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MENOMINEE CHILDREN:
A STUDY OF TWO ELEMENTARY SCHOOLS

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MENOMINEE CHILDREN: A STUDY OF TWO ELEMENTARY SCHOOLS

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FIELD WORK BACKGROUND

Field work for the National Study of American Indian Education (NSAIE) was conducted at Schools A and B during April and May, of 1969. These schools were the District Eight elementary schools located in Menominee County. Menominee children accounted for ninety five percent of the student body in both schools.

Extensive data were collected on students in these schools: draw-a-man (grades 1-5), student questionnaire (School A grades 3-5, School B grade 5) semantic differential (fifth grade Schools A and B), achievement test data (Schools A and B grades 1-5) and an interview (School A grades 3-5, School B grade 5). This report discusses interview data.

Eighty seven Menominee children from schools A and B were interviewed. Most, sixty nine, were from School A.

Number and Percent*of Interviews by School and Grade

	<u>School A</u>		<u>School B</u>	<u>Total</u>
	Third	Fourth	Fifth	
	21-24%	24-28%	24-28%	18-21%
				87-100%

* Percent of total sample (87).

At least eighty five percent of the students from each of the grade levels indicated were interviewed. Forty two percent of the respondents were male, fifty-seven percent were female.

Sex of Menominee Respondents

	<u>School A</u>			<u>School A</u>	<u>Total</u>
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	
Males	7	11	9	10	37-42%
Females	14	13	15	8	50-57%

All children, identified their tribe as Menominee. One child also indicated, Potawatomi.

Children appeared to enjoy being interviewed. They were comfortable and many requested to listen to parts of their recorded interviews. Many children stopped the fieldworker in the halls of their school to ask when they would be interviewed. Two children at School A did not wish to be interviewed. Teachers at Schools A and B were very helpful to the fieldworker in scheduling interview times and releasing children for interviews.

Nearly half the students (48%-42) had attended other schools. Most of these children had gone to other schools in Menominee County (23%-20) or in the area i.e. Gillet, Shawano, Antigo (8%-7). The remaining seventeen percent (15) had attended schools in Chicago, California, Milwaukee, or Green Bay.

Thirty one percent of the Menominee students interviewed had attended their present school since kindergarten. Third graders most frequently reflected this attendance pattern.

The atmosphere of both elementary schools was tense. Tension was apparent between groups of teachers within each school who had different teaching philosophies, between children, between teachers and the school structure, between parents and the school system, between factions within the total communities, and between the principal who served each school on a half-time basis and teachers, and between the elementary school administration and District Eight's administration. Many teachers were unable to communicate with or understand their Menominee students.

When the researcher entered either school, this atmosphere was readily communicated. The interactions of tensions created stress in the children. Many children appeared very nervous, had difficulty concentrating (though they tried) and in a constant state of anxiety wondering when they would be yelled at or disciplined by teachers. Several fights occurred between children each day. Children teased each other frequently, and often made fun of their teachers. In the classroom it sometimes appeared as if teachers and children egged each other on. Although children displayed less-acting out behavior at School B, perhaps this was because the school was more tightly structured than School A. Often, when the researcher walked into School B she would see children standing in the hall with their hands placed against the walls as punishment for misbehavior in the classroom or on the playground. School A appeared more chaotic. However, the tension levels, in both school seemed nearly equal. It was as though frustration and hostilities were beginning to surface at School A and had not yet done so at School B. Most children in both schools felt "too much" fighting occurred between children.

Aspects of the school structures and the relationship between teachers and students appeared detrimental to the education of Menominee children. The reader is referred to the Handbook for Schools A and B in Appendix I and to School Teachers and the Education of Menominee Indian Children: A Study of Two Elementary Schools, Training Center for Community Programs, September, 1970, for a more complete discussion of these matters.

The authors are concerned about the transfer of Menominee childrens' transition from an Indian school to an integrated situation in grades six through twelve. Although Menominee fifth graders had a picnic with White fifth graders many students continued to express considerable anxiety about attending Middle School. Perhaps more contact with Middle School would reduce Menominee childrens' anxiety.

After completing fifth grade students at Schools A and B were transferred to Middle School (in Shawano) or other schools in District Eight to continue their education. Most fifth grade students were transferring to Middle School. Sixteen percent (4) from School A and five percent (1) from School B had selected other schools. Three of School A's fifth graders who expressed very negative attitudes about Middle School appeared relieved that they would not be attending the school:

Will you be going to Middle School next year?

My parents want me to go to Antigo, not Middle School. It is bad [Middle School is].

Next year we are moving. I would be embarrassed to to to Middle School. I have no friends and there is more trouble there than here. People are against Indians there and fight.

I'm not going to Middle School. The White people are mean. I'm going to Gresham instead. My mother told me the teachers are mean at Middle School. They hit you with a ruler, and whip you.

Next year I'll go to a Catholic school for communion.

School B

I'm going to a Catholic school, not Middle School. Because there [in Catholic School] you learn things about God and the Virgin Mary.

Fifty eight percent of School A fifth graders and eighty three percent of School B's planned to attend Middle School in the fall. At both schools half the children expressed considerable anxiety about the transfer. Of particular concern were orientation (getting lost, size of school), "Big people," kids, prejudice, White peers (especially their tendency to pick on Indians and instigate fights), teachers, and academic performance.

School A

I'm worried about [Middle School]. Big people scare me.

I'm afraid I won't pass fifth grade. I heard the teachers are okay there. But White boys always fight and pick on Indians.

I'm scared [about going to Middle School]. [three responses].

The [Middle School] is big. I'll get lost and be late.

I'm scared I'll get lost.

I've never been to [Middle School]. It will be harder finding your rooms and finding your way around.

Lots of kids make me nervous. I think I'll like it.

I've heard from [my] relatives that teachers are prejudiced.

There are lots of Whites and mean teachers.

I like school. I'm worried about getting good grades there.

School B

I've never visited Middle School. I don't want to hear any more about it because the next thing I know I'll be scared. There are so many rooms. If you are late you get a slip. It's too hard. There is too much to do. When [my teacher] talks about it, I feel better. It is hard to get along with Whites. They are mean and want Indians to go to a different school. I'd rather go to Chicago or have sixth grade here. It would be better to have schools in [Menominee County].

I've never been in a fight. I'm worried about missing a bus.

I've seen the outside of [Middle School] I'm nervous about [going]. I might not get good grades. You have to do running races and it is hard to get along with Whites.

I'm nervous about it. I've never been to [Middle School], I've only seen it. I heard you have to finish your work, and it's hard for some to go there because they don't do good in school. White kids will make it harder.

I've never been inside. I'm nervous about the teachers and the work. I heard that they are strict and are mean to Indian kids. I would rather go to school in California.

I've never been to that school. I'm scared of the boys and girls [Indian and White] going there. It won't be harder.

The other guys, the Whites, at Middle School make me nervous. But the work won't be harder.

Hope I pass and go to [Middle School]. I'm nervous about different classes. It's alot different than grade school. I've been inside the school. My brothers don't like it because of a teacher who hits with a stick.

I'm nervous about it because of talking to other White and Indian kids. I don't know the kids. I'm [afraid to] talk to the teachers.

I've never seen [Middle School]. I'm scared about it because I've never been there. I might get lost. The work will be harder and we will have more problems there.

Children at School B appeared less anxious about attending Middle School. Twenty eight percent (14) realized that life at Middle School would be problematic, they were concerned, but not anxious about it. Only eight percent (2) of School A fifth graders displayed this attitude:

School A

It might be a little harder. There are so many classes.

I'm not nervous about going to [Middle School]. I know kids there from Lincoln. They are good friends and will take care of me. I think the teachers at [Middle School] will be good. Usually Indians start fights at school. But there is prejudice against Indians.

School B

I've been to [The Middle School]. I'm not nervous.

I've been in the school. I'm not nervous or scared. I'm prepared.

I've been in the school. I'm not nervous. It will be longer, not harder. I've heard about the classes they have.

If I pass I'll go to Middle School. I don't think I will pass. I wish I could. I'm not nervous about school at Middle School. But they [Whites and Indians] fight a lot.

I've heard it is not as much fun as here. There are not enough Indian kids there. There are more fights and scribbling on the walls. I've heard I'll have a harder time. But that doesn't scare me.

(No data on future school were available for: School A 6-25%; School B 2-11%)

MENOMINEE CHILDRENS' ATTITUDES TOWARD FORMAL EDUCATION

Educational and Occupational Aspirations

Overall fifty eight percent of Menominee children planned to graduate from high school, twenty one percent expressed interest in college and sixteen percent anticipated dropping out of school. Data were analyzed by sex. Significantly more girls (12%) than boys (2%) expected to drop out. An equal number of both sex planned on graduating. Boys were somewhat more interested in attending college.

When data were also analyzed by grade level of students a greater percentage of third graders (24%) anticipated quitting school. More fifth graders (School A - 25%, School B - 39%) planned college educations. Data were also analyzed by sex and grade level of respondents. Third grade boys (14%) and girls (28%) reported the highest potential drop out rates. In all grade levels girls projected higher drop out rates than boys. College aspirations were most frequently held by fifth graders at School B. In all grades except third, Boys were more interested in college. More boys in fourth and fifth grades at School A planned to graduate from high school and more girls in School A's fourth grade and School B's fifth grade anticipated high school graduation.

Summary of Menominee Childrens' Educational Aspirations

<u>Education Level</u>		3	<u>School A</u>		<u>School B</u>	<u>Total</u>
			4	5	5	
High School Dropout	Male	1-14%	1-9%			2-5%
	Female	4-28%	3-23%	3-20%	2-25%	12-25%
High School Graduate	Male	3-42%	9-81%	5-55%	5-50%	22-59%
	Female	7-50%	8-61%	10-66%	4-40%	29-58%
College	Male		1-9%	3-33%	5-50%	9-24%
	Female	3-21%	1-7%	3-20%	2-25%	9-18%

A Comparison of Educational Aspirations of
Menominee Boys and Girls

		<u>School A</u>			<u>School B</u>	<u>Total</u>
		3	4	5	5	
I want to quit	Male					
	Female			1-6%		1
I won't finish	Male					
	Female				1-12%	1
Kindergarten	Male		1-9%			1
	Female					
Third Grade	Male					
	Female	1-7%				1
Fifth Grade	Male					
	Female	2-14%		1-6%		3
Sixth Grade	Male					
	Female		1-7%			1
Ninth Grade	Male	1-14%				1
	Female	1-7%				1
Tenth Grade	Male					
	Female		2-15%	1-11%	1-12%	4
Graduate	Male	2-28%	9-81%	5-55%	4-40%	20
	Female	7-50%	8-61%	8-53%	4-40%	27
As far as I can	Male				1-10%	1
	Female					
14th/15th Grade [Not college]	Male	1-7%				1
	Female			2-12%		2
College	Male		1-9%	3-33%	5-50%	9
	Female	3-21%	1-7%	3-20%	2-25%	9
No Data	Male	3-42%				3
	Female		1-7%			1

Menominee children expressed several occupational aspirations. Girls most frequently wanted to be teachers or nurses. Boys responses were more diverse ranging from doctor to "logging man". More boys (19%) than girls (4%) "didn't know" what they wanted to be. Two children (a boy and a girl) hadn't thought about future occupations. Specific aspirations are presented on the next two pages.

The responses of several children indicated a disparity between occupational aspirations and educational level. For example, four boys had professional aspirations (lawyer, architect, doctor, astronaut) but only planned to graduate from high school. One boy wanted to be an engineer with a tenth grade education, another a mechanic with a college education. Girls' responses frequently indicated this disparity. Eleven planned professional careers (nurse, teacher, lawyer) with a high school diploma. Three girls expected to pursue professional careers without high school graduation. One girl wanted to be a "typist" after receiving a college degree.

