DOCUMENT RESUME

ED 093 177 FL 006 189

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TITLE An Analysis of the Effect of the Yuk Dialect Instruction Program Upon Student Self Concept, Student Achievement, and Parent-School Rapport. Final Report.
INSTITUTION Alaska Univ., Anchorage.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
BUREAU NO BR-2-J-037
PUB DATE Sep 73
CONTRACT OEC-X-72-0022(057)
NOTE 210p.; Some pages may reproduce poorly due to quality of original document

EDRS PRICE MF-$0.75 HC-$10.20 PLUS POSTAGE
DESCRIPTORS *American Indian Languages; *Bilingual Education; Bilingualism; Dialect Studies; *Eskimos; Language Instruction; Language Role; Parent School Relationship; *Program Evaluation; Reading Achievement; Self Concept

ABSTRACT

Three million children being schooled in the educational system of America are expected to forego the use of their native language while in the school environs and accept English as the mode of communication. To assess the effect of mode of language instruction on the student's concept of self as well as student achievement in reading, the following research was conducted. Suspecting that non-English-speaking parents are also affected by the school, a third measure was made of parent-school relationships. The research involved four village schools in the Kuskokuim district of Alaska having the Eskimo dialect of Yuk as their vernacular. Two served as subjects. Treatment was the Yuk Instructional Program, wherein Yuk was used as the primary language of instruction. The results were as follows: (1) control schools were significantly more advanced in reading as measured by the SRA Achievement Series; (2) treatment schools evidenced significantly greater concept of self on 6 of the 14 sections of the Yuk Modified Tennessee Self Concept Test; and (3) total rapport of treatment school parents with the school was significantly more positive as measured by a Parent Opinionnaire. (Author)

Final Report

Project No. 2-J-037
Grant No. OEC-X-72-0022 (057)

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AN ANALYSIS OF THE EFFECT OF THE YUK DIALECT INSTRUCTION PROGRAM UPON STUDENT SELF CONCEPT, STUDENT ACHIEVEMENT AND PARENT-SCHOOL RAPPORT

September 1973

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

National Center for Educational Research and Development
Region X

ACKNOWLEDGMENTS

The obligations one incurs in completing such a study as this are many. I am indebted to the United States Department of Health, Education and Welfare's Research and Development Division for the research grant which facilitated this study and in particular to Dr. John Bean for his patience and assistance.

To Pascal Afcan I am deeply grateful for his excellent translations of the testing instruments upon which the results of this report are based.

I am especially indebted to Mel Martin at the University of Alaska. Lacking his expertise in statistical analysis this study would assuredly have floundered. Credit for the translation of the numerical findings into meaningful messages of import to education must go to him.

For sharing their knowledge and allowing me to impose upon their time I am indebted to the students, teachers and administrators of the schools in Kunanitchuk, Napaskiak, Kwethluk and Napakiak.

For editorial and secreterial assistance I am grateful to Ann Shephard.

I sincerely appreciate the understanding and sympathetic interest in my research shown by my daughters, Kym Elaine and Christine Ann. They unselfishly accepted a complete change of life style in order to let the work proceed.

I am profoundly grateful to my father and mother. Because they provided a home where inquiry, analytical thinking and acceptance of new ideas is admired, they have cultivated a passion for knowledge in all their children.

ABSTRACT

Three million children being schooled in the educational system of America are expected to forego the use of their native language while in the school environs and accept English as the mode of communication.

This research, of quasi-experimental design, assessed the effect of mode of language instruction upon the student's concept of self as well as student achievement in reading. Suspecting that non-English speaking parents are also affected by the mode of language accepted by the school, a third measure was made of parent-school relationships.

Four village schools in the Kuskokuim district of Alaska having the Eskimo dialect of Yuk as their vernacular, participated. Two served as subjects. Treatment was the Yuk Instructional Program, wherein Yuk was used as the primary language of instruction.

Results:

Control schools were significantly more advanced in reading as measured by the SRA Achievement Series.

Treatment schools evidenced significantly greater concept of self on six of the fourteen sections of the Yuk Modified Tennessee Self Concept Test.

Total rapport of treatment school parents with the school was significantly more positive as measured by a Parent Opinionaire.

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INTRODUCTION

Schools are the institutions charged with the duty of educating. Two of the major purposes of education are: (1) to pass to the young of a society a mass of accumulated knowledge prescribed by that society as necessary for their youth to learn, and (2) to facilitate the acculturation of the young into the larger society.[1]

The task is not a simple procedure of placing an array of prescribed items in front of students for them to digest. A multiplicity of interacting forces confuse and disallow the success of such a plan. The problems do not normally arise in the choosing of what items shall be included in the knowledge package. This can, and has been negotiated and agreed upon. It is possible for members of a society to meet, discuss and agree as to curriculum composition, as evidenced by the syllabi produced by state and school districts.[2]

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[1]William M. Alexander, ed., The Changing Secondary School Curriculum (New York: Holt, Rinehart and Winston, 1967), pp. 5-8.

[2]J. Lloyd Trump and Delmas F. Miller, Secondary School Curriculum Improvement (Boston, Mass.: Allyn and Bacon, Inc., 1968), p. 19.

The cause of much of the difficulty arises not from the knowledge but from the receivers of the knowledge. Showing students what they are to learn does not guarantee that they will proceed to learn it. Educators have long realized the task is complicated by the fact that students do not assimilate information at an equal rate, with equal enthusiasm, equal facility, nor are they able to use their perceptual senses equally well.[3]

Experts in human development and learning theory recognize that each individual is unique. To cope with this, educators may restructure knowledge to suit the receiver. The mass of elements which comprise the curriculum remain relatively unchanged in content but are fragmented into packages and units of varying shapes and sizes in order to appeal to a student's unique capabilities. Should the student be found to succeed best through the avenue of vision, materials will rely more on the visual approach. Should his auditory perception be more sensitive, knowledge will be presented more through aural methods. Deaf will be taught through the manual

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[3]Patricia Cayo Sexton, The American School (Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1967), p. 82.

alphabet or perhaps speech reading techniques. Adjustments in the structure of the classroom, the number of youngsters taught at one time, the length of the day, will be made for the neurologically impaired. The knowledge 'packets' may be doled out in smaller portions for the student able to profit at a slower pace. A reverse strategy might be suggested for the gifted individual able to digest material in grosser amounts.[4]

Curriculum adjustments incorporated into school programs, such as the illustrations given, are tangential to Bruner's belief that all knowledge can be acquired if offered to the learner in small, abropos segments.[5]

A second premise of learning theorists closely related to the idea of disseminating basically constant material in a variety of 'packages' is also important to this study. That is the assumption that learning is cumulative, or accrued. Teaching must be directed to the level and past experiences of the learner in order for acquisition

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[4]Charles J. Brauner, American Educational Theory (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 121

[5] S. Bruner and others, Studies in Cognitive Growth (New York: Wiley and Sons, 1967), p. 30.

of knowledge to occur. The student has a reality which is the life he is living. He has himself and the world outside himself, which he takes in through his senses and refashions according to whatever has happened during past experiences. If the school is to be effective in its association with the student, it must admit to the reality of that self in the classroom. New learning must be built on the known.[6] In Piaget's words:

> "The organism can assimilate only those things which past assimilations have prepared it to assimilate. There must be a system of meanings, an existing organization sufficiently advanced that it can be modified to admit the candidates for assimilation which accommodation places before it. There can never be a radical rupture between the new and the old; events whose interpretation requires a complete extension or reorganization of the existing structure simply cannot be accommodated to and thence assimilated."[7]

Restated, the units of curriculum content should be varied and apropos to the learner and instruction should be geared to begin with the real level of the student.

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[6]Hildegard Thompson, Indian Education, U. S. Department of the Interior, Bureau of Indian Affairs (Washington, D. C.: Government Printing Office, March 1, 1962), no. 370.

[7]Patrick Mooney, "A Comparative Study of Achievement and Attendance of 10-14 Year Olds in Other School Organizations" (unpublished Ph.D. dissertation proposal, University of Florida, 1967) p. 32.

A third underlying assumption affecting the direction of the present investigation involves language. Credence is given to the belief that language is the personal property of the individual, establishing a sense of self.[8] Because it does belong to a person, we dare not take it away. We should not demand that it be supplanted with another language, nor suppressed, nor ridiculed. We may only respect the language as a part of the human being, and perhaps ask that another language be added. Such an addition can occur only if the reasons for it are understood and accepted. Humans express their individual personalities and communicate their wants and desires through language. They are judged partly by what they say. Because of this, language is a very personal possession.[9]

It is the thesis of the present investigation that specific curriculum adjustments should also be made for youngsters who enroll in American schools and have as their basic form of communication a language other than English.

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[8]U. S. Department of Health, Education and Welfare, Excerpts from Speeches of Conference on Improving English Skills of Culturally Different Youth, ed. by Arno Jewett, Joseph Mersand and Doris V. Gunderson, (Washington, D. C.: Government Printing Office, 1964) no. 5, p. 3.

[9]Ibid., Ruth Gordon, "Ways to Improve Oral Communication of Culturally Different Youth," pp. 101-2.

NEED FOR THE STUDY

Most nations want their citizens to read and speak in the national language. Rarely a nation in the world does not have groups or sizeable sections of people who do not speak the native tongue. In the United States, the problem is widespread, from native Indians to each new flux of immigrants. Three million American school children come from non English speaking homes.[10] In New York City, one tenth of the total school population is comprised of students whose mother tongue differs from the national language.[11] Three hundred separate languages are spoken by the 600,000 American Natives living within the nation.[12] Schools have not questioned whether the learning of the national language is desirable.

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[10]Theodore Anderson and Mildred Boyer, Bilingual Schooling in the United States, January, 1970 (Austin, Texas: Southwest Educational Development Laboratory, Office of Education, Department of Health, Education and Welfare) p.5.

[11]Nancy Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language" (unpublished Ph. D. dissertation, New York University, School of Education, 1966) p. 12.

[12]Report of the Subcommittee on Indian Education to the President of the United States, Robert F. Kennedy, chairman (Washington, D. C.: Government Printing Office, 1969) p. 31.

The status of English as the official language of the United States has never been in doubt. The major cavil concerns the method of learning.[13]

Results of educational programs for children with other language backgrounds have been discouraging. The Bureau of Research of the United States Department of Health, Education and Welfare sponsored an extensive study of the status of schooling for bilinguals in the United States. Two volumes of printed information, observations and descriptive data published in January, 1970, reveal bilingual youngsters in schools of the nation are not receiving quality education. Authors Anderson and Boyer state:

> "Children with other language backgrounds not only are left illiterate in their mother tongue, but are also left illiterate in English."[14]

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[13]Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language," p. 15.

[14]Anderson and Boyer, Bilingual Schooling in the United States, p. 20.

Referring to the general attitude of the 90% who speak the national language toward the 10% who do not,[15] the report states:

> "Negative attitudes exist toward non-English speech in the United States.... Well-meaning Americans mouthe their acceptance of natives into the mainstream of United States life if they can 'operate' in our language and 'pass for one of us'."[16]

Ex-Senator Ralph Yarborough of Texas, motivated by his belief that inequality of education exists for those who dc not speak the national language, authored the first bilingual education bill ever introduced to either House of Congress, signed into law by President Johnson, in 1968.[17]

Evidence of the dissatisfaction of the nation with the status of education for bilingual children is substantiated by the seventy-six projects sponsored by the federal government during the 1969-70 school year. Seventy-five million dollars was granted specifically

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[15] Ibid., p. 3.

[16] Ibid., p. 22.

[17] Bilingual Education Act, Statutes at Large, Vol. 81, 90th Congress 1st Session, P.L. 90-247 (1967), p. 816.

to encourage new approaches in the teaching of the non-English speaking students.[18]

Further discouraging evidence regarding the schooling of one particular ethnic group was reported by Senator Robert F. Kennedy's Indian Education Committee. After two years of visiting Indians in their homes and schools, traveling to all parts of the country, listening to government officials and to experts, and looking closely into every aspect of educational opportunity this nation offers its Indian citizens, the members concluded:

> "...our national policies for educating American Indians are a failure of major proportions."[19]

Concern for the educational disabilities of the nation's Indian population has been further stimulated by the publication of current statistics, i.e. (1) the average educational level for all Indians is five school years, (2) dropout rates for Indians are twice the national average, (3) eighteen dollars per year, per

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[18]United States Department of Health, Education and Welfare, Office of Education, Projects Under the New Bilingual Education Program, Reprinted from American Education (October, 1969), OE-30023.

[19]Robert F. Kennedy, "Report of Robert F. Kennedy's Indian Education Committee," Inequality in Education, Center for Law and Education, Harvard University, number 7, p. 30.

child is spent for textbooks and supplies in Bureau of Indian Affairs schools--the national average is forty dollars, (4) nearly one-third of the entire tribe of forty thousand Navajo Indians are functional illiterates in English.[20]

Increasing awareness of the status of the bilingual, minority group of Indians resulted in concern and dismay. Awareness also instigated concrete attempts by legislators and educators to improve the education of the American native.

The Bureau of Indian Affairs of the United States Department of the Interior, had been operating 226 boarding and day schools for native Americans.[21] President Johnson issued a directive to the Bureau that administration of the programs was to be turned over to local boards.[22] Indian people were, for the first time, to be

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[20]Report of the Subcommittee on Indian Education to the President of the United States, Robert F. Kennedy, chairman (Washington, D. C.: Government Printing Office, 1969)

[21]Robert F. Kennedy, "Report of Robert F. Kennedy's Indian Education Committee," p. 31.

[22]Walter F. Monsdale, "Remarks on Submitting the Indian Education Bill to the Senate, "Inequality in Education, (Harvard University: Center for Law and Education, number 7), p. 2.

given authority and the responsibility of policy makers and permitted to structure the school curriculum for their children.

Senator Walter E. Monsdale and Senator Edward M. Kennedy, intent upon improving the lot of natives, jointly sponsored the Indian Education Bill.[23] A unique feature of the bill was that it did not simply provide some funds and set up administrative machinery to do more of what had been done in the past. It hoped rather to change the nature of what had historically been Indian education. Whereas education had been that "imposed by non-natives of white educational institutions,"[24] a major component of the bill stated all programs and projects were now to be planned, operated, and evaluated by tribal communities and parents of the native child affected.

A third attempt to rectify the condition of native education came in the form of a recommendation from Senator Robert F. Kennedy's Indian Education Committee as a consequence of their two year investigation. It is particularly cogent to the present proposed research.

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[23] Ibid.

[24] Ibid.

The opinion of the committee was that education for the native of the United States had been consistently unsuccessful, that it was still in a paltry condition and that much of the basis for its lack of success related to language. The committee recommended that programs to meet special, unmet needs in the Indian Education field be developed, emphasizing the "necessity for bilingual efforts."[25]

The present study attended to the effects of mode of language instruction upon one particular group of American natives.

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[25]U.S. Congress, Senate Subcommittee on Indian Education, "Indian Education - A National Tragedy - A National Challenge," 1969 Report of the Committee on Labor and Public Welfare United States Senate S. Rept. 80, 91st Congress, 1st Session, report no. 91-501 (Washington, D. C.: Government Printing Office, 1969)

DELIMITATIONS OF THE STUDY

Aleuts, Athapaskans and Eskimos of Alaska are expected to forget their native or mother tongue while in the school environs. Focus for this study was directed to the Eskimos of the Kuskokuim District of Alaska where the Yuk (YOOK) Eskimo Dialect is the vernacular.

Educational policy regarding mode of communication as stipulated for schools in the contiguous United States is supported in this district as well. That is, all instruction, both formal and informal verbal exchanges are conducted in English.[26]

Specifically, the study involved three villages in the Kuskokuim district of Alaska wherein Yuk is the indigenous language. Children enrolled in the schools of these villages have traditionally received instruction, and been expected to converse in the national language, English.

In September 1970, first year children in the village schools of Akiachak, Nunapitchuk and Napakiak became the

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[26]Modiano, "A Comparative Study of Two Approaches of Reading in the National Language." p. 8.

subjects of an unique program of instruction. The medium of verbal exchange in these schools has been, since that date, the Eskimo Dialect of Yuk. Instruction, conversation and all verbal interaction is now conducted in their mother tongue.

To date, no research has been conducted relative to the effectiveness of the program. Educators intuitively have suspected that the imposition of a national language on children with a differing mother tongue may have been the cause of severe learning difficulties, as well as attendant emotional strains on the concept the student has of himself engendered by a conflict between the home and the school.[27] The present research critically and systematically ascertained whether or not these intuitive reactions have been accurate.

The Yuk Dialect program of instruction in Alaska offered an opportunity for controlled research of comparative design. The present investigation assessed not only the effects of the mode of language instruction upon

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[27]Cultural Bilinguals and Composition: Native American Education at the University of Oregon." English for American Indians, Newsletter of the Office of Education, Bureau of Indian Affairs, U. S. Department of Interior, William R. Slager, ed. (Washington, D. C.: Government Printing Office, Spring, 1971) pp. 29-32.

the cognitive domain of student learning, but also on the effective aspect of student self concept.

