	_____	Please check one.
	50% - 70%	_____	
	60% - 70%	_____	
Low Attention:	60% - 0%	_____	
	50% - 0%	_____	
	49% - 0%	_____	Please check one.
	40% - 0%	_____	
	39% - 0%	_____	

Please check to see that your choices are consistent. Please return to your principal for mailing tomorrow. Thank you very much for your attention to this matter.

Sincerely,

Sister Judy Pellerin, SSND

Grade taught by teacher doing this questionnaire: \_\_\_\_\_

APPENDIX B

Interview Questions With Subjects

First Open-Ended Student Interview

1. Name, age, grade.
2. Where did you go to school before you came to Wandering Spirit?
3. Did you like going to school there?  
(follow with Why? or Why not? depending on answer)
4. How long have you been at Wandering Spirit?
5. How is Wandering Spirit different from other schools you have attended?
6. Why did you come to Wandering Spirit?
7. How do you feel about coming to school here?
8. What do you like best about going to school here?
9. Would you like to change anything about this school?
10. How do you feel about the work they give you to do here?
11. Tell me about the Ojibway language program.
12. Why is this school called a "Survival School?"
13. Who was Wandering Spirit?
14. How do you get along with the teachers here?
15. Does your teacher know what you like to do?
16. How do Pauline and Vern help you learn?
17. How would you feel about going back to another school?
18. Sometimes the class goes to Winchester Public School for some classes.
19. How do you feel about what you do there?
20. What do you want to do when you finish grade eight?
21. Why do you want to do that?
22. Where would you like to live when you graduate from school?
23. Tell me what happens when you have a really good day at school.

Second Open-Ended Student Interview

1. How do you feel about being an Indian person?
2. Has this school helped you to learn about your Indian culture?
3. Questions peculiar to each individual S which might have explained observed behavior:

Jim:        i) Do you think the Circle is important?  
             ii) Why do you fool around in the Circle?  
             iii) Why are you fooling around in class more than you  
                      used to?  
             iv) Do you want to stay at Wandering Spirit or go to  
                      another school?

Donald:    i) When I interviewed you previously, you told me you  
                      really liked Ojibway, yet you never take your book  
                      home to practise. Is there a reason for that?

Agnes:     i) When there is a feast at the school, you frequently  
                      serve yourself, then leave and go to the office to  
                      eat. Why do you do that?  
             ii) You were asking Marlene one day why you never take  
                      history and geography which you'll need in high  
                      school, yet I've noticed that there are days on which  
                      you don't do the work you are given in reading,  
                      spelling and mathematics. You're interested in  
                      getting ready for high school, yet you're not really  
                      working as hard as you should to get ready. Isn't  
                      that contradictory?

APPENDIX C

Sample Transcripts of Interviews  
With Subjects

## First Interview With Jim

October 15, 1980

I. What is your name?

R. Jeffrey.

I. How old are you?

R. 10.

I. What grade are you in?

R. Five.

I. What school did you go to before Wandering Spirit?

R. —

I. In Toronto?

R. Yeah.

I. How did you like it there?

R. It was okay.

I. Was there anything about the other school that you particularly liked?

R. No.

I. Anything you didn't like?

R. Yeah.

I. What?

R. Cause the recess is so short.

I. How long have you been at Wandering Spirit?

R. Just this year.

I. Is Wandering Spirit different from the other school you were at?

R. Yeah. It's bigger.

I. How else was it different?

- R. It had a whole bunch of other people, about 300 . . .
- I. Any other way in which this school is different?
- R. Yeah. It's smaller and the playground's bigger. People don't pick on you as much.
- I. Did people pick on you at the other school?
- R. Yeah.
- I. How come?
- R. Like little kids pick on me, so I just beat em up.
- I. Why would they pick on you?
- R. I don't know. Just because they think they're hot shot or something.
- I. What would they do when they picked on you?
- R. They'd say f-words and stuff and then take off, and I'd catch them.
- I. And what would you do?
- R. I'd bring them to the teacher sometimes.
- I. Is that one of the reasons why you came here?
- R. Yeah.
- I. Any other reasons why you came to Wandering Spirit?
- R. Cause I don't like all the confusion with all the other people.
- I. Was it your idea to come here, or was it your parents' idea, or both?
- R. Both.
- I. How do you feel about this school?
- R. I like it.
- I. Anything you like particularly? Anything you like best?
- R. I got new friends and they help me more. Like at the other school they didn't help me as much.
- I. Do you mean your friends didn't help you much or the teachers?
- R. Friends.

I. Who are your friends here?

R. R\_\_\_, usually.

I. How does he help you?

R. He . . . Well, not all the people . . . some people they think I'm new or something at the school, so they start picking on me, start really bugging me, and R\_\_\_ just helps me.

I. Would you like to change anything about the school here?

R. No, not really.

I. You like it?

R. Yeah.

I. How do you feel about the work they give you to do here?

R. At the other school they have more work and you hardly have recess, and we had to go in at nine o'clock. We always had to go . . . if we even did something little wrong at the other school we had to go down to the office.

I. And what would happen at the office?

R. You have to sit on the chairs until the principal comes.

I. What would he do?

R. Talk to us and say not to do that anymore.

I. Do you find the work here easy or hard?

R. Easy.

I. You take homework home quite a bit don't you?

R. Yeah.

I. Do you get help with it at home?

R. Yeah, my mother.

I. Your mother helps you?

R. She tells me what to do and how to do it, and I do it.

- I. What do you think about the Ojibway language program here? When Mr. S. comes in? Do you like that or not?
- R. Yeah, I like it but . . . you don't learn that much words a day.
- I. Do you ever take your book home and practise them?
- R. No.
- I. Do you find it easy or hard?
- R. Hard to pronounce.
- I. What do you think about French?
- R. I like French from last school. Had French every day. We played games a lot and it was fun.
- I. Are you Ojibway?
- R. Yeah.
- I. So Ojibway is really your language?
- R. Yeah.
- I. Do you know why this school is called a survival school?
- R. No.
- I. Do you know who Wandering Spirit was?
- R. No.
- I. You'll have to ask Vern and Pauline some day who he was.
- R. Yeah. Agnes, she just came in and said, "Do you know who Wandering Spirit was?" and she said, "Do you know why this school's a survival school?"
- I. She didn't know either, so you'll have to get them to tell you that. How do you get along with the teachers here?
- R. Good.
- I. Do you like them?
- R. Yeah. They're not as hard as the other teachers.

- I. How are they easier?
- R. The other teachers, they say move over in the corner even if you're just talking too much. The teacher here, Marlene, she says, "Get to work you guys," or something like that.
- I. But she doesn't punish you?
- R. No.
- I. Does Marlene know what you like to do?
- R. I don't know.
- I. What do Pauline and Vern do to help you here at the school?
- R. Well, I haven't seen them that long, but I just talk to Vern and he says, "How are you doing with your work?" and I say, "Okay." I say it's easy.
- I. What do you think about the Sacred Circle in the morning?
- R. It's good.
- I. Is it the first time you've ever been in one when you came here?
- R. Yeah.
- I. Do you like it?
- R. Yeah . . . better than the other school. All you had to do in the other school, you had to stand up and sing "O Canada" every morning. Then the announcements come on. Then we go back to our work.
- I. Do you know why they start every day with the Circle here?
- R. So everybody's okay. So that I'm not all angry.
- I. How would you feel if you had to go back to another school, a regular school?
- R. Well, I wouldn't like it. I'm used to this school now. I don't like changing schools 'cause I sort of get shy with all the other new children.

- I. How do you like going to Winchester?
- R. It's good programs there and I like it.
- I. What do you like over there?
- R. The art and the library.
- I. What about gym?
- R. Gym? . . . It's fun.
- I. Do you like it?
- R. Yeah, it's okay.
- I. It's not your favorite though, eh?
- R. No.
- I. What are you doing now in the applied arts with Mr. A.?
- R. I'm doing . . . string art.
- I. Have you ever done that before?
- R. No.
- I. What are you gonna make?
- R. I don't know yet. Probably a spider.
- I. Have you got your wood sanded?
- R. Yeah.
- I. And painted?
- R. Yeah. So then just need to put in the nails now.
- I. So Friday you can start putting in the nails?
- R. Yeah.
- I. At the beginning when they were cooking and making jam, what did you think about that?
- R. Good.
- I. What do you want to do when you finish grade 8, do you know yet?
- R. No.

I. Think you'll go to high school?

R. Yeah.

I. But you don't know what you want to do yet?

R. Oh, I know where I want to go.

I. Where do you want to go?

R. St. Mike's.

I. St. Mike's. Why do you want to go there?

R. I don't know - 'cause my dad went there.

I. And he liked it?

R. Yeah. And I always wanted to be on the hockey team.

I. Do you play hockey now?

R. No, I was gonna, but we had so many things to do at the school so we didn't have time to really go.

I. Do you skate?

R. Yeah. At \_\_\_ there's two rinks there every year. Me and my dad just go over there and play hockey.

I. After you finish school and you're grown up, where would you like to live?

R. Oh, we have a farm up north so I'd like to live up there with my family.

I. You like it better than the city?

R. Yeah.

I. Why?

R. I don't like all the fumes and all the cars.

I. Do you ever have a really good day at school?

R. Yeah.

I. What kind of a day is a really good day?

R. When noone swears or something.

I. Somedays you get a lot of work done and somedays you don't do very much. What do you think of that?

R. Okay.

I. It's okay? You usually take it home for homework if you don't get much done in the daytime?

R. Yeah. I like doing homework.

I. You'd rather do homework than work in the day?

R. Yeah.

I. Why?

R. I don't know. It's fun.

I. What else do you do at home?

R. Ride my skateboard.

I. Do you watch much TV?

R. No. It's bad for my eyes.

I. Thank you very much Jim. Maybe you could ask another pupil to come in now.

## Second Interview With Agnes

November 13, 1980

I. The questions I'm going to ask you today might be more personal than the last time but you don't have to answer them if you don't want to.

Okay?

R. Okay.

I. For the Indian kids who are here, this school is to teach about their culture and develop a pride in their culture, and how to lead the Indian way?

R. Yeah.

I. How do you feel about being an Indian person?

R. Um, I kinda like it.

I. Why?

R. I don't know. It's just that I know the heritage eeeeeeee-eeeeeee (made gesture with hands to indicate a bit but not much); I wanted to learn more and my mother at first didn't want me to, and she still don't, but I come here . . . it took me exactly seven months to get my mom to let me come to this school which I figure was pretty good 'cause she's pretty stubborn. So now I come here and I'm just learning away so I don't mind.

I. Why did you mom not want you to come?

R. Cause she figured I'm what you call, as all the Indians I know, a dumb Indian, right; and I don't mind, cause I like that rating cause a dumb Indian means I still got lots more to learn and I've got a hellava lot to learn (laugh) but anyhow, my mom ain't rated a dumb Indian. She knows all there is to know, I think, and she just

refused to teach me. She don't want to talk about it and the thing that made my mom give in to letting me come here . . . she always said, "Go ask your father; go ask your father," but when she found out my father was dying which she knew before I did, that's when she finally gave in.

I. Do you know why she didn't want to tell you what she knows?

R. I don't know. I never asked her.

I. Is the school helping you learn about your culture?

R. Yeah. In weird ways, it is. It's all sinking in. Did you know Vern Harper before you come here to this school?

I. Not very well. I'd heard about him but I'd never met him.

R. Well if you know him . . . well, you've seen him since you've been here a long time; you know he can talk a long time without going out of breath (laugh). Well I used to go and listen to him and a bunch of other speakers at the Indian Centre, so that helped me too.

I. What are some things that you are learning here about being Indian?

R. About the customs - about the feasts, and how to place our food if we have a feast; and about tobacco ties, which I knew about, but I wasn't really certain about how many and where they should go, but I figured it all out. He's just starting me on the things that I should have known when I was knee-high to a pop bottle, but I didn't. So, it's alright. And the Circle too.

I. Those are all sorts of ceremonies or special things. Are you learning anything about how an Indian should live in everyday life?

R. Oh yeah. You're supposed to live close to the earth and be pure and all that. And I know all that. I've known it for awhile, but you know C\_\_\_?

I. Yes.

R. Well, Pauline says C\_\_\_'s ready right to go all the way, but she isn't, not yet. She's still young and she won't be ready for about another ten years.

I. What do you mean by being ready?

R. Like, gosh, she hasn't lived out her life and made her mistakes yet. She's still got a long time to go like me. I haven't really thought into it yet, 'cause if I start out at a young age how am I gonna know what the world's about?

I. You mean start out to live right back the Indian way?

R. Uh-huh.

I. But sometimes Vern says in the Circle that he's trying to teach you the Indian way so that you don't make as many mistakes.

R. Yeah. That slows down the mistakes, but the way Vern and Pauline figure, we're gonna go right into it and not have the life but I wanna have it. My sisters all went through it and I wanna go through it too.

I. Even though there might be hurtful things there?

R. Yeah. I figure experience is the best knowledge and if I live it then I can tell my kids, which I plan on having a lot of, so it's just gonna help me more when I'm older than it will at harming me now.

I. And you're not afraid that some of life's experiences could really, really damage you? Vern talks about people who get addicted, or end up in prison, and this type of thing.

R. That don't bother me.

I. You don't think that will happen?

R. No, I don't.

I. Is there anything more you'd like to learn about your culture and heritage that you think they could help you with at the school?

R. They can't help me here.

I. They can't?

R. No. I wanna learn back to me tribe.

I. Which is?

R. Ojibway. They're teaching us here, but I wanna go back over to Curve Lake and find out what they did and all their special things going on over there, like all different tribes do different things and . . . but they aren't teaching me about over at Curve Lake and that. They're teaching me a little Ojibway and stuff like that, but not what I wanna learn.

I. Have you ever tried to get hold of some books that could tell you about the Ojibway people?

R. I've tried, but I don't really need books. I wanna learn it first-hand.

I. From the people there?

R. Yeah. That's why last summer, the summer just past, I spent a month and a half up on the Curve Lake Reserve - a wild reserve. They talk about wild wahoos. You've got a bunch of wild wahoos there (laugh) but they all respect theirself. They don't let themselves go all to pot luck, and go and blow each other's head off like down in Vancouver. So I went down there.

I. When you were at Curve Lake did you spend most of your time with the younger people or did you take time to learn from the older people?

R. I lived with a house that had three grandmothers, two great-grandmothers,

and four forefathers.

I. And did you talk with them?

R. Yeah. It's a little hard to understand them. They started talking in Ojibway, and I know I can't speak Indian, right, but sometimes if I sit and listen to them it clicks off something and I can talk away with them, but it happens when I'm talking to a real old person, that's not gonna be around too long. That's about it. The young people know a lot too down there. They taught me a lot. Some of the girls were pregnant but they really didn't know how they got pregnant, or how it was managed, right. We had about seven girls, right. We got them all in a room and we found all their boyfriends, and we asked them all to talk with each other, right. And I brought down D\_\_\_ (Agnes' boyfriend) and I brought him down with me, and we all started talking and it turned out great. They figured out everything and two of them are going to have an abortion, one's gonna keep her child, and the other one's gonna put it off. I figured it turned out right.

I. When they have a feast here at the school, often after you serve yourself, you leave and go eat in the office. Why do you do that?

R. Too crowded.

I. Is that acceptable to do that at an Indian feast?

R. Yes.

I. Okay.

R. We can sit in there but the younger one . . . if you go to one out in Curve Lake or something like that, you'll notice a bunch of the younger ones, they'll dash off into the woods and that, right. Grab a plate full of junk and run.

- I. About school a little bit - I've noticed that sometimes Marlene doesn't spend a lot of time with you specifically explaining your work as she does with some of the others who maybe find school a little harder. Does that bother you?
- R. It gives me a break, really (laugh).
- I. Then you don't mind that?
- R. No, just at points when I really don't understand that, like the metric, the kilometers, decimetres, that's when I need help, but she ain't there to help me so I just try to figure it on my own. It's alright. If she wants to take her time with others, go ahead. I only got one year left here.
- I. When you really have a lot of trouble like that, why don't you bring your books to her?
- R. I've never done that through school. I've always tried to figure it out myself. And if I can't figure it out I just say, "I can't do it," and then I won't do it, and then the next day I'll know how to do it.
- I. I noticed you were having trouble with the math. And then you just put your books away and that was it. You couldn't figure it out.
- R. I always do that. If I can't figure out something I'll put it away. One day I'll know how to do it and I'll pull it out. I'll understand it and I'll take it out and do it.
- I. I asked you once before about all the reading that you like to do. What types of books do you like to read?
- R. Everything. I like mysteries, sometimes, if they're not that kind of boring ones like Sherlock Holmes. Those are boring mysteries.
- I. Have you ever read Agatha Christie?

- R. Yeah I read one book - I think it was that - I don't know; I just read books and I'll remember it, but if you ask me I'll say, "What?" But if I see someone take the book I'll say, "It's a good book," if I read it. Like Confessions of a Teenage Baboon I got here at school and that's a good book. A guy told the truth to a bunch of people about his life and he witnessed a guy shoot himself.
- I. Oh, so it's really about a person, it's not a made-up story about a baboon?
- R. No, it's a person, and it's supposed to be a true story. It's a good book. I thought it was good.
- I. I read a book and I put it on the shelf because I thought some of the kids might like it, Martin and Tige.
- R. How come I never seen it? (laugh)
- I. Cause I just put it there yesterday.
- R. Maybe I'll look for it.
- I. You might not enjoy it, but I did.
- R. Well, you never know. You ain't gonna be here tomorrow are you?
- I. I'll be at Winchester and I'm going to the fair in the afternoon.
- R. I don't think I'll be going tomorrow. If my mom finds out I was at school today, she'll shoot me.
- I. Why?
- R. I shouldn't be here.
- I. Where are you supposed to be?
- R. At home.
- I. Why? Have you been ill?
- R. No, I think I fractured about six ribs (laughs).
- I. What did you do?