Occupational Aspirations of Menominee Girls

	<u>School A</u>			<u>School B</u>	<u>Total</u>
	3	4	5	5	
<u>Professional</u>					
Lawyer				1-12%	1-2%
Teacher	2-14%	4-30%	1-6%		7-14%
Nurse	1-7%	2-15%	2-13%	3-38%	8-16%
Teacher or Nurse		1-7%	1-6%		2-4%
Artist	1-7%				1-2%
Scientist	1-7%				1-2%
Secretary or Nurse		1-7%			1-2%
Secretary			1-6%		1-2%
Typist	1-7%				1-2%
Stewardess	1-7%		2-13%		3-6%
Store Keeper		1-7%			1-2%
Cook	1-7%				1-2%
Model or Singer			2-13%		2-4%
Singer				1-12%	1-2%
A Mother	1-7%				1-2%
Go to Milwaukee and work	2-14%				2-4%
Take a job	1-7%				1-2%
A Hippy		1-7%			1-2%
I don't think about it	1-7%				1-2%
I don't know				2-25%	2-4%
No Data	1-7%	3-23%	4-26%		5-10%

Educational and Occupational Aspirations of Menominee Girls

<u>EDUCATIONAL LEVEL</u>	<u>N%</u>	<u>OCCUPATIONAL ASPIRATIONS</u>	<u>N%</u>
<u>School A</u>			
<u>Third grade:</u>			
Third grade because 4th and 5th grades are hard and I'm scared.	1-7%	Cook.	1-7%
Quit at fifth grade	2-14%	A mother.	1-7%
		Stay at home	1-7%
Finish ninth grade	1-7%	I don't ever think about it.	1-7%
12th/or graduate.	7-50%	Go to Milwaukee and work.	1-7%
		Stewardess	1-7%
		Nurse.	1-7%
		Teacher.	3-21%
		Take a job.	1-7%
College	3-21%	Typist.	1-7%
		Artist.	1-7%
		Scientist.	1-7%
<u>Fourth grade:</u>			
Sixth grade	1-7%	Teacher.	1-7%
Tenth grade	2-15%	Storekeeper	1-7%
		Nurse	1-7%
12th/all of them	8-61%	Secretary or nurse	2-15%
		Teacher or nurse	1-7%
		Nurse	2-15%
		3rd grade teacher.	1-7%
		Teacher.	1-7%
College	1-7%	A hippy.	1-7%
		Teacher	1-7%
No Data	1-7%	No Data	1-7%

<u>EDUCATIONAL LEVEL</u>	<u>N%</u>	<u>OCCUPATIONAL ASPIRATIONS</u>	<u>N%</u>
<u>School A</u>			
<u>Fifth grade:</u>			
Fifth grade	1-6%	No Data	1-6%
I hate school and would like to quit	1-6%	No Data	1-6%
12th/all the way	8-53%	Stewardess	1-6%
		Teacher	3-20%
		Model or singer	1-6%
		Marine nurse	1-6%
		Teacher or nurse	1-6%
		No Data	1-6%
14th grade[not college]	1-6%	Secretary	1-6%
15th grade[not college]	1-6%	Stewardess	1-6%
College	3-20%	Model or singer	1-6%
		Teacher or nurse	1-6%
		Nurse	1-6%
<u>School B</u>			
<u>Fifth grade:</u>			
I don't know. I won't finish.	1-12%	Nothing	1-12%
Tenth grade	1-12%	Nurse	1-12%
Twelfth grade	4-50%	Singer	1-12%
		Nurse	2-25%
		Lawyer	1-12%
College	2-25%	Nurse	1-12%
		I don't know.	1-12%

* * * * *

Occupational Aspirations of Menominee Boys

	<u>School A</u>			<u>School B</u>	<u>Total</u>
	3	4	5	5	
<u>Aviation</u>					
Pilot	1-14%		1-11%		2-5%
Astronaut			1-11%		1-3%
<u>Professional</u>					
Doctor		1-9%		1-10%	2-5%
Lawyer		1-9%	1-11%		2-5%
Architect				1-10%	1-3%
Chemist			1-11%		1-3%
Engineer			1-11%		1-3%
Policeman		1-9%			1-3%
<u>Professional or Skilled</u>					
Truck Driver or Doctor Engineer or Mechanic				1-10%	1-3%
			1-11%		1-3%
<u>Skilled Labor</u>					
Machinist			1-11%		1-3%
Carpenter				1-10%	1-3%
Mechanic				2-20%	2-5%
Logging man	1-14%				1-3%
<u>Armed Services</u>					
		1-9%			1-3%
<u>Other</u>					
Elder for church		1-9%			1-3%
I'd like to be like my father. He has an Indian headdress that my mother made for him and all kinds of Indian stuff and goes out to parades and makes lots of money		1-9%			1-3%
I don't know	1-14%	3-27%	1-11%	2-20%	7-19%
I don't think about it		1-9%			1-3%
A good job	1-14%				1-3%
No Data	3-42%	1-9%		1-10%	4-11%

Educational and Occupational Aspirations of Menominee Boys

<u>EDUCATIONAL LEVEL</u>	<u>N%</u>	<u>OCCUPATIONAL ASPIRATION</u>	<u>N%</u>
<u>School A</u>			
<u>Third grade:</u>			
Ninth grade	1-14%	Don't know.	1-14%
12th/all the way it goes.	2-28%	Logging man.	1-14%
		Get a good job where I could support my family and help my mother out when she needs it.	1-14%
No data.	4-57%	Pilot.	1-14%
		No data	3-42%
<u>Fourth grade:</u>			
Kindergarten	1-9%	No Data	1-9%
12th grade/all the way/to the last grade	9-31%	I don't think about it.	1-9%
		I don't know sometimes	
		I think about it.	1-9%
		I don't know.	2-18%
		Go in the Navy.	1-9%
		A policeman because you can chase those guys and go fast.	1-9%
		An elder for the church.	1-9%
		I think a doctor.	1-9%
		A lawyer.	1-9%
College	1-9%	I'd like to be like my father. He has an Indian headdress that my mother made for him and all kinds of Indian stuff and goes out to parades and makes lots of money.	1-9%

(to be continued)

<u>EDUCATIONAL LEVEL</u>	<u>N%</u>	<u>OCCUPATIONAL ASPIRATIONS</u>	<u>N%</u>
<u>School A</u>			
<u>Fifth grade:</u>			
Tenth	1-11%	Engineer	1-11%
12th/all the way.	5-55%	Machinist.	1-11%
		Engineer or mechanic.	1-11%
		Go in the service, Pilot.	1-11%
		Astronaut.	1-11%
		I don't know.	1-11%
College	3-33%	Sports star.	1-11%
		Chemist.	1-11%
		Lawyer.	1-11%
<u>School B</u>			
<u>Fifth Grade</u>			
12th/all the way.	4-40%	Carpenter.	1-10%
		Architect	1-10%
		Truck driver or Doctor.	1-10%
		Doctor	1-10%
As far as I can.	1-10%	Mechanic	1-10%
College	5-50%	Don't know.	3-30%
		Mechanic.	2-20%
No data.	1-10%	No data	1-10%

* * * * *

Perception of the Relationship Between Formal Education and Adulthood

A few children (4%) felt education would have no effect in adulthood. It was irrelevant and offered them nothing important. When asked, "What do you get out of school?", they responded, "Nothing". None of these children planned to complete high school.

Twelve percent thought education would be slightly important in adulthood. They know how education would affect their lives and did not give reasons for attending school.

Nearly half of the children believed education might be an important factor in adulthood. They were unable to explain how or why education would be important in their future.

Twenty-four percent of the respondents felt education was important because a good education would enable them to get good jobs. Very few students (5%) believed education would result in a future life style which would differ from that of many Indians and from the life styles of people without education.

School B fifth graders felt education was most important. Nearly half of School A's fifth grade felt education necessary for good employment. Third and fourth graders displayed the least well developed understanding of the relationships between education and adulthood.

Perceived Relationship of Education to Adult Life

	<u>School A</u>		<u>School B</u>		<u>Total</u>
	3	4	5	5	
Irrelevant	1-5%	1-4%	2-8%		4-5%
Slightly Important	3-14%	4-16%	2-8%	2-11%	11-12%
Might be Important	8-38%	15-63%	8-33%	11-61%	42-48%
Important to get a good job	4-19%	3-13%	10-42%	3-17%	20-24%
Very Important	1-5%		1-4%	2-11%	4-5%
No Data	4-19%	1-4%	1-4%		6-7%

Students' Interest in the Academic Aspect of School

Six percent of the students were not interested in the academic aspect of school. They did not participate in classroom activities nor did they like any classes. These children had few friends and lived in fear of flunking. Teachers rated their performance as "low".

One fourth of the children expressed ambivalent attitudes about the academic aspect. Although they tended to prefer non-academic courses (music, art) they did not express strong attitudes (like or dislike) toward any aspect of the learning situation.

Half of the children appeared interested in academic work. They liked some subjects, disliked others and sometimes volunteered in class.

Eighteen percent were very interested in most of their courses. They liked at least three areas of study. Some disliked subjects. All volunteered in class and actively participated in activities.

Academic interest declined from a high point among third graders to a low point among fifth graders. Third graders were most interested in the academic aspect of school. None were disinterested. The highest percentage of disinterested students were fifth graders at School A. Ambivalent attitudes were most frequently expressed by fourth graders. Mild interest in learning was most often characteristics of School B fifth graders.

Levels of Interest in the Academic
Aspect of School

	<u>School A</u>			<u>School B</u>		<u>Total</u>
	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>	<u>5th Grade</u>		
Uninterested		1 4%	3 13%	1 5%	5 6%	
Ambivalent	3 14%	9 38%	5 21%	4 22%	21 24%	
Interested	8 38%	13 54%	2 50%	11 61%	44 50%	
Very Interested	9 43%	1 4%	4 16%	2 11%	16 18%	
No Data	1 5%				1 1%	

Menominee children were asked to indicate the subjects they liked and disliked. Non-academic courses, language arts and math were most often enjoyed by Menominee students. Science and social studies appeared to be least well liked. (See page 21).

Teachers indicated the achievement levels of Menominee students. One third were ranked as high achievers, fifty six percent as average students and twenty one percent as low achievers. School B fifth graders were most frequently considered high achievers, and School A fourth graders represented the highest percentage of low achievers.

	<u>School A</u>			<u>School B</u>	<u>Total</u>
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	
High	8-38%	5-21%	8-33%	8-44%	29-33%
Average	11-52%	10-42%	12-50%	7-39%	40-46%
Low	2-10%	9-38%	4-16%	3-17%	18-21%

Menominee Students Attitudes Toward The
Academic Aspect of School

	<u>COURSES LIKED</u>				<u>COURSES DISLIKED</u>			
	<u>School A</u>		<u>School B</u>		<u>School A</u>		<u>School B</u>	
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>5th</u>
<u>Non-Academic</u>	9-38%	4-16%	1-4%	4-22%			1-4%	1-5%
Music	4-19%	2-8%	1-4%	1-5%			1-4%	1-5%
Singing		1-4%						
Physical Education	1-5%	2-8%	4-16%	4-22%				1-5%
Recess		5-21%	3-12%	2-11%				
Silent Recess	1-5%				3-14%	1-4%		
Play		1-4%						
<u>Language Arts:</u>								
Reading	5-24%	8-33%	12-50%	7-39%	5-24%	2-8%	2-8%	3-17%
Spelling	7-33%	6-25%	11-46%	2-11%	3-14%	3-13%	5-21%	1-5%
Language	4-19%	7-29%	1-4%	4-22%	4-19%	4-16%	8-33%	3-17%
Speech				1-5%				
English							1-4%	
Phonetics								1-5%
Writing Sentences		1-4%			1-5%			
<u>Math/Arithmetic:</u>								
Math/Arithmetic	11-48%	10-42%	13-54%	13-72%	5-24%	10-42%	8-33%	4-22%
<u>Science:</u>	4-19%	5-21%	6-25%	3-17%	3-14%	3-13%	4-16%	6-33%
<u>Social Sciences:</u>								
Social Studies	2-10%	4-16%	2-8%	6-33%	2-10%	4-16%	12-50%	6-30%
Weekly Reader					1-5%			
Map Study					1-5%			
<u>Other:</u>								
Books	1-5%	1-4%						
Library		1-4%						
Learning		1-4%	2-8%	1-5%				
Projects		1-4%						
Nothing/No Subjects		1-4%						
Everything	2-10%					1-4%		
Lots of work					2-10%			1-5%
Assignments								1-5%
Staying after								1-5%
Talking in front								
of class					1-5%	1-4%		
Showers					1-5%			

MENOMINEE CHILDRENS' PERCEPTION OF PARENTAL
COMMITMENT TO FORMAL EDUCATION

Parental Attitudes Toward Formal Education

Six percent (5) of the Menominee children who were interviewed perceived their parents as uncommitted to formal education. Even when the interviewer probed about their parents interest in education by asking: Do they ask about your work? Do your parents tell you how to behave? etc., these children reported that their parents told them "nothing" about school nor did their parents ask about school.

What do you tell your parents about school?

School A

Fourth grade:
I hate school.

Fifth grade:
I have a good time. About my friends.
I like to go to school.

School B

Fifth grade:
What happened.
I don't talk about it.
About the trouble.

Nearly all children (eighty-seven percent-76) felt their parents wanted them to receive an education. Their responses indicated varying levels of parental concern about education. Thirty-four percent (30) of the Menominee respondents indicated their parents were more concerned about behavior than achievement:

What do you tell your parents about school?
What do your parents say about school?

School A

Third grade:

I tell them nothing [probed].

[My parents say] to behave and not get in fights.

I tell them we had lots of work to do. We had a fun time playing and that it's fun in school to learn. [My parents say] to behave to be good and not fight with other children.

I tell them what we do in school. Tonight, we have to go back for the program. [My parents say] to not get in trouble and not stick up for people cause you have to go to school and when you get in trouble other people won't help you.

I tell them if they ask how I was in school. I say "OK" and tell what I got on my papers and that. [My parents say] to never fight or nothing. Never to call people names.

I tell them it is a lot of fun [and about] all sorts of stuff. [My parents say] to never get in fights. Only when someone picks on you pop him back.

I tell them how we're doing and that's all. [My parents say] to be real good and to don't bother anyone who's talking to each other.

I tell them whatever we do at school and what kind of teacher we have. [My parents say] to behave and do what teacher says.

Fourth grade:

I tell them some marks were good and some bad. [My parents say] that sometimes I'm good and sometimes I'm bad and to behave.

I tell them if I got my papers right. [My parents say] to be good at school.

I tell them that we draw pictures and all that. [My parents ask] "Are you good?"

I tell them I like to work. [My parents say] to be good.

I tell them that I don't like it. I always tell them something about my teacher. [Interviewer; Is your teacher good?] No, she's awful. I don't like my teacher. [My parents say] to behave.

I [don't] tell them too much. That I had a nice day and that. [My parents say] not to get in any fights. If they [other children] start one go tell the teacher.

I tell them it's a lot of fun there but the work is hard. [My parents] ask: "Do you like it?" I say "yes." "Do you get in a lot of fights"? I say, "no". I lie [laughs].

I tell them nothing. [My parents say] that I'm supposed to behave. Usually I don't behave. I talk a lot. I get yelled at by [my teacher]. That makes me mad.

I tell them we're going on a trip and all that. [My parents say] to listen and not to fool around and all that.

Fifth grade:

I tell them how I do on tests. [My parents say] to be good.

I tell them nothing. [My parents say] to be good. Don't get in trouble.

I tell them what happened. [My parents say] to listen and not sass. Obey teachers and be a good girl.