The regard the home has for the school program relates to the effectiveness of that program.[28] Parents' attitudes may be transmitted to their young and reflected in the children's performances.[29] As previously mentioned, President Johnson's directive to the Bureau of Indian Affairs and a major stipulation of the Monsdale-Kennedy Indian Education Bill emphasized the immediate need to consider the native community in toto, when structuring educational programs for their young. For these reasons, the present research also measured parent attitudes as effected by the mode of language instruction in the school.

Until such data was collected and analyzed, the value of the 'Yuk Educational Program" was unknown, and efforts to improve or change programs in schools with clients from bilingual homes could not be based upon systematic evaluation.

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[28]Patricia Cayo Sexton, The American School, p. 2.

[29]Ibid., pp. 59-61.

HYPOTHESES

Three major hypotheses were tested.

H_1: Students in the Yuk Eskimo Dialect school program have more positive self concepts than students in traditional Eskimo school programs.

H_2: Students in the Yuk Eskimo Dialect school program have a higher level of achievement in reading than students in traditional Eskimo school programs.

H_3: Parents of students in the Yuk Dialect school program have more positive attitudes toward the school programs.

REVIEW OF THE LITERATURE

This chapter has as its focus theory and research in three major areas which bear directly upon the present investigation: (1) language research; (2) self concept theory and research; and (3) studies of parent-school relationships.

LANGUAGE RESEARCH

Controlled study of the effects of the mode of language in American schools has been difficult to accomplish in the past. Traditionally, as previously mentioned, schools in the United States suppress the use of the mother tongue if different from English.[30] A smattering of teachers have attempted styles of bilingual programs, but on a sporatic subjective basis, making controlled comparative studies difficult to complete.

Studies that were undertaken in this nation tended to assume English was to be learned and used for instruction. For the most part researchers would, therefore, focus upon developing better methods of instilling the national language upon children from homes of a different

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[30]Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language," p. 10.

mother tongue.[31] Interest was not in analyzing the merit of teaching different patterns of language.[32] Nor has clinical inquiry into the emotional dynamics of language learning usually been a subject of interest.[33]

Internationally, previous studies concerned with monolingual, bilingual, national language or vernacular education have also most frequently been in the nature of surveys. They have resulted in valuable inventories of existing programs,[34] but here, too, comparative studies with controls of experimenter bias have been rare.[35]

Two major projects that were comparative in design were completed by Orato in the Phillipines in 1953, and

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[31]Lloyd S. Tireman, Teaching Spanish Speaking Children, (Albuquerque: The University of New Mexico Press, 1948).

[32]Marjorie Smiley, "Research and Its Implication," Excerpts from Speeches of Conference on Improving English Skills of Culturally Different Youth, pp. 35-61.

[33]Ibid.

[34]Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language," p. 9.

[35]Pedro T. Orato, "The Iloilo Experiment in Education Through the Vernacular," The Use of Vernacular Languages in Education (Paris: UNESCO, 1953) pp. 123-131.

Modiano in Mexico, in 1966. Both stressed the importance of language mode upon the cognitive domain of the students. Orato investigated academic advancement.[36] Modiano's interest lay in measuring whether a monolingual or bilingual approach results in greater success in learning the national language.[37]

Lacking in the literature is data relating the effect of language mode upon the affective sphere. Accepting the belief that all human behavior is motivated by an individual's concept of self[38] leads to the importance of the study of the effect of mode of language instruction upon student self concept.

SELF CONCEPT THEORY AND RESEARCH

Increased interest in theories and research concerning the self is evident in the literature of the past thirty-five years generated by such scholars as Chein, Sarbin,

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[36] Ibid.

[37] Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language."

[38] Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior, (New York: Harper and Row, 1959) p. 78.

Rogers, Snygg and Combs.[39] All agree that the regard a person holds for himself directs his adjustment and behavior. His ideas about himself are his most important ideas.

Cabianca suggests that positive experiences and associations with others are needed in order for an individual to maintain and enhance his adequacy.[40]

The self is basically a social structure formed in an organized manner through social experiences, states Mead. When these patterns are accepted into the conscious concept of self, psychological adjustments result and the individual becomes comfortable and free from tension.[41]

Theorists such as Snygg and Combs believe that all human behavior is directly related by this need of the individual for enhancement.[42]

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[39]Ruth C. Wylie, The Self Concept: A Critical Survey of Research Literature (Lincoln: University of Nebraska Press, 1961), p. 317.

[40]William Angelo Cabianco. "The Effects of a T Group Laboratory Experience on Self Esteem, Needs, and Attitudes of Student Teachers," (Unpublished doctoral dissertation, Washington State University, 1967), p. 25.

[41]Carl R. Rogers, "The Organization of Personality," American Psychologist, II (September, 1947), p. 364.

[42]Combs and Snygg, Individual Behavior: A Perceptual Approach to Behavior, p. 78.

Giving credence to the assumption that behavior is powerfully influenced by the concept of self makes the researcher recognize the importance of study of self concept. By studying the differences in people's self concepts we will then understand the differences in the way people are now and how they will act in the future. Most important, believes Dr. William H. Fitts, we should be able to help people change themselves and their behavior when we can learn how to help them change their self concept.[43]

Combs, in discussing how self concept might be improved, holds that when people feel threatened:

> "(a) their perceptions become narrowed to the threatening events, and (b) they are forced to the defense of their existing perceptual organizations. The more secure the individual self, the less he will feel threatened by events and the more open he can be in relating to the world about him."[44]

An individual is only able to explore his perceptual field and discover new experiences of which he has never

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[43]William H. Fitts, The Self Concept and Human Behavior: A Research Program of the Nashville Mental Health Center (Nashville: Nashville Mental Health Center, 1965) p. 1.

[44]Arthur W. Combs, ed., Perceiving, Behaving, Becoming: A New Focus for Education, 1962 ASCD Yearbook (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 56.

been aware, notes Rogers, when there is the absence of threat.[45] He emphasizes that the absence of any factor which might attack the concept of self permits more effective changes in one's self image.

Theory of self is intricate, complex and incomplete. Common agreement of most of these writers is found in the promise that a positive effect can be made on how a person sees himself only in the absence of threat.

Further agreement is found with the hypothesis that verbal reports of conscious experience are valid. Analysis, tests and rating scales constructed on verbal production are reasonable.[46] According to Wylie, no research as yet has proven that unconscious self concept measures predict as well, let alone better, than conscious self concept measures.[47]

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[45]Rogers, "The Organization of Personality," p. 365.

[46]Irwing G. Sarason, Personality: An Objective Approach (New York: John Wiley and Sons, Inc., 1966), p. 101.

[47]Wylie, The Self Concept: A Critical Survey of Research Literature, p. 318.

Generally, research involving self concept can be categorized as follows: (a) investigation concerned with the influence of antecedent factors upon resulting self concept; (b) investigations concerned with antecedent conscious self concept upon resulting behaviors; and (c) investigations concerned with the relationships between conscious self concept and possible relevant variables, without interest in the antecedent-consequent direction.[48]

RESEARCH OF PARENT-SCHOOL RELATIONSHIPS

The current popularity of the concept of school accountability and the frequent occurrence of school bond election failure has let to research concerned with the community's regard for the school. Logic dictated that assessing the emotional temperature of local inhabitants would aid school administrators. Data of the mood of the parents it was believed would have an immediate effect upon the financial support given to the school.[49]

Considering the emphasis placed on the assessment of public opinion in the philosophy of school-community

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[48] Ibid., p. 4.

[49] Simpson, Robert J., "Does PR Breed False Security?" Michigan Educational Journal, 41 (January, 1964), pp. 5-8.

relations, it is surprising that so little research has been conducted on matters of methodology. Charters states that while public relation researchers seem to be adept with techniques of population sampling, methodological developments for measuring opinion and attitude are for the most part lacking.[50]

Hand did construct a questionnaire to measure what people want from their school and what they think they are getting.[51] Downey authored an instrument to assess the public's views on the tasks that public education should perform.[52] Neither instrument claims reliability or validity statistics to justify widespread use.

The majority of studies over the last fifty years are of two kinds: normative and status. Normative surveys are collections of professional opinions on the values of public relations techniques and programs. Status

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[50]Charters, Jr., W. W., "Public Relations," Encyclopedia of Educational Research, 4th edition, ed. by Robert L. Ebel (London: Collier-MacMillan Limited, 1969) p. 1031.

[51]Hand, Harold, What People Think About Their Schools (New York: Harcourt, Brace Javanovich, Inc., 1948).

[52]Downey, Lawrence W., The Task of Public Education (University of Chicago: Midwest Administration Center, 1960).

studies describe a set of circumstances related to public relations at a particular time and place.

Normative studies opines Charters, are in some ways curious. A list of public relations techniques is assembled by the investigator and then submitted to some authoritative jury to rate in respect to their effectiveness. The ratings are than statistically compiled according to their judged effectiveness.[53] The curiousness lies in the practice of substituting consensus of opinion for empirical testing of cause-effect linkages such as displayed in Miller's work completed in 1943.[54]

Particularly cogent to the present investigation are the studies which have related the effectiveness of student's educational programs and student achievement to the status of the home.

There has emerged over several decades of research a well-supported theory of interactionism that holds that "intellectual development results from a dunamic interaction

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[53]Charters, Jr., W. W., "Public Relations." p. 1032.

[54]Miller, Delmas, "An Appraisal Technique for Programs of Public School Relations" (unpublished doctoral dissertation, University of Pittsburgh, 1943).

between genetic and environmental variables."[55] According to this theory, control of the student's environment and gaining support of the student's family has the potentiality of affecting the student's success to the point of advancing academically, or failing.

As specified in the Elementary and Secondary Education Act of 1965, federal funds are being used to strengthen programs such as Head Start. Other programs for preschool children emphasizing the need to include parents in planning the child's education are evident in every state of the nation. All stress the positive effect that close ties between parent and school can have on the academic advancement of the child.

Deutsch's research in 1964,[56] and Wolf's the year following,[57] lent further support in reaffirming the

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[55]Ritsher, Cynthia, "Pupil Progress," Encyclopedia of Educational Research, 4th edition, ed. by Robert L. Ebel (London: Collier-MacMillan Limited, 1969) p. 1057.

[56]Deutsch, Martin, "Facilitating Development in the Pre-School Child: Social and Psychological Perspectives," Merrill-Palmer Quarterly, 10: 249-64, 1964.

[57]Wolf, Richard M., "The Measurement of Environments," Proceedings of the 1964 Invitational Conference on Testing Problems, ETS, 1965, pp. 93-106.

importance of parental expectations and aspirations upon student success.

Speaking to the topic of educational format for the future, Bloom in 1966 said:

> "Much of the educational effort, especially at the pre-school level will be directed toward parents because of the realization that parents inevitably play important roles in the success or failure of their children."[58]

Interestingly, Soviet educators have apparently come to agree that there is a crucial need for home-school rapport. In 1967, the Ministry of Education for the Russian Republic announced a program which encourages mutual planning between the academes and parents to give children a head start.[59]

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[58]Bloom, Benjamin S., "Twenty-five Years of Educational Research, American Educational Research Journal, #3:213 3:1966, p. 213.

[59]Ritsher, Cyntha, Pupil Progress, p. 1057.

DESIGN OF THE STUDY

POPULATION CHARACTERISTICS

General Information

Most current estimates put the number of Eskimos, Indians and Aleuts residing in Alaska at about 55,350 people.[60] Eskimos comprise slightly more than half of the total native population. Seventy per cent of them live in villages on the western and northern coasts of Alaska along the Bering Sea and the Arctic Ocean.[61] Some Eskimos have shifted to cities in Alaska, or migrated to other states. The popular assumption that villages are vanishing, however, is not true. Thirteen fewer separate native communities (of twenty-five or more persons) are existing today than were in the 2950 census. However, over eighty per cent of those continuing to exist are larger than they were seventeen years ago. More than half are growing more rapidly than the estimated rate of

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[60]Governor's Commission on Cross-Cultural Education, Time for Change in the Education of Alaska Natives, Charles K. Ray, chairman, Juneau, Alaska: State Department Printing Office, 1970, p. 1.

[61]Ibid., p. 2.

net natural increase. The population of 2968 was a third larger than it was in 1950.[62]

It is a young population, with a median age of 16.3 years. Median family size is 5.3 persons.[63]

Eskimos are citizens of the United States and of Alaska. As aboriginal people they have special status under federal law. They hold political office, pay taxes, serve in the armed forces, accept and exercise the rights and duties of citizens, and are not, as occasionally mistaken, wards of the government.

Livelihood

Year round jobs in most villages are few. Only one-fourth of the work force has continuing employment.[64] Food gathering activities provide basic subsistence. Supplementary earnings come through the sale of furs, fish,

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[62]Alaska Natives and the Land, (Washington, D.C.: United States Government Printing Office, 1968).

[63]Governor's Commission on Cross-Cultural Education, Time for Change in the Education of Alaska Natives, p. 5.

[64]Ibid., p. 7.

arts and crafts, as seasonal construction workers, cannery workers or fire-fighters.

Health

The average age of death for all Alaskan natives, including Eskimos, is half that of other Americans. The death rate is more than twice that of white Americans.[65] Discouraging though this statistic may be, it is encouraging to note the rate of death in 1968 was one-half what it was in 1951.[66]

The three principal causes of death in 1966 in the Eskimo population were influenze and pneumonia, diseases of early infancy, and accidents. One-fifth of the total deaths for the same year occurred in persons under one year of age.[67]

Education

Adult Eskimos are likely to have less than an eighth grade education.[68] Native children in the elementary and

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[65] Ibid., p. 10.

[66] Ibid.

[67] Ibid., p. 11.

[68] Ibid., p. 6.

secondary schools of Alaska comprised one-fourth of the student population in 1969.[69] Over half of these attended schools in villages as previously described.... predominantly native communities, small and remote, characterized by low levels of formal education among adults, widespread use of native languages, reliance upon food gathering, seasonal employment and welfare payments as economic bases.[70]

Schools in the villages are operated directly by the State Department of Education of Alaska, or the United States Bureau of Indian Affairs.

SAMPLE FOR THE PRESENT RESEARCH

The present study involved four villages of the Kuskokuim District. Inhabitants of these communities, other than a few families such as those of the village school teachers, are all Eskimo. All four of the schools are administered by the Bureau of Indian Affairs Education Department of the United States government. The indigenous language of all of the communities is the Eskimo Dialect of Yuk (pronounced YOOK).

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[69] Ibid., p. 13.

[70] Ibid.

Instruction has been in English. Until quite recently, students who used the vernacular, even for informal verbal exchanges with their peers, during the school day were punished.[71]

Proposals to offer an educational program to native children of Alaska in their own language had been totally rejected by the legislature. With the passage of the Federal Bilingual Act in 1968, the time was opportune to resubmit a proposal.

Irene Reed and Pascal Afcan of the department of Linguistics at the University of Alaska, together with their assistants, were directed to begin translation of materials for instruction of reading, writing, social studies and math, from English texts into the Yuk Dialect.

In September of 1970, children entering school for the first time in the villages of Akiachak, Nunapitchuk and Napakiak began learning under the new regime. That is, Yuk was used, and has continued to be used, as the primary language of instruction.

First year children in the three villages of Kwethluk, Napasiak and Kasigluk continued to be schooled

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[71]Libet Johnson. Tundra Times, November 4, 1970, pp. 1-2.

in the traditional format. English, in other words, has remained the medium of verbal exchange.

METHODOLOGY

The study was quasi-experimental in design. First year students in the village schools of Akiachak, Nunapitchuk and Napakiak were to serve as subjects.... the 'Yuk Program of Instruction" was considered treatment, and first year students in the village schools of Kwethluk, Napasiak and Kasigluk would function as control.

Three instruments were used in the investigation of student self concept, student achievement and parent attitude. They were chosen as the best available to test the hypotheses.

THE YUK VERSION OF THE TENNESSEE SELF CONCEPT SCALE (YTSCS)

The Tennessee Self Concept Scale was developed by Fitts[72] as a measure of self concept. Work of the TSCS began in 1955 with the purpose of developing an adequate instrument on the self concept to assist in bringing together many research and clinical findings. A large mass of self descriptive items derived from other measures

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[72]William F. Fitts, Tennessee (Department of Mental Health) Self Concept Scale Manual (Nashville: Counselor Recordings and Tests, 1965).

and from written self descriptions of patients and non-patients were gathered and classified. Clinical psychologists judged the items, classifying them into a system from which they obtained a Total Positive Self Score. Fourteen scores in all of a person's regard for self are derived from the TSCS.[73]

Fitts claims that the TSCS is probably the most universally applicable instrument for measuring self concept and refers to its use with high school students, delinquents, soldiers, nursing students, mental patients, and others.

The test manual presents evidence of extensive treatment for test validity and reliability. A reliability coefficient of .92 for Total Positive Self Score was found using test-retest methods on sixty students attending college over a two week period.