- R. I don't know. I just can't turn like this or like that too well.  
Sitting down and just breathing normally hurts.
- I. Did you fall, or bump them, or someone grabbed you or squeezed you too hard?
- R. Got into a good fight.
- I. They might be badly bruised.
- R. I don't know but you know the nerves in between there? I went to the doctor and he said I stretched them or did something to them, but the other girl, all I know is I broke three ribs (laughs).
- I. Over the weekend you got in a fight?
- R. It was on Remembrance Day.
- I. What happened?
- R. I was roller skating around with a friend of mine skates, and some girl on a bike passed me and made me fall on my butt, so I chased her for four blocks. I caught up with her and I knocked her off her bike. I pulled my skates off as fast as I could and we just started fighting. It was a good fight.
- I. Why didn't you just let her go and not be bothered?
- R. She don't get away with knocking me down.
- I. Maybe it was an accident.
- R. It's an accident when you put out your foot to knock someone down? I don't know (laugh). And she got it good. The lady who was watching us had to phone the ambulance because the ribs at this side were all sore. She kept punching at my ribs so I just got her down and dropped my knee on her ribs. I hurt my knee too (laugh) but it was a good fight. I won. It was worth it.
- I. You were asking Marlene one day why you never take history and

geography at the school because you'll need them when you get into high school, yet there are some days when the spelling and reading and math that you do have to do, you don't do very much, and that seems as if you're contradicting yourself, because you're interested in getting ready for high school and yet you're not really working as hard as you should to get ready.

R. Well, if you were gonna be here all year you'd see sort of my logic, but it makes no sense.

I. Well, what is your logic?

R. Don't work the first term.

I. Because?

R. Just don't. The second term, from the first term you know what you gotta fix up. I just wait for my first report card, so I know the grades I need to go on to the school I wanna go to, then I just work the second term to get my grades up to the school before I go to that school, and the third term I'm at the grade level.

I. And you think you can do that?

R. I've done it before. I don't know how many years so far. Works out alright.

I. I just wondered because when I talked to you the last time you sounded as if you really knew what you wanted to do getting through high school and such, and I would just hate to see you lose all that because you weren't putting the work into it.

R. Never. Everyone in my family dropped out at grade eight. I ain't about to. Well, computers are coming in, right? I gotta go and get my edumacation to be a computer maintenance and maker. To get that I have to go through keyboard and all the other balony, and before

that I've got to go through another thing with mechanics.

- I. And before you go through that you have to be able to make it through grade eight.
- R. Right. So it all ends up back there. I'm gonna be sick of school by the time I'm out of it (laugh).
- I. You will, except once you get into those programs, because it's something you really want and are interested in, that makes a big difference.
- R. I'm interested in math but you'll notice I'll just put it away.
- I. When you're stuck. I noticed earlier in the year before you were at the metric, you worked at it longer.
- R. Yeah. I worked at it; I finished it and put it away. Or sometimes I didn't even look at it and put it away. I always do. I don't know. If you see my books from last year, you'd wonder how I made it into grade eight, 'cause sometimes I look at it and I go, "How'd I manage this one," right; 'cause I have no work in my books. I have my first books from the beginning of the year and there's only 4 pages used on them.
- I. I know.
- R. (laugh) Not in this here. In my last year's one.
- I. I was looking in your books here one day and you haven't got much done.
- R. I never do. I'm too lazy to do it.
- I. At least you're honest.
- R. Oh yeah. I'll say it. Why do something when you don't feel like it?
- I. Oh, one last question. Is it alright if I use you in this study?
- R. Go ahead. You used a lot of time looking over me, Jim and Donald.
- Why not use us now?

APPENDIX D

Analytical Grid of Interviews With Subjects

First Interview - October 15 - Jim

Topic	Fact	Opinion	Feeling
<p>Previous school experience</p>	<p>(My name is) Jim. I'm ten years old. (I'm in) grade 5. (Before coming to Wandering Spirit) I went to Hillwood Public School (in Toronto).</p>		
	<p>(I've been at Wandering Spirit) just this year. It's bigger (than the other school). It (the other school) had a whole bunch of people about 300. (This school) is smaller and the playground's bigger.</p>	<p>The recess was so short.</p>	<p>It was okay. No (there was nothing I particularly liked). Yeah (there was something I didn't like).</p>
	<p>Yeah (they picked on me at the other school). Like little kids pick on me, so I just beat them up.</p>	<p>People don't pick on you as much (here).</p>	
	<p>They'd say "F" words and stuff, and then take off, and I'd catch them. I'd bring them to the teacher sometime.</p>	<p>I don't know (why they picked on me). Just because they think they're hot shots or something.</p>	

<sup>a</sup>Sections in brackets are the researcher's.

First Interview - Jim (Cont'd)

Topic	Fact	Opinion	Feeling
Past school compared with present school	Yeah (that's one reason for coming here. Also).		
			→Cause I don't like all the confusion with all the other people.
	Both (my parent's idea and mine to come here).	←	
			→I like it.
	I got new friends and they help me more. Like at the other school, they didn't help me as much.	←	
		→Some people, they think I'm new or something at the school, so they start picking on me, start really bugging me and R just helps me.	
		No, not really (like to change anything about the school).	
		At the other school they have more work and you hardly have recess,	
	and we had to go in at 9:00 o'clock.	←	
		→If we even did something little wrong at the other school, we had to go down to the office.	
		←	

First Interview - Jim (Cont'd)

Topic	Fact	Opinion	Feeling
Past school compared with present school (cont'd)	You have to sit in the chairs until the principal comes. (He would talk to us and say not to do that anymore).		
Present school experience	<p>No (I don't know why this school is called a survival school). No (I don't know who Wandering Spirit was).</p> <p>The other teachers, they say move over in the corner even if you're just talking too much. The teacher here, Marlene, she says, "Get to work you guys," or something like that.</p>	<p>&gt;(I find the work here) easy.</p> <p>but you don't learn that much words a day.</p> <p>&gt;(I get along with the teachers here) good. They're not as hard as the other teachers.</p> <p>&gt;I don't know (if the teacher knows what I like to do).</p>	<p>&gt;I like it (the Ojibway language program)</p>

First Interview - Jim (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>	<p>All you had to do in the other school, you had to stand up and sing "O Canada" every morning. Then the announcements came on. Then we go back to our work.</p>	<p>I haven't seen them (Vern and Pauline) that long, but I just talk to Vern and he says, "How are you doing with your work?" and I say, "Okay." I say it's easy.</p> <p>(The Sacred Circle) is good. Better than the other school.</p> <hr/> <p>(They start every day with the Sacred Circle) so everybody's okay.</p> <hr/> <p>It's good programs (at Winchester School)</p>	<p>So that I'm not all angry.</p> <p>(If I had to go back to a regular school) I wouldn't like it. I'm used to this school now. I don't like changing schools 'cause I sort of get shy with all the other new children.</p> <p>and I like it.</p>

First Interview - Jim (Cont'd)

Topic	Fact	Opinion	Feeling
Present school experience (Cont'd)	(We do) art and library. And gym . . .	Yeah (I have a really good day at school). When no one swears or nothing.	→ it's fun.
Future plans	I know where I want to go (after grade 8) -- St. Mike's, 'cause my dad went there.	No (I don't know what I want to do when I finish grade 8.) Yeah (I think I'll go to high school).  Yeah (he liked it)	→ And I always wanted to be on the hockey team.  → so I'd like to live up there with my father (when I finish school). I don't like all the fumes and all the cars.
	We have a farm up north		

First Interview - October 27 - Donald

Topic	Fact	Opinion	Feeling
<p>Previous school experience</p>	<p>(My name is) Donald. (I'm) eleven. (I'm in grade) six. (Before coming here I went to) Region Park School.</p>		
	<p>The bigger kids kept taking my ball. No (the teachers didn't do anything).</p> <p>(I've been at Wandering Spirit) two years.</p>	<p>Cause it was treating me bad . . . Getting into too many fights.</p>	<p>→ No (I didn't like the school)</p>
	<p>(I've been at Wandering Spirit) two years.</p>	<p>→ (Wandering Spirit is different because there's) not too many kids -- and there's a park. The teachers are nicer.</p>	<p>←</p> <p>→ They don't rush me about things and they give me time to do it, when you've got to.</p>
	<p>(I came to Wandering Spirit) because I got into a fight with the principal. (It was my mom's idea) to come here.</p>	<p>←</p>	

First Interview - Donald (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience</p>	<p>No (I don't know why this school is called a survival school.) No (I don't know who Wandering Spirit was).</p> <p>(Vern &amp; Pauline) help us to get organized, and they</p>	<p>Longer recesses (is what I'd like to change about the school)</p> <p>(The work they give you here) is easy. The writing is easiest. The spelling (is hardest).</p> <p>(I like Ojibway) 'cause when you're older you can talk to people without other people hearing you, what you're saying.</p>	<p>→ I feel better (coming to school here). (I like) Ojibway (best about going to school here).</p>
		<p>←</p>	<p>←</p>
		<p>→ (I get along with the teachers here) alright.</p>	<p>→ Yeah (I like them.)</p>
		<p>← No (I never have trouble with them). Yeah (my teacher knows what I like to do).</p>	<p>←</p>

First Interview - Donald (Cont'd)

Topic	Fact	Opinion	Feeling
Present school experience (Cont'd)	tell us to do our work, and they call us in from recess, and they tell us when recess is, that's all.		(If I had to go back to another school) I'd feel bad. I feel good (about what we do at Winchester Public School). (I like) woodwork, and going to library and gym.
		(The Sacred Circle) it's to wash all your troubles out and to have a good day. Yes (it helps me do that). (If we didn't have the Circle every day, I'd) get into a lot of fights.  Sometimes we get a longer lunch, and we get about ten minutes longer recess, and we don't have to do much work.	
Future plans		After I finish College, then I'll go to work.	(After grade 8) I want to keep going -- go to college.

First Interview - Donald (Cont'd)

Topic	Fact	Opinion	Feeling
Future plans (cont'd)		Construction work, or I might be a mechanic.	->(When I'm finished school I'd like to live in) Parry Sound. 'Cause it would bring a lot of memories back.

First Interview - October 15 - Agnes

Topic	Fact	Opinion	Feeling
Past school experience	<p>(My name is) <b>Agnes</b> . Age 14. Grade 8. (Before coming to Wandering Spirit, I went to) Park Public.</p>	<p>→ (It was) dangerous. The teachers are really crazy. And I wouldn't recommend to go there to anyone else. You get into too many fights. There are too many girls who think they're "Mrs. It," and you end up suspended, so I wouldn't recommend it.</p>	<p>→ Oh yeah (I liked going to school there), 'cause all my friends were there. It was pretty good -- you get to hack around, bug the teachers, had a good ol' time.</p>
Present school experience	<p>(I came to Wandering Spirit) this year, the beginning of the year. I come three years ago for three days. I wanted to see what it was like, if I was gonna go down, but my mom said, "No way," so I couldn't go.</p>	<p>←</p>	

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>	<p>I finally got her to let me come.</p>		
	<p>Like sitting in the office, listening to the radio, and do my work in there -- answering the phone for the office, and hack around in the kindergarten room. I can go in and play with the kindergartens, but I -</p>	<p>(This school is different because) kids aren't so rough here. They may be super violent, but they're not as rough like over at Park, and I get to do some of the weird things I never thought would be possible to do in a school.</p>	<p>I wanted to come. I liked it the last time I was here, so it was closer this time so . . .</p>
	<p>I came to learn my heritage, because my father wanted me to learn it, and he wanted to send me up to the reservation, up in Curve Lake or</p>		<p>I like this school better.</p>

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
Present school experience (Cont'd)	Peterborough, wherever it is. And he wanted me to go there so I could learn.		
			→ and in a way I didn't wanna, 'cause I'd be away from the city and I'd go bananas.
	so I said no, send me here.	←	
		Yes (I'd change something about the school if I could). The time, the hours. Like instead of such a long lunch break, make it about a half hour lunch break, and an hour we get out earlier. Because it would be more convenient for me to go up and see my boyfriend.  (About the Ojibway language program) That's	→ (What I like best about this school is) the work. It's not that hard. It's work I've done before, and it's likety-split, bing, finished, over and done with. No more worry about it. That's the best part about school.

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>		<p>something that's hard to explain.</p>	<p>I don't know whether I like it or hate it. It's alright, I guess.</p>
		<p>I know it's worth learning.</p>	
	<p>All the guys I know speak it and they talk about me. Sometimes they say this-and-that and you don't understand them.</p>	<p>&lt;</p>	
		<p>&gt; So it's best be learning it.</p>	
	<p>Nope (I don't know why this school is called a survival school.) Ha-ha, no, (I don't know who Wandering Spirit was).</p>	<p>&lt;</p>	
		<p>&gt; (I get along with the teachers) pretty good. They're all fair and I get along with them pretty good. Yeah (my teacher knows what I like to do).</p>	
	<p>You know what I like to do - sit and type.</p>	<p>&lt;</p> <p>&gt; (How do Vern and Pauline help?) Vern's always telling me I should be on</p>	

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>	<p>and I knew Vern and Pauline&lt; before I came here, except I didn't know them that well,</p>	<p>myself and believe in my- self more in what I do,</p> <hr/> <p>&gt; but now they're just giving me mental strength, not really helping me in work and that, just mental strength. Yeah (that's important because) if you're gonna live in this mixed-up world, you'd best be having your head straight anyhow.</p>	<p>&gt; (If I had to go back to another school) I don't think I'd be too thrilled about it, because regular school</p>
	<p>like I told you at Park, &lt; they got a thief who's in the class, the teacher who buys stuff. I know three teachers that deal in dope, and two of them just plain take kids and smack them around.</p>	<p>&gt; No school can be perfectly good</p>	

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>		<p>(Going to Winchester School is) not a bowl of peaches.</p>	<p>that's why I wouldn't wanna go. Here I don't have to worry.</p>
	<p>except they don't have the things I learned to do, like welding and that, and I was only able to get into cooking or sewing.</p> <p>I can sew, yeah, and cook, and all the other stuff they do there,</p>		<p>I like woodwork and that, right,</p>
	<p>And they don't have it so I picked anything. I picked sewing, and I haven't been there. I've been there twice I think.</p>		<p>but I really don't like it. I prefer to weld and that.</p>
		<p>The teacher's pretty freaked-out, and the librarian, whoever that lady is, she freaks you out. She tells you, "Don't do this. Don't do that. Two books at the most."</p>	<p>Gym is alright.</p>

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Present school experience (Cont'd)</p>	<p>I went to school there for awhile.</p> <p>It's real different. They had a big Circle and everyone, the parents always come every morning.</p> <p>Everyone there, they all sit and they give their prayer out loud. I think there were about ten of us who refused to and we were about . . . One was fourteen and I was thirteen, and the</p>	<p>Close your ears and walk away, right? She's crazy.</p> <p>The Circle? It's a little different from when I was down in Peterborough.</p> <p>This is just a little putt-putt thing.</p>	<p>(A really good day at school is) where all the typing I did didn't get fiddledeeded up, the whole page through; finished my work lickety-split; didn't get into a fight; and I met D (her boyfriend) before it was time for him to go to work. That's a good day.</p>

First Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
Present school experience (Cont'd)	rest were all younger, and we'd sit there and we'd look. We wouldn't say nothing.	It's pretty decent here with praying, except for the ones that pray in Indian and you can't understand them.	
Future plans	<p>(When I finish grade 8 I want to) go to Central Tech, (and take) mechanics. No, computer mechanics first and then auto mechanics.</p> <p>(And then I want to) become a computer maintenance.</p> <p>I been there about twenty times.</p>	<p>←</p> <p>→ If I take the computer first it'll make it easier for the auto.</p> <p>←</p> <p>→ Everything's going to computers now, right. Might as well get my job in.</p> <p>←</p>	<p>→ (After I finish school) I'd like to live down in Vancouver.</p>

Second Interview - November 13 - Jim

Topic	Fact	Opinion	Feeling
Personal feelings about being an Indian person			I like it. I don't know (why).
Learning about Indian culture at the school		<p>Yeah (I think I'm learning about the Indian culture at school). The language. No (nothing else). Mostly the language.</p> <p>Yes (I think the Circle is important). It's sort of like praying.</p>	<p>(I fool around in the Circle sometimes) 'cause sometimes it gets boring waiting. I don't have that much patience with the other people.</p>

Second Interview - November 13 - Donald

Topic	Fact	Opinion	Feeling
Personal feelings about being an Indian person			Feel proud that I'm not a coloured person. We owned the land for awhile and . . . that's all I guess.
Learning about Indian culture at the school		<p>Yeah (the school has helped me to learn about my culture). They teach you Ojibway and they teach you the Native Way, and they teach you sacred stuff like the Circle.</p> <p>Like they teach you how to do things the Indians do. Like . . . they teach you how to run a feast. They teach you how to do the Circle. That's all.</p> <p>(Apart from those ceremonies, Indians live) the same (in their everyday way of living)</p>	←

Second Interview - November 13 - Agnes

Topic	Fact	Opinion	Feeling
<p>Personal feelings about being an Indian person</p>	<p>but I come here. It took me exactly seven months to get my mom to let me come to this school.</p>		<p>I kinda like it. I don't know (why). It's just that I (only) know the heritage eeee-eeee (a bit).</p> <p>I wanted to learn more and my mother at first didn't want me to, and she still don't,</p>
		<p>→ which I figure was pretty good 'cause she's pretty stubborn. So now I come here and I'm just learning away</p>	
		<p>(My mom didn't want me to come) 'cause she figured I'm what you call, as all Indians I know, a dumb Indian, right</p>	<p>→ so I don't mind.</p>
		<p>cause a dumb Indian means I still got lots more to learn, and I've got a hellava lot to learn, but anyhow, my mom ain't rated a dumb Indian. She knows all there is to know, I</p>	<p>→ and I don't mind, 'cause I like that rating</p>

Second Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Personal feelings about being an Indian person (Cont'd)</p>		<p>think, and she refused to teach me. She don't want to talk about it and the thing that made my mom give in to letting me come here -- she always said, "Go ask your father. Go ask your father." But when she found out my father was dying which she knew before I did, that's when she finally gave in.</p>	
<p>Learning about Indian culture at the school</p>		<p>Yeah (the school is helping me learn about my culture) in weird ways. It's all sinking in. About the customs - about the feasts, and how to place our food if we have a feast. And about tobacco ties, which I knew about, but I wasn't really certain about how many and where they should go, but I figured it all out. He's (Vern) just starting me on the things that I should have known when I was knee-high to a pop bottle, but I didn't. So it's alright. The Circle</p>	

Second Interview - Agnes (Cont'd)

Topic	Fact	Opinion	Feeling
<p>Learning about Indian culture at the school (Cont'd)</p>		<p>too.</p> <p>(About how an Indian should live in everyday life)            You're supposed to live close to the earth and be pure and all that. And I know all that . . .</p> <p>They can't help me here.</p> <hr/> <p>but they aren't teaching me about over at Curve Lake and that. They're teaching me a little Ojibway and stuff like that,</p> <hr/>	<p>→ I wanna learn back to my tribe (which is) Ojibway. They're teaching us here, but I wanna go back over to Curve Lake and find out what they did, and all their special things going on over there. Like all different tribes do different things and . . .</p> <hr/> <p>↖</p> <p>but not what I wanna learn. I've tried (books) but I really don't need books. I wanna learn it first hand.</p>

APPENDIX E

Teachings During Sacred Circle

September 12

- Children should learn to be still within themselves and not let their inner selves become distracted, because distraction can lead to jail, alcoholism, and other unnecessary hardships.