I tell them nothing. Sometimes what went on. [My parents say] nothing. Sometimes they tell me to behave.

I tell them if I got good grades. [My parents say] to be good. They ask me if I was.

I tell them what happened, what I learned, if I got hollered at. [My parents say] to behave.

I tell them if work was hard. [My parents say] to behave.

I tell them if I learned a lot of new stuff. [My parents say] nothing. Except when [I get] in trouble.

I tell them kids pick on me. [My parents say] to behave and make friends.

I tell them that it's alright. [My parents say] to listen and behave in school.

School B

Fifth grade:

I tell them I don't like it. Teachers are mean. They shake you up and give you hard work. My teacher shakes me up because I do something wrong. Because I sharpen my pencil or do something wrong. I don't like school at all. [My parents say] I should listen and behave. [Interviewer: Do you?] Not all the time.

I tell them what I learned. [My parents ask] what was school like today?

I tell them it was really good. [My parents say] don't fuss around or get in trouble.

I tell them nothing. [My parents say] to be good and not fight.

Fifty-one percent (45) of Menominee students thought their parents were most concerned about their academic performance. The nature of this student-parent communication is presented below:

What do you tell your parents about school?

What do your parents say about school?

School A

Third grade:

I tell them that I do good work. [My parents say] it's nice when I do good work.

I tell them there are a lot of nice kids. [My parents tell me] that I should go to school. If it's a nice day, they let me go outside and finish my work later.

I tell them what we had to eat and what I done. [My parents ask] if I had fun, how much I got wrong on my math and stuff.

I tell them that we have nice teachers, that I like school and it's real good. [My parents say] that we're doing wrong and tell the school some things that they should know about us.

I tell them nothing. They never ask me. [My parents ask] if I studied hard or if I done anything wrong.

I tell them all the things I do in school and that I got a new teacher. I like her. If I got in any fights. [My parents tell me] to be good in class and when I bring home my report card daddy tells me what to do to do it better.

I tell them I done hard work. [My parents say] "Is it good?" "Are you good?" "Are you doing good"? When I do good it makes them happy.

I tell them sometimes what things I did or something, like if we are doing some things just good. [My parents] sometimes don't want to send me to the other school in Keshena because some of the kids in Catholic school don't like us and want to beat us up to come down here and do something. Dad tells us to work hard.

I tell them I get A's and B's and what I get on my work. [My parents say] to do good things in school. Don't fight and all that.

I tell them if I get and A, A-, or B+. [My parents say] to be good and do well.

I tell them what we ate. That was when she [my mother] used to didn't work [at school]. I told her what kind of math we do and when I get 100's. She says, "good". [My parents say] to be good.

Fourth grade:

I tell them what all the kids do and she knows about it because [my teacher] tells her. [My parents say] if they [catholic school] have a fifth grade I can go there. I should catch up on my low grades and to behave.

I tell them we had art or my teacher hollered at somebody or hit somebody. [My parents say] "How do you do?" I say, "Real good." "When you eat, use manners and don't sass the teacher."

I tell them nothing. Sometimes they ask me what I do in school and I tell them we work. [My parents ask] How it is and tell me to work.

I tell them I don't like it. [school] [My parents say] you better go or you will end up in jail.

I tell them what I do at school and sometimes when we take trips, what we do and math and what we do. [My parents] always tell me about math and how I do and not to fight.

I tell them nothing. [My parents say] to study and behave.

I tell them nothing. [My parents ask me] how I have been doing and say to be good.

I tell them how we do and about fights. [My parents ask] How did you do? Did you do anything right or wrong? They ask when are PTA meetings.

I tell them about the things that happen and if I got an F. [My parents say] sometimes to do better and to keep up my good work if I do good work.

I tell them just what happens. [My parents say] they want me to get higher grades.

I tell them what I do in school and stuff. [My parents say] you should go there and you will get smarter.

I tell them what happens every day. How I got along with friends. [My parents tell me] how to act, to work harder and try to get an A in everything.

I tell them things that happened at school. [My parents tell me] I have to be much better or I'll get a licking if the teacher tells them my behavior is bad. I tell them about how I do. They are concerned.

Fifth grade:

I tell them what's happened each day. [My parents say] nothing really but study hard and behave.

I tell them what I did, work, fights, etc. [My parents tell me] they like my report card.

I tell them I don't want to leave school. I'll get lonesome for friends. [My parents tell me] not to miss them. To be good and work hard.

I tell them something I do at school. What teachers say. Has had troubles. [My parents say] go, you need an education.

I tell them nothing. [My parents say] its good for you. I don't like to go to school. I'd rather stay home and watch television.

I tell them I don't like it. The teachers holler too much. [My parents say] go to school. I do what they tell me.

I tell them I like it sometimes. I tell them if teachers hit me. [My parents tell me] to listen and mind. Dad will call if the teacher hits me.

I tell them about my friends. I hardly get to tell, my brother does. [My parents say] to work or I will be held back.

I tell them if they ask, I like school fine. [My parents say] it's a good place to learn things.

I tell them what I learned. [My parents tell me] to listen so I'll learn more every day.

I tell them about arguments and teasing. [My parents tell me] to do work so I won't flunk. Keep going to school.

I tell them it's awful. I hate it. I don't like it [school]. [My parents say] I have to go to get a good education. I don't believe it.

School B

Fifth grade:

I tell them nothing much. For example, I had fun today. [My parents tell me] to learn stuff.

I tell them nothing. [My parents] sometimes ask me what I learned.

I tell them special things I do or am going to do [like the] Spring Festival. I don't tell them exactly so it will be a surprise. [My parents say] get your work done and you'll pass. Ignore kids who do bad stuff.

I tell them what I did. [My parents tell me] how I should act, go to school cleaned up, listen good and do your work good.

I tell them nothing. [My parents ask] "Were you good?" They are interested in how I do in school.

I tell them what happened, what we learn. [My parents say] I should always work hard to get good grades.

I tell them what happens in school. [My parents tell me] to be good and do my work so I can pass fifth grade.

I tell them nothing. [My parents tell me] to get good grades and do good.

I tell them what happened. [My parents say] if I do bad, to stop doing it and get to work.

I tell them it's [school is] OK. [My parents say] it's important to learn.

I tell them things I do and what we're going to do. [My parents say] if you work hard you someday may be something you want to be.

I tell them nothing. [My parents tell me] to go to get a good job.

A third grade student reported that her parents expected her to attend college:

I tell them what all the things we do what I learned about my classes. They ask me how many A's I got and I tell them. [They say] I should try to get them all like that way. They'd like me to go to college to be educated. [I'm told] to mind the teacher and to try to get good grades on my report card.

Parental Involvement in School Affairs

Six percent (5) of interviewees indicated their parents had not visited school or had any contact with their teachers.

Eight percent (9) of the respondents reported their parents visited school only at the request of teachers to discuss problems they were encountering.

Do your parents visit your school? Why?

School A

Fourth grade:

Once in a while some of the teachers ask my Ma to come visit them.

Fifth grade:

Yes, when I'm in trouble.

When they have to come when I get in trouble.

If I'm bad they talk to my teacher. I don't know what they talk about.

[They come] to talk to teacher.

Sometimes about my behavior, when I'm in trouble.

When they have trouble with me they come to teachers conferences and talk about my behavior.

School B

Fifth grade:

To talk to teacher when I get a bad report card. [They] talk to teacher about behavior. Mostly ma comes.

Thirty-one percent (27) of the students indicated their parents were informally involved in school affairs. These parents came to school "to pay for lunch," "to talk to the teacher," attend conferences, "to see how good we are," or "to talk about teacher brutality." None attended PTA.

Do your parents visit school? Why?

School A

Third grade:

Yes. Sometimes to pay for lunches. They don't come to talk to teacher.

To see how good we work and talk to teacher. They don't come very often.

Cause they want to see how I'm working and talk to my teacher.

Sometimes they come to have conference to know about my progress.

Sometimes to see how I do and talk to the teacher and see if I did anything wrong.

To see how good we're doing in school and how we can draw. My brother was fighting. _____ pushed over my sister. My brother went over there and was fighting with them. He ran home and got my parents.

Just to back me up. Talk to teacher about doing good in class. They don't come very often.

Only to pay my lunch. Sometimes Ma talks to teachers. Open House.

They come when I don't have shoes and pick me up. Talk to teacher about paying my lunch.

Yes. I don't know why. They talk to teacher. I don't know what about.

Yes. When I was playing outside three girls beat us up and called us names and I told my parents. They talked to teachers about it. [They] come to see how we do.

Fourth grade:

To talk to my teacher. [Two responses].

To pay for lunch. I don't know if they talk to teacher.

Sometimes they talk to the teacher. I don't know why.

Sometimes to see my teacher. I don't know what they talk about.

Sometimes [they come] to see the teacher and to see how we're doing on work and that.

Fifth grade:

Sometimes to see my teacher about behavior. I behave okay in school. Better than some.

Not too much. To pay for lunch. Not to talk to my teacher.

Not often. To talk about teacher "brutality," and pay for lunches.

To talk to my teacher once in a while.

To see teacher about my grades.

School E

Fifth grade:

Yes. _____ and a girl fought. The teacher said _____ fought her first. I told teacher she didn't.

Once or twice for teachers conference.

Ma comes to bring my sister to school. She talks to teacher. They don't come to PTA, they stay home and [work].

Yes, to see how good we are.

My teacher calls her [My mother comes] to look at my papers, not when I'm in trouble. Mom comes to see how I work.

Forty-eight percent (42) of the respondents perceived their parents as somewhat involved in school affairs. Their parents attended PTA in addition to visiting school for various reasons (conferences, open house, etc.).

Do your parents visit school? Why?

School A

Third grade:

Yes. Once a year to talk about things about school, visit teachers and ask how well we do.

Yes. To see how we're doing and they see if we got good grades. PTA.

Ma comes sometimes. My teacher tells her to come down and see how [I do in] my reading.

Yes, Conference after report cards, PTA.

To talk to my teacher sometimes.

To talk to my teacher and see how I do. I don't know what else. PTA.

To talk to my teacher to see how I do and I don't know what else. PTA.

Sometimes to talk to my teacher to see how well I was doing and attend PTA.

Fourth grade:

They come to see how I work, talk to teacher, PTA.

Sometimes to talk to my teacher about report cards and activities and grades. Sometimes PTA.

Yes. If I get sent home then my teacher says my Mom has to come and bring us back. Sometimes PTA.

To talk to my teacher about my behavior. It's usually good. PTA sometimes.

To see how my report card is and talk to my teacher about bad reports. I get a lot of bad reports. I am [worried about it]. PTA.

Sometimes because someone started a fight with me in fifth grade. I talk to my teacher to see if the fifth graders can leave us alone, because I don't want to get in fights. Sometimes they go to PTA.

Yes, sometimes when she doesn't have to do anything she talks to my teacher. When I don't behave and how to do homework so mom can help me. The teacher shows her my work. They come to PTA.

To see my teacher because I always talk. I get in trouble for talking. I got sent out of the room and got an F. My parents have to come and talk to teacher. PTA.

Yes. All the rest of the year to see how good I'm learning. PTA.

Only Ma comes to PTA and to see my teacher.

Yes. If [my teacher] wants to talk to them or if something is wrong and go to PTA.

Yes. To see how good I'm doing in school.

Sometimes talk to teacher. I don't know what about. Once in a while they come to PTA.

Sometimes, cause I've got some problems or teacher calls them in. Just tells me to write a note and they come up. They come to PTA sometimes.

To see how I am in school and talk to teacher.

Fifth grade:

To see how I behave. They talk to teacher about my grades and come to PTA.

Once in a while they go to PTA. Ma talks to teacher, asks what's up?

To pay for lunch, see teacher, PTA.

PTA, pay lunch, talk to teacher.

Come to PTA.

Sometimes to pay for lunch and pictures, to see the teacher and for PTA.

Sometimes cause I'm bad, and to pay for lunches.

Letters to come because I'm bad in school. I talk back. There is too much yelling here. They come to PTA.

Just Open House, to talk to teacher and PTA.

Yes, when I'm in trouble, pictures, report cards. I run away from school. PTA sometimes.

Sometimes to see how I'm doing in school. PTA sometimes.

School B

Fifth grade:

When I got suspended for fighting and PTA.

PTA and conferences.

Sometimes. I don't know. To talk to teacher, PTA.

Sometimes to see how I do. To talk to teacher. My teacher tells Ma how I do and tells her what I'm doing or not doing it.

To pay for lunch. I don't know if she talks to teacher. Sometimes PTA.

My younger brother gets in trouble. [My parents] talk to teachers about both of us. Sometimes they come to PTA.

Yes, to see how I do, talk to teacher, attend PTA.

To see how we are in school, talk to my teacher, PTA.

To see how I'm doing, PTA sometimes.

MENOMINEE CHILDRENS' KNOWLEDGE OF AND ATTITUDES
TOWARD TRIBAL CULTURE AND LANGUAGE

Menominee Culture

Children were asked "What do you know about your tribe?" Although the interviewer probed [Do you dance at Pow Wows? Do you know legends, etc.], she did not feel childrens' responses always indicated their actual knowledge of Menominee culture. Some children could not separate the concept of tribal culture from their identity of themselves. Twenty-four percent (21) of the respondents reported they knew "nothing" about Menominee culture. The other children (76%) had knowledge of many aspects of their culture.

Knowledge of Tribal Culture

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Nothing	5-28%	7-29%	5-21%	4-22%	21-24%
A Little		1-4%	6-25%		7-8%
Danced in Pow Wow	4-22%	2-8%	2-8%	2-11%	10-11%
Other[as presented below:]	10-56%	12-50%	11-46%	13-72%	46-53%

What do you know about your tribe(history, legends,etc?)