The instrument requires that students read and respond to the items in English. Because of this, the instrument was modified to allow the examiner to read the items to the examinees. Subjects in the present

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[73] Ibid., pp. 1-2.

investigation might not be capable of reading. They were capable of indicating their reaction to the spoken items on the answer sheet. Also, in order to present the items to the children in the vernacular, all items were translated by Pascal Afcan, a linguist at the University of Alaska, into the Yuk Eskimo Dialect.

The modifications of the original instrument were approved by its originator, Dr. William Fitts. His opinion that the scores would not be negatively affected by the alterings is based upon the stable results obtained in previous research in which the instrument was translated in French, Spanish and Greek.

THE SRA ACHIEVEMENT SERIES, LEVEL 1-2, READING FORM C

This instrument, popularly used throughout classrooms in many states including Alaska as a measure of student academic achievement, was used in this study to produce reliable, comparative advancement of the three subject classes and three control classes. The eventual educational goal of all six classrooms is to graduate students able to read, write and function in an English-speaking culture. For that reason, we wished to obtain a measure of how well the students are advancing toward that goal and presented the scale in its original form, English.

The basic function of the SRA Achievement Series, Reading 1-2, Form C is to measure pupils' basic achievement in the broad curricula area of reading.

Total reading proficiency is ascertained through a tally of four sub areas: (1) verbal-pictorial association, (2) language perception, (3) comprehension, and (4) vocabulary.

Total testing time, including the distribution of materials, the reading of directions, testing and rest periods equals three hours and five minutes. To minimize the length of any one session, testing has been spread over four separate periods.

The test emphasizes power rather than speed, so examinees are not pressured by time in answering and should be able to present their peak performance.

The SRA manual reports a correlation between the vocabulary and comprehension sub-tests of .73.[74] Alternate forms correlated .83 when administered with a year's separation.[75] Reliability is comfortably high considering the long time interval between testing.

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[74]SRA Achievement Series, Examiner's Manual, (Chicago, Illinois: Science Research Associates Incorporated, 1965).

[75]Ibid.

Assessment of the validity of the test could be obtained by correlating it with other popularly used reading tests. The authors report no such information on concurrent validity.

John T. Guthrie, reviewing the battery for Buro's Mental Measurement Yearbook, reported he could not locate any studies anent such data conducted by others. Guthrie felt the usability of the test to be substantial since it allowed for administration and interpretation of results by teachers with no special training.[76]

Since the present study chose to analyze between group achievement and would have no need to refer to national norms, and since the administrators of the instrument would be unsophisticated in psychometric testing, the SRA Achievement Series, Level 1-2, Reading, Form C was an apt choice.

YUK PARENT OPINIONAIRE

The Yuk Parent Opinionaire is an original instrument composed of a personal statistics section, plus four general sections reflecting parent opinion toward the school.

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[76]John T. Guthrie, The Seventh Mental Measurement Yearbook, ed. by Oscar Krisen Buros (Highland Park, New Jersey: Gryphon Press, 1972) vol. II, pp. 706-707.

As in the method of construction of the Tennessee Self Concept Scale, a pool of items was derived from other parent inventory opinion polls, plus descriptive statements offered by personnel in the educational public relations field. The compiled items were gleaned from James Hymes Index,[77] How the Nation Views the Public Schools,[78] Harold Hand's Community Survey,[79] and a survey questionaire.[80]

The four major sections of investigation were: (1) Information, (2) Communication, (3) Attitude, and (4) Rapport.

The length of the opinionaire was kept short to increase its chance of being completed by all the chosen subjects with little inconvenience to them. The opinionaire

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[77]James Hymes, Effective Home-School Relations (New York: Prentice-Hall, 1953).

[78]George Gallup, How the Nation Views the Public Schools (Princeton, New Jersey: Gallup International, 1969).

[79]Harold Hand, "Illinois Inventory of Parent Opinion," What People Think About Their Schools (New York: Harcourt Brace Jovanovich, Inc., 1948).

[80]Highlights from 1971 Opinion Survey Metropolitan Public School, Nashville, Tennessee (Denver, Colorado: Research Services Inc., 1971).

totaled thirty-nine questions in all. Fourteen of these, by their very nature, produced knowledge of the degree of rapport between the respondant and the school. The face value of such questions as, "Do you know the name of your child's teacher this year?", "What is your child learning at school this year?", or "Does your child tell you about school?" indicate to some degree how close the parent was to the school and his awareness of its machinations.

Items of a more attitudinal nature were rated on a three degree scale of "most important," "somewhat important," and "least important." As examples, the question "Would you like your child to become a teacher?" was weighed as "most important." "What subjects do you think should be taught?" was considered "somewhat important." "What do you think of the school building?" ranked as "least important."

Still, question of the validity and reliability of the instrument would be justified. No conclusions as to positive or negative relations between parent and school was therefore attempted in this study. No individual respondent was rated as evidencing strong or weak rapport with the school. Results are reported as intact groups

relating trends of how one village group of parents compare to another village group of parents.

DATA COLLECTION

Some altering of the data collection dates had to occur due to unforeseen events. One of the selected villages had a 'white out' and was snowed in, making it necessary for the examiner's schedule to be adjusted. It was hoped that the three measures would be obtained after the children subjects had been enrolled in the program for two academic years, placing the date of data collection at June, 1972. With the delays caused by inclement weather, communication interruptions, and students leaving the school situation to go to fish camp sooner than expected, the date when all data was gathered was advanced to June, 1973.

The SRA Achievement Series test was administered to the subject and control groups by the classroom teachers, as a group test, during the school day.

The Yuk Modified Version of the Tennessee Self Concept Scale was administered to the classes en masse, also during the school day. It was, as previously mentioned, delivered in Yuk.

The Yuk Parent Opinionaire required that the parents of the children be assembled at the schools at the close of the regular day's session. The questions were read to the parents in Yuk, their vernacular.

TREATMENT OF THE DATA

Composite scores were obtained from the Yuk Modified Version of the Tennessee Self Concept Scale and the SRA Achievement Series, Level 1-2, Reading, Form C. Groups were handled intact, rather than relating one village as opposed to another. Non-parametric statistical methods were chosen as the only justified manner in which to handle the data, as normal distribution was questionable.[81]

We chose to keep the two Yuk schools as one score and the two English schools as one score. This method, however, would not point out any variance in a school because of teacher, support of one local school superintendent over another, or other possible intervening factors. Given that the sample population was so meager, testing for the effect of intervening factors seemed unsound.

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[81]E. Lindquist, Design and Analysis of Experiments (Boston, Massachusetts: Houghton Mifflin, 1953) Chapter 3.

Categorical scores were obtained from the Yuk Parent Opinionaire. Non-parametric statistics were applied to test the difference between the two groups for the reasons stated previously.[82]

[82]Rupert Klaus, Ph.D., statistician, opinion given at conference, Murfreesboro Board of Education Central Office, Tennessee, January, 1971.

SIGNIFICANCE AND LIMITATIONS OF THE STUDY

Significance

Few studies have been reported which investigate the relative merit of teaching bilingual children in the national language as compared to teaching in the mother language. Fewer studies still have focused on variables other than the cognitive domain. Attempts to measure effects on student self concept in such programs is virtually non-existant.

Parent support of the school program has been considered an important ingredient in the degree of success the program will have. It is possible that the United States school policy of disallowing students of a home language different from English to use their home language while in school has affected the support the parents might give. The school may have weakened the chance of building a bridge of common interest by removing the beams of communication.

If this study sheds some light upon the effect of this program of Yuk Dialect Instruction upon student self concept and parent school rapport, it will provide useful information for future participants in the program.

Results may also be germane to the many schools in other parts of the United States with clients from bilingual homes.

Limitations

It is recognized that generalizability from the findings are limited by the lack of programs explicitly like the present one in nature, having the unique locale and population to be studied.

A basic weakness of the design might be considered to be that the subjects were not assigned randomly. Though an attempt was made to check the matched equality of the groups as to age, sex, language, etc., it is feasible that other uncontrolled variables filtered into the program.

Lastly, as this was field research, rather than a laboratory study, conditions, though more realistic, were not as easily controlled.

ANALYSIS OF THE DATA

This chapter presents an analysis of the data obtained through the use of three evaluation instruments employed in the present investigation. The methods used in analysis of the data as well as the statistical results will be described for the SRA Achievment Series, Level 1-2, Reading, Form C (SRA), the Yuk Modified Version of the Tennnessee Self Concept Scale (YTSCS), and the Parent Opinionaire.

POPULATION SURVEYED

Four villages participated in the study, two serving as control and two filling the role of treatment subjects. All students who began schooling in September, 1970, in the four village schools completed the YTSCS and the SRA. Their parents were to complete the Parent Opinionaire.

Tests were administered in the spring of 1973. By June, 1973, all raw data had been collected and inferential statistical analysis began.

Table I presents a tally of the population surveyed. The names of the three tests are shown along the vertical axis. Names of the four participating villages head the columns, with treatment villages noted by an asterisk. The number of respondents from each village for each test is plotted on the chart.

TABLE I - Tally of Respondents to SRA, Parent Opinionaire and YTSCS for Four Villages

	Kwethluk	Napaskiak	Napakiak*	Nunapitchuk*
Student Self Concept	10	10	12	9
Student SRA Achievement	10	10	12	9
Parent Opinionaire	0	15	24	8

*Villages using the Yuk Educational Program in their schools

Data received from the control village of Kwethluk on the Parent Opinionaire was considered to be of questionable value for two reasons. First, more than half of the opinionaires were returned only partially completed. Second, it was assumed that the test was administered in a group session, or there had been a great deal of interaction during the test session, for questions that were answered received exactly the same response on all the parents' answer sheets.

Data from the villages of Napaskiak, Napakiak and Nunapitchuk on the Parent Opinionaire reflected the personalized response of each participating parent. The Kwethluk method of reaching an opinion by consensus resulted in data which did not present a viable basis for comparison with the other villages and was therefore deleted from analysis. This decision is manifested on Table I by the zero for Parent Opinionaire returns under Kwethluk.

PARENT OPINIONAIRE

Raw data was recorded on Parent Opinionaire Tally Forms devised for the dual purpose of improving the manageability of the information and providing the researcher with a composite view of responses from each village. It was thus possible to detect general trends and reactions with but a glance. This technique made the uniform responses of Kwethluk immediately apparent.

Opinionaire Design

The Parent Opinionaire includes 39 questions grouped into the four categories of: Information, Communications, Attitude and General Rapport. Measurable scores were assigned to each question by use of the following methodology:

a) Each of the categorical sections was assigned an ordinal value representative of its respective importance to the total measurement of parent attitude. Using Fishburn's[83] ordinal measure technique, the rankings were converted to probabilities totaling 1.0 for the total test. The respective probabilities were then multiplied by the total test score (100 points), to arrive at individual category scores. Finally the scores were subjectively adjusted to accomodate judged differences between paired categories, as illustrated in Table II on page 48.

b) Within each category, the questions were labeled as most, somewhat, or least important. Using Fishburn's

[83]Fishburn, P. C., "Analysis of Decisions with Incomplete Knowledge of Probabilities," Operations Research, March, 1965, V. 13, pp. 217-237.

TABLE II - Individual Category Scores for Parent Opinionaire

Category	Importance Ranking	Computed Probability	Computed Points	Adjusted Points
Information	4	.1	10	15
Communications	1	.4	40	35
Attitude	2	.3	30	30
General Rapport	3	.2	20	20
TOTAL		1.0	100	100

Sets of Inequalities Measure Technique[84], the ranked questions were then assigned probabilities. Thus, when multiplied by the number of points assigned to the category, an individual question point allocation resulted. Small adjustments to total category scores were required due to unit rounding of individual questions.

TABLE III - Category Point Allocation for the Parent Opinionaire

Category	Number of Questions	Points Allocated	Question Point Range Low	High
Information	13	14	1	2
Communications	10	35	2	5
Attitude	10	32	2	5
General Rapport	6	19	2	5
TOTAL	39	100	1	5

[84] Ibid., pp. 217-237.

c) Most of the questions required qualitative responses. The qualitative responses were transformed to quantitative scores by the coding methodology described in Table IV of the Appendix.

Descriptive Statistics

The means of the categorical sections and the overall total are shown below:

TABLE V - Means for Parent Opinionaire

Village	N	Test Section I	II	III	IV	Total
Napaskiak	14	8.9	22.3	23.7	11.6	66.4
Nunapitchuk*	8	11.8	23.1	24.4	13.3	72.5
Napakiak*	24	8.3	21.9	25.6	14.5	70.3
TOTAL	46	9.1	22.2	24.8	13.4	69.5
Yuk Average	32	9.1	22.2	25.3	14.2	70.8

Non Parametric Statistics

Student T and F tests were rejected for analysis of this measurement because of the required assumption that the sampled populations are normal. The principle reason for rejection was the lack of prior use of the Parent Opinionaire test on a large sample of the population. A Chi Square Goodness of Fit test was run on sample responses, Computational Table VI is located in the Appendix. The hypothesis of normality was rejected to a level of significance of 0.001. Non Parametric

statistics were utilized for analysis of the Parent Opinionaire measurement.

Wilcoxon Test

A Wilcoxon Matched-Pairs Signed-Rank test was run on control and experiment means for the four sections and total test scores. (Table VII of Appendix.) The results showed an overall test difference favoring the experiment (Yuk) group to a level of significance of .04.

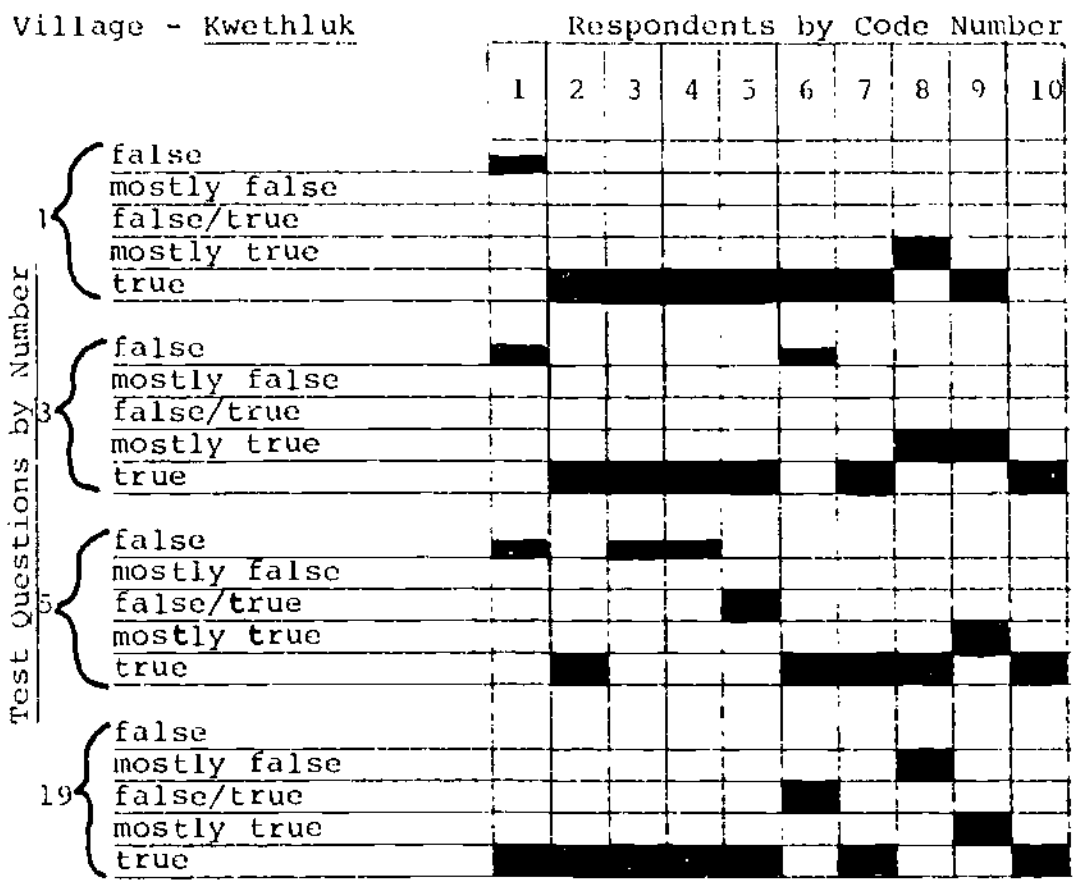
Chi Square

Chi Square Contingency Table tests were run on each test section. (Table VIII of Appendix.) Only the Attitude section showed any significance, (level of significance = 0.05). This difference was for numbers of scores exceeding 24 in that section.

YUK MODIFIED VERSION OF THE TENNESSEE SELF CONCEPT SCALE

In order to reveal gross trends or reactions of students to the Yuk Modified Version of the Tennessee Self Concept Scale (YTSCS) and to increase the tractability of the material, raw data was recorded on Self Concept Tally Forms. An example of the first four questions of the scale charted for the ten respondents of the village of Kwethluk can be seen in Table IX which follows.