- During smudging, one clears away negative thoughts and feelings, so as not to carry them throughout the day, and takes only positive thoughts and feelings from the Circle.

- Vern learned things in the Circle last year which helped him during the summer by making easier his participation in a sweatlodge. Children don't have to go into a sweatlodge, but it's good for adults to see children take part; children should go into a sweatlodge when becoming young men and women.

- The sweatlodge is the highest level of awareness and can't even be compared to university. At the school, all are at a kindergarten level spiritually.

- Children should be attentive in the Circle and listen because lessons may not be repeated, and they might have to learn them the hard way twenty years later.

- People must be willing to help themselves. Many people cry "help" but they only want attention, not really help. The spiritual leader of the school who lives in Wyoming helps many people, including non-natives, but he has no time for people who only want attention.

September 15

- In the Circle, no one is above or below, in front or behind, but all are equal. All can learn from the old men who led good lives, and the children will learn about these Grandfathers during the year.

- Self-discipline is important, but if any of the children are unable to discipline themselves, the adults at the school will help them. There'll be no nonsense.

September 17

- Everyone has an equal place in the circle of life. "Racism" is trying to play the role of the Creator by saying that some people don't belong.

- If people have lived properly, they will go after death to the Spirit World with the Creator and the Grandfathers.

- The Grandfathers have been specially chosen by the Creator because of the good life they led. They are next to the Creator in the spirit world. They help us and pray to the Creator for us. They are present with us, hearing us and seeing us.

- There is no hell. Hell is what we make for ourselves here. Our life determines our place or level of consciousness in the spirit world after we die.

September 23

- Everyone has a purpose in life. We're not just here to fill a gap. The Creator put us here to fulfill a purpose and our job in life is to find that purpose and do it.

- Vern didn't listen when he was younger. His mother told him not to go to Prince Albert and he didn't listen. It cost him 5 long years of his life. He'd lie in his cell and hear the whistle on the train and he'd cry because he was lonely and knew he didn't have to be there. These children don't have to make those mistakes, or end up on alcohol and drugs like their parents and people they know. If they listen, they'll learn to be still, think, and act wisely and won't have to suffer like that.

- People at the school care about the children. They come and spend time because they care. They may not say much verbally, but they show they care by being there.

- Vern passed his bear claw and silver necklace around. It took a week for him and his friend to make the trade. The Indian way of trading is to make sure both parties are satisfied, not for one to try and get the better of the other. Then they shake hands. By being fair, they remain friends. Otherwise, one gets resentful and the friendship suffers.

- Hunting and fishing is for food, not for sport. (Vern told some stories of how he learned to hunt even though he was a city boy.)

- Ojibway language instruction will begin today. It's an honor to the Ojibway kids that all are learning their mother's tongue. Vern asked who belonged to the different nations -- Ojibway, Cree, Micmacs, Iroquois, because the children should know which nation they belong to.

#### September 25

- A feast will be held on the first school day of every month to thank the Grandfathers for their gifts and their help to the school.

- Women prepare the food for the feast; men keep the feast area clean.

- Food isn't wasted because it is blessed.

#### October 7

- Vern and three other persons had shared the sacred pipe on the previous night. All of them had been addicted at one time but had been healed through the pipe.

- Children were asked to pray for those who were addicted in any way.

- Pupils were urged to be still. A time of purification is coming and they will have to be strong in order to survive. They will have to reach within themselves for strength and therefore should get in touch with the centre of their being.

#### October 10

- The Circle faces east because native people came through the east door -- that's the direction through which the Creator put them on the earth.

- Smudging is to do away with negative thoughts or feelings about parents or others. One washes them away with the smoke.

- Thanksgiving weekend was coming. The children had lots to be thankful for and should think about what they have, not what they don't

have. They have parents or guardians who love them; teachers who love them; other people who come to the school who love them -- all the children here have someone who cares for them.

- Boys sit cross-legged at a pipe ceremony, but on their knees at a Sweetgrass Circle or when praying and meditating. Men tend to be more prideful than women and therefore bow low and humble themselves before the Creator. Women always sit cross-legged.

- Boys should watch the man conducting the pipe ceremony and sit how he does.

#### October 23

- People can't hold on to grief or it destroys them. They must grieve and then let go of their grief, and continue with the business of living.

#### October 27

- Many people think of what they don't have instead of what they have. Vern considers himself a wealthy man because he has many loyal friends, a good wife and family, and everyone at the school.

- People often buy insurance for things, but friends told Vern he had insurance for the spirit world because he cared for children.

- When a person overcomes a hurdle, he feels good but knows there'll be further hurdles ahead. If the children are quiet in the Circle, they will have the power that comes from using their mind and getting in touch with themselves, and thus be able to help their parents and families.

#### November 3

- It is important to listen in the Circle and to learn to think in Circles. Vern never learned that as a child, but rather he thought in squares. As a result, he boxed himself in and came out fighting, hurting himself and others. Now he thinks in circles and consequently never becomes so frustrated, confused or frightened that he can't handle it.

#### November 4

- Children were encouraged to work at school. The school tries to be easy on the children, but they shouldn't take advantage of it, but should obey and respect the teachers. If they do not like it at the school they can go elsewhere. They are at the school to gain an education, not to waste time.

APPENDIX F

Samples of Jim's Seatwork

Open to the Contents of *Driftwood and Dandelions*. Study it and find answers to the questions which follow.

On which page does the third unit begin? page 70 ✓

Which unit would make interesting reading for Halloween?

Ghosts ✓



To which unit would you turn to find information on Eskimos?

TukTu ✓

There are two poems about fire in *Driftwood and Dandelions*. In the Contents find the titles of the poems and write them on the line below.

Fire ✓, There's a fire in the forest ✓

Who is the author of most of the stories in the unit on Tuktu?

Laurence Hyde

In which unit would you read about pelicans? Birds ✓

Does the book have a story called "Percy the Parrot"? NO ✓

What are the titles of two poems about storms in *Driftwood and Dandelions*?

Driftwood ✓, Dandelion ✓

Which story begins on page 146? Scotty's Fire ✓

Which unit do you think you will find most interesting in *Driftwood and Dandelions*?

TukTu ✓

2

Read the story "How Fog Came" in *Driftwood and Dandelions*. Number the sentences below to show the order in which they happened in the story.

- 1 2 One of the village men decided to catch the thief.
- 4 The man decided to play dead.
- 7 The bear's wife drank a great quantity of water.
- 1 Every night the bear went down to the villages to steal meat from the meat caches.
- 5 The man killed the bear and the cubs.
- 3 The man waited but grew weary and fell asleep.
- 6 Mountains rose up between the man and the bear's wife.



2 In your own words tell the ending of the story "How Fog Came".

The bear's wife drank all the stream  
up. The man said look at your tail.  
The bear's wife burst. It came out  
as fog. ✓

3 Make an outline of a story you would like to write about fog.

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In the following sentences some words or phrases do not belong in the story "How Fog Came" in *Driftwood and Dandelions*. Underline the incorrect word or phrase and write the correct ones on the line.

Once there was a bear who went down into the villages to steal fish.

meat ✓

Two of the village men decided to catch the thief. one ✓

The bear thought the man was asleep. dead ✓

Every time the bear went past a willow tree, the man would hold onto the bear's

head. bush ✓

The bear dropped the man in the garden and lay down to sleep.

house ✓

The bear's wife went out to gather blueberries. firwood ✓

The bear's children were crying around the man. drinking ✓

"Look! Look, father!" the bear's children shouted. "He is opening his mouth!"

eyes ✓

Then the man jumped up and quickly struck the bear. cubs ✓

The bear's wife, becoming frightened, ran after the man. suspicious ✓

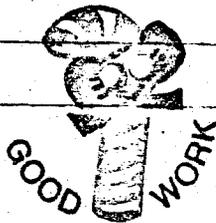
It took her quite a while to go around the mountains. stramble ✓

The man saw a little bridge and leaped across it. stream ✓

The bear's wife began to drink the coffee. water ✓

Then the man shouted suddenly, "Look at your feet!" tail ✓

The bear's wife quickly bent over to peer between her fingers. legs ✓



1 Study the words across each row. Circle the words that rhyme.

1	hoop	now	soup	loop	have	
2	with	wide	tide	when	ride	
3	would	should	sent	could	said	✓
4	smile	surprise	tile	Nile	file	✓
5	came	fame	fate	lame	cane	✓
6	male	mane	cane	mitten	pane	✓
7	fin	far	chin	chum	grin	✓



2 Study the words across each row. Circle the rhyming part of the words.

Example:	day	may	still	repay	
1	shine	twine	mile	define	✓
2	fire	fast	hire	inspire	✓
3	name	night	freight	sight	
4	coil	fame	foil	toil	✓
5	art	start	some	part	✓

3 Make a rhyme of your own for each word listed below.

show	<u>snow</u> ✓	toast	<u>moast</u> ✓
heart	<u>dart</u> ✓	season	<u>season</u> ✓
grass	<u>glass</u> ✓	charm	<u>charm</u> ✓
played	<u>grade</u> ✓	around	<u>around</u> ✓
shore	<u>door</u> ✓	rhyme	<u>time</u> ✓
wrist	<u>mist</u> ✓	cape	<u>tape</u> ✓

You have completed the unit on "Birds" in *Driftwood and Dandelions*. The words below are taken from that unit. Complete each sentence with a word from the list. 292

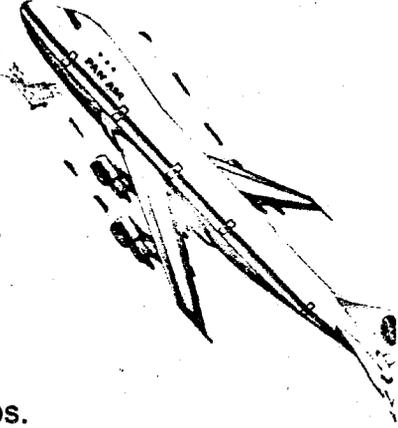
~~bouquet~~  
~~perched~~  
~~migrating~~  
~~shrill~~  
~~mascot~~

~~flap~~  
~~instructions~~  
~~sympathetic~~  
~~admiring~~  
~~maple~~

~~squawked~~  
~~interview~~  
~~canine~~  
~~smugly~~  
~~affectionate~~

~~huge~~  
~~confusion~~  
~~refused~~

- 1 Pelicans have feet like flaps ✓.
- 2 Pelicans are very huge ✓ birds.
- 3 Catbirds make shrill ✓ cries.
- 4 The director gave instructions ✓ to the cameraman.
- 5 Peter sat smugly ✓ on the bright, blue cushions.
- 6 Marcos yelped with affectionate ✓ pleasure.
- 7 A flock of migrating ✓ pelicans flew over Mykonos.
- 8 admiring ✓ tourists photographed and petted Petros.
- 9 Everybody was yelling and the confusion ✓ was awful.
- 10 Reporters wanted to interview ✓ Mrs. Gray.
- 11 Percy perched ✓ on the announcer's arm.
- 12 Vassilis had adopted Petros as a mascot ✓.
- 13 During his favourite TV show Percy squawked ✓ with delight.
- 14 Buy me a bouquet ✓ of roses.
- 15 The catbirds and their family are in the maple ✓ tree.
- 16 Petros had a canine ✓ scissors of a beak.
- 17 Marcos refused ✓ to eat.
- 18 The magistrate was sympathetic ✓ to their cause.



Skim the story "Ghosts Are Braver Than People" which begins on page 124 in *Driftwood and Dandelions* to find the answers to the following questions.

1 The ghost told Betsy of two names he liked. What were they?

tiger Oliver

Page  
293

130

2 Why did Betsy think the ghost was timid?

The ghost was scared of  
the storm.

126

3 Where did the ghost live?

The ghost lived in the clock.

124

4 What was the weather like as Betsy hurried to her grandfather's store?

It was a big thunder storm.

124

5 Betsy wanted to play games with the ghost. She named five games. What were they?

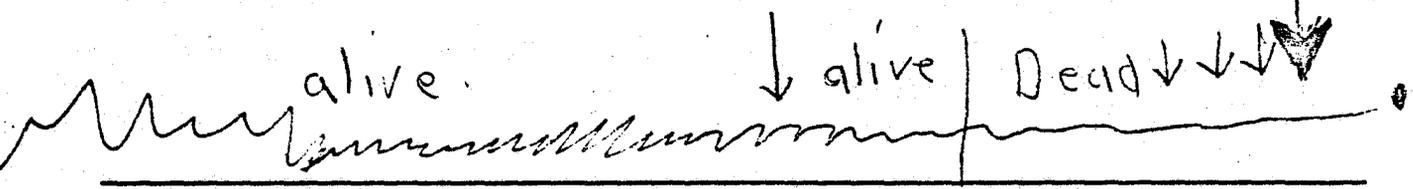
hide and go seek  
I spy with my little eye.  
play horse  
twenty question  
tag

128

6 Why did Betsy get frightened?

Betsy ~~heard~~ saw the  
knighth. ~~knighth.~~

136



ber the events in the order in which they happened in the story "Scotty's Fire" *Driftwood and Dandelions*.

- The boy's mother thought that some day they would regret having Scotty.
- Scotty seized the roast in his teeth and raced out the back door. ✓
- The boy's family got a modern new home after the fire.
- The boy asked his parents for a dog. ✓
- The town of Cochrane was a pile of rubble.
- Someone dropped a bucket of paint on Scotty. ✓
- The boy's mother held a damp cloth over their faces to help filter the smoke. ✓
- The boy took his dog to Harve's Great London One Ring Circus.
- She grabbed the broom and chased Scotty. ✓
- The boy's father rushed home from Toronto. ✓
- They plunged into the lake. ✓
- Relief poured in and the town of Cochrane got a new start. ✓
- The wooden buildings exploded into a raging, searing furnace in an instant. ✓
- Scotty learned all kinds of tricks and was a good companion for the boy.

$$\begin{array}{r}
 \overset{2}{\$} \overset{2}{1.99} \\
 0.79 \\
 \hline
 \overset{2}{\$} 3.37 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{2}{\$} \overset{1}{7.98} \\
 3.95 \\
 \hline
 \overset{2}{\$} 15.54 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{2}{\$} \overset{1}{17.49} \\
 29.38 \\
 \hline
 \overset{2}{\$} 102.12 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{1}{\$} \overset{1}{84.36} \\
 91.75 \\
 \hline
 \overset{1}{\$} 276.01 \checkmark
 \end{array}$$

$$\begin{array}{r}
 \overset{1}{\$} \overset{1}{175.23} \\
 254.83 \\
 \hline
 \overset{1}{\$} 359.41 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{1}{\$} \overset{1}{350.50} \\
 68.80 \\
 \hline
 \overset{1}{\$} 429.25 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{2}{\$} \overset{3}{273.25} \\
 419.95 \\
 \hline
 \overset{2}{\$} 902.28 \checkmark
 \end{array}$$

$$\begin{array}{r}
 \overset{1}{\$} \overset{1}{673.75} \\
 12.95 \\
 \hline
 \overset{1}{\$} 711.20 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{2}{\$} \overset{2}{3.98} \\
 11.67 \\
 \hline
 \overset{2}{\$} 35.60 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{1}{\$} \overset{1}{217.49} \\
 354.11 \\
 \hline
 \overset{1}{\$} 862.59 \checkmark
 \end{array}$$

$$\begin{array}{r}
 \overset{4}{\$} \overset{8}{15.38} \\
 12.95 \\
 \hline
 \overset{4}{\$} 02.43 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{8}{\$} \overset{8}{9.91} \\
 8.59 \\
 \hline
 \overset{8}{\$} 1.32 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{3}{\$} \overset{14}{24.80} \\
 6.75 \\
 \hline
 \overset{3}{\$} 17.75 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{7}{\$} \overset{7}{8.80} \\
 5.90 \\
 \hline
 \overset{7}{\$} 2.90 \checkmark
 \end{array}
 \quad
 \begin{array}{r}
 \overset{18}{\$} \overset{18}{19.23} \\
 9.19 \\
 \hline
 \overset{18}{\$} 29.99 \checkmark
 \end{array}$$

$$\begin{array}{r}
 \overset{4}{\$} \overset{17}{368.80} \\
 129.95 \\
 \hline
 \overset{4}{\$} .5
 \end{array}
 \quad
 \begin{array}{r}
 895.50 \\
 699.40 \\
 \hline
 899.99
 \end{array}
 \quad
 \begin{array}{r}
 900.00 \\
 899.99 \\
 \hline
 .01
 \end{array}$$