School A

Third grade:

About Spirit Rock. They say you have to put tapioca's down there. If it comes down all Menominee Indians will die. It's by Highway 55. I know other things,too.

Spirit Rock. There is a great big rock and this chief said when all of it got down all the full blooded, [Menominees] would die.

I know Spirit Rock. It used to be a big rock.

My uncle and Grandpa dance a little.

[Menominees] had different kinds of foods. They had horses and many legends.

Legends and other things.

I dance. I see people dancing. My dad told me one story.

When my grandmother was an Indian they had ceremonies and killed a bird. They would put it on a drum dance around it and pick it up by its feathers. Menominees can speak different. And have different beliefs.

That white men are building houses on Indian land and trying to take the Indians' land over.

Menominees never got in each others way. They weren't too rich or too poor.

Fourth grade:

He [my dad] talks to other guys about it [Menominee Culture]. Spirit Rock Legend.

There was about 250 tribes like the Chippewa. I dance a little bit.

When the stone disappears we [Menominees] will all die.

That this is their [Menominee] land.

[Menominees] owned a lot of land around here.

They have woods that they don't let other people except Menominees go in. ___ told some legends in class.

[Menominees] lived in round houses, had bows and arrows, made their own boats (they didn't have motors) but canoes and learned a lot of skills in the forest. I dance.

That they [Menominees] made their own clothes and killed animals and ate food. When people died they put jewelry on them.

There's very few [Menominees] left. I know how they would make Mocassins or Indian purses.

Menominees used to wear feathers. I can make something [Menominee things]. I know about loners.

That they we divide into groups and had to go to different places - Zoar, South Branch, Keshena, Neopit. My father tells legends and about Spirit Rock. I dance a little.

We're starting to make it [Keshena] a town and it's starting to be a big city.

Fifth grade:

They [Menominees] are good people.

Not too much. Menominees are friendly.

[Menominees] are peaceful. I know some legends.

I know a little about the way they used to live.

Menominees were good people and good hunters.

How they got food and made homes.

Menominees were peaceful. My dad taught me some crafts.

They like to dance. They talk to white people about what they do. I [make] some crafts at home. I can dance.

Menominees had some great chiefs. I'm descended from one. I dance a little.

There are new lakes. I dance. I know some legends.

I do beadwork [respondent described how]. I dance, and I know a legend, Spirit Rock, from my Grandfather.

School B

Fifth grade:

Some legend stuff.

Legends. The Spirit Rock legend [two responses].

Spirit Rock.

I know a lot of stories from my grandmother.

[Menominees] owned most of Wisconsin. We do wooding and other things.

[Menominees] they were civilized.

They don't live the way people do in New York and other places. I know legends and stories. I'm learning to dance.

[I know about] different tribes in social studies. I only know some Menominee words.

How Menominees dress. I compare whites to Indians.

They lived in bark houses. That's all.

[Menominees] traveled from far away places. [They] make birch canoes and birch bark tepees.

[Menominees] used to live in houses. We hunted deer when we needed it and wore moccasins.

Data indicating sources of knowledge for tribal culture were limited. Data were available for fifty-three percent of the respondents. However, since twenty-four percent reported no knowledge of tribal culture, there is no knowledge-source data for only twenty-three of the respondents. The most frequent sources of knowledge were parents and close relatives.

Sources of Knowledge About Tribal Culture

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
At home or parents	4-19%	7-29%	5-21%	4-22%	20-24%
At home and grandmother			1-4%		1-1%
Grandmother		2-8%		2-11%	4-5%
Grandfather	1-5%		1-4%		2-3%
Great grandfather	1-5%				1-1%
Grandfather, uncle, friends.	1-5%				1-1%
At home and from books.			1-4%		1-1%
At home and in school.		1-4%	2-8%		3-3%
At home, in school, museum.		1-4%			1-1%
From older Indians.				1-5%	1-1%
At powwows.	2-10%	1-4%	1-4%	2-11%	6-7%
In school.			2-8%		2-27%
Historical marker.			1-4%		1-1%
From books.				2-8%	2-2%
No knowledge of tribal culture.					21-23%

All children had positive attitudes toward Menominee culture. Eighteen percent (16) felt learning about Menominee culture was more important than learning about "white culture." Students were asked "What would you like to learn about your tribe?" Their responses are presented below:

Aspects of Tribal Culture of Interest to Menominee Children

	School A			School B	
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Third</u>	<u>Total</u>
Menominee language	3-14%	2-8%	1-4%	3-17%	9-10%
Menominee language and writing.	1-5%				1-1%
Menominee language and dancing	2-10%	1-4%	2-8%		5-6%
Menominee language and singing.	1-5%				1-1%
<u>Other as presented below . . .</u>					

What would you like to learn about Menominee culture?

School A

Third grade:

How they build tents out of animal skin and how they make their paint. I like being Menominee.

How they talk Indian. How they make the rain fall.

How to speak. What they did when tribe was put log.

All the things they do and how to talk and everything.

What they are doing and what they did before.

How to speak the language and why they believe in things.

How to talk, how to trap animals, how they make tepees and light the fires.

How they live and survive through hot sun.

How the Indians first came and how they used to live and everything.

How they killed deer and how they got food.

Fourth grade:

Beading and all that. My sister can bead.

How they made their houses.

How they made stuff, cooked and hunted.

If they were the first ones here.
Sign language, and talking Indian.
How they talk and different kind of skills they had.
How they talk and hunt and all that.
How they lived.
When Menominee was discovered and everything.
How they talk and dance. Where they all went.
How they live and how they would get around and all that.
How they moved their homes, and some things like that.
How far did they go, what happened when war stops, how
did they help the people who got shot.
What kind of food they ate and how they lived.
When they started living here.
How they make stuff and catch things.
How to make stuff.
How they make Indian crafts.

Fifth grade:

How to make Indian clothing, jewelry.
Crafts, hunting, how they lived.
Origins, early times.
History, crafts.
How they lived and that.
Legends, history.
Customs.
Singing.
Language, dancing, fighting.
I plan to Indian dance this summer. How to talk Indian
and learn legends.
How to speak the language. Where they came from and when.
Dancing, talking, and make signs.
I want to talk Indian, dance and have Indian teachers.

School B

Fifth grade:

Why Menominees came here.

How we got the name.

How they live. What they do.

How long they lived. What they lived in.

How they lived in early days. How they made a living.

How Indians got along a long time ago.

How they stopped living in birch. When they first got guns to hunt with.

How they lived. If they were real mean.

How they lived a long time ago. About Menominee homes, cooking, and hunting.

How the prints got on the rock.

How many are there. How many tribes.

The chief of tribe. About Chief Oshkosh. History.

History, [several aspects] and language.

Menominee Language

Fifty-seven percent of Menominee children (50) could neither speak nor understand their tribal language. Thirty-eight percent (33) indicated varying levels of language proficiency; twenty-three percent understood and spoke some Menominee words, nine percent could follow a conversation and speak poorly, two percent understood Menominee well and could converse with little difficulty. None of the children reported perfect fluency in their native language. More fifth graders in School B (72%) had some level of language proficiency, than in School A.

Level of Menominee Proficiency

	School A			School B	
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	<u>Total</u>
None	17-31%	16-67%	12-50%	5-28%	50-57%
Understood some words/spoke a few words.	1-5%	4-16%	10-42%	8-44%	23-26%
Understood a conversation/spoke poorly.		2-8%	1-4%	5-28%	8-9%
Understood language very well/conversed with little difficulty.	1-5%		1-4%		2-2%
Perfect fluency.					
No data.	5-2%	2-8%			7-8%

Menominee children were asked with whom they spoke Menominee. Most frequently the language was used with parents and/or relatives (22%-19). A few children spoke Menominee with friends (6%), friends and grandmother (one percent,) and a teacher (one percent). Five children from School A (six percent of the total number) did not speak Menominee with anyone.

Person(s) with whom Children Spoke the Menominee Language

	School A			School B	
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	<u>Total</u>
Parents	1-5%	2-8%	3-13%	3-17%	9-10%
Parents and grandmother			1-4%	2-11%	3-3%
Parents and uncle			1-4%		1-1%
Parents and aunt		1-4%			1-1%
Grandfather		2-8%	2-8%		4-5%
Grandmother				1-5%	1-1%
Friends		1-4%	2-8%	2-11%	5-6%
Friends and grandmother			1-4%		1-1%
Teacher			1-4%		1-1%
No one				5-28%	5-6%

Menominee children expressed positive attitudes toward their native language. One-fourth (22) indicated why Menominee was important to them and seemed especially anxious to learn the language. Fourth grades most frequently expressed this attitude.

Number and Percent of Children who Valued
Menominee Language very Highly

<u>School A</u>			<u>School B</u>	
<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	<u>Total</u>
5-24%	9-38%	5-21%	3-17%	22-25%

Responses of some Menominee children are presented below:

Would you like to learn more about the Menominee language?
Do you think you would learn things more easily if you were
taught in Menominee?

School A

Third grade:

Some guys like to talk but I don't know how. Menominees do things different. I'm part Potawatomi and Menominee and French. I can't explain it.

I like to talk Menominee cause I don't like to talk white.

Yes, because my mother is a fullblooded Indian and she talks Indian to my grandmother [in Menominee].

Fourth grade:

My grandfather can talk Menominee. He does when he runs into one of his friends. [If I knew the language] I could learn more about how people live and understand them better.

I would be talking like Indians and I'm an Indian.

My father speaks it to some of the other ones who are 7/8 and understand it.

[I'd like to know it] because I think my father, sometimes finds things hard because he was sorta taught Indian most of his life. His father was one of the leaders of the Menominee.

Fourth grade cont'd:
Then when I go some other place then they'd know I'm
Menominee.

Fifth grade:
It would be fun to learn because I'm an Indian.

School B

Fifth grade:
Most of our people talk Menominee.

[We would] be speaking our own language.

Perception of Formal Education's Ideal Relationship to Menominee
Language and Culture

Nearly all students wanted some aspects of tribal culture and/or
language taught in their school. Only three percent preferred to learn
about all aspects of their culture "at home":

At home you can have time to eat. Here [in school] you
have to eat and do work at the same time. So I'd rather
do it at home. It's easier.

[I want to learn] at home because I think my father knows
more about it.

My parents know more.

Students Perception of the Schools Relationship to Menominee
Language and Culture

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Language and culture at school	12-57%	6-21%	9-38%	11-62%	38-44%
Language and culture at home	1-5%		2-8%		3-3%
Culture at home, language in school	1-5%	6-21%	4-16%	1-5%	12-14%
Language at home, Culture in school				1-5%	1-1%
Culture at home and in school, language in school	5-24%	10-42%	3-13%	4-22%	22-25%
I can't say			1-4%		
No Data	2-10%	2-8%	5-21%	1-5%	10-11%

MENOMINEE CHILDRENS' PEER RELATIONSHIPS

Peer Relationships in Schools A and B

All Menominee children had at least one friendship in school. They frequently mentioned "cousins" as their "very best" friends. Most children had the same friends inside and out of school. Five percent appeared alienated from social relationships, they had a difficulty identifying even one child who was a friend. One third of the children had some friendships. Half named several friends and stressed peers, lunch, playing and recess as aspects they especially enjoyed at school. Fifteen percent were very popular children. Other students frequently named them as friends, and often the popular student identified other popular students as a "best friend".

Fourth and fifth graders in School A experienced the least satisfactory peer relationships. These classrooms had more cliques than the others, and fighting frequently occurred. The third graders had the most reciprocated and open friendships.

Peer Relationships of Menominee Children

	<u>School A</u>			<u>School B</u>	<u>Total</u>
One friend	3	4	5	5	5-6%
		2-8%	3-13%		
Some friends	1-5%	7-29%	12-50%	9-50%	29-33%
Several friends	12-57%	10-42%	8-33%	9-50%	44-50%
Very popular	8-38%	4-16%	1-4%		13-15%
No Data		1-4%			1-1%

Most Menominee children (75%) felt "too much" fighting occurred in school. Fourth and fifth graders at School A most frequently expressed this opinion. Less than half of the third graders deplored the frequency of fights.

Is there too much fighting in your School?

	<u>School A</u>		<u>School B</u>		<u>Total</u>
	Third	Fourth	Fifth	Fifth	
Yes	10-48%	23-96%	20-83%	12-67%	65-75%
No	8-38%	1-4%	4-16%	6-33%	19-22%
No Data	3-14%				3-3%

Children were asked why fights occurred and what measures could be taken to reduce the number of fights. Respondents felt most fights began when they were playing games. Cheating, ball fumbling, deciding who was up to bat and deciding who had the ball provided impetus for fights. Pushing, "making accidents on kids," and "bumping into kids" constituted the second most frequent cause of fights. Name calling, or "swearing" at children; "teasing," "arguing"; "talking back" or "sassing;" and "sticking up for sisters and brothers" shared third place as fight provoking situations. "Taking things" from other children ranked fourth. "Little things" and "firing worms" were also mentioned as situations which frequently resulted in fights.

To reduce fighting children suggested (in order of frequency) more external control from teachers and the principal, more understanding between children and changes in the school environment. Among the methods of external control children mentioned (in order of frequency): "make kids [who fight] stay in," suspend kids who fight, use patrols [on the playground], "have teachers break up" [fights], "get policeman [on the playground],"

"tell the teachers or principal [about fights,]" "tell the principal [about fights]," "have the teacher punish [kids who fight]," "punish kids [who fight]," "make their mother come [to school when kids fight]," and "get a lickin' from home [when kids fight]." Students who believed fighting could be reduced by improving childrens' understanding of each other suggested (in order of frequency): "have all kids be friends," a buddy system [one child would be responsible for one other child], "have kids apologize," "[have] kids leave each other alone," "never mind [when] kids [call you names]," and "don't be angry [when someone bumps into you]".