TABLE IX - Excerpt of Self Concept Tally Form for Village of Kwethluk



Responses from each student of each village were charted on an individual profile sheet. Fourteen scores of a person's regard for self are derived from the YTSCS. They are: Self Criticism (SC), Total Positive Score (P), Positive Identity (1), Positive Self Satisfaction (2), Positive Behavior (3), Physical Self (A), Moral-Ethical Self (B), Personal Self (C), Family Self (D), Social Self (E), Total Variability or inconsistency (V_T), Variation within the columns (V_C), Variation with rows (V_R), Distribution of responses (D).

These facets of image of self were computed and noted on the students' profile sheets, an example of which is located in the appendix, labeled Table X.

A sectional profile sheet was then developed on which all the students' scores from a village were transposed, providing four all-encompassing profiles, one for each village. Total, Mean, Percentile, Grand Total and Grand Mean tallies were procured from the raw data charted on these sectional profile forms. The sectional profile sheet for the village of Kwethluk is given on the following page. Similar composites were assembled for the villages of Nunapitchuk, Napaskiak and Napakiak.

Non Parametric Statistics

The use of the Student's T or F Analysis of Variance F Test was rejected for evaluation of YTSCS differences. Both of these tests assume that the sampled populations are normal and this assumption seems tenuous because (1) the Yuk version of the test is unique and untested, (2) nine of the 100 question had to be deleted, and (3) it is questionable whether such an ethnic group in the midst of sociological change would exhibit normally distributed self concept characteristics.

A Chi Square Goodness of Fit Test was conducted on the first two of the fourteen test categories to better evaluate this subjective rejection of normality. The results

Village - Kwethluk

TABLE XI - Sectional Profile Sheet for YTSCS for Village of Kwethluk

Student #	SC	P	1	2	3	A	B	C	D	E	V_T	V_C	V_R	D
1	39	287	107	94	86	55	51	66	55	60	58	34	24	130
2	46	269	98	95	76	53	62	58	49	47	46	24	22	255
3	22	316	114	98	104	77	67	58	67	47	55	24	31	160
4	26	306	118	85	103	73	62	59	66	46	74	40	34	157
5	40	309	111	106	92	60	58	64	66	61	33	19	14	167
6	32	288	99	101	88	58	56	58	65	51	82	46	36	144
7	23	310	115	93	102	71	61	62	69	47	61	33	28	155
8	35	282	94	94	94	58	48	59	61	56	33	17	16	134
9	29	290	106	97	87	53	53	59	64	61	44	27	17	112
10	40	298	102	92	104	56	61	61	60	60	37	23	14	145
Mean	33.2	295.5	106.4	95.5	93.6	61.4	57.9	60.4	62.2	53.6	52.3	28.7	23.6	145.9
Total	332	2955	1064	955	936	614	579	604	622	536	523	287	236	1459
Percentile	42	6	3	29	3	9	5	23	15	4	61	42	72	82

showed the following:

Test Section	Meaning	Reject Normality?	Significance Level
SC	Self Criticism	yes	.02
P	Total Positive	yes	.05

This would appear to verify our subjective rejection of parametric statistics for evaluation of the YTSCS.

TABLE XII - YTSCS Means and Percentiles

Test Section	English						Yuk							
	Kwethluk		Napaskiak		Total		Nunapitchuk		Napakiak		Total		Grand Total	
	RS	%	RS	%	RS	%	RS	%	RS	%	RS	%	RS	%
SC	33.2	42	28.5	18	30.9	28	30.2	24	28.8	18	29.4	22	30.1	23
P	295.5	6	284.5	4	290.0	5	301.3	18	289.1	4	294.3	6	292.2	5
Row 1	106.4	3	96.7	1	101.6	2	105.7	3	97.5	1	101.0	2	101.3	2
Row 2	95.5	29	91.6	20	93.6	22	92.9	22	93.1	22	93.0	22	93.3	22
Row 3	93.6	3	96.2	5	94.9	4	102.8	13	98.5	7	100.3	9	97.6	7
Col. A	61.4	9	58.0	4	59.7	7	61.8	10	59.1	6	60.2	8	60.0	8
Col. B	57.9	5	53.5	2	55.7	4	57.9	6	58.6	6	58.3	7	57.0	5
Col. C	60.4	23	56.5	10	58.5	18	60.2	23	57.6	12	58.7	18	58.6	18
Col. D	62.2	15	55.9	4	59.1	7	59.1	7	54.3	3	56.3	4	57.7	5
Col. E	53.6	4	60.6	12	57.1	7	62.3	19	60.0	12	61.0	13	59.1	11
V_T	52.3	61	46.8	42	49.6	58	43.8	31	50.2	60	47.4	48	48.5	51
V_C	28.7	48	26.4	32	27.6	42	25.3	29	27.8	42	26.8	38	27.2	40
V_R	23.6	72	20.4		22.0	65	18.4	40	22.3	66	20.7	59	21.3	62
D	145.9	82	116.9	43	131.4	68	128.2	62	121.3	51	124.3	56	127.8	62

Wilcoxon Test

A Wilcoxon Matched-Pairs-Signed-Rank Test was run on control and experiment percentile means for all fourteen test sections. The means for sections eleven through fourteen were made negative so that a lower score, (reflecting less variability), would compute as a positive difference. The results show a difference in favor of the experiment, or Yuk Educational Program Group, to a level of significance of .03.

Chi Square Contingency Table Tests

Investigation of individual data points in different test sections revealed a unique pattern whereby control group scores appeared to centralize within a narrow range of potential section scores, while treatment group responses appeared to concentrate below and above this range. Chi Square Contingency Table Tests were conducted on each section to verify this pattern. Six of the fourteen tests showed significant results as shown below in Table XIII.

TABLE XIII - Significant Results from YTSCS Data

Score	Significant Range	NUMBER OF OBSERVATIONS Below Range	Within Range	Above Range	Significance
SC	22-29	4	13	24	.01
P	276-316	8	25	8	.05
Row 1	95-107	13	14	14	.01
Row 3	93-103	12	15	14	.001
Col.A	53-61	5	22	14	.01
Col.D	56-59	13	12	16	.05

Complete statistics for the Chi Square Contingency Table Tests plus the calculations of Goodness of Fit and Wilcoxon Matched-Pairs-Signed-Rank are located in the Appendix, Table XIV through Table XXI, for review.

SRA ACHIEVEMENT SERIES, LEVEL 1-2, READING, FORM C

Results of the SRA Achievement Series, Level 1-2, Reading, Form C, (SRA), received from the villages were assembled into four Class Record Forms. Raw scores, grade equivalent scores and percentile scores in the five facets of reading tested by the SRA were recorded for each respondent from each village. Tables XXII, XXIII, XXIV and XXV, located in the Appendix, are copies of the Class Record Forms which resulted. The five reading skills tested were verbal-pictorial association, language perception, comprehension, vocabulary and total reading.

Village mean scores by test section were then computed with the results shown in Table XXVI of the Appendix.

Parametric Statistics

An Analysis of Variance was conducted on four factors:

Factor	Description	Levels
A	Language	2 (Yuk, English)
B	Type Score	2 (Raw, Percentile)
C	Test Section	5 (verbal-pictorial, language perception, comprehension, total reading, vocabulary)
D	Replications	2 (control villages, treatment villages)

Complete computational results are in evidence in Table XXVII of the Appendix. The results are summarized below in Table XXVIII.

TABLE XXVIII-Summary of ANOVA for SRA

Variable	Difference	Significance
F_{Bp}	Between Villages	none
F_A	Between Languages	.001
F_B	Between Type of Score	.001*
F_C	Between Test Sections	.001*
F_{AB}	Interaction Language/ Type Score	.025
F_{AC}	Interaction Language/ Test Section	none
F_{BC}	Interaction Type Score/ Test Section	.001*
F_{ABC}	Interaction Type Score/ Test Section/ Language	none

*expected due to test design

Analysis of Variance results directly influenced three conclusions: (1) that the English, or control group, performed significantly better than the Yak, or treatment group, on the test as a whole, (2) that the superiority of the English group was significantly more pronounced for percentile than for raw scores, and (3) that there was not a significant difference in the relative superiority of the English group between test sections. They were constant throughout.

Chi Square Contingency Table Tests

Subsequent Chi Square Contingency Table tests were run using Yate's Correction for Continuity. The test data is located in the Appendix for review, labeled Table XXIX through XXXII. The tests indicate that, despite the third conclusion above, there may be differences in the relative performance between test sections.

It must be pointed out, however, there are some rules of thumb which guide a statistician's use of a chi square test that have direct bearing upon the present research. Normally, the total number of observations should not be less than fifty, and there should be at least a frequency of five in each expected frequency class.[85]

While unless otherwise stated, the chi square tests used in this study meet the second condition, none meet the first considering the sample size is less than fifty. Therefore, the results displayed on page 60, in Table XXXIII must be evaluated accordingly.

Despite the negative results of the Analysis of Variance Test, we are led to believe that the superiority of the English over the Yuk groups on the SRA test is more pronounced, as measured by the prevalence of higher scores, rather than average scores, on those sections of the test

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[85]Clark and Schkade, Statistical Methods for Business Decisions, (Cincinnatti: Southwestern Publishers, 1969), page 427.

TABLE XXXIII - Chi Square Significance Within Test Sections for SRA

Test Section	Type Score	Threshhold Score**	Significance
language perception	percentile	27	0.01
language perception	raw score	90	0.02
vocabulary	percentile	40	0.01
vocabulary	raw score	12	0.05

**Tests were run on numbers of students exceeding the threshhold score.

that measure Language Perception and Vocabulary. Perhaps it is also meaningful that significant differences were not found in the Verbal-Pictorial and Comprehension sections of the test, neither in percentile nor raw scores.

Supplementary Statistics

Because the requisites of number of observations and cell frequency in the present study were not fully satisfied, a Wilcoxon Matched-Pairs-Signed-Rank test was applied to the SRA data. The researcher's curiosity is admittedly the main reason non-parametric statistical analysis was pursued. The findings are not offered as venerable truths. It may be of interest, however, to note that, as Table XXIV on the following page displays, significance did still occur.

TABLE XXXIV- Wilcoxon Matched-Pairs-Signed-Rank Test for SRA

Test Section	English	Yuk	Di
1a	50.6	6.1	+44.5
b	54.4	10.3	+44.1
2a	59.1	13.6	+45.5
b	39.8	33.9	+5.9
3a	35.5	15.3	+20.2
b	53.0	15.2	+37.8
4a	39.3	25.2	+14.1
b	67.4	29.3	+38.1
5a	49.5	9.3	+40.2
b	48.2	21.4	+26.8
			Total = 0

$$M_T = \frac{10\ (10\ +\ 1)}{4} = 27.5$$

$$G_T = \sqrt{\frac{10(11)(21)}{24}} = 9.8$$

$$Z = \frac{T - M_T}{G_T} = \frac{0 - 27.5}{9.8} = -2.8$$

Significant at α = .003

I. SUMMARY, RESULTS AND RECOMMENDATIONS

Summary

A unique program of instruction was developed for use in a few village schools of the Kuskokuim district of Alaska. Instruction in this program was given in the Yuk Eskimo dialect, which is the indigenous language of the Kuskokuim area. Reading, math, social studies and other academic materials were translated into Yuk.

This study was conducted to determine if there is any relationship between the Yuk Educational Program of Instruction and (1) the reading achievement of students who began school in September of 1970 and had been enrolled in the program for two and one half years, (2) the self concept of students who began school in September of 1970 and had been enrolled in the program for two and one half years, and (3) the rapport of the parents of those children with the school.

Specifically, subjects for this study consist of students in the village schools at Qwethluk, Napakiak and Nunapitchuk as well as their parents. The population is further limited, as mentioned in the preceding paragraph, to students who first enrolled in school in September, 1970.

The SRA Achievement Series, level 1-2, Reading, form C, (SRA), one of the three instruments used in this study, was prepared by Science Research Associates, Incorporated in 1965. It was designed to evaluate pupils' basic

achievement in the broad curricula area of reading. It is the only instrument used in this research that was presented in English.

A second instrument, The Tennessee Self Concept Scale, was developed by Dr. William Fitts during the years 1955 through 1965. Fourteen subscores can be calculated from the responses to this test, all of which reflect the concept the subject has of himself. Modifications were made on this instrument in translating it into Yuk, and eliminating the need for subjects to have proficiency in reading. Directions and questions of the Yuk Modified Version of the Tennessee Self Concept Scale, (YTSCS), were read by examimers. Answer Booklets were developed containing picture, rather than word clues.

The Parent Opinionaire was the third measure taken in this study. It contains questions relating to the respondent's knowledge of the school, the frequency of his contacts with teachers and administrators, his attitude toward and general rapport with the school program. Developed specifically for this investigation, its purpose is to present trends of positive or negative reactions to the school program by parents of children in the program.

Comparative data were collected from the instruments and subjected to statistical analysis as suitable for each test.

Parametric statistics, including Chi Square Contingency Tables using Yates Correction for Continuity, Analysis of Variance on four factors of the test, as well as Wilcoxon Matched-Pairs-Signed-Rank, were apropos for analysis of the SRA.

Non-parametric statistics were selected as proper for both the Parent Opinionaire and YTSCS measures. This decision was endorsed with the rejection of normality, which resulted from a Chi Square Goodness of Fit test. Chi Square Contingency Tables for each section of both of these tests were completed. A Wilcoxon Matched-Pairs-Signed-Rank analysis of all fourteen test sections of the YTSCS was obtained. Parent Opinionaire data, also subjected to Wilcoxon Matched-Pairs-Signed-Rank treatment, resulted in scores for the four sections plus one for the total test.

Results

The findings by the investigator are listed below with some discussion of their implications.

1. Students in the Yuk Eskimo Dialect school program have more positive self concepts than students in traditional Eskimo school programs. The difference in favor of the experiment group computed at a statistical level of significance of .03.

The traditional, or control group, who were taught through the use of the English language, tended to centralize about the average scores, while the Yuk group

tended to be bimodal, outside this centralized range. This scoring in the extremes was computed as significant at the .01 level for Self Criticism, .05 level for Total Positive Score, .01 level for Positive Identity, .001 level for Positive Behavior, .01 level for Physical Self, and .05 level for Family Self.

Graphically illustrated, the groups' clustering might be projected as in the following sketch:

TABLE XXXV - Histogram Illustrating Distribution of Scores on YTSCS

The manual for the Tennessee Self Concept Scale offers explanations of the nature and meaning of the part scores obtained from the test. Germane to this study are the descriptions presented for the six parts found to be significantly superior for the Yuk group over the English group.

A. The Self Criticism Section contains items that are slightly derogatory. Most individuals admit that the majority of the statements are true for them. Denying most of the statements would indicate defensiveness. Extreme agreement with the items would suggest the possibility that the respondee is pathologically undefended. High scores usually are indicative of a healthy, self-critical attitude.

B. The Total Positive Section is the most important single score on the form. High scores indicate self confidence and persons who regard themselves as having value and worth.

C. In the Positive Identity Section the respondee presents a picture of his basic identity, or how he sees himself by reacting to the items presented.

D. The Positive Behavior Score reflects an individual's perception of how he performs and functions.

E. The Physical Self Section contains items describing physical appearance, health and skills. An individual's perception of these attributes in himself is shown in this score.

F. Finally, the Family Self Section involves the individual's view of self in reference to his most immediate circle of associates. The degree to which one recognizes his adequacy and worth as a family member is ascertained by a tally of the subject's responses to items in this section.

II. Students in traditional Eskimo school programs, learning through English, are significantly better in language perception and vocabulary.

The SRA testing instrument used in this study to assess facility in reading and vocabulary was presented entirely in English. The SRA test is structured to include the vocabulary presented in the Basal English Readers. Its questions are geared to assess the language

techniques stressed in the Basal English Reader format. It is beyond the point of cavil therefore, that those students who had been instructed in, and bombarded with English in their daily school program were destined to fair better on the SRA test than those instructed in Yuk and exposed to English for but one hour's lesson each day.

To ascertain the true reading proficiency of the Yuk students it would be necessary to develop an instrument which relates to the vocabulary and skills taught in their text -- in other words, a Yuk test.

The SRA might appear to be an unwise choice of measure considering the inherent language handicap of the tested groups. The decision to use the SRA was weighted by the knowledge that the Yuk students were receiving instruction in the English language for an hour each day and, more important, that they will eventually be expected to read English texts if they continue their education in American Public Schools.

The control groups' higher score at this point of their schooling was expected. It may be that the more positive self concept displayed by the Yuk group will favorably effect their rate of learning. Attention should be given to comparing the groups after several more years of schooling and when both are involved in English texts through a readministering of the SRA test. It is anticipated that the Yuk's healthier self awareness will stand them in good stead and be reflected in the scores at that time.

III. Parents of students in the Yuk Eskimo Dialect school program have more positive attitudes toward the school than parents of students in traditional Eskimo school programs.