GOOD WORK

## MATH

$$1. \quad \checkmark \quad 8+7=15 \quad \checkmark \quad 17-9=8 \quad \checkmark \quad 12-3=9 \quad \checkmark \quad 9+7=16$$

$$2. \quad \checkmark \quad 13-5=7 \quad \checkmark \quad 4 \times 8 = 32 \quad \checkmark \quad 6 \times 7 = 42 \quad \checkmark \quad 7 \times 8 = 56$$

$$3. \quad \checkmark \quad 8 \times 9 = 72 \quad \checkmark \quad 5 \times 9 = 45 \quad \checkmark \quad 49 \div 7 = 7 \quad \checkmark \quad 64 \div 8 = 8$$

$$4. \quad \checkmark \quad 156 \div 8 = 7 \quad \checkmark \quad 72 \div 8 = 9 \quad \checkmark \quad 9 \div 9 = 1 \quad \text{Chow}$$

56

$$7. \quad \begin{array}{r} 5 \\ 47 \\ \times 2 \\ \hline 94 \end{array} \quad \begin{array}{r} 5 \\ 86 \\ \times 9 \\ \hline 774 \end{array} \quad \begin{array}{r} 3 \\ 28 \\ \times 4 \\ \hline 112 \end{array} \quad \begin{array}{r} 4 \\ 58 \\ \times 6 \\ \hline 348 \end{array} \quad \begin{array}{r} 6 \\ 87 \\ \times 9 \\ \hline 783 \end{array} \quad \begin{array}{r} 11 \\ 543 \\ \times 4 \\ \hline 2172 \end{array} \quad \begin{array}{r} 14 \\ 63.9 \\ \times .5 \\ \hline 319.5 \end{array}$$

$$\begin{array}{r} 43 \\ 354 \\ \times 8 \\ \hline 2832 \end{array}$$

$$\begin{array}{r} 32 \\ 75.3 \\ \times 7 \\ \hline 527.1 \end{array} \checkmark$$

$$\begin{array}{r} 24 \\ 94.8 \\ \times 6 \\ \hline 568.8 \end{array} \checkmark$$

$4 \times 0 = 0$	$5 \times 0 = 0$	$6 \times 0 = 0$	$7 \times 0 = 0$	$8 \times 0 = 0$
$4 \times 1 = 4$	$5 \times 1 = 5$	$6 \times 1 = 6$	$7 \times 1 = 7$	$8 \times 1 = 8$
$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$	$7 \times 2 = 14$	$8 \times 2 = 16$
$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$	$7 \times 3 = 21$	$8 \times 3 = 24$
$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$	$7 \times 4 = 28$	$8 \times 4 = 32$
$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$	$7 \times 5 = 35$	$8 \times 5 = 40$
$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$	$7 \times 6 = 42$	$8 \times 6 = 48$
$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$	$7 \times 7 = 49$	$8 \times 7 = 56$
$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$	$7 \times 8 = 56$	$8 \times 8 = 64$
$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$	$7 \times 9 = 63$	$8 \times 9 = 72$
$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$	$7 \times 10 = 70$	$8 \times 10 = 80$
$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$	$7 \times 11 = 77$	$8 \times 11 = 88$
$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$	$7 \times 12 = 84$	$8 \times 12 = 96$

$9 \times 0 = 0$	$10 \times 0 = 0$
$9 \times 1 = 9$	$10 \times 1 = 10$
$9 \times 2 = 18$	$10 \times 2 = 20$
$9 \times 3 = 27$	$10 \times 3 = 30$
$9 \times 4 = 36$	$10 \times 4 = 40$
$9 \times 5 = 45$	$10 \times 5 = 50$
$9 \times 6 = 54$	$10 \times 6 = 60$
$9 \times 7 = 63$	$10 \times 7 = 70$
$9 \times 8 = 72$	$10 \times 8 = 80$
$9 \times 9 = 81$	$10 \times 9 = 90$
$9 \times 10 = 90$	$10 \times 10 = 100$
$9 \times 11 = 99$	$10 \times 11 = 110$
$9 \times 12 = 108$	$10 \times 12 = 120$

Math

$$700 \div 100 = 7 \checkmark$$

$$0.5 \times 100 = 50 \checkmark$$

$$50 \div 100 = 0.5 \checkmark$$

$$0.04 \times 100 = 4.0 \checkmark$$

$$0.18 \times 100 = 18 \checkmark$$

$$18 \div 100 = 0.18 \checkmark$$

$$4 \div 100 = 0.04 \checkmark$$

$$34 \times 100 = 3400 \checkmark$$

$$17.6 \times 100 = 1760 \checkmark$$

$$17.6 \times 100 = 1760 \checkmark$$

$$28.04 \times 100 = 2804 \checkmark$$

$$19.1 \times 100 = 1910 \checkmark$$

$$79.31 \times 100 = 7931 \checkmark$$

$$5.9 \times 100 = 590 \checkmark$$

$$129.4 \times 100 = 12940 \checkmark$$

$$0.7 \times 100 = 70 \checkmark$$

$$174.32 \times 100 = 17432 \checkmark$$

$$0.01 \times 100 = 1 \checkmark$$

$$61.09 \times 100 = 6109 \checkmark$$

$$0.35 \times 100 = 35 \checkmark$$

$$19.1 \times 100 = 1910 \checkmark$$

$$3.79 \times 100 = 379 \checkmark$$

$$86.49 \times 100 = 8649 \checkmark$$

$$219.7 \times 100 = 21970 \checkmark$$

$$265.45 \times 100 = 26545 \checkmark$$

$$34.50 \times 100 = 3450 \checkmark$$

35  
47

homework p. 17 # 1, 2, 3, 4

1. 3 cm 6 cm 15 cm 25 cm

5 cm 17 cm 13 cm 25 cm 13 cm

47 cm 2 cm



3. AB = 2 cm CD = 7 cm GH = 11.5 cm

KL = 11 cm EF = 5 cm

4. ABC = 11 cm PQRS = 13 cm IKET = 10 cm

TYBO = 16 cm KLmn = 8 cm FIDO = 14 cm

B1.

(a)

hunt hunted hunting ✓  
 iron ironed ironing ✓  
 enjoy enjoyed enjoying ✓  
 knock knocked knocking ✓



(b) surprise surprised surprising ✓  
 ripple rippled rippling ✓  
 capture captured capturing ✓  
 use used using ✓

(c) stir stirred stirring ✓  
 signal signalled signalling ✓  
 equal equalled equaling ✓  
 level levelled leveling ✓

2 canoeing canoeing ✓

3. a canoeing feather untie meeting ✓

b. billion idea ✓

c) tribe stir ✓

d) idea iron untie final tribe surprise ✓

rifle mild ✓

e) everybody ✓

(4) member

untie

canoe

ri fle

fi mal

i des

(5) mildly

daddy

surprisingly

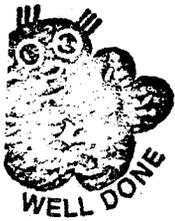
finally

mannerly

writing

Sept, 12 1980

302



Weathered bough of weeping willow

tear stained feathered cheek of

crying loon concrete billings

that blacken skies and filthy soot that

turns a once beautiful orb into a

✓ shapeless moon.

I see bleached bones of Buffalo past

are now a sidelong glance that

white man.

cast and also thinking and giving

thoughts which turn to lies

these are the nightmares that lay on

my pillow.

Yellow hair and white eyes an endless

flow destroying our green and  
fertile trees and flooding our land  
with timeless woe,

Time has come around



Time has come around

Look about into the sea of  
faces and pick your brothers  
out. Gaze into their gawgemed  
eyes with no tomorrow

left inside see the man who  
feels on bottled misery

at each new born day

how will know when

Time has come around



Tues Sept 16, 1980

writing

Days of a proud warrior

stop sweat gleamed ponies

Surviving each day as a test

and know to love he had done

his best but it was his way.

The Cherokee Sioux and Shawnee

did we bury and forget them

has time come around.

# LES Fruits

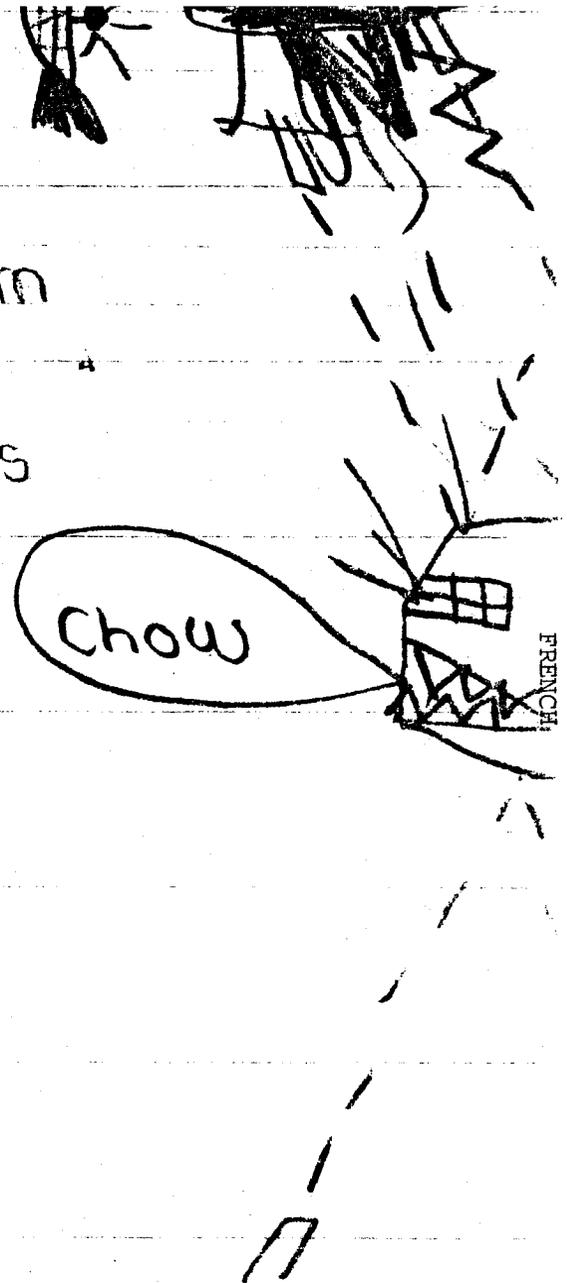
1. une banane      6. une pomme

2. une orange      7. le maïs

3. une poire

4. une pêche

5. les raisins





222,00,00,00,00

x Le corps - body La main - hand

x La tête - head Le pied - foot



x Le nez - nose Le bras - arm

x La bouche - mouth La jambe - leg

x Les yeux - eyes

Très bien

x Les oreilles - ears

x Les cheveux - hair

~~suex~~

Je m'appelle

I am \*

Je suis amer indien

Je suis à l'école

Je suis un garçon

Je suis une fille

Je suis dans la classe de Mme Machida

Je suis dans la classe d'Ojibway

Je vais = I go, I am going, to the museum, to the museum, to the museum.

Je vais au cinéma  
Je vais au parc

Je vais au restaurant

Je vais au café

Je vais au garage

Je vais au cinéma

Je vais au concert

Je vais au Canada

Je vais au Mexique

Je vais au ballet

Je vais au musée (to the museum)

EXCERPTS



•  $\Delta^n \Delta^n \Delta^n = \text{wi-se-n-s-boy}$

$\Delta \cdot \Delta^n \Delta^n = \text{1-kwe-s-e-n-s-girl}$

$\Delta \cdot \sigma \cdot \sigma \cdot \Delta = \text{1-nu-nu-wak-men}$

$\Delta \cdot \sigma \cdot \sigma = \text{2-nu-nu-nu}$

$\Delta \cdot \Delta = \text{kwe-wak-women}$

$\Delta \cdot \Delta = \text{2 kwe-woman}$

1 LΔ=bc Ma-i-n-ga-n-wolf

2 Lp'c - Ma-ki-si-n - Shoe

3 Lup'c - Ma-sh-ki-mot

4 L' a Δ b'c - Ma-si-na-i-ga-n

5 Lb' - Ma-kak - Box



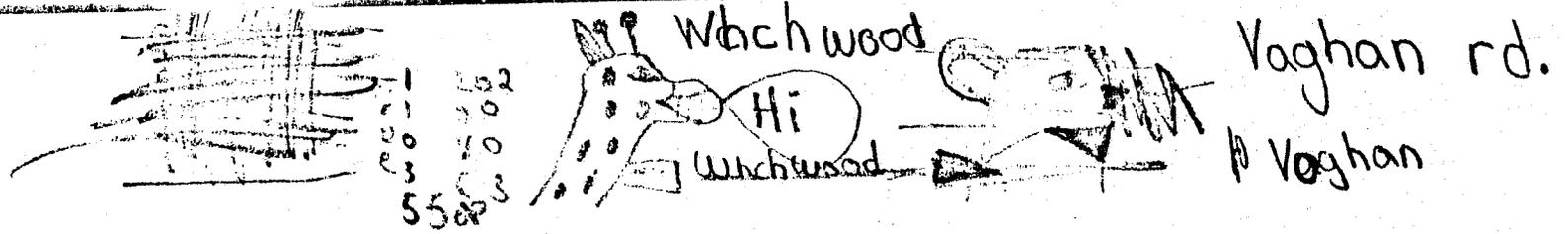
Lb

 $\sigma = p \cdot \Delta < L$  Lb

(ni-n-gi-wa-ba-na Ma Kwa) I saw a bear.

(pp  $\cdot \Delta < L$  a Lb ?) did you see a bear.?

Ki gi-wa-ba-na Ma Kwa.



① Sogopo Na?

② Ka, Kawin sogoposinon

③ Bidjinago gi-

① P'd < a ?

② b b. Δ > P P'd > P' e°

③ Λ P e d P P'd > P' e°

## How plants grow



Most plants need water light and soil to grow. Many plants grow from seeds that flowers make.

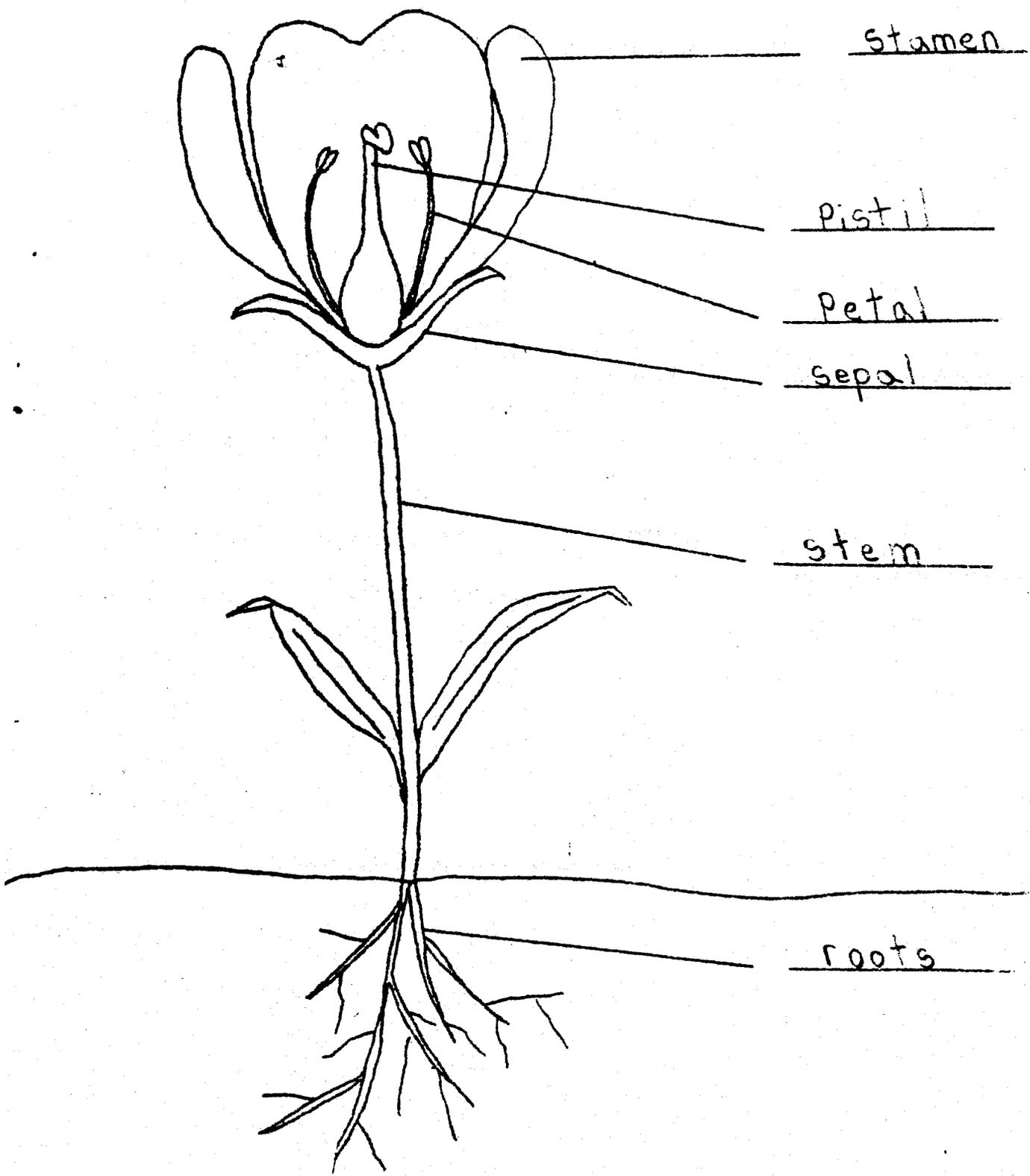


Bees help some flowers form seeds by carrying pollen from one flower to another. Seeds are scattered by wind, water, or other means. Plants may also grow from runners or from cuttings.