Improving the school environment to prevent fighting was also recommended; "get new games and new [playground equipment]," "let the kids play what they want [i.e. less interference by teachers in determining games played at recess]," and "get rid of fifth grade" [the student believed fifth graders started all fights]. When Menominee students were asked what changes they would make in their school half recommended reducing the amount of fighting. (See page 83). Childrens' perceptions and recommendations are presented on the following pages.

Discussion of Fighting by Menominee Students

School A

Grade Three

[I'd] make the children stop fighting. There is too much fighting. Other kids hit each other because they get mad at each other. [Interviewer: Why?] Maybe one of them cheats. I don't know [how to stop all the fights].

I would make the kids be kind to everybody cause right now there are so many fights out of school. Some kids take things away from the others. They argue a lot. I don't know what to do [to stop the fights].

Don't make the kids fight. There is too much fighting because if they [boys] play football one wants to be the head. [Interviewer: Do girls fight too?] Yes. [To stop the fighting] if they fight make them learn more or have their dad give them a licking when they get home.

[To stop fights] I'd keep everybody who started a fight in for two weeks. There are too many fights. I don't know why.

Stop the fighting, cause fifth graders start an argument with some other kids and that's how they get fighting. [To stop all the fighting] have a policeman.

Some guys fire worms [at each other]. [Having] patrols outside in the halls would stop it [the fighting].

[Kids fight because] fifth graders start arguments with some other kids. [To stop all fighting] have a policeman.

Mostly the children fight too much. I got in one fight.

School A

Grade Four

Fighting. Well, if they [children] are mad at each other or something. I sometimes get in fights. [To stop it] have a person in each room to watch kids in school and out of school.

One boy or girl calls the other one a name, then they fight. [To stop it] break it up. [Interviewer: Who should?] You [interviewer] or the teacher who is on the playground.

[Fights start when] one kid swears at us. Sometimes he calls us by names. I start to fight him and his friends help him and mine come and help me. [To stop fighting] suspend them.

Stop the fighting. Sometimes they [children] make accidents on someone. Sometimes they tease and come at you. [To stop it] expell them. I don't know if girls fight as much as boys.

When someone teases someone [else] they have a fight. Like [Y] had one with [Z]. Then their brothers got in it. Their [brothers] friends got mad at each other and had a fight. [To stop fights] don't let kids play outside until they learn their lesson. There is too much fighting here, there wasn't in Antigo.

an
You just bump into them [other children] and they start fighting. Teachers have to stop fights. [Kids shouldn't] be angry when you get bumped into. There are no more fights here than [at School B].

Kids just fight. I fight sometimes to stick up for my brother. [To stop the fighting] make their mothers come.

Fighting. [Fighting happens] when somebody beats up their little sisters or brothers. Sometimes I get in fights because I accidently push someone. [To stop fighting] I'd get new games outside and other kinds of rides.

When they [other children] pick on my sisters or brothers, I fight. [To stop] tell the teacher who is outside or the principal.

Fifth graders fight too much when we play football. They always get mean when we can't catch a ball like that. _____ [a fifth grader] pushes us around. [To stop fights] take fifth graders out of school.

Having to be the hunter or buffalo gets some kids mad. They fight. [To stop it] let kids do what they want. [Hunter and buffalo is a game] where one guy has a ball and the other is the buffalo.

Fighting. Like sometimes when they [children] play kick the ball and they're not up first and sometimes they start fighting or sometimes each other goes after the ball and they might fight over it. Being punished by teachers [would stop it].

When they [children] do something wrong [fights start]. [To stop fights] when they did something wrong to the kids for them to say they are sorry.

I don't know what they [children] fight about. I don't fight. [To stop it] only let the ones who don't fight go outside.

There is too much fighting here. I don't know why. I don't know [how to stop it].

Sometimes there is too much fighting. I don't know how to stop it but like my dad says it takes two to start it. [To stop it] suspending them would be good enough.

I don't know why [children fight]. Punish who starts fight or fights, then they will learn not to fight.

[To stop it] go tell the principal.

[To stop fights] have teachers stop them.

School A

Grade Five

Too much fighting because they [children]
take each others stuff.

They come and push you and you fight.

There is too much fighting over little
things.

Big kids are always fighting.

A buddy system [would stop fights].

[There should be no] fighting. Kick
kid out [of school] if they fight.

No fighting so nobody would get hurt.

There is more fighting here than in other schools.
[To stop it] make kids leave each other alone.

Too much fighting [To stop it] suspend kids that
fight.

School B

Grade Five

[Two boys] fist fight about who will be up in
baseball first. I don't know [how to stopit].

Kids fight about someone who gets the bat and ball.
No one is supposed to fight. Get more bats
and balls [to stop fighting].

Kids fight about anything. Like if someone calls
you a sick cow they fight. [To stop it] never
mind what they say.

[Kids fight] because they talk back. [To stop
fights] don't let kids [who talk back] come
outside.

School B

Grade Five

Fights happen too much. Kids tease each other start it. [To stop] all be friends.

Fighting happens because kids talk back to each other. [To stop it] don't let them [the ones who fight] come out.

Stop fighting and pushing. Kids fight too much, sometimes because they are mad.

Kids fight because they are mad. I don't know [how to stop fights].

Too much fighting. [I don't know what children] fight about. I've never been in fights. I don't know [what would stop it].

Sometimes [there is too much fighting]. I don't know [why]. [To stop fights] try to be friends all the time.

Indians and Non-Indian Peers: Friendships and Perceptions

Menominee students were asked whether they had non-Indian friends and if non-Indian children were different than Indian children. Sixty-five percent of the respondents had non-Indian friends, thirty one percent did not. Most School A fifth graders had non-Indian friends. Third graders in this school were least likely to have non-Indian friends. During the research at School A and School B fifth grade students had a picnic with fifth graders from Shawano. Many of these students named Shawano fifth graders as non-Indian friends.

A Comparison by Grade Level of
Indian and Non-Indian Friends

Grades:	3	School A		School B	Total
		4	5	5	
Students with non-Indian friends	8-38%	16-67%	21-86%	12-67%	57-65%
Students with only Indian friends	13-62%	6-25%	3-13%	5-28%	27-31%
No Data		2-8%		1-5%	3-3%

Half of the Menominee children (57%) perceived differences between Indian and non-Indian peers. Thirty-one percent were not aware of differences. School A fourth graders were most likely to perceive differences between Indians and non-Indians. At least half of the children at each grade level perceived differences. However, third grade students were slightly less likely to perceive differences between Indian and non-Indian children.

Menominee Students Perceptions of Indians and Non-Indians

Grades:	<u>School A</u>		<u>School B</u>		<u>Total</u>
	Third	Fourth	Fifth	Fifth	
Perceived differences	11-52%	16-67%	13-54%	10-56%	50-57%
No differences perceived	9-43%	6-25%	9-38%	7-39%	31-35%
Uncertain of differences			2-8%		2-2%
No Data	1-5%	2-8%		1-5%	4-50%

Combined Data Summary by Grade Level

Grades:	<u>School A</u>			<u>School B</u>	<u>Total</u>
	3	4	5	5	
Had non-Indian friends/ perceived differences.	6-29%	14-58%	12-50%	9-50%	41-47%
Had non-Indian friends/ perceived no differences.	1-5%	2-8%	7-29%	3-17%	13-15%
Had non-Indian friends/ no response on difference.	1-5%				1-1%
Had exclusively Indian friends/perceived dif- ferences.	5-24%	2-8%	1-4%	1-5%	9-10%
Had exclusively Indian friends/perceived no differences.	8-38%	4-16%	2-8%	4-28%	18-21%
Had non-Indian friends/ didn't know if they were different.			2-8%		2-2%
No Data		2-8%		1-5%	3-3%

Menominee children who had non-Indian friends were most likely to perceive differences between Indians and non-Indians. Seventy percent who had non-Indian friends identified differences, only eighteen of the children whose friends were exclusively Indian perceived differences. Students who reported no non-Indian friendships were least likely to perceive differences between Menominees and other children.

A Comparison of Perception of Differences
Between Students With Exclusively Indian and Non-Indian Friends

	<u>Non-Indian Friends</u>		<u>Exclusively Indian Friends</u>	
Perceived Differences	41	70%	9	18%
No Differences Perceived	13	23%	18	60%
Uncertain About Differences	2	3%		
No Data [on differences]	1	2%		

When data were analyzed by grade level, most Menominee children in third grade (75%), fourth grade (87%) and fifth grade at School B (75%) who had non-Indian identified differences between Indian and non-Indian peers. School A fifth graders were least likely to perceive differences.

Perceptions of Menominee Children who had non-Indian Friends:
Analysis by Grade Level

	<u>School A</u>		<u>School B</u>	
	3	4	5	5
Perceived differences	6-75%	14-87%	12-57%	9-75%
Differences Not Perceived	1-12%	2-13%	7-33%	3-25%
Uncertain			2-10%	
No Data	1-12%			

Third graders with exclusively Indian friends most frequently perceived differences between Indian and non-Indian peers. School A fifth graders were least likely to perceive differences. At all grade levels over half of the children who had only Indian friends did not identify differences between Indians and non-Indians.

Perceptions of Menominee Children with Exclusively Indian Friends:
Analysis by Grade Level

	<u>School A</u>			<u>School B</u>	
	Third	Fourth	Fifth	Fifth	Total
Perceived differences	5-58%	2-33%	1-33%	1-20%	
Differences not Perceived	8-61%	4-66%	12-66%	4-80%	
Uncertain					

Menominee students who perceived differences between Indian and non-Indian children were asked to identify the nature of these differences. Twenty-two percent believed the differences between Indians and non-Indians was physical appearance ('non-Indians are lighter' etc.). Third graders most frequently identified physical characteristics. Ten percent of the students noted that non-Indians lived in cities and their appearance was different than that of Indian children. School B fifth graders most frequently gave this response. The belief that Indians people were "better" than White people was expressed by eighteen percent of the children who perceived differences between Indians and non-Indians. Fourth and fifth grades most frequently shared this attitude. A few children indicated that White people were "better" than Indian people. This opinion was most often expressed by School A fifth graders. Thirty percent of the children perceived other differences. Respondent perceptions of the differences between Indians and non-Indians are presented on the following pages.

Differences as Perceived by Menominee Children

	<u>School A</u>		<u>School B</u>	<u>Total</u>	
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>		
Appearance	6-54%	2-13%	3-23%	11-22%	
Residence and Appearance		1-6%	1-7%	3-30%	5-10%
Indians are "better"	1-9%	3-19%	3-23%	2-20%	9-18%
Whites are "better"		1-6%	3-23%		4-8%
Other	4-36%	6-37%	3-23%	5-50%	18-36%
Area of Difference not indicated		3-19%			3-6%

Differences Between Indians and Non-Indians

APPEARANCE

School A

Third Grade:

[Indians] are more kinda darker.

They [Whites] dress different, wear different clothes, and look different.

Some [non-Indians] are darker and some are lighter.

They look different. They [non-Indians] are dark and sometimes they are White.

They [Whites] ain't the color of my other friends.

Some are White and some are light brown.

Fourth Grade:

Sometimes they look different. Some are lighter.

Some are White.

Fifth Grade:

They look different.

[Named a girl] ain't. Her skin's different complected.

If she's Indian, Indians are darker.

RESIDENCE AND APPEARANCE

School A

Fourth Grade:

They live in Milwaukee and look different.

Fifth Grade:

They are in Chicago. [They are] a little bit different.

School B

Fifth Grade:

[I have] one in Milwaukee. She looks different, and is lighter.

In Milwaukee. [they are different].

Whites play in town. They look different.

INDIANS ARE "BETTER"

School A

Third Grade:

Some of them are just White or something. Some of [the] White men brag a lot. Indians don't, just a little bit. The way Whites talk [is different].

Fourth Grade:

They [Whites] aren't too bad. But sometimes they are bad, too. But White men always run around and try to crack up to each other.

(to be continued)

There is a little girl, she's half Indian. They aren't as dark. When you want to go play in the woods White kids are scared they'll get scratched up and something.

They don't play tag. They look different and play with other guys who are just liketthem.

Fifth Grade:

They are White and try to act "big".

[White] kids don't play the same way. [They don't] like to play rough. Lighter [completed].

Indians are better than White people. I don't know why.

School B

Fifth Grade:

Indians aren't scared of the woods and like to run.

I have some White friends from the trip on Friday to Shawano. They wanted to go by the falls, didn't like our games, always stayed close to the teacher and didn't want to go in the woods. They look different. Some have long and short hair. They got different eyes. Some are small. Some are big.

WHITES ARE BETTER THAN MENOMINEES

School A

Fourth Grade:

Some kids are different. The Indians don't invite the kids they don't like. Indians look different and some are mean. The kids from Gillet [Whites] aren't never mean. They always start parties and everything.

Fifth Grade:

Their [White people] houses are cleaner.
[White kids] skin is White. [They have]
light hair. They have more clothes.

[White] kids [are] gooder. [They] don't
get into trouble. [White]kids act dif-
ferent.

[Whites] they are different. [Whites do]
better in spelling.

OTHER DIFFERENCES

School A

Third Grade:

The color of their skin and where they come
from. Like if they know. The friend I had
she moved away now. [She] used to go to a
different school and she was more educated.

They [Whites] look different and like different
things.

[I've got] cousins who ain't Indian. One is
German. One is White. They look and act
different. One is real white. One is a
little. One is half Menominee with White
blood and reddish hair.

They do different stuff. My Indian friends
are different in some ways. I can't explain.

Fourth Grade:

They look different and say words different.