If one endorses the belief that a learner's home environment directly effects the learner's school achievement, finding number three of the present study would be considered crucial to educators of Eskimo children. Teaching in the student's native language increases supportive attitudes from the home. If suppertive attitudes from the home foster academic advancement, it would seem wise to restructure Eskimo school programs to allow for instruction through the mother tongue. Programs such as the Yuk Eskimo Dialect one should be the rule, not the exception.

Recommendations

1. Apparent from findings in this study is that students learning through their own natural mode of language in Eskimo communities have more positive attitudes of self. What may be implied from the skew, or bimodal, pattern of the results is that these children also develop more individualistically.

An inverse assumption might be drawn from the scores of the children that were learning through English in the control group. The clustering of their scores in the mid-range tempts the conclusion that these students develop a sameness, or uniformity of response. Varied, unique

responses did not prevail for schools teaching through English in this study.

Vexing questions come to mind. Does learning through English foster conformity in pupils? Does conformity develop in students learning through any language different from their own?

Further investigation of the score-clustering phenomenon would be of value to educators. If graduating students with diverse, unique reactions is a goal of the American school system, discovering what methods of program nourish this development is cogent to educational planning.

2. In February, 1974, during the Alaska State Legislature's session in Juneau, Senator John Sackett sponsored a proposed constitutional amendment providing that Alaskans in Alaskan schools be taught in their native tongue. The present studies' results support the advisability of the passage of this bill if the desire is for native children to develop more positive self concepts and to have their parents regard schools in a more favorable light.

The amendment was not brought to a vote this year. An informal census of the legislators' opinions suggests that the amendment will meet with approval when voted on in the next session.

Native students of Alaska may, therefore, profit from the findings of this study. However, more than three million American school children come from non-English speaking homes. Results from the present research are germane to

educational programs for Puerto Rican, Chinese, Navaho and all other students whose mother tongue is not the national language. The effects of traditional English curriculums upon these youngsters and their parents should now be questioned. Further investigation, similar in nature to this research, is needed for schools across the nation serving clients from bilingual homes.

3. Much data gathered in this study was not directly subjected to analysis. The goals of assessing student achievement, student self concept and parent-school rapport were the sole interest of this report. Information on the parents' ages, yearly incomes, highest grades completed in school, how the parents are presently employed, and the number of siblings in the families, now available through this research, could provide a resource for future researchers. Attention should be given to cross-relating this data to other demographic or sociological factors.

A P P E N D I X

SRA ACHIEVEMENT SERIES

Examiner Manual 1-2 Form C

prepared by Louis P. Thorpe, D. Welty Lefever, and Robert A. Naslund, all of the University of Southern California

SRA

Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611

A Subsidiary of IBM

General Instructions to the Examiner

The person who will administer this test battery should plan to study this manual twice—once for familiarity with the testing procedures, and once to see how answers are recorded in the test booklets. If possible, the examiner should take the tests himself before administering them.

Nature and Purpose of the Test Battery

The basic function of the SRA Achievement Series 1·2 is to measure pupils' basic achievement in two broad curricular areas—reading and arithmetic. Following is an outline of the battery.

I. Reading (What is this about?)
- A. Verbal-Pictorial Association
  - 1. Word-Picture Association
  - 2. Phrase-Picture Association
  - 3. Sentence-Picture Association
- B. Language Perception
  - 1. Auditory Discrimination
  - 2. Visual Discrimination
  - 3. Sight Vocabulary
- C. Comprehension
- D. Vocabulary

II. Arithmetic (Let's figure this out!)
- A. Concepts
- B. Reasoning (Problem Solving)
- C. Computation

Materials Needed

There are no separate answer sheets for the tests. The pupils mark their answers in the test booklets.

Reading test booklet. One copy for each pupil. The examiner should have an additional copy for demonstration.

Arithmetic test booklet. One copy for each pupil. The examiner should have an additional copy for demonstration.

Pencils and erasers. Two soft lead pencils and an eraser for each pupil. Have an adequate supply of extra pencils on hand.

Scratch paper. Each pupil will need at least one sheet of scratch paper for the last session of the Arithmetic test.

Examiner manual. One copy for the examiner.

Timer. The test periods must be timed precisely. An interval timer is best for this purpose, although a stopwatch or watch with a second hand will do.

Reading materials. Study materials or books of general interest should be available for pupils who finish early in a given testing session.

The Testing Room

The testing room should be quiet, well lighted, and well ventilated. If possible, arrange to test in a room that does not face a playground. Make preparations in advance to reduce recess noises and to keep messengers from entering the testing room.

Arrange for desk or table space so that each pupil has room for an open booklet and, for the Arithmetic test, scratch paper.

Scheduling the Tests

The total time needed for the two tests is approximately five and one-half hours, four of which are actual testing time. Table 1 contains a suggested schedule for the administration of the tests. The "Total Time Needed" column indicates the approximate units of time needed for distributing materials, reading directions, testing, and rest periods.

Table 1. Schedule for Testing

Total Time Needed (in minutes)	Actual Testing Time (in minutes)	Your Schedule
1st Session—Reading Verbal-Pictorial Association Language Perception		
50	32	
2nd Session—Reading Language Perception		
55	31	
3rd Session—Reading Comprehension		
45	30	
4th Session—Reading Vocabulary		
35	27	
5th Session—Arithmetic Concepts Reasoning		
60	35	
6th Session—Arithmetic Reasoning		
45	35	
7th Session—Arithmetic Computation		
50	35	

Read aloud

> Open your booklet to page 8. Fold the booklet so that only page 8 shows—like this.

Hold up page 8 for all to see.

Draw two boxes on the blackboard, one under the other, and write "same" after the first and "different" after the second.

Read aloud.

> Now listen to the directions for page 8. . . . I am going to say some words, two at a time. Listen carefully to the *beginning sounds*, not the *spelling*, of each pair of words. If the two words begin with the *same* sound, put an X in the box in front of "same."

Demonstrate, using the boxes you have drawn on the blackboard

> If the two words begin with *different* sounds, put an X in the box in front of "different."

Demonstrate, using the boxes you have drawn on the blackboard

> Here is an example of what you are to do. Listen to these two words: . . . bat—bag. (*Pause.*) Do they have the same or different beginning sounds? . . . Since the beginning sounds are the same, an X has already been marked in the box in front of "same" after question A.

Hold up page 8 and point to the marked box.

> Now listen to these two words and mark an X in one of the boxes after question B: . . . bill—hill. (*Pause.*) You should have put an X in the box in front of "different," because the beginning sounds are different.

Check to see that each pupil has made an X in the proper box.

> After you mark each answer, hold up your pencil so that I can see you are ready to listen to the next pair of words. I will say the words only once, and then allow enough time for you to mark an X in your booklet. So that each of your answers will be in the right place, I will call out the question number before I say the pair of words.
>
> Remember, if the two words in each pair have the *same beginning sound*, put an X in the box in front of "same." If the two words have a *different beginning sound*, put an X in the box in front of "different." Are there any questions? . . . Now hold up your pencil and listen.

Read each word in a loud, clear voice. Be sure that the answers are being recorded in the right places. Proceed at class speed.

Beginning Sounds—Test Booklet Page 8

1. see—seen
2. ate—eighty
3. string—strand
4. ball—call
5. wee—wean
6. slink—blink
7. screw—scream

(End first column)

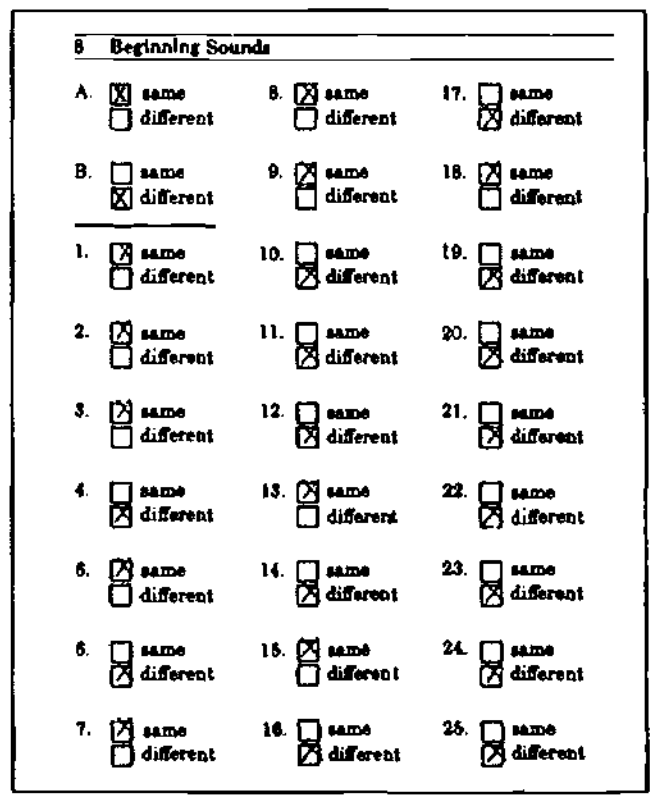
8. twin—twist
9. from—frown
10. bad—dad
11. man—Nan
12. sea—zebra
13. have—hat
14. kick—quick
15. true—tree
16. bray—gray

(End second column)

17. nap—map
18. glow—glue
19. prim—brim
20. few—view
21. awning—owning
22. crystal—gristle
23. etch—itch
24. tree—three
25. streak—shriek

(End last column)

This completes the testing session. Collect all test booklets.



Third Testing Session – Pages 14-21 in Reading Test Booklet

Allow approximately 45 minutes for this testing session.

Reproduce on the blackboard the questions on page 14 of the Reading test booklet.

Redistribute the Reading test booklets.

Check to see that pupils have pencils and erasers.

Read aloud:

> Open your booklet to page 14. Fold the booklet so that only page 14 shows – like this.

Hold up page 14 for all to see.

> Today you are going to read some stories. After each story there are some questions. You are to read the story first and then answer the questions. . . .
>
> Look at the story on page 14. Read it to yourselves while I read it aloud.
>
> Our Garden
> We have a garden at school.
> We planted one row of corn.
> We raised many plants that have flowers.
> We worked hard.
>
> Now let's read question A.
>
> The garden was at
> a. school
> b. home
> c. the farm
> d. the house
>
> Where was the garden? . . . Yes, it was at school. So that you will know how to mark your answers, an X has already been put in the box in front of the word "school."

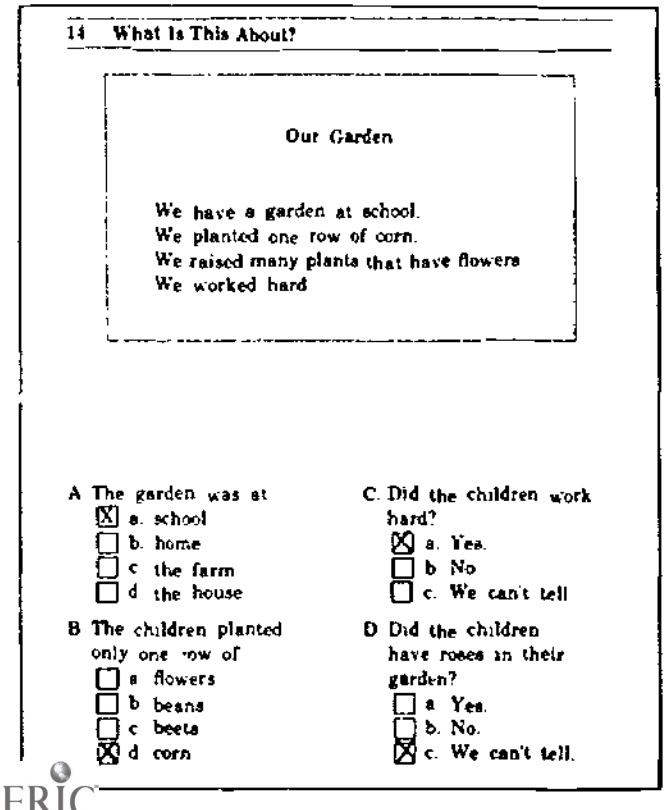
Point to the blackboard reproduction of question A.

Read aloud:

> Look at question B. It says:
>
> The children planted only one row of
> a. flowers
> b. beans
> c. beets
> d. corn
>
> What did the children plant only one row of? . . . Yes, they planted only one row of corn. Put an X in the box in front of the word "corn."

Demonstrate on the blackboard reproduction of question B.

> Now look at question C. It says:
>
> Did the children work hard?
> a. Yes.
> b. No.
> c. We can't tell.
>
> Does the story tell us that the children worked hard? . . . Yes, it does. Put an X in the box in front of the first answer.



14 What Is This About?

Our Garden

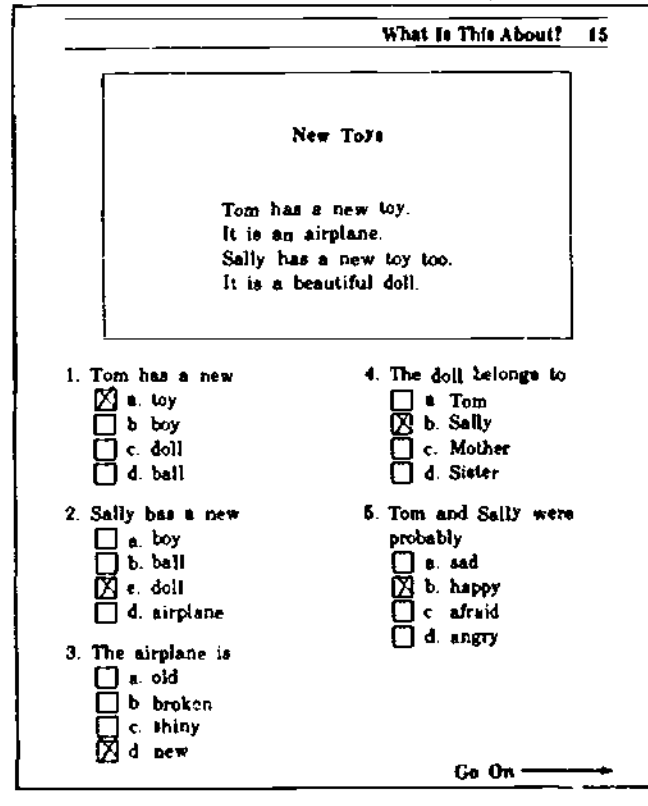
We have a garden at school.
We planted one row of corn.
We raised many plants that have flowers.
We worked hard.

A The garden was at
- [X] a. school
- [ ] b. home
- [ ] c. the farm
- [ ] d. the house

B The children planted only one row of
- [ ] a. flowers
- [ ] b. beans
- [ ] c. beets
- [X] d. corn

C. Did the children work hard?
- [X] a. Yes.
- [ ] b. No.
- [ ] c. We can't tell.

D Did the children have roses in their garden?
- [ ] a. Yes.
- [ ] b. No.
- [X] c. We can't tell.



What Is This About? 15

New Toys

Tom has a new toy.
It is an airplane.
Sally has a new toy too.
It is a beautiful doll.

1. Tom has a new
- [X] a. toy
- [ ] b. boy
- [ ] c. doll
- [ ] d. ball

2. Sally has a new
- [ ] a. boy
- [ ] b. ball
- [X] c. doll
- [ ] d. airplane

3. The airplane is
- [ ] a. old
- [ ] b. broken
- [ ] c. shiny
- [X] d. new

4. The doll belongs to
- [ ] a. Tom
- [X] b. Sally
- [ ] c. Mother
- [ ] d. Sister

5. Tom and Sally were probably
- [ ] a. sad
- [X] b. happy
- [ ] c. afraid
- [ ] d. angry

Go On →

Read aloud

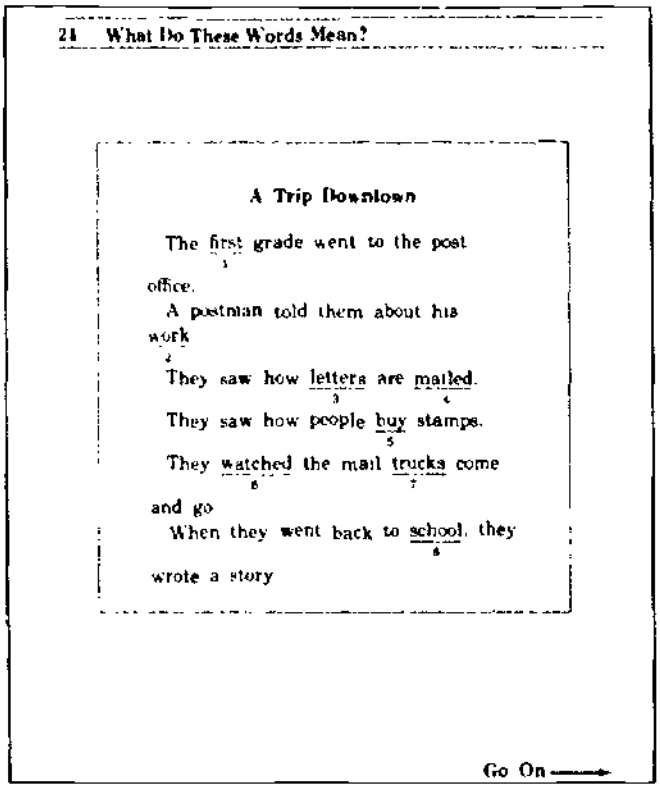
Open your booklet to pages 28 and 29. Keep the booklet open so that both pages show – like this.