Sept 17, 1980  
Date

Name

PARTS OF A FLOWER



## Plants and People

Plants help people in many ways.

Plants provide building materials, fuel, and many other useful things. Some kinds of clothes are made of cotton from ~~cotton~~ plants.

Much of our food comes from ~~plants~~. Rubber comes from rubber trees.

It is used in making such products as tires, boots and crusers.

Coal comes from plants that lived long ago. It provides energy to heat and light many of our buildings.

environmental studiesThe Parts of a Plant

Flowers, fruits, roots, stems and leaves are parts of a plant. Each part has special functions.

flowers make seeds that new plants grow from. The seeds are enclosed inside fruits.

roots bring water and minerals into a plant. They also help support the plant.

Stems carry water and minerals from the roots of the plant into the leaves. Stems also carry food made by the leaves to the rest of the plant.

water

part

roots

support

roots

leaves

flowers

leaves

food

plant

leaves

inside

Date \_\_\_\_\_

Name \_\_\_\_\_

The Parts of a Plant

the part of certain plants that produces seeds stamen

the part of a plant that holds the mature seed or seeds \_\_\_\_\_

an outgrowth from a stem that manufactures food for a plant \_\_\_\_\_

the part of a flower in which the seeds develop \_\_\_\_\_

the part of a plant that is usually underground. They take in water and minerals and carry them to the stem. In addition, they anchor and support the plant, and often store food. \_\_\_\_\_

the pollen-producing part of a flower. \_\_\_\_\_

the part of a plant that supports the leaves. It carries water and minerals from the roots to the leaves, and food from the leaves to the rest of the plant. \_\_\_\_\_

A) Stamen

B) leaf

C) flower

D) stem

E) fruit

F) root

APPENDIX G

Samples of Donald's Seatwork

To accompany "Hockey Night in Canada", pages 50-63.

Match the underlined word or words in Column A with those in Column B.



Part A

Column A

- 1 a good commentary
- 2 the national network
- 3 the sports editor
- 4 a barnstorming tour
- 5 keep up the pace
- 6 in a minor way
- 7 in recent years
- 8 a safe lead
- 9 follow in your footsteps

Column B

- 7 in the last few years
- 6 less important
- 4 ✓ speech-making
- 1 ✓ description of a game
- 2 ✓ group of radio or television stations
- 3 ✓ the person who decides what should be printed
- 5 ✓ go as fast as
- 9 ✓ do as you have done
- 8 ✓ a place in front

Part B

Column A

- 1 a general reporter for the paper
- 2 the radio version
- 3 a clever defenseman
- 4 fresh reserves
- 5 through intermission
- 6 into a frenzy
- 7 amateur
- 8 an inferior team

Column B

- 8 ✓ not so good
- 1 ✓ a person who gathers news for the newspaper
- 2 ✓ account or description
- 5 ✓ a time between periods
- 6 ✓ great excitement
- 7 ✓ people who are ready to take over
- 7 ✓ an athlete who plays for pleasure, not for money.
- 3 ✓ smart



To accompany "Hockey Night in Canada", pages 50-63.

Part A

Complete each sentence by adding the correct ending to each root word.

- 1 (broadcast) Foster Hewitt is a hockey broadcaster ✓
- 2 broadcast He broadcasts ✓ the game each week.
- 3 nation Hockey is a national ✓ sport.
- 4 know The game became known ✓ as Hockey Night in Canada.
- 5 listen Many listeners ✓ enjoyed hearing Foster Hewitt.
- 6 excite Hockey is an exciting ✓ game.
- 7 popular Hockey has gained in popularity ✓
- 8 excite There is great excitement ✓ when a goal is scored.
- 9 play The players ✓ must be good sportsmen.
- 10 goal The goalie ✓ must be alert at all times.
- 11 equip Pucks and nets are necessary pieces of equipment ✓

Part B

Write the root word of each of the following:

- |             |                  |              |                  |
|-------------|------------------|--------------|------------------|
| 1 grabbed   | <u>grab</u> ✓    | 10 carried   | <u>carry</u> ✓   |
| 2 wrapping  | <u>wrap</u> ✓    | 11 hurried   | <u>hurry</u> ✓   |
| 3 shrugged  | <u>shrug</u> ✓   | 12 happily   | <u>happy</u> ✓   |
| 4 stirred   | <u>stir</u> ✓    | 13 easier    | <u>easy</u> ✓    |
| 5 oily      | <u>oil</u> ✓     | 14 freezing  | <u>freeze</u> ✓  |
| 6 certainly | <u>certain</u> ✓ | 15 providing | <u>provide</u> ✓ |
| 7 wondered  | <u>wonder</u> ✓  | 16 bluish    | <u>blue</u> ✓    |
| 8 patiently | <u>patient</u> ✓ | 17 sliding   | <u>slide</u> ✓   |
| 9 moisture  | <u>moist</u> ✓   | 18 moving    | <u>move</u> ✓    |



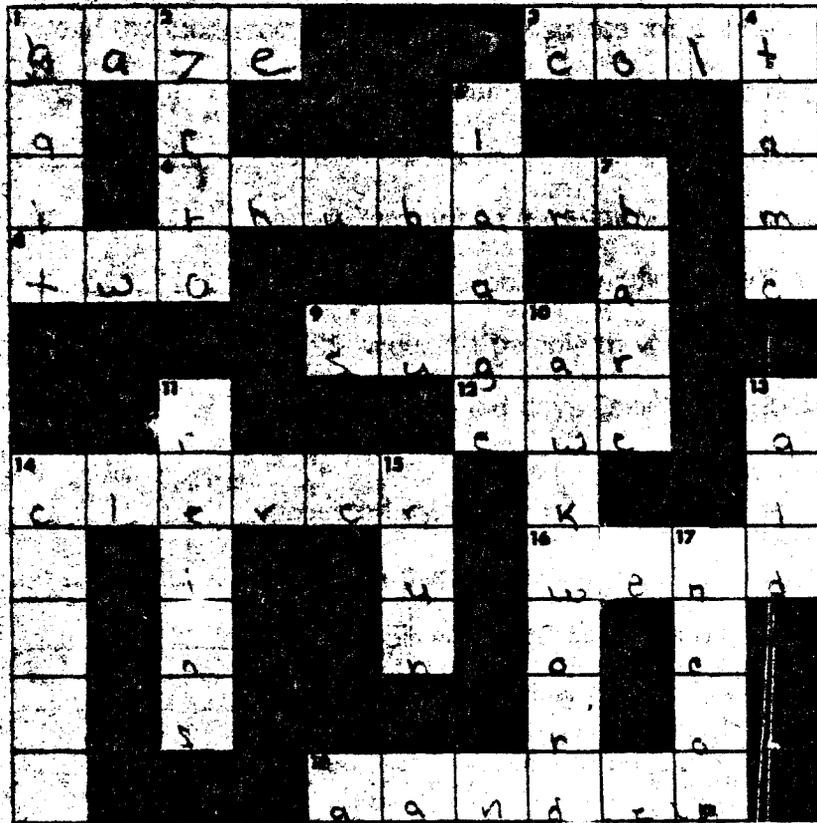
to accompany "Jennie and Rollo Rhubarb", pages 66-76.

Insert either JENNIE or ROLLO, the names of the two horses, to answer each question. Sometimes you may need to use both.

Which . . .

- 1 was used as a school horse? Jennie ✓
- 2 never had to work? Rollo ✓
- 3 would wait patiently outside the school for the children? Jennie ✓
- 4 was hurt by a cigarette burn? Rollo ✓
- 5 returned from school in winter by itself? Jennie ✓
- 6 wanted to be boss of the farmyard? Rollo ✓
- 7 nibbled daintily at grass and treats? Jennie ✓
- 8 coaxed humans to give it snacks? Jennie ✓
- 9 was handled like a pet from the beginning? Rollo ✓
- 10 stood up and drummed its hoofs on a truck? Rollo ✓
- 11 became homesick? Rollo ✓
- 12 was stubborn at times? Rollo ✓
- 13 carried the children bareback? Jennie ✓
- 14 snapped viciously? Rollo ✓
- 15 was almost as wide as it was long? Jennie ✓

To accompany "Jennie and Rollo Rhubarb", pages 66-76.



Across

Down

- |  |   |
|--|---|
| 1 Look long and steadily ✓                               | 1 Rhyme with wait ✓                         |
| 3 A young horse ✓  | 2 The numeral before one ✓                  |
| 6 A garden plant with sour stalks used for making pies ✓ | 4 The opposite of wild ✓                    |
| 8 A number ✓   | 5 Big ✓                                     |
| 9 A sweet substance ✓                                    | 7 Uncovered ✓                               |
| 12 A female sheep ✓                                      | 10 Clumsy                                   |
| 14 Smart ✓   | 11 Long narrow straps on a horse's bridle ✓ |
| 16 Go or travel ✓  | 13 To help ✓                                |
| 18 Male goose ✓  | 15 To move quickly ✓                        |
|  | 17 Not far ✓                                |

Mon, Sept 16, 1966

$6 \times 0 = 0$	$7 \times 0 = 0$	$8 \times 0 = 0$	$9 \times 0 = 0$	$10 \times 0 = 0$
$6 \times 1 = 6$	$7 \times 1 = 7$	$8 \times 1 = 8$	$9 \times 1 = 9$	$10 \times 1 = 10$
$6 \times 2 = 12$	$7 \times 2 = 14$	$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$
$6 \times 3 = 18$	$7 \times 3 = 21$	$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$
$6 \times 4 = 24$	$7 \times 4 = 28$	$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$
$6 \times 5 = 30$	$7 \times 5 = 35$	$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$
$6 \times 6 = 36$	$7 \times 6 = 42$	$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$
$6 \times 7 = 42$	$7 \times 7 = 49$	$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$
$6 \times 8 = 48$	$7 \times 8 = 56$	$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$
$6 \times 9 = 54$	$7 \times 9 = 63$	$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$
$6 \times 10 = 60$	$7 \times 10 = 70$	$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$
$6 \times 11 = 66$	$7 \times 11 = 77$	$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$
$6 \times 12 = 72$	$7 \times 12 = 84$	$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$

$11 \times 0 = 0$	$12 \times 0 = 0$	$13 \times 0 = 0$	$14 \times 0 = 0$
$11 \times 1 = 11$	$12 \times 1 = 12$	$13 \times 1 = 13$	$14 \times 1 = 14$
$11 \times 2 = 22$	$12 \times 2 = 24$	$13 \times 2 = 26$	$14 \times 2 = 28$
$11 \times 3 = 33$	$12 \times 3 = 36$	$13 \times 3 = 39$	$14 \times 3 = 42$
$11 \times 4 = 44$	$12 \times 4 = 48$	$13 \times 4 = 52$	$14 \times 4 = 56$
$11 \times 5 = 55$	$12 \times 5 = 60$	$13 \times 5 = 65$	$14 \times 5 = 70$
$11 \times 6 = 66$	$12 \times 6 = 72$	$13 \times 6 = 78$	$14 \times 6 = 84$
$11 \times 7 = 77$	$12 \times 7 = 84$	$13 \times 7 = 91$	$14 \times 7 = 98$
$11 \times 8 = 88$	$12 \times 8 = 96$	$13 \times 8 = 104$	$14 \times 8 = 112$
$11 \times 9 = 99$	$12 \times 9 = 108$	$13 \times 9 = 117$	$14 \times 9 = 126$
$11 \times 10 = 110$	$12 \times 10 = 120$	$13 \times 10 = 130$	$14 \times 10 = 140$
$11 \times 11 = 121$	$12 \times 11 = 132$	$13 \times 11 = 143$	$14 \times 11 = 154$
$11 \times 12 = 132$	$12 \times 12 = 144$	$13 \times 12 = 156$	$14 \times 12 = 168$

I am the red man



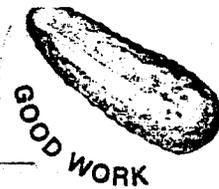
I am the red man  
 Son of the forest, mountain and lake  
 What use have I of the asphalt  
 What use have I of brick and concrete  
 What use have I of the automobile  
 Think you these gifts divine  
 that I should be humbly grateful.

I am the red man  
 Son of the three, hill and stream  
 What use have I china and crystal  
 What use have I of diamonds and gold  
 What use have I of money  
 Think you these from heaven sent  
 That I should be eager to accept

I am the red man  
 Son of the earth, water and sky  
 What use have I silk and velvet  
 What use have I nylon and plastic  
 What use have I of your religion  
 Think you these be holy and sacred  
 That I should kneel in awe.

I am the red man  
 I look at you white brother  
 And I ask you : by Duke Redbird  
 Save not me from sin and evil  
 Save my soul.

Thur, Sept 18, 1980



You found your way to the pill and needle

and shrugged at your once proud past

through these delusions and illusions

you say you found your way at last

we lost our proud conclusions.

In the giant shadow

that the white man cast

and the clock that sits on the

mantle screams

has time come around

Black at Heroin

Autumn 2020


A lonely sound of dead, crisp leaves rustling, accents  
the sight of topless, unbreasting trees; Perhaps if  
I shut my eyes it will go away. But no! The barren  
light has made it's way to my mind.

The ploughing of the fields has taken away much of the green  
Behind their long, willowy arms, the forest look dark,  
Holding only gloom and dismay; Plants with their attempt to live  
Wither under dark skies and cold winds; Beautiful flowers  
no longer linger along garden's walls.

May it all end  
then beauty shall take it's place again.

Verna Montour-Gr.8

Six nations

thank you = merci [mercee]  
fruit = fruit [frnee]  
the rose = la rose  
Animal = un animal  
house = la maison  
Sofa = le sofa  
blouse = la blouse, [bloos]  
Park = le parc  
peach = la pêche [pesh]  
tractor = le tracteur  
Record = le disque  
piano = le piano  
horse = le cheval [she-val]  
Canary = le canari [ka-na-ree]  
  
baby = le baby bébé [bay-bay]  
yes = oui, [wee]

Le train - Les trains

Le piano - Les piano

Le parc - Les parcs

Le tracteur - Les tracteurs

Le canari - Les canaris

Le bébé - Les bébés

Le sofa - Les sofas

Le fruit - Les fruits

La blouse

La Rose

La Tulipe

La Banane

La Sardine

La Lampe

La Table

La classe

La Peste

Je m'appelle - Darnell.

Je suis à l'école W.S.S. - I am at W.S. School.

Je suis un garçon - I am a boy

[Je suis une fille.] [I am a girl.]

Je suis dans la classe de M. Machida - I am in the class of M. Machida.

Je suis dans la classe d'Ojibway. - I am in Ojibway class.

Je suis intelligent / I am intelligent.

Je m'appelle - - My name is

Il s'appelle - His name is

Elle s'appelle - Her name is



1. Le parc est grand. ✓

2. Le bébé est petit ✓

3. un chat est petit ✓

4. Le train est grand ✓

5. Le tracteur est grand ✓

6. Le canari est petit ✓

7. Le chien est petit ✓

8. Le chat est petit ✓

1 the tractor is big ✓

2 the piano is big ✓

3 the train is big ✓

4 the park is big ✓

5 the baby is small ✓

6 the canari is small ✓

7 the cat is small ✓

8 the dog is small ✓



*Tres Bien*

ange - les pommes

arle - français

uche la tête

est les bougons



les maths

orde les chiens

EST = [ã] = is - sing.

SONT = [soñ] = are ∴ plural.