They go to school in Shawano. They are White.
They liked different games.

Yes. [named a child] they are White people.
They act different. I can't explain how.

They look and act different. [Two responses].

They look and act different. Their hair's not
black. That's all.

I had one [White friend] up in Chicago. The
things they do [are different].

Fifth Grade:

Quite a bit. Indians are made fun of by Whites in Shawano, like -- "scalp me," etc. They [Whites] look different, in a way.

Indians know Indian ways.

They [Whites] go out with boys at the age of ten.

School B

Fifth Grade:

They [Whites] don't play so rough.

In Chicago [I have White friends]. Their color is different. They worship different, act different, talk different, play different games and eat different stuff.

How they eat and dress [is different].

[Whites] act different. I don't know how though.

Their color and the way they talk is [different].

MENOMINEE CHILDRENS PERCEPTIONS OF TEACHERS

Perceptions of a Teacher's Job

Students were asked to define the teachers job. Overall, half held neutral perceptions of their teachers: "They teach us," "learn the kids to do things," "teach me what I suppose to know." Thirty-nine percent viewed teachers as authority figures and ten percent regarded their teachers primarily as "helpful persons."

Variability in teacher-perception was influenced by grade level and perhaps sex of the teacher. The largest percent of neutral perceptions were expressed by School B's fifth graders (78%), School A's fourth graders ranked second (50%).

Authoritarian perceptions were most often expressed by fifth graders from School A (38%). Their teacher was male. School B's fifth grade made the fewest authoritarian perceptions (57%). Third graders most frequently regarded teachers as "helpful" (19%). Fifth graders made this perception least often.

Students Perceptions of a Teachers' Job

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Neutral perceptions (teaching/ to teach/to learn us	8-38%	12-50%	10-42%	14-78%	44-50%
Teacher as an authority figure	7-33%	8-33%	9-38%	1-5%	26-30%
Teacher as a helpful person	4-19%	3-13%	1-4%	1-5%	9-10%
No data	5-21%	1-4%	1-4%	2-11%	9-10%

Students who perceived teachers as authority figures defined their job as controlling children and/or making them learn. Half of these children felt a teacher's primary responsibility was to make children behave or prevent fights from occurring. [In other data children, particularly in School A, felt there was "too much fighting." See page 46 of this report.] Very few students defined the teacher's role as "helping us," "taking care of the kids," or "helping us get a good education." Student responses are presented below:

What is the teacher's job?

School A

Third grade:

To help us.

To help the children work.

To help us and to teach us things we should know.

To take care of children and help them learn and not yell so much.

Fourth grade:

To take care of the kids.

To help us learn.

Fifth grade:

To give kids self-respect and help us get an education.

School B

Fifth grade:

To help us get a good education. Help us stick to the jobs we do.

Evaluation of Teacher Performance

Menominee students were asked, "How well does your teacher do his (her) job?" Twenty-eight percent said their teachers were "very poor", sixteen percent thought they were "not very good". More positive ratings were given by twelve percent of the respondents who felt their teachers were "OK." Twenty-four percent reported their teachers were "good." Fourteen percent had "excellent" teachers. Fourth graders gave their teacher the most negative rating; over half thought she was very poor. Several children thought she "yelled too much" or was "mean." More third graders (one third) believed their teacher was "excellent."

Students Opinion of Teachers Performance

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Very poor	3-14%	13-54%	3-33%	1-5%	24-28%
Not very good Slightly negative.	1-5%	4-16%	5-21%	6-33%	14-16%
Slightly positive "OK"	5-24%	1-4%	4-16%	1-5%	11-12%
Good	5-24%	5-21%	5-21%	6-33%	21-24%
Excellent	7-33%		1-4%	4-22%	12-14%
No data		1-4%	1-4%		2-2%

When asked what they "liked best" about their school, twenty-one percent of the students mentioned, "teachers or nice teachers." The greatest percent of School B's fifth graders and School A's third graders gave this response:

What Do You Like Best ABOUT This School?

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Teachers	5-24%	3-13%	5-21%	5-28%	18-21%

Students were also asked what they "disliked most" about their school. Eighteen percent responded "teachers" and/or mentioned some aspect of their teachers' behavior. Fourth graders identified their teacher more frequently than students in other grades.

What do you dislike about this school?

	School A			School B	
	Third	Fourth	Fifth	Fifth	Total
Teachers	2-10%	8-38%	5-28%	1-5%	16-18%

Aspects of teachers' behavior which children disliked are presented below:

School A

Third grade:

Some teachers are mean. They hit you and yell.

The teachers are mean. They holler at you. They just holler at you!

Fourth grade:

Some teachers yell too much. They yell because kids are sassy. I feel sad and mad when yelled at.

[I don't like] the way teachers holler when we just do a little thing. I feel mad and not good when she hollers.

When the teacher hollers. [two responses]

Teachers. They holler and they are old.

Teachers. They always shake you up and yell.

Mean teachers. They holler when kids don't do nothing or talk. They shout. Teachers yell too much.

When you get hollered at.

Fifth grade:

Teachers.

My teacher hollers. [two responses].

My teacher is mean. She hollers.

Teachers are too mean. They shake you and holler. I get mad and want to run away or hit teacher.

School B

Fifth grade:
Teachers are too mean.

Twenty eight percent(25) of the children mentioned teachers or their current teacher's methods as aspects of the school they would like to change. Fifth graders most frequently disliked their teachers, especially those at School B. [For more complete discussion see pages 83-85.]

What would you change about this school?

	School A			School B	Total
	Third	Fourth	Fifth	Fifth	
Teachers	2-10%	5-21%	9-38%	8-44%	24-23%

Attitudes Toward Teaching: Projections

Forty-four percent of Menominee children expressed positive attitudes toward teaching, forty-six percent held negative perceptions and two percent were ambivalent. The highest percent of fourth graders (58%) expressed positive perceptions. Negative perceptions were most frequently expressed by fifth graders from School B (72%).

Would you like to be a teacher?

	<u>Yes</u>	<u>No</u>	<u>Uncertain</u>	<u>No Data</u>
<u>School A</u>				
Third grade	9-42%	7-33%	1-5%	4-19%
Fourth grade	14-58%	8-33%		2-8%
Fifth grade	11-46%	12-50%		1-4%
<u>School B</u>				
Fifth grade	4-22%	13-72%	1-5%	
Total	38-44%	40-46%	2-2%	7-8%

Sex of respondent also influenced students' attitudes toward teaching. More girls (56%) than boys (27%) in Schools A and B were interested in teaching. The reverse, more boys (65%) than girls (32%) had no desire to teach, was also true.

Differences by sex and grade also occurred. Fourth grade boys (45%) and girls (69%) were most frequently interested in teaching. In all grades at least half of the girls viewed teaching as a desirable profession. The highest percentages of fifth grade boys (School A 77%, School B 80%) held negative attitudes toward teaching. Among girls third and fourth graders most frequently (21%, 23%) expressed negative attitudes.

Analysis Of Data By Sex and Grade Level of Respondents

Would you like to be a teacher?

	Yes		No		Uncertain		No Data	
	M	F	M	F	M	F	M	F
<u>School A</u>								
Third grade	2-28%	7-50%	4-57%	3-21%		1-7%	1-4%	3-21%
Fourth grade	5-45%	9-69%	5-45%	3-23%			1-9%	1-7%
Fifth grade	2-22%	9-60%	7-77%	5-33%				1-6%
<u>School B</u>								
Fifth grade	1-10%	3-63%	8-80%	5-38%	1-10%			
*Total	10-27%	28-56%	24-65%	16-32%	1-3%	1-1%	2-5%	5-10%

*Percent based on total number of males and females in the sample.

Children were asked to explain why they would like to teach or why they were not interested in teaching. The most frequent reason for teaching was to help kids, or "to teach". A few children enjoyed the authoritarian aspect of teaching (spanking kids, shaking them up, etc.) One student (male) felt teachers were well paid. The possibility of changing their school attracted several students to the profession. They would give children more time outside, include Menominee culture and language, help kids have fun, take trips, and teach "valuable things."

Children who did not want to teach often based their decision on students' behavior ("kids make me nervous", [teaching is] "too emotionally upsetting", "kids don't listen," etc.) or the negative image students held of their current teachers ("kids would say I was mean," "I don't like to boss", etc.). Aspects of teaching (standing, meetings, correcting papers, too much work, etc) also constituted good reasons for avoiding the profession.

Student responses categorized by perceptions of teaching (positive, negative, ambivalent) sex and grade level are presented below:

Positive Perceptions of Teaching

School A

Males

Why would you like to Teach?

Third grade:

To learn more.

Because you would be able to teach children and you would kinda get educated then. If you kinda missed college for some reason you could learn to do things and that teaching.

Fourth grade:

So I could teach some children what they don't know.

I'd like to teach kids how to sing and all that. And I'd like to have fun with them.

I like to do all that work and teach all the kids.

It looks like fun.

To spank kids.

Fifth grade:

I don't know why. Teachers get paid a lot.

To teach kids.

School B

Fifth grade:

You can make them work hard.

FEMALES

School A

Third grade:
To learn more.

I could take care of children.

Because you could teach lots of things and you would have the words right in your book so they [students] couldn't see them.

I think it's fun.

You can write on board and pass out stuff in school. We would learn Menominee then.

Because you do all these things and get a report on yourself.

I don't know why.

Fourth grade:
To teach them how to color.

Just to teach those who have never learned anything and then learn.

Yes.

To shake kids up.

To teach boys and girls to know things.

Just to watch the kids.

I don't know why.

I'd like to take them on different trips and learn them about different things.

Because then you can teach kids some stuff.

Fifth grade:
To learn and help others learn.

I'd let the kids be outside more.

To teach kids to read and write.

It seems easy.

To teach people.

I like to teach people.

To teach [children] how to behave.

To teach them valuable things. Have them behave and be the best class in the building.

To get to teach the second time.

School B

Fifth grade:

If I was going to be a teacher, I'd like to teach math like Mr. _____ does.

To get to know more people.

I don't know why.

Negative Perceptions of Teaching

MALES

Why Wouldn't you like to Teach?

School A

Third grade:

No.

[Teachers] have to holler too much because sometimes kids don't listen.

Its hard work.

You might have to go to lots of meetings.

Fourth grade:

You have to stand up all the time.

No. I don't know why.

I'd take pity on the kids.

I think I'd rather be something else.

I just don't want to be one.

Fifth grade:

Too many things get on your mind. I'd be too busy.

No. I don't know why not. [two responses]

I'm not interested.

I don't want to.

Its too much trouble.

I don't think so. The kids act up.

School B

Fifth grade:

I'd get into many fights with the kids in my class.

You've got to teach all day and check work at night.

No I never could make it.

No.

No . I don't know why not. [two responses]

No . I'd rather be a mechanic.

I don't like to boss [people] around.

FEMALES

School A

Third grade:

No . I don't know.

Because you have to do lots of stuff, check report cards and write down things.

Because [teachers have] all these kids to take care of.

Fourth grade:

Some kids don't like teachers.

No.

No. I don't know why.

Fifth grade:

You have to go all through school and summer school.
[Teachers] teach things you may not like.

No. I don't know why not.

No. But sometimes I'd like to sit up there [at the teachers desk].

Its too emotionally upsetting.

I'm just not interested.

School B

Fifth grade:

Because they [children] would say I was mean.

You have to get up early.

You would yell at the kids.

I'd hate to be [my teacher] because she has to yell her lungs out.

The kids would get on my nerves.

Ambivalent Perceptions of Teaching

MALES

Would you like to teach?

School B

Fifth grade:

I don't know. I never thought of it.

FEMALES

School A

Fifth grade:

I don't know.

MENOMINEE CHILDRENS' EVALUATION OF SCHOOLS A & B
AND RECOMMENDATIONS FOR CHANGE

Overall Opinion of Schools A and B

Students were asked, "How does your school compare with others you know about?" They were also asked to identify which aspects of the school they liked and disliked. Over half (58%) expressed positive opinions about their school, thirty seven percent held negative opinions. Only one child felt School A was the worst school he had attended. Fifth graders from School B gave their school the most positive ratings while School A fourth graders gave their school the lowest ratings.

Menominee Children's Overall Opinion of their School

	<u>School A</u>		<u>School B</u>		<u>Total</u>
	3	4	5	5	
Worst school			1-4%		1-1%
Worse than other schools	1-5%	6-25%	4-16%		11-12%
Disliked the school slightly "about average"	3-14%	10-43%	5-25%	3-17%	21-24%
Liked the school slightly "about average"	5-19%	5-21%	13-62%	5-28%	28-32%
Better than other schools	9-24%	1-4%	1-4%	10-56%	21-24%
The best school					
No Data	3-14%	2-8%			5-6%

Responses of a few children who regarded their school as "better" and "worse" than average are presented below.

Students Who Regarded Their School As
Better than Average

School A How does your school compare with others you know about?
Grade Three

It is better than [at School B]. My brother and sister went there. The teachers were mean. They had to stand up in the corner and everything.

If I had to go to _____ School the teachers would slap you on the face. Here they don't.

[School A is] a nice school. Because in others, like in Madison they have riots because some of the Negro children feel they don't get all the rights the White ones do. Indians don't feel that way.

It is better because there are no mean teachers here and teachers are mean at school.

Fourth Grade

Up in Chicago they didn't have too big of a playground and they teach two grades in one room.

Students Who Regarded Their School as "Worse" than Average

How does your school compare with others you know about?

School A
Grade Four

In _____ [where] my sisters go they have good friends and that.

Grade Five

[School A] is worse. At _____ you learn more, have nicer teachers and better rules.

[There is] lots of fighting. Kids go looking for fights.

School B
Grade Five

You get in trouble for fighting, snowballing
and have to write a lot.