Hold up pages 28 and 29 for all to see

Answer the questions after each story. Keep working until I say, "Stop" or until you come to the words "Stop Here" at the bottom of page 31. When you have finished, put your pencil down, close your booklet, and wait quietly. Are there any questions? . . . Begin.

Record starting time

Move about the room and check work. Be sure no pupil works on any previous section of the booklet



24 What Do These Words Mean?

A Trip Downtown

The first grade went to the post office.

A postman told them about his work.

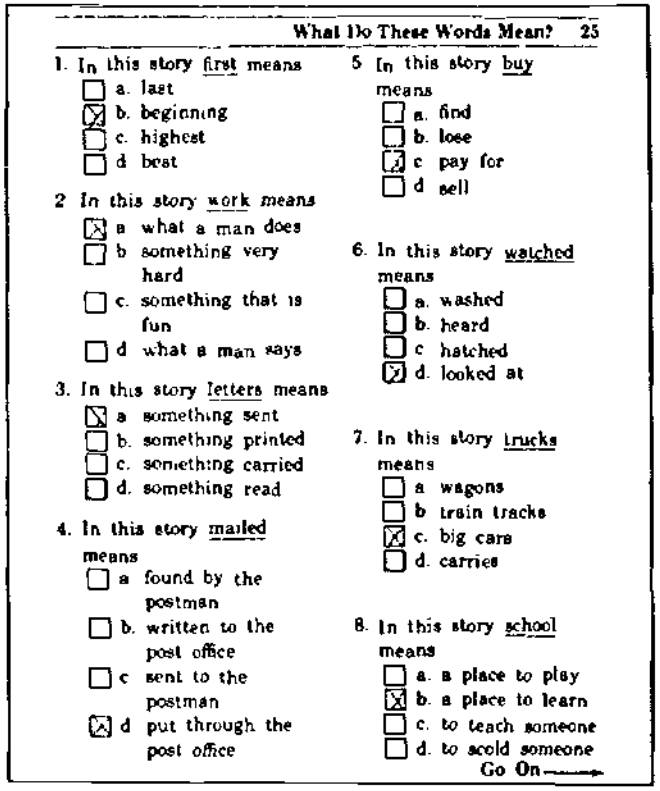
They saw how letters are mailed.

They saw how people buy stamps.

They watched the mail trucks come and go.

When they went back to school, they wrote a story.

Go On



What Do These Words Mean? 25

1. In this story first means
   - [ ] a. last
   - [x] b. beginning
   - [ ] c. highest
   - [ ] d. best

2. In this story work means
   - [x] a. what a man does
   - [ ] b. something very hard
   - [ ] c. something that is fun
   - [ ] d. what a man says

3. In this story letters means
   - [x] a. something sent
   - [ ] b. something printed
   - [ ] c. something carried
   - [ ] d. something read

4. In this story mailed means
   - [ ] a. found by the postman
   - [ ] b. written to the post office
   - [ ] c. sent to the postman
   - [x] d. put through the post office

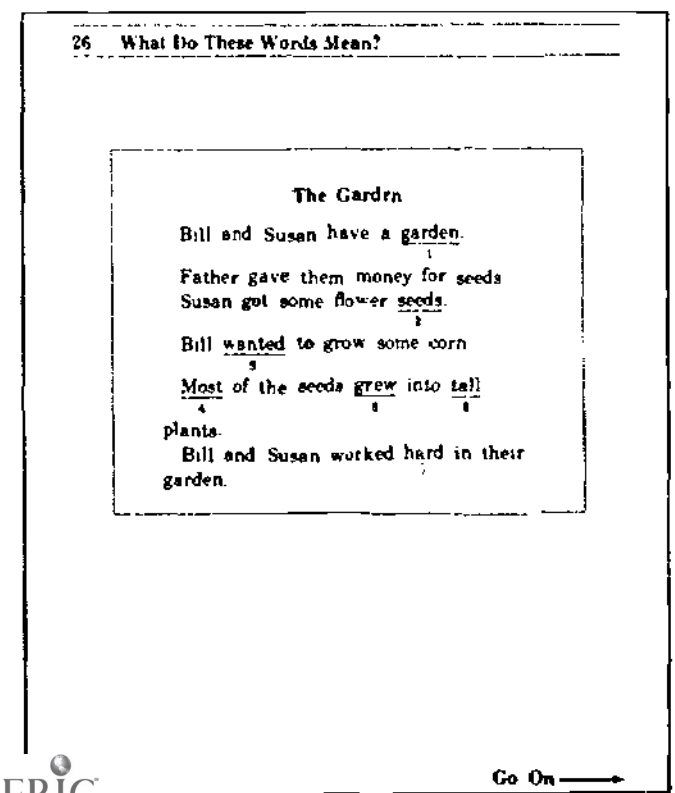
5. In this story buy means
   - [ ] a. find
   - [ ] b. lose
   - [x] c. pay for
   - [ ] d. sell

6. In this story watched means
   - [ ] a. washed
   - [ ] b. heard
   - [ ] c. hatched
   - [x] d. looked at

7. In this story trucks means
   - [ ] a. wagons
   - [ ] b. train tracks
   - [x] c. big cars
   - [ ] d. carries

8. In this story school means
   - [ ] a. a place to play
   - [x] b. a place to learn
   - [ ] c. to teach someone
   - [ ] d. to scold someone

Go On



26 What Do These Words Mean?

The Garden

Bill and Susan have a garden.

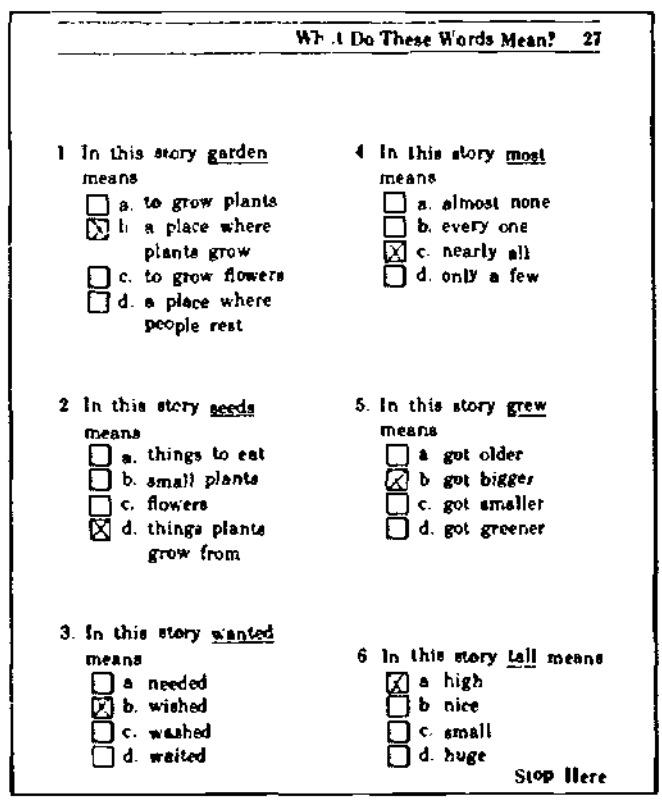
Father gave them money for seeds. Susan got some flower seeds.

Bill wanted to grow some corn.

Most of the seeds grew into tall plants.

Bill and Susan worked hard in their garden.

Go On



What Do These Words Mean? 27

1. In this story garden means
   - [ ] a. to grow plants
   - [x] b. a place where plants grow
   - [ ] c. to grow flowers
   - [ ] d. a place where people rest

2. In this story seeds means
   - [ ] a. things to eat
   - [ ] b. small plants
   - [ ] c. flowers
   - [x] d. things plants grow from

3. In this story wanted means
   - [ ] a. needed
   - [x] b. wished
   - [ ] c. washed
   - [ ] d. waited

4. In this story most means
   - [ ] a. almost none
   - [ ] b. every one
   - [x] c. nearly all
   - [ ] d. only a few

5. In this story grew means
   - [ ] a. got older
   - [x] b. got bigger
   - [ ] c. got smaller
   - [ ] d. got greener

6. In this story tall means
   - [x] a. high
   - [ ] b. nice
   - [ ] c. small
   - [ ] d. huge

Stop Here

Allow *exactly 15 minutes* for pages 28–31.

Read aloud

> **Stop! Put your pencil down and close your booklet.**

This completes the testing session and the entire Reading test. Collect all test booklets.

28 What Do These Words Mean?

Tom and Mary

Tom was gleeful[1]. Mary was excited.

Father and Mother were pleased[2] too.

Aunt Amy and Uncle Ned were coming to visit them. They were making the journey[3] in their new car.

Tom was puzzled[4]. "Is the car[5] red?" he asked.

Mother smiled. "We will know when they arrive[6]."

Mary pointed[7] down the street[8]. "Here they come," she said.

Tom and Mary ran to greet[9] them.

"Look, Tom, the color is green," said Mary.

Aunt Amy laughed at the children. Then they all went to join[10] Mother and Father.

Go On →

What Do These Words Mean? 29

1. In this story gleeful means
   - [ ] a. unhappy
   - [X] b. happy
   - [ ] c. gentle
   - [ ] d. lively
2. In this story pleased means
   - [ ] a. proud
   - [X] b. glad
   - [ ] c. friendly
   - [ ] d. puzzled
3. In this story journey means
   - [ ] a. book
   - [ ] b. fall
   - [ ] c. travel
   - [X] d. trip
4. In this story puzzled means
   - [X] a. not sure
   - [ ] b. upset
   - [ ] c. guessed
   - [ ] d. not right
5. In this story car means
   - [X] a. automobile
   - [ ] b. cart
   - [ ] c. wagon
   - [ ] d. truck
6. In this story arrive means
   - [ ] a. go by
   - [ ] b. reach for
   - [X] c. get here
   - [ ] d. start from
7. In this story pointed means
   - [ ] a. sharpened with a knife
   - [X] b. showed with her finger
   - [ ] c. aimed at someone
   - [ ] d. made a row of dots
8. In this story street means
   - [ ] a. sidewalk
   - [ ] b. corner
   - [ ] c. stream
   - [X] d. road
9. In this story greet means
   - [ ] a. goodbye
   - [ ] b. large
   - [X] c. welcome
   - [ ] d. treat
10. In this story join means
    - [ ] a. work with
    - [X] b. get together with
    - [ ] c. eat with
    - [ ] d. shake hands with

Go On →

30 What Do These Words Mean?

Squeaky, the Field Mouse

Squeaky was a happy[1] little field mouse who lived in Farmer Brown's cornfield. Squeaky loved to scamper[2] over the warm earth[3] and watch the yellow butterflies in the sunshine.

One bright[4] summer day Squeaky saw the farmer's boy come into the big field. He watched him begin to cut the stalks[5] of corn.

"Oh dear, oh dear, what shall I do?" cried Squeaky. "The farmer's boy will step[6] on my house and then where can I live?"

Poor Squeaky held his breath[7] as the boy came nearer and nearer. At last the boy passed[8] by Squeaky. The corn was all cut and his house was safe[9].

Squeaky was a happy little field mouse once more.

Go On →

What Do These Words Mean? 31

1. In this story happy means
   - [ ] a. funny
   - [X] b. glad
   - [ ] c. sad
   - [ ] d. jumping
2. In this story scamper means
   - [X] a. run
   - [ ] b. crawl
   - [ ] c. walk
   - [ ] d. fly
3. In this story earth means
   - [ ] a. world
   - [ ] b. place
   - [X] c. ground
   - [ ] d. plants
4. In this story bright means
   - [X] a. sunny
   - [ ] b. shiny
   - [ ] c. hot
   - [ ] d. smart
5. In this story stalks means
   - [X] a. plants
   - [ ] b. ears
   - [ ] c. hunts
   - [ ] d. leaves
6. In this story step means
   - [ ] a. jump on
   - [ ] b. part of a stairway
   - [ ] c. run over
   - [X] d. walk on
7. In this story held his breath means
   - [X] a. kept very quiet
   - [ ] b. breathed deeply
   - [ ] c. took short breaths
   - [ ] d. closed his mouth
8. In this story passed means
   - [ ] a. promoted
   - [X] b. went
   - [ ] c. hurried
   - [ ] d. ran
9. In this story safe means
   - [X] a. not harmed
   - [ ] b. nice
   - [ ] c. not helped
   - [ ] d. soft

Stop Here

Specific directions for scoring each test and recording the scores are found under "Directions for Using the Scoring Chart" on the inside back cover of each test booklet.

Reduced Test-Book Pages

Scoring keys in the form of reduced test-book pages are included in this manual with the directions for administering the tests. On these keys the correct answers are marked in blue; answers to sample items – not to be scored - are marked in black.

Strip Keys

Strip keys, provided as an alternative method of scoring the Language Perception subtest, are included in the back of this manual. On these keys the correct answers are marked with black X's; sample items have been omitted. Each column of the key corresponds to a column of questions in the test book.

To use the strip keys, detach them from the manual and fold them along the vertical lines marked "Fold back here." Place the open key for pages 8–9 to the left of the first column on page 8 of the pupil's booklet and check the correct responses. Fold the first column of the key under, move to the second column on the test-book page, and score that column. Continue in this way until the two facing pages have been scored. Count the number of correct answers on page 8 and record the number on the scoring chart. Then count the correct answers on page 9 and record that number on the chart. Use the keys for pages 10–11 and 12–13 in the same way.

Marked Test Booklet

Some teachers prefer to score the test by using master test booklets that they have marked with the correct answers. A master booklet can be prepared by transferring the correct answers from the reduced pages to an unused test booklet.

Overlay Keys

A complete set of overlay keys is available for scoring each form of the 1–2 battery. A separate overlay is provided for each page to be scored. Before using any of the overlays, arrange them in consecutive order by test according to the number in the colored circle at the lower right-hand side of each key. The overlays for the Reading test are numbered 1 to 23; those for the Arithmetic test, 1 to 12.

The Verbal-Pictorial Association keys are transparent overlays on which lines have been printed to show which picture each word or phrase in the test deseribes. Align each overlay so that the stars on the key coincide with those on the page. Compare the lines on the key with those the pupil has drawn, checking whether the word or phrase has been connected with the proper picture. Lines do not have to be straight or lead from star to star. Record the number of correct responses for each page on the scoring chart, checking to see that it does not exceed the maximum score for that page.

The overlays for all subtests other than Verbal-Pictorial Association are stencils with holes punched in the positions of the answers. Before using the stencils, scan each page of the test book for questions to which the pupil has marked more than one answer. Draw a horizontal red line through all possible answers to such questions so that these questions will not be scored. (NOTE: For item J on page 4 of the Arithmetic test, the pupil *should have* marked more than one answer.)

Align each stencil so that the page number in the test book appears directly below the matching number on the stencil. Count the number of correct answers on the page and record this score on the scoring chart, checking to see that it does not exceed the maximum score for that page.