N'est pas = is not

train est grand ✓

Sofa est grand ✓

be/be n'est pas: ~~petit~~ grand ✓

parc est petit ✓

train n'est pas: un animal ✓

chat n'est pas: un animal ✗

Le chat est un animal

chat est petit ✓

Sofa n'est pas: un animal ✓

Sofa n'est pas: un animal ✓

chien est petit ✓



▽ e

▽•ew

▽ pe-be

• 9 kwe

2 je-ce

U le

U de-te

γ re

9 ge-ke

▷ O

7 me

-D ne

4 se-za

7 dje-tce

4 ye

•▽ we

① Δ·9 = i-kwe-woman

② Δ·9·Δ' = i-kwe-wak-men

③ Δσσ = i-ni-ni-man

④ Δσσ·Δ' = i-ni-ni-wak-men

① Δ·9<sup>n</sup>Δ<sup>n</sup> = i-kwe-s-e-n-s-girl

② P·Δ<sup>n</sup>Δ<sup>n</sup> = Gwiswis-e-n-s-boy

③ Δ·9<sup>n</sup>Δ<sup>n</sup>Δ' = i-kwe-s-e-n-s-wagi-girls

④ P·Δ<sup>n</sup>Δ<sup>n</sup>Δ' = Gwiswis-e-n-s-wagi-boys

ΓσβΓ = ni-no-kami

σΛσ = ni-bi-s

σβP = TA-gwi-gi

Λσ<sup>2</sup> = βi-β.n

① σ<sup>2</sup>U·ΔU I have toothache - ni-n-de-we-bi-de

② σ<sup>2</sup>U·Δσ I have a headache - ni-n-de-wi-kwe

③ σΓσ 9 I want a drink of water

σ<sup>2</sup>U·ΔU - ni-n-de-wa-bi-di

σ<sup>2</sup>U·Δ·9-

① ΔβL<sup>2</sup> - Mp-Mo-n Knife

② ΔΓβ<sup>2</sup>Δ - cw-mi-kwa

③ ΔCPβ<sup>2</sup> - fork

Thursday, October 21, 1954

△ / σ ( = A-m-be Wi-si-ni-da.  
Let's eat

Γ ▷ ▷ Γ σ < ▷ < ▷  
Mi a-m-be tchi nba ya-n-ba-n  
It's time you went to bed

√ Δ σ P. ∇ C  
m) be Ani giweda  
Let's go home

△ △ - a w  
△ △ - i w  
△ △ < b > the (that) pipe  
△ A Δ L > that (the) knife

√ σ < C  
n-be ( Wi )-ni-ba-da

let's go to bed  
√ ∇ - Δ σ L C

Π σ ∇ Π > - Ki-chi-no-din - It's windy  
P Δ σ - ki-si-na - (ki-si-na-ch-an-ed-in) - It's cold  
√ d > - So-go-po - It's snowing

A m) be - ami - majada

√ ∇ Δ σ C ∇ Δ σ L C

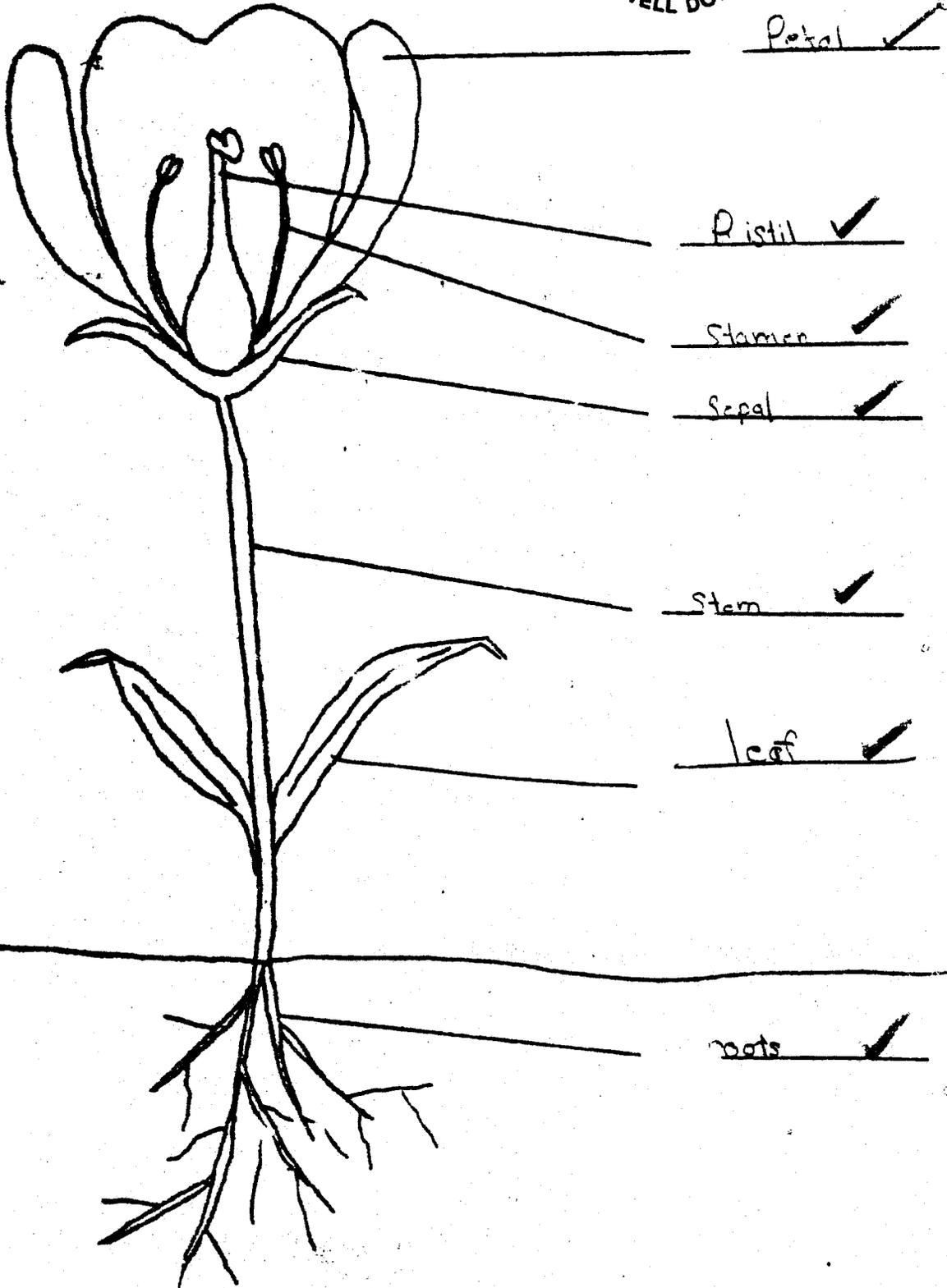
n-be i-ja-da da-wo-wi-ga-mi-gang

let's go to the store

Wed, Sept 17, 1920  
Date

Name

PARTS OF A FLOWER



ed Sept 17, 1920  
Date

The Parts of a Plant



the part of certain plants that produces seeds ~~A~~ C ✓

the part of a plant that holds the mature seed or seeds C ✓

an outgrowth from a stem that manufactures food for a plant B ✓

the part of a flower in which the seeds develop G ✓

the part of a plant that is usually underground. They take in water and minerals and carry them to the stem. In addition, they anchor and support the plant, and often store food. F ✓

the pollen-producing part of a flower. A ✓

the part of a plant that supports the leaves. It carries water and minerals from the roots to the leaves and food from the leaves to the rest of the plant. D ✓

Stamen            (B) leaf            (C) flower

stem              (E) fruit            (F) root

## How plants grow

Most plants need water, light, and soil

to grow. Many plants grow from seeds

that flowers make. Bees help some

flowers form seeds by carrying pollen from

one flower to another.

Seeds are scattered by wind, water,

or other means. Plants may also grow from

runners or from cuttings.

APPENDIX H

Samples of Agnes' Seatwork

9. excellent!

1 A  $3 \times p = 36$   
 $p = 12$  ✓  
 B  $6 + b = 48$   
 $b = 42$  ✓

C  $6t + 3 = 39$   
 $t = 6$  ✓

2a  $2A = 10$   
 $A = 5$  ✓  
 B  $6 + b = 10$   
 $b = 4$  ✓

C  $b \div 4 = 9$   
 $b = 36$  ✓  
 D  $6 + 4t = 42$   
 $t = 9$  ✓

E  $2m + 12 = 20$   
 $m = 4$  ✓  
 F  $20 \div m = 4$   
 $m = 5$  ✓

G  $16 - 3b = 10$   
 $b = 2$  ✓  
 H  $S \times S = 81$   
 $S = 9$  ✓

3 A  $2 \times T + 3 \times K = 13$   
 $T = 2$   $K = 3$  ✓  
 B  $3A + S = 17$   
 $A = 4$  ✓

C  $6m - 2n = 18$   
 $m = 4$   $n = 3$  ✓

4  $25 \times 36 - 9 + 284 = 1175$  ✓

5  $318 + 42 \times 3 - 7 = 437$  ✓

6 A  $2A + n = 12$  ✓  
 B  $3 \times A + 2 = 14$  ✓  
 C  $3 + A \times Z = 11$  ✓  
 D  $A \times A = 16$  ✓

E  $2A + A \times A = 24$  ✓  
 F  $2S - A = 21$  ✓  
 G  $2S - A \times A = 9$  ✓  
 H  $SA = 20$  ✓

I  $3A + 2A = 20$  ✓  
 J  $(3A)^2 = 144$  ✓  
 K  $3A^2 = 144$  ✓  
 L  $SA \div 2 = 10$  ✓

M  $6 + A + A = 14$  ✓  
 N  $A^3 = 64$  ✓  
 O  $2^A = 16$  ✓

10	A	$5h - 3h =$	B	b
	0	$5h - 3h = 0$	0	$2h = 0$
	1	$5h - 3h = 2$	1	$2h = 2$
	2	$5h - 3h = 4$	2	$2h = 4$
	3	$5h - 3h = 6$	3	$2h = 6$
	4	$5h - 3h = 8$	4	$2h = 8$

A and B have the same answers.

11 A  $25 \div 5 + 6 = 11$

B  $40 + 9 \div 3 = 43$

C  $6 \times 7 \div 3 = 14$

D  $3 + 3 \div 3 = 4$

E  $8 - 20 \div 4 = 3$

F  $12 \div 4 - 3 = 0$

G  $2^2 + 3 \times 4 = 16$

H  $4^2 + 3^2 = 25$

I  $2^2 + 3^2 = 13$

J  $4^2 - 3^2 = 7$

K  $8 + 9 - 3 + 2 - 4 + 6 - 7 + 1 = 12$

L  $24 \div 8 \times 3 \times 15 \div 3 \times 2 \div 5 = 6$

M  $4 \times 20 \div 4 - 8 + 2 = 14$

N  $\frac{12 + 3}{4 + 1} = \frac{15}{5}$

O  $\frac{14 - 2}{2 \times 3} = \frac{12}{6}$

P  $\frac{5 + 5}{4 \times 4} = \frac{10}{16} = \frac{5}{8}$

12 A  $\frac{7 \times 8 - 6}{8 \times 6 + 2} = \frac{50}{50} = 1$

B  $\frac{7 \times (8 - 6)}{8 \times (6 + 2)} = \frac{14}{64}$

C A and B are the same numbers but B has brackets around <sup>brackets</sup>  $(8 - 6)$  and  $(6 + 2)$ .

D There different answers because of the Brackets.

$$13^A \quad 16 + 8 \div 4 = 18 \quad B \quad (16 + 8) \div 4 = 6$$

$$8 + 2 \div 2 = 9 \quad (8 + 2) \div 2 = 5$$

C The numbers are the same on A and B  
 B has brackets.  
 D Because B has brackets.

$$14^A \quad (6 + 7) \times 8 = 104$$

$$14 - (8 - 2) = 8$$

$$8 \div (4 - 2) = 4$$

$$B \quad (14 + 2) \div 2 = 8$$

$$C \quad (16 \div 2) - (8 - 2) = 2$$

$$D \quad (8 - 6) - (9 - 7) = 4$$

$$E \quad 20 \div 5 + 6 = 10$$

$$8 - (12 - 9) = 5$$

$$F \quad 6^2 - (3 \times 6) = 18$$

$$12 - (4 + 2) = 6$$

$$G \quad 8 \times 2 + 3 \times 6 + 4 \times 2 = 42$$

$$H \quad 8 \div 4 + 3 \times 2 - 16 \div 8 = 6$$

$$I \quad (12 + 8 \div 4) \div (18 \div 9) = 7$$

$$J \quad (17 + 6) \times (14 - 4) = 252$$

$$K \quad (14 - 7)(3 + 7) = 70$$

$$15^A \quad 29$$

$$C \quad 24$$

$$E \quad 102$$

$$G \quad 204$$

$$B \quad 44$$

$$D \quad 5$$

$$F \quad 72$$

$$H \quad 120$$

$$16^A \quad A = 168$$

$$C \quad A = 123 + 8$$

$$E \quad A = 100,000$$

$$13^A \quad A = 404$$

$$D \quad A = 738,000$$

$$F \quad A = 85950$$

17 A 2000  
 B

C  
 D

1 A)  $\{1, 2, 4, 5, 10, 20\}$

B)  $\{1, 4, 8, 8, 16, 64\}$

C)  $\{1, 4, 16\}$

D)  $\{1, 8, 3, 27\}$

E)  $\{1, 2, 3, 4, 6, 8, 12, 16, 24, 32, 48, 64, 96, 128, 192, 256, 384, 512, 768, 1024\}$

F)  $\{1, 2, 4, 5, 10, 20, 25, 50, 100\}$

G)  $\{1, 7, 49\}$

H)  $\{1, 7\}$

I)  $\{1, 2, 3, 4, 6, 8, 12, 16, 24, 32, 48, 64, 96, 128, 192, 256, 384, 512, 768, 1024\}$

J)  $\{1, 10\}$

K)  $\{1, 11\}$

L)  $\{1, 3, 33, 99\}$

pg 14

A)  $\frac{17}{18} = \frac{2}{3}$

B)  $\frac{16}{24} = \frac{2}{3}$

C)  $\frac{18}{27} = \frac{2}{3}$

24/9/80

D)  $\frac{40}{50} = \frac{4}{5}$

E)  $\frac{27}{45} = \frac{3}{5}$

F)  $\frac{20}{45} = \frac{4}{9}$

G)  $\frac{22}{48} = \frac{11}{24}$

H)  $\frac{36}{27} = \frac{4}{3}$

I)  $\frac{60}{45} = \frac{4}{3}$

J)  $\frac{35}{56} = \frac{5}{8}$

K)  $\frac{25}{5} = 5$   
 $\frac{32}{30} = \frac{16}{15}$

pg 16

A)  $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

B)  $\frac{7}{8} - \frac{4}{8} = \frac{3}{8}$

C)  $\frac{8}{10} + \frac{5}{10} = \frac{13}{10} = 1 \frac{3}{10}$

D)

D)  $\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$

E)  $\frac{9}{12} + \frac{4}{12} = \frac{13}{12} = 1 \frac{1}{12}$

F)  $\frac{75}{100} - \frac{10}{100} = \frac{65}{100} = \frac{13}{20}$

G)  $\frac{6}{24} - \frac{4}{24} = \frac{2}{24} = \frac{1}{12}$

H)  $\frac{9}{6} - \frac{3}{6} = \frac{6}{6} = 1$

I)  $\frac{21}{12} + \frac{14}{12} = \frac{35}{12} = 2 \frac{11}{12}$

J)  $\frac{12}{20} + \frac{15}{20} = \frac{27}{20} = 1 \frac{7}{20}$

Pr. 27

Pr 30/15

$5^3 = 5 \times 5 \times 5 =$

km	kilometre
hm	hectometre
dam	decametre
m	metre
dm	decimetre
cm	centimetre
mm	millimetre

~~1000~~ 1 km = 1000 m

1 hm = 100 m

1 dm = 10 m

1 m = .10 dm

1 m = 100 cm

1 m = 1000 mm

1 dm = .1 m

1 cm = .01 m

1 mm = .001 m

10/9/80

flat, mess, fit, pot, dug, test, lift, song

flat, mess, fit, pot, dug, test, lift, song

flat, mess, fit, pot, dug, test, lift, song

song, huge, tracks, contest, unless, visiting

song, huge, tracks, contest, unless, visiting

song, huge, tracks, contest, unless, visiting

hanging, address, then, when

hanging, address, then, when

hanging, address, then, when

16/9/80

1. Three, brave, sheep, stayed, by, side, stream  
ate, grain

plain, sore, skate, prize, dove, clear

gear, grain, laying, staying, sunset, wheels,

trains, agreed, vampire, escape, stayed

2. clear gear

3. vampire

4. lay, agree, stay, stay, wheel, train

5. escape



15/9/80

Time has come around

Time has come around

Look about into the sea of faces  
and pick your brothers out

Gaze into their glazed eyes  
with no tomorrows left inside

See the ones who feast  
on bottled misery  
at each new born day  
how will they know  
when Time has come around.

16/9/80

Days of a proud warrior  
atop sweat gleamed ponies  
surviving each day  
as a test

and knowing to lose  
he had done his best  
but it was his away

The Cherokee, Sioux and Shoshone  
did we bury  
and forget them  
as time come around



17/9/80

You lost your way in congression

In lies you were told were progression

Yes your mind has eroded

And your soul has lost its ties

Your way has given way to evil

And your bodies have turned to crime

You have found white man devil

Inside a borrowed dime did he whisper

That Time has come around

18/9/80

You found your way to the pill and needle

and shrugged at your once proud past

through these delusions and illusions

you say you found your way at last

we lost our proud conclusions

In the giant shadow that the white man  
cast

and the clock that sits on the mantle screams

has time come around?