Menominee children indicated the aspects of school they "liked" and "disliked". * Peer relationships (peers, recess, lunch) were most frequently liked (45%). One fourth of the children disliked something about their peers' behavior (fighting, sassiness). Forty percent did not dislike anything about their school. (Although, several of these children felt too much fighting occurred, they did not indicate disliking the situation). Students' evaluation of the non-academic aspects of Schools A and B are presented by category on the following six pages.

* [Evaluation of teachers was discussed previously. See pp. 65-67 .]

Menominee Students' Attitudes Toward
Non-Academic Aspects of Schools A and B

	<u>L I K E D</u>				<u>D I S L I K E D</u>			
	<u>School A</u>		<u>School B</u>		<u>School A</u>		<u>School B</u>	
	3	4	5	5	3	4	5	5
Peers	1-5%		9-38%	7-39%	2-10%	3-13%	5-21%	1-5%
Recess, playing outside, play, equipment	4-19%	5-21%	2-8%	7-39%	3-14%	3-13%	2-8%	1-5%
Lunch		3-13%	1-4%					
Physical Plant		1-5%			1-5%	1-4%		1-5%
Principal							1-4%	
Length of School Year								1-5%
Size	1-5%		1-4%					
I don't know	1-5%			1-5%				2-11%
Nothing			1-4%		9-43%	7-26%	11-46%	8-44%
Everything	1-5%	1-4%		1-5%		1-4%		
When you go home at night		1-4%						
No Data	6-29%	10-42%	5-21%	2-11%				

Non-Academic Aspects of School Liked by Menominee Students

What do you like best about this school?

Attitudes Toward Peers

School A

Grade Three

Good friends.

Grade Five

[Having] fun.

Friends [four responses].

People, Indian children.

[I like the] kids, the little ones.
Big ones are always fighting.

[There are] clean, nice people.

Talking to different people.

School B

Grade Five

[The] kids. [Four responses]

Hardly no one is mean mostly.

[I like the] children.

Friends.

Attitudes Toward Recess

School A

Grade Three

[Having] three recesses a day.

When you get to go outside.

[I like] being outside.

Going out and playing games.

Grade Four

[I like] playing. [Two responses]

[Having] recess.

[Having] recess and going outside.

[I like] when we play outside.

Grade Five

[When we] play outside.

[Using the] playground equipment.

School B

Grade Five

[When I] can play ball.

[I like the] activities.

Going outside during gym and [taking] showers.

The things we play.

[I like having] long recesses.

Attitudes Toward Lunch

School A

Grade Four

[I like] lunch.

In Chicago and Milwaukee you had to walk home for lunch. You can eat at school here.

[I like] eating [here].

Grade Five

[I like] going home for lunch.

Attitudes Toward Size

School A

Grade Three

[I like it because] it's big.

Grade Five

[I like it because] there aren't too many grades.

Other Attitudes

School A

Grade Three

I like everything.

Grade Four

I like the whole school.

School B

Grade Five

I like everything.

* * *

School A

Grade Four

[I like] the landscape.

* * *

School A

Grade Five

[I like] nothing.

* * *

School A

Grade Three

I don't know [what I like about this school].

Grade Four

[I like] when you go home at night.

School B

Grade Five

I got no ideas.

Non-Academic Aspects of School Disliked by Menominee Students

What do you dislike most about this school?

Attitudes Toward Peers

School A

Grade Three

[I don't like] getting in fights.

I'd say mostly the children because they fight a lot. There is too much fighting. I got in one fight.

Grade Four

When they [kids] are fighting.

[There is] too much fighting. One kid always swears at us. I get in fights, sometimes kids call me by names and I start to fight him and his friends help him and mine come and help me. [To stop it] suspend them [kids who fight].

Sometimes kids come and want to fight.

Grade Five

Fighting [two responses].

Some of the kids act sassy.

Kids - some teach you to swear.

School B

Grade Five

When kids act mean to you and push you of the way.

Attitudes Toward Recess

School A

Grade Three

[I don't like] recess. Because in recess you can't read and because in recess [my teacher] makes you sit in your language desks.

School A

Grade Three

[I don't like] recess because you don't get much time.

[I don't like] recess when its cold.

Grade Four

[I don't like it] when we have silent recess.

[I don't like it] when you go out for recess and it is cold.

[I don't like it] when you can't go out for recess.

Grade Five

[Having] silent recess and sitting inside.

School B

Grade Five

[There is] not enough playground equipment.

Other Aspects of School Disliked

School A

Grade Four

[I dislike] everything.

[I don't like] the nurses room.

Grade Five

[I don't like] the principal.

School B

Grade Five

[We] have to go too long, until June 10.

I don't know [what I dislike about this school].

** ** *

Recommendations for Change

Menominee children recommended several changes in their schools. Half (53%) stressed the importance of reducing fighting between children. Fourth graders were especially concerned about eliminating fighting. Twenty four percent believed new teachers should be recruited because current teachers "were mean," "yelled too much," etc. Two students emphasized the need for more Indian teachers. Additional recess time was recommended by fourteen percent of the children. Changes in curriculum, rules, rooms, class size, playground equipment, length of school year, school atmosphere, etc. were also suggested.

Areas of Change Recommended by Respondents

	<u>School A</u>			<u>School B</u>	<u>Total</u>
	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>	<u>Fifth</u>	
Teachers	2-10%	5-21%	9-38%	8-44%	24-28%
Curriculum		1-4%	3-13%	3-17%	7-8%
Rules	1-5%	1-4%	2-8%	1-5%	5-6%
Rooms		2-8%	2-8%		4-5%
Class size	1-5%	1-4%	1-4%		3-3%
Add more Recess	2-10%	1-4%	6-25%	3-17%	12-14%
Improve Sports and Playground Equip- ment		1-4%	1-4%	5-28%	7-8%
Reduce Fighting	8-38%	19-79%	9-38%	10-56%	46-53%
School Atmosphere	2-10%	1-4%	1-4%	2-11%	6-7%
Length of School Year				2-11%	2-2%
Other		2-8%	3-13%		5-6%
I don't know		2-8%	2-8%		4-5%
Nothing	5-23%				5-6%

Specific Changes Recommended by Menominee Children

If you were running the school what would you change?

TEACHERS

School A

Grade Three

Some teachers. Get rid of them and then get different teachers.

Change the teachers. Let the children do all their work and if they don't finish then would not have to stay after school.

Grade Four

Rules for teacher. Have teacher come at six, and us come at seven and get out about 2:30.

Get new teachers.

Get nicer teachers and get better cooks.

Have it so teachers can't holler at you. [My teacher] hollers too much. They holler because them kids always talk. She gives us silent recess. I feel mad when she yells at us.

The teachers. Tell them not to be mean.

Grade Five

Get rid of real strict teachers. Teachers yell too much. They get disturbed and take it out on kids.

Get better teachers [who are] nicer and not hot tempered.

Get nicer teachers who don't holler and get mad.

More Indian teachers than White would make kids feel better.

Get better teachers. Indian teachers.

Change teachers. I'd have _____.
My teacher yells too much about not
getting our work done.

Have teachers not be so rough. [They
are] always hollering.

Fire my teacher.

No teacher brutality. [For example]
my teacher.

School B

Grade Five

Some teachers yell because they are sick of us,
I guess. I feel mad and sad [when yelled at].

Some teachers yell too much. I don't know why
they yell. I feel mad when yelled at.

Ask teachers to help us learn more and stop
yelling [so much].

Get nicer teachers. Do not let girls wear jeans
or boys bell bottoms. Teachers yell too much
about getting out of your seat. I feel mad
when I get yelled at.

Some teachers yell too much. They yell because
other kids talk when teacher talks. I feel mad
[when I'm yelled at].

Make teachers stop yelling. I feel mad [when
yelled at]. I'd like to yell right back.

I don't know. I get in trouble for talking and
have to sit in seat.

Teachers. I'd go to School A. School A teachers
are better. There is too much yelling at bad kids.
I feel sorry and mad [when I get yelled at].

CURRICULUM

School A

Grade Four

The math.

Grade Five

One hour of class. That's all.

Make subjects easier.

Make some subjects longer - spelling,
language, math - to learn more.

School B

Grade Five

Longer recess and math. Shorter science
classes.

The work. I would have only language and
math.

Less classes.

THE RULES

School A

Grade Three

I would change the rules around.

Grade Four

I'd keep some rules and change others.
No writing on bathroom walls.

Grade Five

Change rules, off grounds for lunch.

No hall patrols.

School B

Grade Five

Could eat candy in school and have three
days to do work.

CHANGE ROOMS

School A

Grade Four

Rooms. Take the teacher in my room and go into another room.

The office. Put it down in the coffee room again. The rooms: put first grade in different other rooms.

Grade Five

Change rooms. I like school here.

Change rooms.

CLASS SIZE

School A

Grade Three

Bigger grades, more kids in each grade.

Grade Four

Have more rooms and less kids in each room.

Grade Five

More Indians.

LENGTH OF SCHOOL YEAR

School B

Grade Five

You can get out in May.

Have school longer. I like school.

ADD MORE RECESS

School A

Grade Three

I'd let the kids have four recesses.

Longer recess.

Grade Four

Have recess at ten instead of 10:15.

Grade Five

Children would have more outside play time.
[Two responses].

Longer recess.

Let them have 10:00 recess, 12 and 2:00 recess.

More outside activities.

Recess all the time.

School B

Grade Five

Change recess, one in the morning and one
in the afternoon.

Longer recess [two responses].

IMPROVE SPORTS AND THE PLAYGROUND

School A

Grade Four

Change landscape, make the hills steeper to
roll down.

Grade Five

More playground equipment

School B

Grade Five

Larger gym.

More grass.

More playground equipment [two responses].

Have tackle football in fifth grade.

ATMOSPHERE

School A

Grade Three

I'd make kids get all their work done.

I would try and make the kids happy and try to learn them as much as they could.

Grade Four

Take out fifth grade so you could only have four and it would be easier to take care of.

Grade Five

Have the children be better, happier, like it more.

School B

Grade Five

Have teachers paid more and have better rooms, so no one could break in. Teachers don't yell enough.

Ask teachers to help us learn more.

OTHER

School A

Grade Four

If they broke something they would have to pay for it.

Sometimes have our teacher open curtains. Its too dark.

School A

Grade Five

[Have kids wear] clean uniforms. Some
kids wear rage.

Add another story on the school.

I would run away when hollered at.

APPENDIXSCHOOL A AND SCHOOL BSTUDENT HANDBOOK1968-69PRINCIPAL'S MESSAGE TO THE STUDENTS AND PARENTS

May I welcome each of you back to school. I hope that each of you have had an enjoyable summer and that you are now ready to make this school year a very profitable one for yourself.

The purpose of this handbook is to help students and parents better understand the programs and policies of the School A-B Elementary Schools. It is hoped that all students and parents acquaint themselves with the contents of this handbook.

Education is the job of the school and we feel education is taking place every time learning takes place, whether through subject matter or other types of home or school activities. Success in school is not only determined by grades alone, regular attendance and a wholesome attitude toward your work and ability to work with others are important parts of your education. Remember that you will get out of school what you, yourself, put into it. Develop an attitude for school that will make you proud of your school and in turn your school will be proud of you.

Many of the items in this handbook are in the form of rules and regulations. It is necessary that any organization have rules and regulations if learning or production is going to take place. Wherever freedom prevails there are restrictions and responsibilities which each of us must understand, practice and accept. The better you understand and practice these responsibilities and accept restrictions, the better citizen you become.

I am looking forward to working with each of you as your Principal and hope that your school year will be a successful and enjoyable one for all.

PRINCIPAL

PLEDGE

I pledge allegiance to the Flag of the United States of America
and to the Republic for which it stands, one Nation, under God,
indivisible with liberty and justice for all.

THE STAR SPANGLED BANNER

O Say! Can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were gallantly streaming.
And the rockets red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

Oh, thus be it ever when free men shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven rescued land
Praise the Power that hath made and preserved us a nation!
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust."
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave!

LUNCHES

The school operates a hot lunch program which is available
to each student at a cost of \$1.50 a week, payable on Mondays
(30¢ a day). If tickets are bought on an individual basis, the
cost is 40¢ a lunch.

If a hot lunch is not desired, the student may bring a
cold lunch and buy milk only at 2¢ a day (10¢ a week).

Any other arrangements for hot lunch program must be made
through the office.

REPORT CARDS

Report cards will be issued upon completion of each nine week period. A preliminary report will be issued following the fifth week of school of the first nine week period. The purpose of the preliminary report is to aid the parents in being aware of the progress of their children prior to the end of the first nine week period.

STUDENT ATTENDANCE

It is the policy of the Board of Education to encourage regular and punctual attendance of all pupils in the schools of Joint School District No. 8 during the full period and hours in which school is in session.

A student who is absent from school will be readmitted to class upon proper notification by one of the parents or legal guardians as to the date, the number of days, and the reason for the student being absent. Proper notification shall be interpreted to mean either having called the school as soon as it is obvious that the student is going to be absent from school, giving whatever information is available, or a letter sent to the school principal giving this same information or a note sent with the pupil on the date of his return to school. It is highly recommended that parents avail themselves of the opportunity of calling the school immediately when their child is to be absent from school so that an early check can be made on students who might absent themselves unlawfully, or without the knowledge of their parents. In the event that the excuse for the absence has been called in to the school, the principal may still require that a written excuse be furnished.

Absences can be excused only in case of illness or emergency. Unexcused absences require a make-up of time as well as work. A planned absence should be arranged for prior to the absence. The parents' request should be presented to the office either by a personal visit or in written form.

Permission for a student to leave school for any reason during the course of the school day must be granted through the office.