Reading: Verbal-Pictorial Association – Form C

RAW SCORE	GRADE EQUIVALENT	PERCENTILE			
		Grade 1	Grade 2		
		End	Beg.	Mid	End
48	4+	99	99	99	99
47	4+	99	99	99	99
46	4+	99	99	99	99
45	4+	99	99	99	98
44	4+	99	99	98	98
43	4+	99	99	98	96
42	4+	99	99	97	95
41	4+	99	99	96	93
40	4+	99	99	95	90
39	4+	99	98	93	87
38	4+	99	97	91	84
37	4+	99	96	89	81
36	4+	98	95	87	79
35	3-7	98	94	85	76
34	3-5	97	93	83	72
33	3-3	96	90	78	67
32	3-2	95	88	76	63
31	3-1	94	86	73	60
30	2-9	92	83	70	56
29	2-8	90	80	66	52
28	2-8	90	80	66	52
27	2-7	87	77	62	48
26	2-6	84	73	58	43
25	2-6	84	73	58	43
24	2-5	80	68	53	38
23	2-4	76	63	48	34
22	2-4	76	63	48	34
21	2-3	71	58	44	30
20	2-2	67	53	40	26
19	2-2	67	53	40	26
18	2-1	62	47	35	22
17	1-9	57	41	30	19
16	1-8	53	36	26	16
15	1-7	48	31	22	14
14	1-7	48	31	22	14
13	1-6	43	26	19	11
12	1-5	39	22	16	09
11	1-3	31	16	14	08
10	1-2	28	13	09	05
9	1-1	25	10	07	04
8	1–	20	07	05	03
7	1–	16	05	04	02
6	1–	12	04	03	02
5	1–	09	03	02	02
4	1–	06	02	02	01
3	1–	04	01	01	01
2	1–	03	01	01	01
1	1–	02	01	01	01

Reading: Language Perception – Form C

RAW SCORE	GRADE EQUIVALENT	PERCENTILE			
		Grade 1	Grade 2		
		End	Beg.	Mid	End
125	4+	99	99	99	99
124	4+	99	99	99	98
123	4+	99	99	98	98
122	4+	99	99	98	96
121	4+	99	99	97	94
120	4+	99	98	95	92
119	4+	99	97	93	89
118	4+	99	96	91	86
117	4+	98	94	88	83
116	4+	97	92	86	79
115	3-8	95	90	83	76
114	3-6	93	87	79	72
113	3-5	92	85	77	69
112	3-4	91	83	75	66
111	3-3	89	81	72	64
110	3-2	87	79	70	60
109	3-1	85	76	67	57
108	2-9	82	73	64	54
106-107	2-8	79	70	61	51
105	2-7	76	67	58	48
104	2-6	73	64	55	45
102-103	2-5	70	61	52	42
101	2-4	67	58	49	39
99-100	2-3	64	55	46	37
97-98	2-2	61	51	42	34
96	2-1	58	48	40	31
94-95	1-9	55	45	37	28
92-93	1-8	52	42	34	26
91	1-7	49	39	31	24
89-90	1-6	46	36	29	21
87-88	1-5	44	33	26	19
85-86	1-4	41	30	23	17
83-84	1-3	38	27	21	15
81-82	1-2	35	24	18	13
80	1-1	33	21	16	11
79	1–	32	20	15	10
78	1–	31	19	14	10
77	1–	30	18	13	09
76	1–	28	16	12	08
75	1–	27	15	11	07
74	1–	26	14	10	07
73	1–	24	13	10	06
72	1–	23	12	09	05
71	1–	22	11	08	05
70	1–	21	10	07	05
69	1–	20	09	07	04
68	1–	19	08	06	03
67	1–	18	07	05	03
66	1–	17	07	05	03
65	1–	16	06	04	03
64	1–	15	06	04	03
63	1–	14	05	04	02
62	1–	13	05	04	02
61	1–	12	04	03	02
60	1–	11	04	03	02
58-59	1–	10	03	02	02
57	1–	09	03	02	02
56	1–	09	02	02	01
54-55	1–	08	02	02	01
53	1–	07	02	02	01
52	1–	07	01	01	01
50-51	1–	06	01	01	01
48-49	1–	05	01	01	01
45-47	1–	04	01	01	01
41-44	1–	03	01	01	01
36-40	1–	02	01	01	01
1-35	1–	01	01	01	01

Reading: Comprehension – Form C

RAW SCORE	GRADE EQUIVALENT	PERCENTILE			
		Grade 1	Grade 2		
		End	Beg.	Mid.	End
36	4+	99	99	99	99
35	4+	99	99	99	98
34	4+	99	99	98	97
33	4+	99	99	97	95
32	4+	99	99	95	92
31	4+	99	98	93	87
30	4+	99	96	89	81
29	3-5	98	92	82	72
28	3-3	97	90	79	67
27	3-1	95	86	73	61
26	2-9	94	84	71	57
25	2-8	93	81	67	54
24	2-7	91	78	64	50
23	2-6	88	74	60	46
22	2-5	85	69	55	42
21	2-5	85	69	55	42
20	2-4	81	64	51	37
19	2-3	76	59	46	33
18	2-2	71	54	42	29
17	2-2	71	54	42	29
16	2-1	65	48	37	25
15	1-9	59	42	32	21
14	1-8	53	37	28	18
13	1-7	47	32	24	15
12	1-6	41	27	20	12
11	1-4	31	18	13	08
10	1-3	27	14	10	06
9	1-1	19	09	06	04
8	1–	13	06	04	03
7	1–	09	04	03	02
6	1–	06	02	02	01
5	1–	04	01	01	01
4	1–	02	01	01	01
3	1–	01	01	01	01
2	1–	01	01	01	01
1	1–	01	01	01	01

Reading: Vocabulary – Form C

RAW SCORE	GRADE EQUIVALENT	PERCENTILE			
		Grade 1		Grade 2	
		End	Beg.	Mid	End
39	4+	99	99	99	99
38	4+	99	99	99	99
37	4+	99	99	99	99
36	4+	99	99	99	99
35	4+	99	99	98	98
34	4+	99	99	97	96
33	4+	99	99	96	94
32	4+	99	99	95	92
31	4+	99	98	93	89
30	4+	99	97	91	85
29	4+	99	96	89	81
28	3-7	99	94	85	77
27	3-5	98	92	82	72
26	3-3	97	90	78	67
25	3-2	96	89	77	64
24	3-1	95	87	74	61
23	2-9	94	85	71	58
22	2-8	93	82	68	54
21	2-8	93	82	68	54
20	2-7	91	78	64	49
19	2-7	91	78	64	49
18	2-6	88	73	59	45
17	2-6	88	73	59	45
16	2-5	85	68	54	41
15	2-4	81	63	50	37
14	2-4	81	63	50	37
13	2-3	76	58	45	33
12	2-2	70	52	40	29
11	2-1	64	46	35	25
10	1-9	58	40	30	21
9	1-7	46	30	22	15
8	1-4	32	17	13	08
7	1-1	20	10	07	04
6	1–	14	06	04	03
5	1–	09	03	02	02
4	1–	05	01	01	01
3	1–	02	01	01	01
2	1–	01	01	01	01
1	1–	01	01	01	01

RAW SCORE	GRADE EQUIVALENT	PERCENTILE			
		Grade 1	Grade 2		
		End	Beg.	Mid.	End
235-248	4+	99	99	99	99
234	4+	99	99	99	98
233	4+	99	99	99	98
232	4+	99	99	99	98
231	4+	99	99	98	98
230	4+	99	99	98	97
229	4+	99	99	98	97
228	4+	99	99	98	96
227	4+	99	99	97	96
226	4+	99	99	97	95
225	4+	99	99	97	94
224	4+	99	99	96	94
223	4+	99	99	96	93
222	4+	99	99	96	92
221	4+	99	99	95	92
220	4+	99	99	95	91
219	4+	99	99	95	90
218	4+	99	99	94	89
217	4+	99	98	93	88
216	4+	99	98	93	87
215	4+	99	98	92	86
214	4+	99	97	91	85
213	4+	99	97	91	84
211-212	3-9	99	97	90	82
209-210	3-8	99	96	88	81
207-208	3-7	99	95	87	78
205-206	3-6	99	94	85	76
202-204	3-5	98	93	83	74
199-201	3-4	98	92	81	71
196-198	3-3	97	91	79	68
192-195	3-2	97	89	77	64
188-191	3-1	96	87	74	61
183-187	2-9	94	84	71	57
178-182	2-8	92	81	67	54
172-177	2-7	90	78	64	50
166-171	2-6	87	74	60	46
160-165	2-5	83	70	56	41
154-159	2-4	79	65	51	37
148-153	2-3	74	59	46	32
143-147	2-2	69	53	41	28
138-142	2-1	64	47	36	24
133-137	1-9	58	41	31	20
128-132	1-8	53	35	26	17
123-127	1-7	48	29	21	14
117-122	1-6	42	24	18	11
112-116	1-5	36	19	14	09
107-111	1-4	31	15	11	07
102-106	1-3	26	12	09	05
97-101	1-2	21	09	06	04
92-96	1-1	17	06	04	03
91	1 –	15	04	03	02
90	1 –	14	04	03	02
88-89	1 –	13	04	03	02
87	1 –	12	03	02	02
85-86	1 –	11	03	02	02
83-84	1 –	10	03	02	02
81-82	1 –	09	02	02	01
79-80	1 –	08	02	02	01
76-78	1 –	07	02	02	01
74-75	1 –	06	01	01	01
70-73	1 –	05	01	01	01
66-69	1 –	04	01	01	01
62-65	1 –	03	01	01	01
55-61	1 –	02	01	01	01
1-54	1 –	01	01	01	01

T E N N E S S E E

(Department of Mental Health)

S E L F C O N C E P T S C A L E

by
WILLIAM H. FITTS, PhD.

Published by
Counselor Recordings and Tests
Box 6184 Acklen Station Nashville, Tennessee

YUK TRANSLATED MODIFIED VERSION

by
Pascal Afcan -- Judith S. Harkins

TENNESSEE SELF CONCEPT SCALE
by
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blisher:Counselor Recordings and Tests,Box 6184,Acklen Station,Nashville,Tenn.

YUK TRANSLATED MODIFIED VERSION
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Pascal Arcan and Judith S. Harkins

INSTRUCTIONS

No training is necessary to be able to give the TSCS(Translated Version) to students. It is suggested that prior to testing you read at least through page one to familiarize yourself with the procedure. You need not correct the tests when the students have completed them. Simply package all of the Answer Sheets and the Instruction Booklet and mail to: Judith S. Harkins, 1256 Redwood Court, Anchorage, Alaska 99504.

Give each child an Answer Booklet and pencil. Help the children complete the personal information boxes at the top of page 1 of the booklet.

Say to the children, "I am going to read things about you. Listen as I read each statement. Then you will choose one of five possible answers and put an 'X' in the right place. Please answer as if you were describing yourself to yourself. We'll practice making 'X's' first. Then we'll talk about the five kinds of answers." (Put an 'X' on the blackboard. Let one or two children go to the board and practice making an 'X').

"Let's talk about the five answers. Do you see the very happy face? You will use that face when your answer is 'completely true'. Now, put your finger on the face next to 'completely true'." (check to see if the children have the correct face). "That face means, 'mostly true'. Now, put your finger on the face with no eyes or mouth. The face has no eyes or mouth because it doesn't know whether to say true or false. Use this face to answer 'partly true and partly false'. Put your finger on the face with the sad eyes and mouth. Use this face to answer, 'mostly false'. We have one more face left to talk about. Put your finger

on it. This is the face with the very sad eyes and very sad mouth. We will use this face if we want to answer 'completely false'.

sample statements

A. Let us try some questions. We're going to put our first answer on the same line that has the picture of the candy cane. Be sure to answer this question as if you were describing yourself. Here is the statement. I am a boy. Now, if you are a boy, you will want to answer 'completely true', so put an 'X' on the line with the candy cane under the picture of the very happy face. If you are a girl, you will want to answer 'completely false', so put an 'X on the line with the candy cane under the picutre of the very sad face. No one will want to answer 'mostly true', or 'partly true and partly false', or 'mostly false' because you are all completely boys or completely not boys. Put your pencils down and I will come and see how well you are doing." (Check the children's work).

B. Let's try another question. This tire we will put our 'X's' on the same line as the picutre of the box. Here is the statement. I cough. Put an 'X' on the same line as the picture of the box under the picture of the face that is best to describe you. If you never,-ever cough you will put an 'X' under 'completely false'. Probably nobody in this room will put an 'X' there because we all cough sometimes. If you don't cough very often, you will put an 'X' under the face that means 'mostly false'. If you feel you cough just in a normal amount, you will put an 'X' under the face that means 'partly true and partly false'. That's the one in the middle, isn't it? If you think you cough more than most other people

do, you will put an 'X' under the face that means 'mostly true'. Probably nobody put an 'X' under the last face, 'completely true', because that would mean that you cough and cough and cough all the time.

Put your pencils down and let me see what you think about yourself and how much you cough." (Check the children's work to be sure they are proceeding as expected. You may discuss a child's answers with him at this point to be sure he responds to future statements as he really intends to. These first two lines have been included to insure youngsters understand the method).

sample statements

1. "Our next answer will go on the same line as the mittens. Ready? I have a healthy body. Put your 'X' under the picture that means 'completely false', 'mostly false', 'partly true and partly false', 'mostly true', or 'completely true'.

3. Go to the line with the picture of the tree. Ready? I am an attractive person. Remember, answer as if you were describing yourself to yourself.

5. Go to the line with the rabbit. I consider myself a sloppy person.

19. Go to the line with the picture of a ball. Ready? I am a decent sort of person.

21. Now you should be on the line with the picture of a sled. I am an honest person.

37. Go to the line with the picture of a gun. I am a cheerful person.

39. Go to the line with the yo-yo. I am a calm and easy going person.

55. Go to the line with the picture of a pencil. It's the last picture on this page. Ready? I have a family that would always help me in any kind of trouble.

57. Turn the page. The picture on the first line should be a star. Reme , put an 'X' under the face that you think answers this statement best about , I am a member of a happy family." (Check quickly to see that the children have all proceeded to the correct page, the correct line and are answering with proper procedure).

59. Go to the line with the picture of a boat. My friends have no confidence in me.

73. Go to the line with the picture of a house. I am a friendly person.

75. Now, we're on the line with the picture of a pair of mukluks. I am problem with me.

77. Go to the line with the picture of a chair. I am not interested in what other people do.

91. Go to the line with the picture of an arrow. I do not always tell the truth.

93. We're up to the silly picture of a moose. I get angry sometimes.

2. Go to the line with the book. I like to look nice and neat all the time.

4. Now, the line with the scissors. I am full of aches and pains.

20. Go to the line with the picture of the comb. I am a religious person.

38. "Go to the line with the flag. I have a lot of self-control.

40. Your next 'X' goes on the same line as the cat. I am a hateful person.

56. Go to the line with the ladder. I am an important person to my family and friends. You should put an 'X' under the face that is best for you.

58. Now the line with the teapot. I am not loved by my family.

60. The line with the airplane. I feel that my family doesn't trust me.

74. The line with the cake. I am popular with women.

76. The line with the cigarette. I am mad at the whole world.

78. The line with the banana. I am hard to be friendly with.

92. Go to the line with the cup. Once in a while I think of things too bad to talk about.

94. We are now up to the last picture on this page, the spoon. Ready? Sometimes, when I am not feeling well, I am cross.

The picture on the first line of the next page is mountains. I will read a statement and you will put an 'X' under the face that is best for you. One face means 'completely true', one means 'mostly true', one means 'partly true and partly false', one means 'mostly false', and the last one means 'completely false'. Here is the statement. I am neither too fat nor too thin.

9. Go to the line with the fishing pole. I like my looks just the way they are.

25. The line with a leaf. I am satisfied with my moral behavior.

27. Go to the line with the basket. I am satisfied with my relationship to God.

29. The next line has a picture of a fish. We had a picture of a fish before. That's all right. Some of the pictures have been used more than one time. Put your answer on the line with this fish. I ought to go to church more.

43. Now the line with the worm. I am satisfied to be just what I am.

45. Go to the line with the table. I am just as nice as I should be.

61. We're on the line with the pants. I am satisfied with my family relationships.

63. The line with the sled. I understand my family as well as I should.

65. The lightbulb is on the last line on this page. Put an 'X' where you think it belongs on the last line under the best face for you. I should trust my family more.

Turn the page and go to the first line on the next page. It should have a picture of a gift. Ready? Be sure you are in the right place.

79. I am as sociable as I want to be.

81. Next is the line with the gun. I try to please others, but I don't overdue it.

83. The line with the telephone. I am no good at all from a social standpoint.

95. The line with the fire. I do not like everyone I know.

97. The line with the fishhook. Once in a while, I laugh at a dirty joke.

8. You should be on the line with the kite. I am neither too tall or too short.

10. The line with the sun. I don't feel as well as I should.

12. Next is the line with the tree. I should have more sex appeal.

15. The line with the shirt. I am as religious as I want to be.

28. The line with the flower. I wish I could be more trustworthy.

30. Go to the line with the boat. I shouldn't tell so many lies.

33. The last line on this page has a pair of mittens. I am as smart as I want to be.

35. Turn the page and put an 'X' on the line with the picture of a knife under the face that is best for you. Here is the statement. I am not the person I would like to be.

48. Now the line with the arrow. I wish I didn't give up as easily as I do.

. The line with the bow. I treat my parents as well as I should. ('Treated,' they are not living).

64. Go to the line with the shoe. I am too sensitive to things my family say.

66. We're on the line with the bottle. I should love my family more.

80. The line with the needle. I am satisfied with the way I treat other people.

82. Go to the line with the snowman. I should be more polite to others.

84. The line with the glove. I ought to get along better with other people.

86. The line with the picture of the fork. I gossip a little at times.

90. The line with the hand. At times I feel like swearing.

13. The line with the book. I take good care of myself physically.

15. The last picture on this page is a wheel. I try to be careful about my appearance. Put an 'X' under the face that is best for you.

17. You should be on the line with the picture of the ribbon if you turned the page correctly. Here is the statement. I often act like I am "all thumbs."