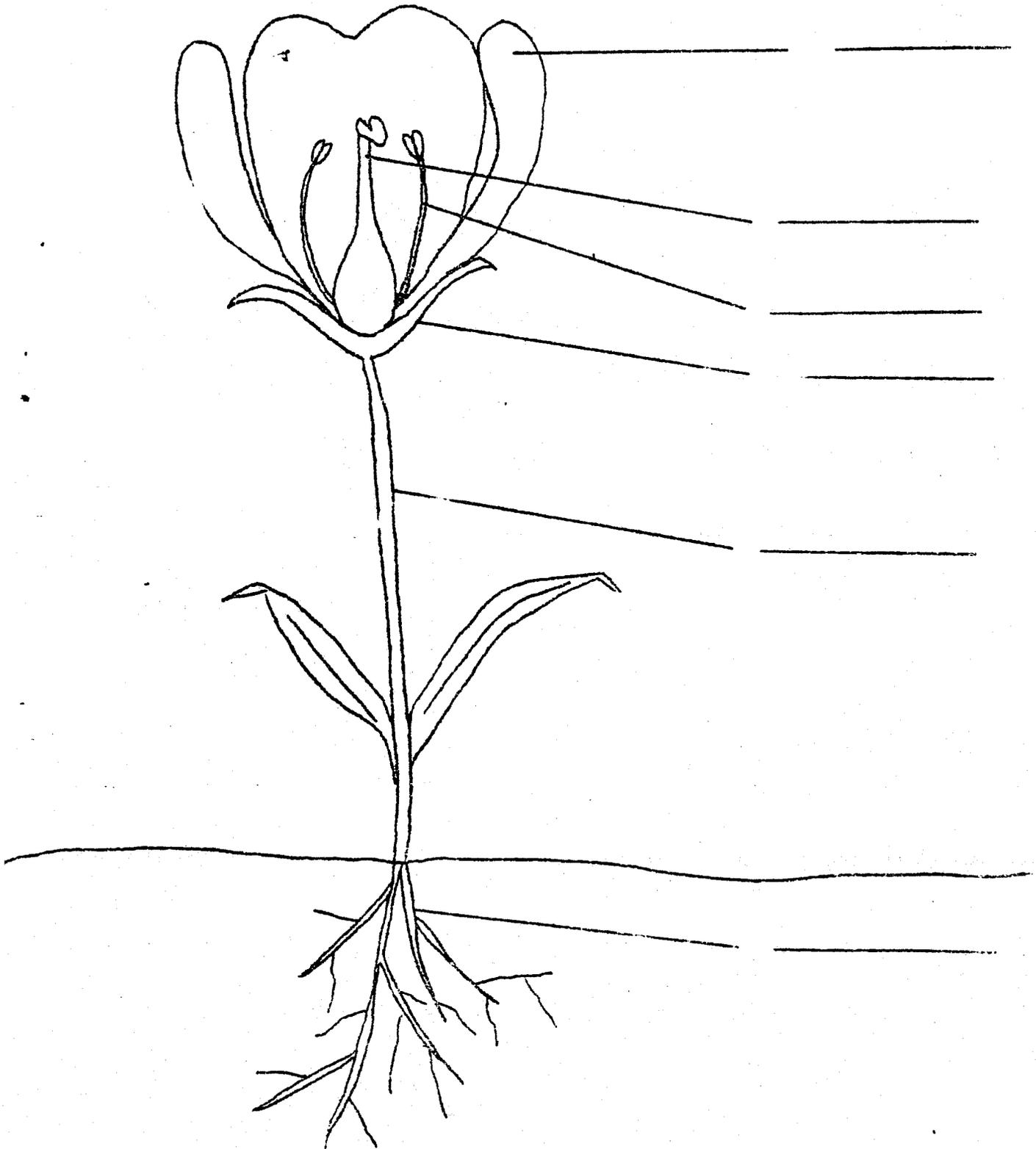
The sun burns the snow  
High on the mountain,  
It runs and it grows  
As it falls.  
Silt and soil,  
Down it boils,  
Down to the valleys  
The gold rolls over  
To the plains

The range land lies high  
Up from the river,  
The coulees are dry where  
The short grass grows.  
Fields of hay,  
Cottonwood shade,  
Green patch of home,  
Through the high dusty land  
The river flows

Date \_\_\_\_\_

Name \_\_\_\_\_

PARTS OF A FLOWER



Environmental StudiesThe Parts of a Plant

Flowers, fruits, roots, stems and \_\_\_\_\_  
are parts of a \_\_\_\_\_. Each \_\_\_\_\_  
has special functions.

\_\_\_\_\_ make seeds that new plants  
grow from. The seeds are enclosed \_\_\_\_\_  
fruits.

\_\_\_\_\_ bring water and minerals  
into a plant. They also help \_\_\_\_\_  
the plant.

Stems carry \_\_\_\_\_ and minerals  
from the \_\_\_\_\_ of the plant into the  
\_\_\_\_\_. Stems also carry \_\_\_\_\_  
made by the \_\_\_\_\_ to the rest of the  
plant.

water

part

roots

support

roots

leaves

flowers

leaves

food

plant

leaves

inside

Date \_\_\_\_\_

Name \_\_\_\_\_

## The Parts of a Plant

the part of certain plants that produces seeds \_\_\_\_\_

the part of a plant that holds the mature seed or seeds \_\_\_\_\_

an outgrowth from a stem that manufactures food for a plant \_\_\_\_\_

the part of a flower in which the seeds develop \_\_\_\_\_

the part of a plant that is usually underground. They take in water and minerals and carry them to the stem. In addition, they anchor and support the plant, and often store food. \_\_\_\_\_

the pollen-producing part of a flower. \_\_\_\_\_

the part of a plant that supports the leaves. It carries water and minerals from the roots to the leaves, and food from the leaves to the rest of the plant. \_\_\_\_\_

D Stamen

B leaf

C flower

D stem

E fruit

F root

E pistil

3/10/80

## How Plants Grow

Most plants need water, light and soil to grow. Many plants grow from seeds flowers make. Bees help some flowers form seeds by carrying pollen from one flower to another. Seeds are scattered by wind, water, or other means. Plants may also grow from runners or from cuttings.

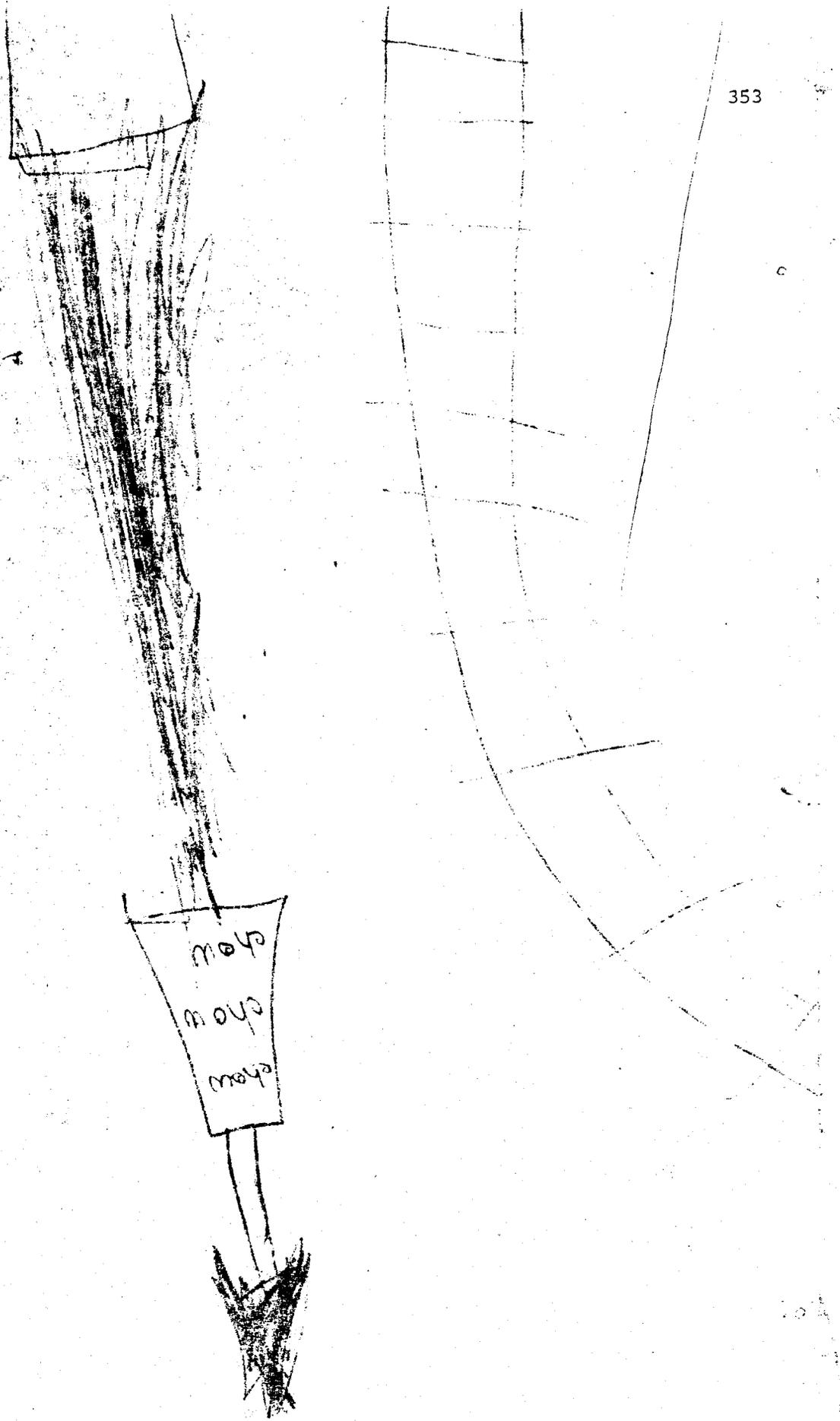
## Plants and People

Plants help people in many ways. Plants provide wood building materials, fuel, and many other useful things. Some kinds of cloths are made of cotton from cotton plants. Much of our food comes from plants. Rubber comes from rubber trees. It is used in making such products as tires, boots, and erasers. Coal comes from plants that lived long ago. It provided energy to heat and light many of our buildings.