Dental and Doctor Appointments

The Board of Education, at their May 23, 1970 meeting, adopted the policy that:

"No regular school time be granted for non-school functions, except emergency medical and dental care."

In implementing the above policy of the Board of Education, the following procedures will be carried out by the various principals of the schools:

1. Pupils will not be dismissed from school for the usual routine doctor and dental appointments. These must be scheduled on non-school time.
2. When a child has a lot of professional work which must be accomplished over a short period of time or requires work which should be done in the immediate future, and appointments are not available on non-school time, appointments may be made during the least disruptive time of the child's school schedule. It shall be the responsibility of each principal to develop a schedule of time when such appointments will be the least disruptive to the school schedule and to be taken by the pupil at his first appointment so the doctor will be able to determine appropriate times to schedule appointments. These periods of time might include the more non-academic periods such as free periods, physical education periods, art, music, and such other periods as designated by the school principal.
3. In the event of emergency care, pupils will be excused from school at whatever time an appointment is made by the doctor or dentist. It shall be the sole responsibility of the doctor or dentist to determine when emergency care is needed.
4. Out of town appointments:
Pupils and parents will be discouraged from making out-of-town appointments during school hours. In the event that non-school time is not available and the particular care which is needed is not available in the immediate area, pupils will be excused from school during the late afternoon hour.

In formulating the above policy, it is the desire of the school district to be cognizant of the total welfare of the child and to work harmoniously with the doctors and dentists in the district for the welfare of our children.

Fighting

Students have a right to come to school and participate in all activities without fear of being molested, assaulted, or threatened. If any one does this to any student, it is to be reported to the office at once. Fighting will result in immediate suspension from school. In order to be readmitted to school, parents will have to return with the student to make all arrangements for re-entrance.

School Building and Property

Each student must observe all possible care in the use of school buildings and property, and will be held responsible for any damage either through intent or carelessness.

Put all waste paper in the waste paper in the waste baskets. Do not mark or mar in any way the floors, walls, or school furniture. Sit only on school furniture designed for sitting.

Student Patrol

A student patrol has been organized to guard against accidents at danger points in school and on the school grounds. Patrol members have received their authority from the school and should be obeyed by other students.

Showers

Showers are offered to each student once a week. We feel this is a part of physical education and a part of the education of the child. It will be necessary for a student to have a written note from a doctor to be excused from the program. If a child has an obvious cold, a note from the parent will be sufficient.

Student Dress

Students are to dress in good taste at all times. Socially accepted standards for hair dress, and clothing attire is the accepted rule. A type of hair cut or dress that sets an individual apart from his fellow students as being different is not permitted. There are certain things which are not in good taste and have no place in school. The school board of District No. 8 has set up as part of its written policy suggestive standards of dress to be worn during school hours.

Boys

1. Proper grooming.
2. Proper hair styling---hair cut when needed.
 - a. Hair styles setting an individual apart from his or her fellow students as being different are not permitted.
 - b. No duck tails.
 - c. No unconventional combing of the hair in "rolls" over the head.
 - d. The school district policy, which we support, states that boys' bangs should extend no further than halfway down the forehead.
 - e. Hair must not be bleached, dyed or treated with any artificial hair coloring spray.
 - f. Hair must not be excessively long at any time especially on the side of the head.
3. Belted trousers or belts worn when trousers are not belted.
4. Buttoned shirts.
5. Turned down collars.
6. Appropriate footwear---no cleats---no boots.
7. Shirts which are too long are to be put into trousers. Only correct sport shirts may be worn outside of trousers.

Girls

1. No cleats.
2. No boys' shirts.
3. Decorous use of cosmetics.

4. Proper grooming and hair styling.
 - a. Girls' bangs may extend to the top of the eyebrows, but at no time should they, or longer hair, impair or obstruct vision.
 - b. Hair must not be bleached, dyed or treated with any artificial hair coloring spray.

5. Proper length of skirts.
 - a. Girls are expected to wear dresses or skirts close to knee length for all classes.
 - b. Sports attire is not acceptable clothing for school. Clothing designed for horseback riding, beach, tennis, biking or other similar activities is not for class wear. There is to be no doubt that your school attire is to be a skirt or dress.

If you do not dress within a practical, conservative range, you may be sent home and required to make up the time missed at a later date.

Failure to comply with these regulations will be dealt with in the office. Continuous violations of them will be dealt with severely.

Building Regulations

1. When pupils enter the building they are expected to go directly to their rooms and not loiter in the hall.
2. There is to be no running or shouting in the halls.
3. All students are expected to keep the building and equipment clean. This is particularly true of toilet rooms.
4. Articles of value, if brought to school, should be checked in with the classroom teacher or the office.
5. Gum chewing is not permitted.
6. Students should not use the telephone during school hours except in the case of an emergency.
7. Playground equipment is only to be used in the manner for which it was constructed.
8. The bathrooms should be used before going to lunch and at the end of the noon hour. There should be no hall traffic during the noon hour.

9. Since smoking is prohibited, there is no need to carry cigarettes with you. Cigarettes or any smoking material found in your possession or visible on your person will be taken and appropriate action taken.
10. Any students found writing on desks, walls, or destroying school property will pay for the damage, and will be suspended from school.

Library

The library is for the students' use. It provides each student with the opportunity to seek a vast amount of knowledge on any subject. It contains reference materials, books and several magazines that each student may use for class work or for personal enjoyment.

Grades 3-5 may check out two books. Books may be checked out of the library for a period of one week and renewed for a second week period if the student wishes. These books may be taken home. Children in Grades 1-2 may check out one book for one week. These books are not to be taken home.

It is your responsibility to promptly return borrowed books to the library. Do not expect reminders from the teachers or the librarian. Any library materials stamped due back to the library on a day school is not in session, such as various vacations, is automatically due back on the first day that school is in session after the vacation.

Reference books, magazines, and other materials of that nature are not to be taken from the library without specific permission from the librarian. Students who abuse their library privileges will not be allowed to use the library. The term of library suspension will be determined by the librarian.

A fine of 1¢ per day will be charged on all overdue books. Fines are to be paid for as promptly as possible. Failure to do so will result in not being able to use the library materials.

Library Rules

1. Strict silence is to be observed within the library at all times except with permission of the Librarian or teachers. Sometimes soft discussions will be permitted when children are working in a small group doing reference work.

2. Special care shall be taken to treat the furniture with due respect.
3. There shall be no feet allowed on the chairs or rungs of the chairs.
4. If pencils are used, the children are not to be making marks on the tables or other furniture.
5. Students' use of chalk or crayon shall not be permitted in the library at any time.
6. Books shall be treated with great respect and care.
7. The fine for an overdue book is one penny for each day overdue.
8. If a book is partially damaged, a fine is paid by the student to cover damages.
9. If a book is totally destroyed or lost - the total cost of the book will be paid by the student.
10. Any fines left unpaid or any overdue book not returned forces us to prohibit the student from checking out any books until the fines are paid or the overdue books are returned.
11. The fine money collected is used to purchase small items or supplies for the library.
12. Any continuous misbehavior in the library on the part of a student forces us to prevent him from using the library until he proves he has learned correct school behavior.

RULES FOR PUPILS RIDING BUSES

The school bus is an extension of the classroom and therefore should be treated as an extension of the classroom by the students, by the bus driver, by the parents and the school. We must not only provide safe and efficient transportation, but the right atmosphere must prevail in every bus so that we have the proper training in character development. The bus ride should teach our children certain social graces, and how to get along in a Democratic way. It should be another opportunity to cultivate better manners and courtesy and to develop habits of punctuality, to supplement the good learning going on in the classroom.

Bus transportation is a privilege and must be treated as such. Every child should follow the rules and regulations and has the right to expect that all other children will do the same. Those children who violate the rules, or abuse this privilege, will be denied the right to ride the school bus. We ask that you help us to insure that all children receive safe, adequate and sufficient rides on our buses.

1. Pupils are under the authority of the driver while being transported. Refusal to obey the rules or orders of the driver will make a child liable to be reported to school officials and perhaps to be denied transportation privileges.
2. The pupils must be on time for the bus. A one-minute waiting period is being recommended with consideration given to record of punctuality, distance from home and weather. This does not mean that the bus will wait every morning one minute for a child, but will wait several times, will report the fact to the school office and will from then on leave on schedule.
3. Pupils who know ahead of time that they will not be riding the following day should inform the driver. If they are absent for some unexpected reason, they should call a family preceding them on the route so that the bus will not wait unnecessarily.
4. While waiting for the bus, all children are to remain off the highway. If they have to walk on the highway to meet the bus, they must walk on the left side of the road. Bus riders must conduct themselves in a safe manner at all times while waiting to board the bus.
5. Pupils must wait until the bus is stopped before boarding or alighting from it, standing back away from the bus until it is completely stopped. Then enter in an orderly manner, no shoving or pushing.
6. Pupils will have a seat assigned to them and will then stay in that seat unless given permission to move by the driver. The pupils assigned to a seat will be responsible for damage done to it.
7. Pupils must not extend their hands, arms, heads or bodies through the windows. All riders shall remain seated while the bus is in motion.
8. They will be permitted to converse in a normal tone, but loud, profane, or obscene language is prohibited. Unnecessary conversation with the driver will not be allowed.

9. Windows will not be opened or closed without the driver's permission.
10. They must cooperate in keeping the bus clean and must abstain from damaging it.
11. They must be courteous to the driver, to fellow pupils and to passers-by.
12. All pupils must be on the bus for the return trip within (7) seven minutes after the final dismissal bell.
13. Pupils will remain in the bus in case of a road emergency, unless directed by the driver to do otherwise.
14. Keep absolutely quiet when the bus is stopped or stopping.
15. Pupils shall report to the bus driver any complaints regarding other bus riders.
16. Pupils will cross the road when necessary, after getting off the bus (at least 10 feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.
17. Be alert to the danger signal from the driver.
18. Help look after the safety and comfort of small children.
19. If it is snowing hard, listen to the Shawano radio station (WTCH) for the school closing news.
20. The above rules and regulations would apply to any trip under school sponsorship.

ADVICE ON GOOD STUDY HABITS

Good work habits are quite as important as subject matter. Your aim should be to do the job in a minimum of time and do it better than usual.

1. FORM A TIME AND PLACE HABIT BY STUDYING a lesson in the same place, and at the same time each day. Don't study immediately after a hearty meal.

2. HAVE PROPER STUDY CONDITIONS AND EQUIPMENT---a quiet room, not too warm, with good light at the left, a straight chair and table, and the necessary books, tools, and materials.
3. STUDY INDEPENDENTLY. Do your own home work and use your own judgment, asking for help only when you cannot proceed without it, thus developing the ability to think for yourself and the willpower and self-reliance that is essential to success.
4. ARRANGE YOUR TASKS ECONOMICALLY. Do first the tasks that require fresh attention, like reading, and then those requiring less concentration, like written work.
5. SIT STRAIGHT AND GO AT YOUR WORK VIGOROUSLY, with the confidence and determination, without lounging or wasting time. When actually tired, exercise a moment, open the window, change to a different type of work.
6. HAVE THE ASSIGNMENT CLEARLY IN MIND, as well as the form in which it is to be delivered. In class, take notes when the assignment is made, marking things to be carefully learned. When in doubt, consult the teacher.
7. IN COMMITTING MATERIAL TO MEMORY, LEARN IT AS A WHOLE. Go over quickly first, then more carefully, and then again and again until you have it. In learning forms, rules, vocabularies, etc., it will help to repeat them aloud.
8. IN STUDYING MATERIAL TO BE UNDERSTOOD AND DIGESTED BUT NOT MEMORIZED, first go over the whole quickly, then carefully, section by section. If possible then review the whole quickly.
9. USE JUDGMENT AS WELL AS MEMORY. Analyze paragraphs, select important points, note how minor ones are related to them. Use your pencil freely to make important points so that you may learn systematically and review easily.
10. STUDY AN ADVANCE LESSON PROMPTLY, and review it before going to class. Recall memorized matter by repeating it aloud if necessary; think through a series of points to see that you have them in order in your mind.
11. USE ALL THE MATERIALS AIDS AVAILABLE---index, appendix, notes, vocabulary, maps, illustrations in your textbooks, and other books and periodicals.

FIRE DISASTER DRILL

Fire drills will be held at the regular intervals throughout the school year. Directions are posted in the front of each room. Follow these rules to the letter. Every person in the building is to leave promptly and quietly at the sound of the fire alarm.

Rules to follow during the alarm are:

1. Walk quietly but do not run.
2. Go single file, except when told to do otherwise.
3. Keep moving when getting out of the building to make room for those following you.
4. Return to the building when the recall alarm sounds, in the same order as you left the building.

ACCIDENTS OR INJURIES

Accidents or injuries should be reported to your teacher or to the office without any unnecessary delay.

Since the school no longer carries group insurance, each parent is responsible for costs involved.

ALL STUDENTS ARE EXPECTED TO KNOW THE PROVISIONS OF THE HANDBOOK

Dear Parent:

In the event that there are any questions concerning the information contained in this handbook please contact the school. We encourage you as parents to visit your school and become acquainted with the administration and faculty. We are all working toward the same goal; "The best educational opportunities possible for our students."

We have asked the students to bring these handbooks home in order that the parents might have an opportunity to read them thereby acquainting themselves with some of the rules, policies, and provisions of School A and School B. To help us insure the handbook getting home we have asked each student to return the bottom part of this page. Your cooperation in reading the handbook and signing the statement below will be sincerely appreciated.

We wish to state that ignorance of the regulations will not be an excuse or justification for their violations. Please read the handbook carefully.

I have had an opportunity to read the School A - School B Handbook.

Parent Signature

I have read the student handbook and agree to abide by the provisions it contains.

Student signature