APPENDIX I

Samples of Drawing and Doodling

By Jim and Agnes

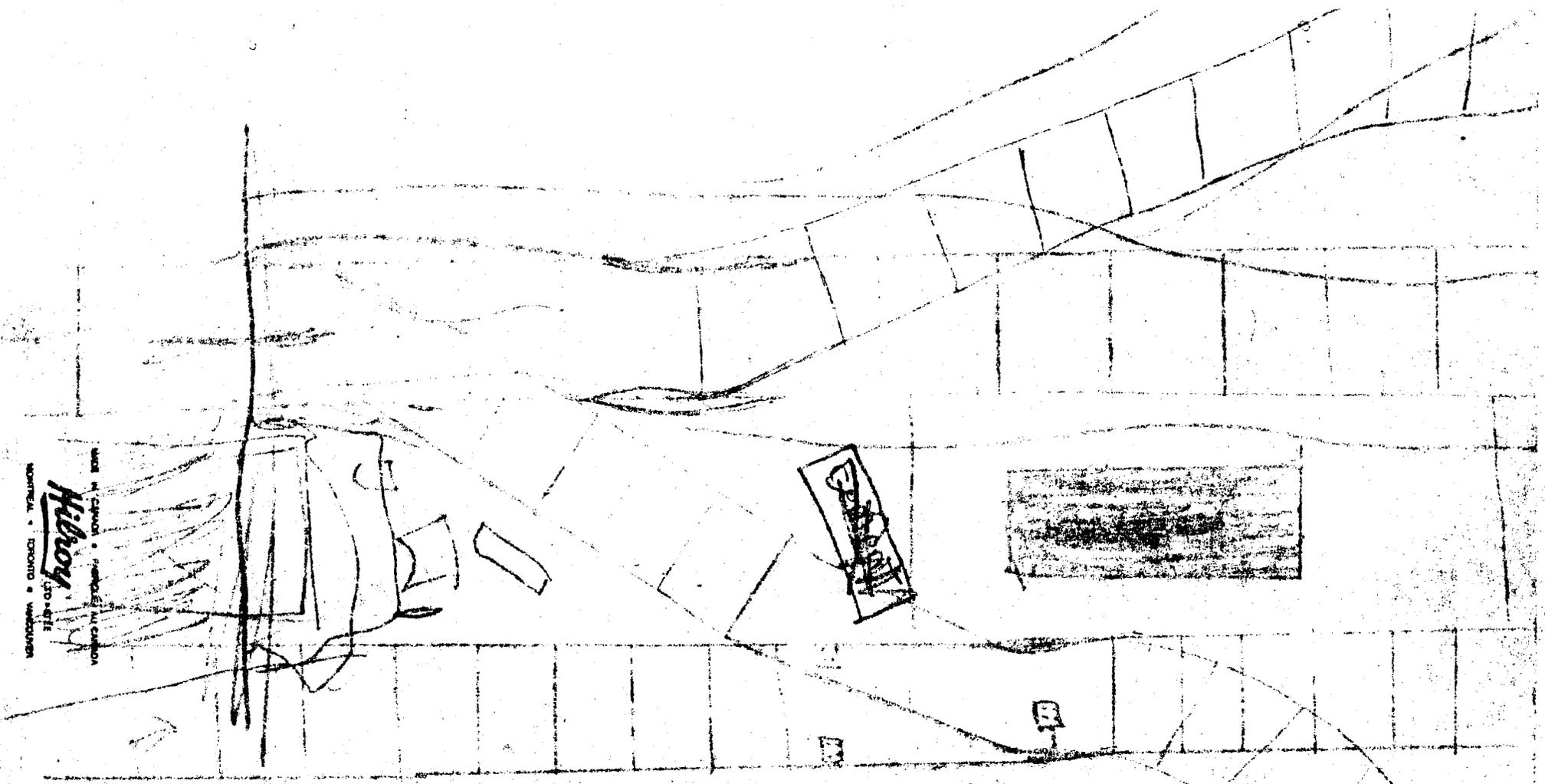


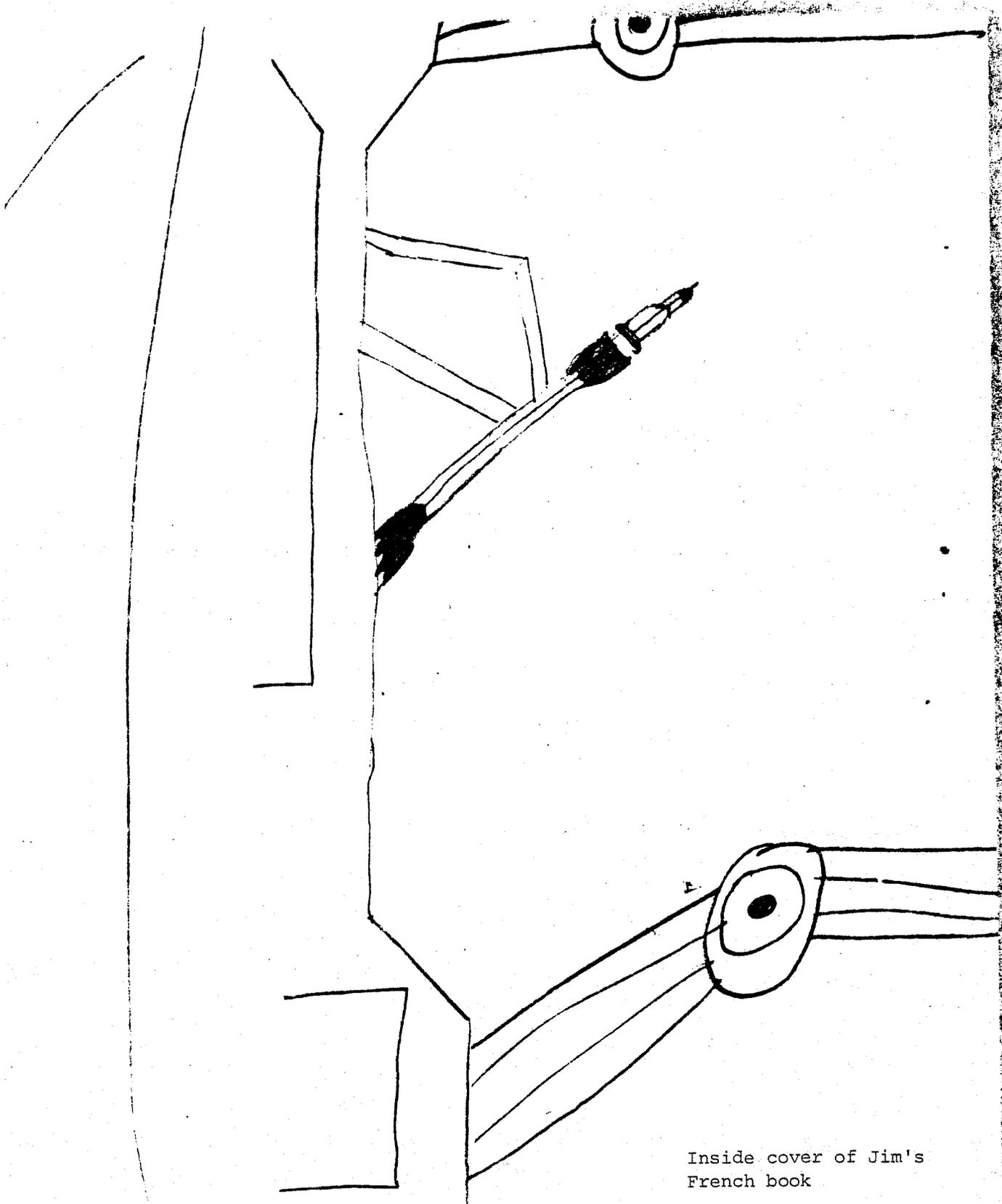
Inside front cover of Jim's notebook

Back cover of Jim's notebook

MADE IN CANADA • MANUFACTURED IN CANADA  
**Hilroy**  
LTD-4716  
MONTREAL • TORONTO • WINDSOR/ON

Producing  
RECYCLED  
PAPER  
CONSUMER  
271-8888  
WWW.HILROY.COM

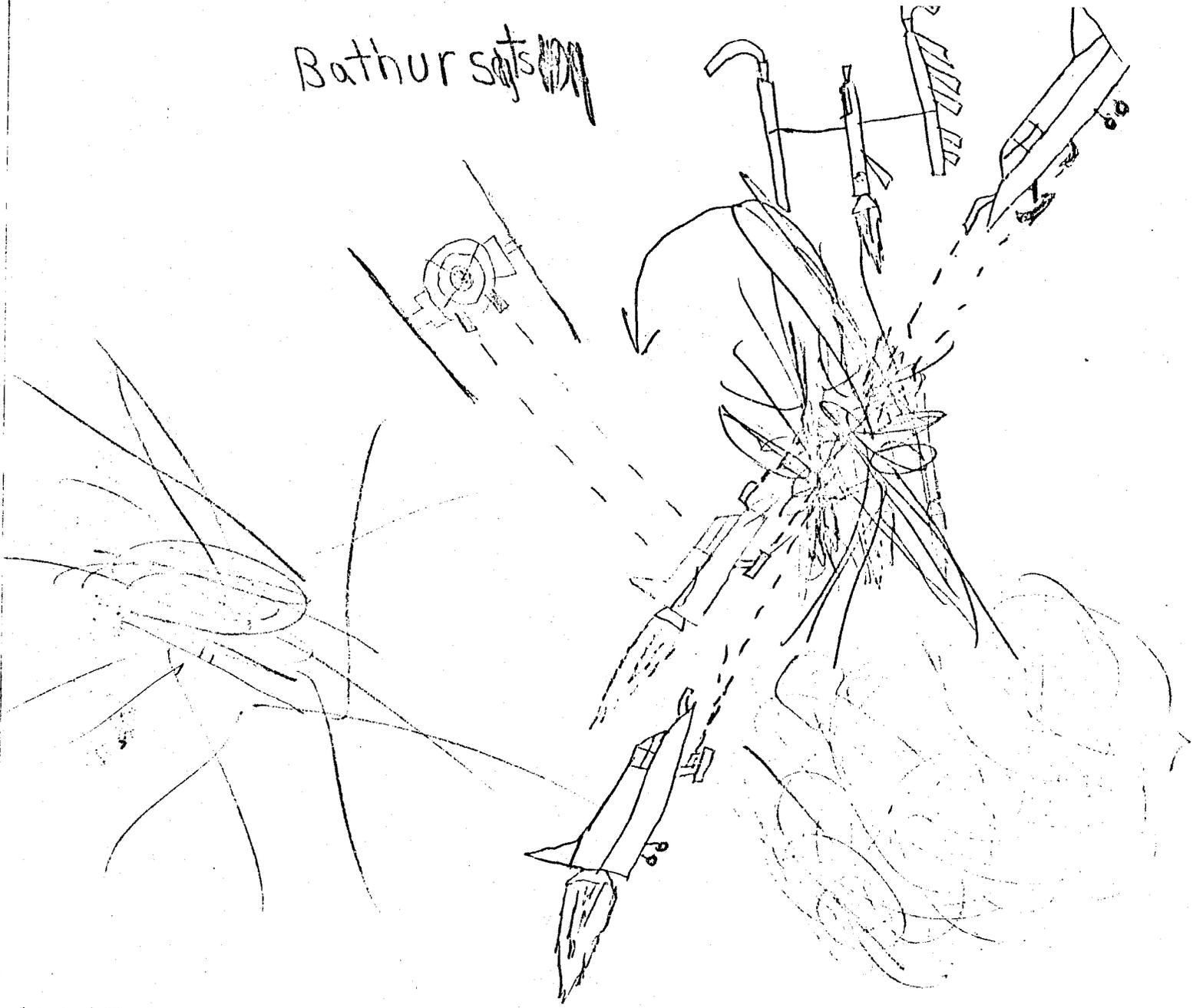




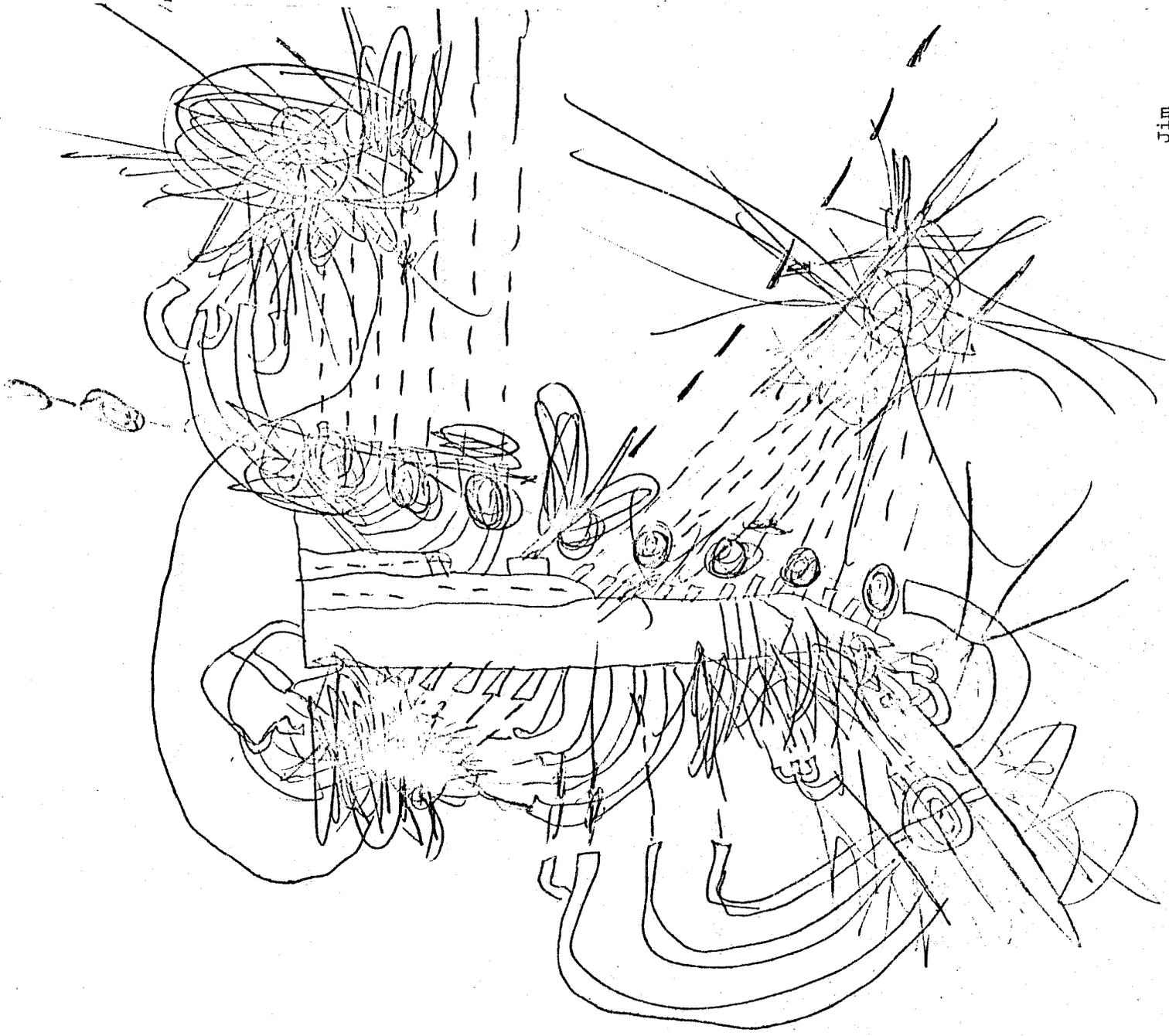
Inside cover of Jim's  
French book



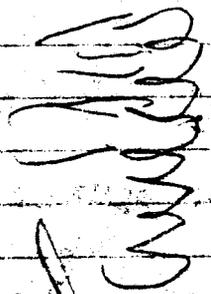
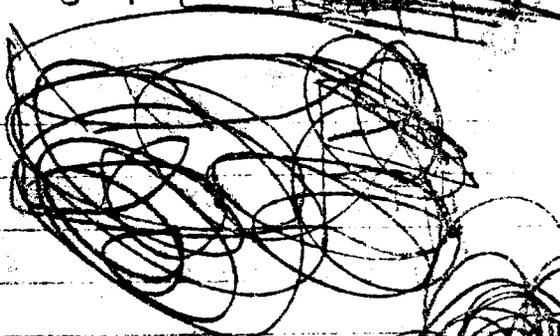
Bathursts



Inside Jim's Ojibway book



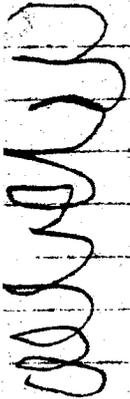
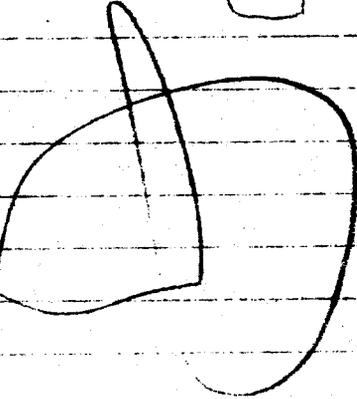
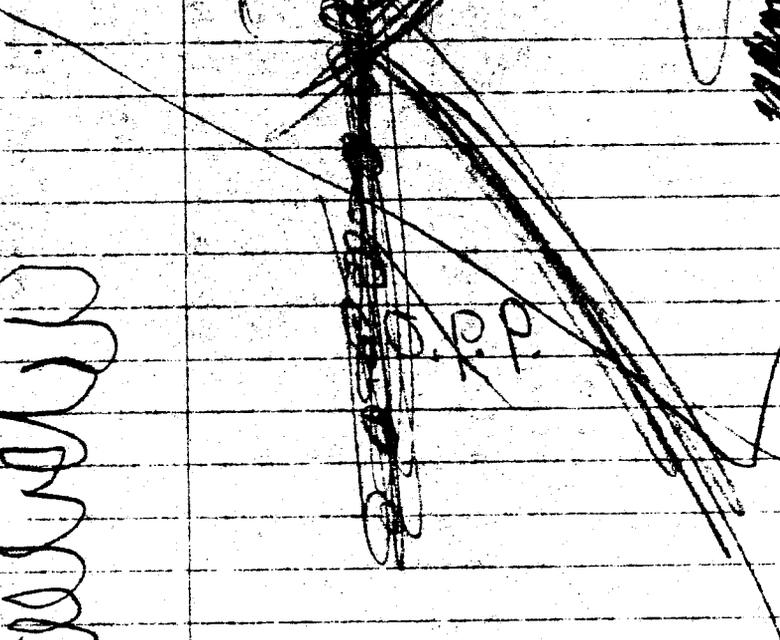
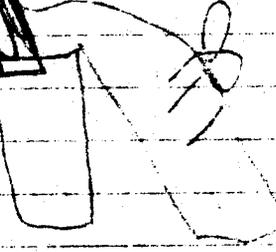
GIP



~~Handwritten scribbled text~~

Handwritten text: "Kagame is 9/20/02"

EXHIBIT



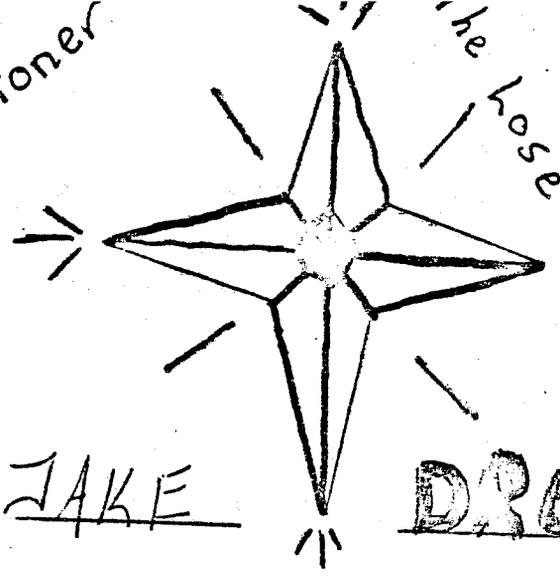
Suek Beet Trayme



Jim

A  
HIT  
OF  
ACID

Stoner



BLOW  
YOUR  
MIND

DRUGS



Smoke

TAKE A TOKE

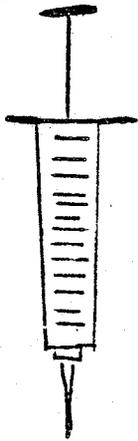
WE SCHOOL KIDS

SHOOT HATE EXERCISE BOOKS

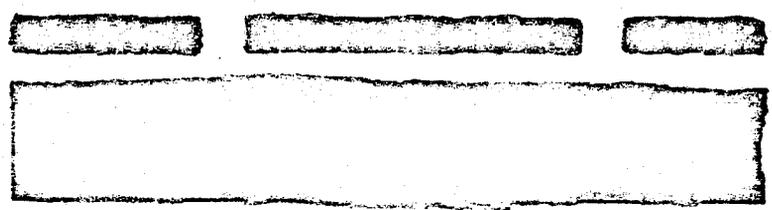


Gods

GIFT



SPEED

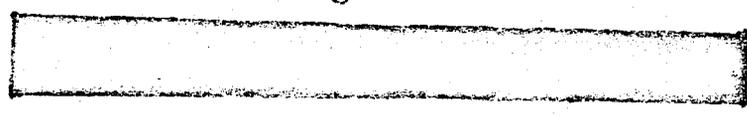


Blocks of ??????

BLACK HASH

Name [REDACTED]

Subject ... Spelling ... Test ...



BLACK Beauty  
AGNES  
ACID  
NEIGHBOURHOOD

Darcine

SEX DRUGS + ROCK + ROLL

BY [REDACTED] Neighbourhood STONER

old / STONERSON

Dale Ray

The Jose

Bond Major

Mike 1st

Allen Major

irk Mc Donald Clark

Major

Zale Carthy John

Frank

Joe

Gordook

Steven Clark

Don Jeff



Randy Blake

Dave Mike

Mickey Carl Lin

Billi Joe

SCHOOL

Kevin Randy Dale

EXERCISE BOOK

Reven of Fred Ray Carb

CAHIER D'EXERCICES POUR

L'ÉCOLE

TAKE A Hit of acid And Blow your mind

Name Nom .....

Subject Sujet Everything to any thing

Take A Take!

Cover of Agnes' mathematics book

APPENDIX J

Sample Sheets of Observer's Field Notes

WEDNESDAY, Sept. 24

Donald

Ind. Work 10:00 - copying Ojib. from yesterday into book -- Mr. S. gave paper with Sylla. & he's copy, into notebook (own choice)

10:04 - copying Ojib.

10:07 - scratch head with pencil, glance around & watch tr. help someone

10:08 - at R desk, look at R drawing -- R explain it to him & then he talks about it (picture of war planes)

10:11 - out of room (in office doing nothing)

- " " " "

- " " " "

- " " " "

10:15 - back in room -- play with pencil & watch & D argue

- sit & listen to Agnes & D talk

- " " " "

10:20 - talk with Agnes & D -- play with play-dough from Kdgn.

- talk to Agnes & D

- " " -- kneel on chair & lean on Agnes' desk -- more listening than talking

- " " " "

10:25 - play quietly with ruler & play-dough on his desk

- " " " " " "

- " " " " " "

10:28 - stands & puts dough together -- throw across room to garbage -- misses & goes to pick up & bring back to back of room & throws it at garbage again -- misses & picks it up & leaves room

10:30 - at desk eating a sandwich

10:35 - leaves room

## AFTER RECESS

11:20 - sit & talk to Agnes

11:23 - look through library book

11:25 - tracing picture from lib. book

- " " " "

- " " " "

- " " " "

- " " " "

- " " " "

11:36 - bite hand & look at book

11:38 - tracing

- drawing a car

- "

- bite hand & draw

11:43 - drawing

- "

- "

11:46 - R, at his desk, look at picture -- talking quietly (can't hear)

11:48 - bite hand, look around, talk quietly to Agnes

- 11:49 - drawing  
 - "  
 - "  
 - "  
 - has moved to desk behind him (spare) & drawing  
 - " " " " " " "  
 - " " " " " " "  
 11:58 - gathers up 6 or 7 sheets of paper & throws in garbage  
 -- looks at D's game and says something about it  
 11:59 - putting books away in desk  
 12:00 - leaves room with his lunch

## AFTERNOON

- Bell 1:40 - sit quietly in desk  
 1:42 - throw metal lid across room (got it from D)  
 - out of room
- Ojibway 1:45 - play with metal lids  
 1:47 - bite hand & look around  
 1:48 - watch bd. & copy  
 - " "  
 - copy chart from yest. (not assigned)  
 - " " " " "  
 - copy bd. --  
 - copy bd.  
 - "  
 - "
- 1:59 - erasing mistake in book  
 2:00 - "How do you say girl," (to Agnes)  
 2:01 - play with pencil & eraser  
 2:03 - copy chart on paper from yesterday  
 2:05 - talk to A  
 2:07 - copy bd. -- 2 new words  
 - bite hand & copy bd.  
 2:09 - talk to Agnes  
 2:11 - copy chart from yesterday  
 2:13 - talk to Agnes
- Ind. tasks 2:15 - look for Math. book in desk -- asks tr. if she has it  
 - acad. 2:16 - walk around room quietly with hands in pocket  
 2:18 - by table -- watch tr. writing story dictated by R about  
 his picture  
 2:19 - by C's desk, looking at his picture  
 - " " " " " & talk with C and D  
 2:22 - walk around -- got Math book from R -- holds above his  
 head & drops it on the floor -- tr. just looks at him  
 & he picks it up & opens it.  
 2:23 - sit at desk, biting hand & look around -- taking all  
 books out of desk & back in again.  
 2:25 - "R., here, I found mine. Catch." Throw R. Math book  
 carefully to him.  
 2:26 - Math.  
 2:29 - watch tr. & calls her "Marlene" twice -- tr. goes --  
 "I forgot how to do these." -- Tr. explains.

2:30 - work with tr. on Math  
 - " " "  
 - " " "  
 - " " "  
 - " " "  
 - " " "  
 - " " "  
 - " " "  
 2:41 - Math stwk alone  
 - " "  
 - " "  
 - " "  
 - " "  
 2:46 - doodle on Math textbook  
 2:47 - Math.  
 2:49 - Math -- "Marlene, I'm finished."  
 2:52 - fixing Math. (tr. checked)  
 - Math.  
 2:55 - tr. checking Math -- watching & fixing where needed  
 - work with tr. on Math.  
 2:57 - Math. alone.  
 2:58 - tr. help with Math.  
 2:59 - Math. alone  
 - "  
 - "  
 3:02 - tr. check & he's fixing  
 3:04 - choosing sticker  
 3:05 - go home

COMMENT: Moved near Agnes yesterday & fooled a lot more today than he has so far.