31. Now the line with the drinking glass. I am true to my religion in my everyday life.

33. The line with the pencil. I try to change when I know I'm doing things that are wrong.

35. The line with the picture of the teeth. I sometimes do very bad things.

39. Go to the line with the lollipop. I can always take care of myself in any situation.

51. Next is the line with another ball. I take the blame for things without getting mad.

53. The line with the candle. I do things without thinking about them first.

67. The line with the duck. I try to play fair with my friends and family.

69. You are up to the star. I take a real interest in my family.

71. The line with the wood is next. I give in to my parents. ('Gave in' if they are not living).

65. Next to the line with the milk. I try to understand the other fellow's point of view.

67. The line with the house. I get along well with other people.

69. The line with the saw is first on this page. I do not forgive others easily.

99. Go to the line with the skirt. I would rather win than lose in a game.

14. The line with the baby bed. I feel good most of the time.

15. Next to the line with the wind. I do poorly in sports and games.

16. Here at the line with the eye glasses. I am a poor sleeper.

32. Go to the line with the umbrella. I do what is right most of the time.

34. Now the line with the ring. I sometimes use unfair means to get ahead.

35. The line with the bicycle. I have trouble doing the things that are right.

50. Go to the line with the eggs. I solve my problems quite easily.

52. Now the line with the sheep. I change my mind a lot.

54. The line with the see-saw. I try to run away from my problems.

60. The last one on this page has a broom. I do my share of work at home.

70. We are now on the last page. You should be on the line with the hammer. I [illegible] with my family.

72. Go to the line with the airplane. I do not act like my family thinks I should.

86. The line with the mukluks. I see good points in all the people I meet.

88. Go to the stove line. I do not feel at ease with other people.

90. Now the line with the girl's hair. I find it hard to talk with strangers.

100. The last line has a picture of a parka. Ready? Once in a while I put off until tomorrow what I ought to do today.

TENNESSEE-MI

(Umyuam Pengegnailutiinek Calisteni)

ELLMEGGNEK TANGLLERMENG CUQYUTII

piliaqestii
William H. Fitts, PhD.

Igautestiit
Counselor Recordings and Tests
Box 6164 - Acklen Station Nashville, Tennessee 37212

YUGTUN MUMIGTESTII CIMICUAQERTII-LLU

Paschal Afcan - Judith Harkins

ALERQUATET KALIKAT

TENNESSEE-MI ELLI ... CUQYUTII

Willi... H. Fitts, M.D.

Igautestiit: Counselor Recordings and Tests, Box 6184, Acklen Station, Nashville, Tennessee

YUGTUN MUMIGTESTII CIMICUAQERTII-LLU
Paschal L. Afcan-aq Judith S. Harkins-aq-llu

ALERQUATET

Elicarraarnaqenrituq TSCS-aamek (mumigtanek) elitnauranun pivkarilriani. Taugaam naspaagivailegmi ciuqliim maktaam naaqillra ikayuutnguciquq qaillun picirkiurat nallunrirluki. Kituggnarqenritut kalikat naspaallrem kinguakun, katurrluki taugaam apqaurutet alerquatet-llu caquatnun ekluki tuyuqluki uumun:

Judith S. Harkins, 1256 Redwood Court, Anchorage, Alaska 99504

Cikirluki mikelnguut tamalkuita kiucinek kalikanek igarcuutnek-llu. Ikayurnarqut mikelnguut imirillratni ciuqlirnek qullirnek ciuqlirmi mumigtaami.

Mikelnguut piluki waten, "Naaqiqatartua ayuqucirpecenek. Niicugnikiciki cat tamaita naaqellrenka. Tua-llu cucukiciquci iliitnek taukut talliman kiucit X-aalirluku-llu elluatrluni kiuciq. Kiugaqluci pikici elpecenek qalarutkellriatun elpecenun. Ciumek X-aalinermek naspaaciqukut. Tua-llu qalarciiqukut taukunek tallimanek kiucinek." (X-aaliluten igarvigmi. Ilait tua-llu mikelnguut igarvigmun pivkarluki naspaavkarluki X-aalinermek).

"Qalartelta tuai ukunek tallimanek kiucinek. Tangrrarci-qaa angniqapigtelria kegginacuar? Tauna aturarkaqerci kiukuvci piciuqapigmek. Tua-llu caniqlia niiqerciu." (Paqluki mikelnguut elluatuq kegginaq nataqellratnek)."Tauna kegginaq qanertuq piciurpallurniluku. Tua-llu ataam nirciu kegginacuar iingilnguq qanrilnguq-llu. Tauna iingituq qanrunani-llu nalluamiu piciullra wall'u piciunritellra cam piciatun. Una kegginacuar atuqiciu kiukuvci ilii piciuniluku ilii-llu piciuvkenani. Niiqerciu kegginacuar angniilnguq. Una atuqiciu kiukuvci piciunriterpallurniluku. Atauciurtuq kegginaq piksailkeput. Niiqerciu. Una kegginacuaq angniitqapiartuq. Una aturciqerput kiukumta piciunritqapigniluku.

A.

Naspaalta apyutet ilaitnek. Ciuqliq kiuciq candy cane-alegmun cetermun elliciqaput. Una kiukiciu elpecicenek qalarutkellriatun. Waniwa ciuqliq kiugarkarci. Tanegurraugua. Tua-llu tanegurraat tamarmeng angniqapigtellriim aciani candy cane-am cetrani X-aaliluteng. Neviarcat tamarmeng angniitqapiaralriim aciani candy cane-aam cetrani X-aaliciqut. Kiugarkaunritarci piciunriterpallurniluku, piciunriterrlugniluku picurrlugluku-llu wall'u piciurpallurniluku tamarpeci neviarcaungavci wall'u tanegurrauluci. Igarcuuteci ellicíki qaillun kiulci paqetnauranka." (Paqtaarluki mikelnguut kiuciit).

B.

"Allamek ataam naspaaqaalta apyutmek. Uumi nutaan X-aaliciqukut yaassiicuaraam cetrani. Waniwa kiugarkarci. Quslartua. X-aalici yaassiicuaraam cetrani kegginacuaraam aciani elpeci piciryararpecetun. Qusyuitqapiarquvci X-aalirciqaci piciunritqapiim aciani. Tamamta quslaamta kia imum tauna ceterngaitaa. Quserpakalanrilnguut X-aaliciqut kegginacuaraam angniiterrlulriim aciani piciunriterpallurniluku. Pitalqeggluci quslaquvci X-aaliciquci kegginacuaraam aciani iingilnguum qanrilnguum-llu aciani ilii piciurrlugniluku ilii-llu piciurrlunritniluku. Tauna qukaqliuguq-qaa? Yuut ilaitni qusenrularyukek'uvci X-aaliciquci kegginacuaraam aciani angnirrluaralriim piciurpallurniluku. Kesiaqapiar quserturalanrilamta taqeksaunata ilamta kiungaitukut taum kegginacuaraam aciani piciuqapigniluku.

"Igarcuuteci ellicíki paqetnaurqa qaillun kiullerpecenek quslallerci pitekluku". (Paqluki mikelnguut tamalkuita tuaten piarkaucíacetun pitassiarluki. Mikelnguut ilait taringenrilnguut nalqigutenqegcarluki allanek pikata alarteksaunaki piarkaurrluki umyuameng piyugtaciatun. Ukuk malruk ciumek piagput taringenqegcaasqelluku mikelngurnun qaill' pillerkaatnek).

1. "Uumiku kiucirput aliimatek (aliumatek) cetragnun elliciqaput kegginacuaraat aciitnun. Tua-qaa? Qaika naullueyukaaranritug. X-aalici tarenracuaraam aciani piciunritqapiggniluku, piciunriterpallurniluku, piciunriterrlugniluku piciurrlugluku-llu, piciurpallurniluku wall'u piciuqapiggniluku.

3. Tua-llu cetermun napartalegmun pici. Tua-qaa? Kenegnartua. Nalluyagucaqunaciu elpecenek elpecenun qalarutkellriatun kiullerkarci.

5. Cetermun naqarualegmun (nullutuuyalegmun) pici. Pellernacsuklua wangnek pilartua.

19. Cetermun angqertalegmun pici. Tua-qaa? Assirpallulriaruunga.

21. Cetermun nutaan ikamracuartalegmun ellirtuci. Iqluqyuitua.

37. Nutegtalegmun cetermun pici. Angnirturalartua.

39. Yo-yo-ertalegmun pici cetermun. Caeassuraralriarunritua.

55. Cetermun igarcuutetalegmun pici. Nangneqliuguq uumi mumigtaami. Tua-qaa? Ilanggertua ikayurrlainartekamnek camek piciatun areciallugeskuma.

57. Ataucimek mumigciki kalikaci. Ciuqliq pilinguaq cetermi agyaugarkauguq. Nalluyagucaqunaciu X-aalil'erkaa cetermi kegginacuaraam aciani elpecetun ayuqngalnguq. Wiinga ilanka-llu tamamta angnirtukut. (Paqtelaakarluki mikelnguut tamalkuita kalikait mumigtellrullrit elluatun-llu kiuciit ellillrullrit).

59. Cetermun angyartalegmun pici. Aiparrama pirpakelanritaatnga.

73. Ea...k pilinguartalegmun cetermun pici. Ilaliuneegtua.

75. Ka...stignek pilinguartalegmun tekitukut. Angutet ilaliuryunceggaatnga.

77. Aqumlleregnek pilinguartalegmun cetermun pici. Paqnakelanritanka cat allat yuut pillrit.

[illegible]. Pitegcautmek pilinguartalegmun cetermun pici. Iqlunriterrlainayuitua.

93. "Pilinguallermun tuntuvagmun cetermun tekitukut, Iliini qenertelartua.

2. Kalikartalegmun cetermun pici. Tangnirqurayulartua perr'unii-llu.

4. Tua-llu ceteq nuussicuartalek. Akngirnarqelrianka qaimni amllertut.

20. Nuyiurutmek pilingualegmun cetermun pici. Ukvenggellriaruunga.

38. Pelagtalegmun cetermun pici. Cayulqa tamiin maligtaqulanritaqa.

40. X-aaliaci kuskartalegmun cetermun elliciqaci. Uuminarqellriaruunga.

56. Cetermun akertalegmun pici. Ilama tamarmeng aiparrama-llu pirpakelaraatnga. X-aalikici elpeci ayuqucikngalkevcenun.

58. Tua-llu ceteq cainiguartalek. Ilama assikenritaatnga.

60. Ceteq tengsuutertalek. Umyuarteqelartua ilamnun pirpakenriculua.

74. Ceteq cake-artalek. Arnat ilaliuryunqeggaatnga.

76. Ceteq kuingirtalek. Ella tamalkuan cenrutaqa.

78. Ceteq banánartalek. Ilaliuqayunaitua.

92. Saskartalegmun cetermun pici. Iliini canek umyuarteqelartua qallayuteksunaillnguunek ugaani assiitem.

94. Waniwa nangneqlirmun pilinguamun tekitukut eluskaamun. Tua-qaa? Iliini assiilinritaqama cenerterrlulartua.

Pilinguaq ciuqlirmi cetermi ingriugut. Camek kiugarkarpecenek qanquma X-aeliciquci kegginacuaraam aciani elpecetun ayuqngalnguum nalliinun. Atauciq kegginacuar piciugniluku, atauciq-llu piciurpallurniluku, atauciq-wa piciunriterrlugniluku

"piciurrlugniluku-llu, ataucig cali piciunriterpallurniluku nangenrat-llu piciunritqapigniluku. Waniwa ataam kiugarkarci. Ugurissiyaanritua kemgitsiiyaagpeknii-llu.

9. Cetemun manarcuutelegmun pici. Tangeiga ayuquciatun assikaqa.

25. Ceteq cuyartalek. Ukvemni ayuquciqa cangalkenritaqa.

27. Ceteq mingqaartalek. Cangalkenritaqa Agayutmun ukverumalqa.

29. Tua-llu una ceteq neqtartangqerciquq. Allamek neqtangqellriangqertukut. Taugaam canrituq. Pilinguat ilait ataam aturaqluki piciqaput.Kiucici ataam ellikiciki uum neqtalgem cetranun kegginacuaraam acianun. Agayuyaraqlua cali pinarqua agayuyaluaqerlanrilama.

43. Tua-llu ceteq paralulek. Cangalkenritua wangnek ayuqucimtun.

45. Cetemun estuulurtalegmun pici. Assirnarqetacimtun assirtataunga.

61. Ceteq qerrulligtalek tekitarput. Cangalkenritaqa ilamnun ayuquciqa.

63. Ceteq ikamrartalek. Taringumaanka ilanka taringnarqucimtun.

65. Kenurraq nangneqliuguq uumi tumigtaami. K-aalikici kegginacuaraam aciani elpeci ayuqucirpecetun ayuqngalkevceni. Ilanka pirnakek'canrnaqsaaqanka.

Kalikaci mumigciki ciuqlirmi cetemi cikiutmek pilinguartangqerciquq. Tua-qaa? Elluatumi uitalci murilkelluku.

79. Ilaliuriyunqegtacimtun ilaliunqegtaunga.

81. Tua-llu ceteq nutegtalek. Allat cangayugcetengnaqelanritanka, taugaam anagutevkenii.

83. Ceteq qayagaurcuutelek. Piciunritqapigtua ilaliurutem tungiini.

95. Cetemi kenertalegmi. Yuut tamalkuita nalluanritellrenka assikenritanka.

97. Ceteq neqsurcuutetalek. Caqapigtaqama engelautekelaranka assiilnguut picingsautet.

98. Kite-am cetrani wani uitaarkauguci. Sugtussiyaanritua sugkitsiiyaagpeknii-llu.

10. Ceteq akertetalek. Ayuquciqa ayuqucirkamitun ayuqenrituq.

12. "Tua-llu ceteq napartalek. Neviarcarngarikanirnarqua wall'u tanegurrarngarikanirnarqua.

26. Ceteq 'lumarrartalek. Ukverumaunga ukverumayugtacimtun.

28. Ceteq naucetaartalek. Ukvekestenka amllerikaniisoumayaaqanka.

30. Cetermun angyartalegmun pici. Icluquviignii pinarqua.

44. Nangneqliuguk una uumi mumigtaami aliimatek (aliumatek). Puqigtaunga puqigyugtacimtun.

46. Kalikaci mumigciki X-aalilucl-llu pilinguam cetrani kegginacuaraam aciani elpecicetun ayuqagalngcum nallfini. Waniwa kiugarkarci. Yuugua yug'uyugtacimtun ayuqlua.

43. Tua-llu ceteq pitegcautertalek. Ca taqvailemku pegcunqeggngamku tuaten ayuqsunritua.

62. Ceteq urluvertalek. Angayuqaagka pinargetacimtun pilaragka. (pilallruagka, ak'a tuqullrukagnek)

64. Cetermun sap'akirtalegmun pici. Caqassurarassiiyaagtua ilanka camek qanraqata.

66. Cetermi putiilkalegmun ellirtukut. Kenkekanirnarqanka ilanka.

80. Ceteq mingqutertalek. Cangalkenritaqa qaillun yuut allat pilallemnek.

82. Cetermun qanikcamek yugualegmun pici. Allat yuut pinqegcaaraqanirnarqanka.

84. Ceteq iirtalek. Allat yuut ilaliuqanirnaqsaaqanka.

96. Ceteq nerrsuutetalek. Iliini yuliucuaqalartua.

98. Ceteq unatetalek. Iliini sweer-anyulartua.

13. Ceteq kalikartalek. Qaika elluarrluku aulukelaraqa.

15. Nangneqliq uumi mumigtaami akalriaruuq. Qaillun ayuquciqa elluarrluku aulukelaraqa. X-aalici kegginacuaraam aciani elpecetun ayuqngalngurmun.

17. Elintamek pilinguartalegmi cetermetarkauguci kalikaci mumigeskuvciki. Waniwa kiugarkarci. Cat tamaita atawaunrilngurtun ayuqerrlainalartua.

Nutaan ceteq kelassartalek. Ukvega kesianek aturcuralaraqa.

33. Ceteq igarcuutetalek. Ciningnaqelartua camek assiilngurmek pilqa nallunritaqamku.

35. "Ceteq pilingualek keggutnek. Iliini [illegible] pilartua.

49. Cetermun lollipop-artalegmun pici. Calqa tamiini wangnek auluksugngaunga.

51. Tua-llu allamun angqertalegmun tekitukut. Pacivkalartua pillrunrilkengamnek qenqerteksaunii.

53. Ceteq candle-artalek. Cat piciatun pilaranka umyuarteqraarpeknii.

67. Ceteq uqulegartalek. Elluarrlua aquingnaqelartua aiparraanka ilanka-llu ilagaraqamki.

69. Agyamun cetermun tekituci. Ilanka pirpakluki callrit naligtaqularanka.

71. Ceteq muragtalek nutaan. Angayucaaqka naligtaqularagka. (naligtaqulaliruagka tuqullrukagnek).

85. Tua-llu ceteq ussukcartalek. Ilama umyuarit taringengnaquralaranka.

87. Ceteq enetalek. Allat ilaliularanka cangatevkenii.

89. Uumi-cetemi.ciuqliuguq kegglaq. Yuut pellugcetelanritanka piqamek.

99. Taqnagtalegmun cetermun pici. Aquigaqama anagkengyunrulartua cirlaunruyullemni.

14. Ceteq anqiiyaam inglertanglek. Assililga amllelartuq.

16. Tua-llu ceteq anuqetalek. Piyutaarutni aquillemni-llu atawaunritua.

18. Cetermun tekitukut ackiirtalegmun. Qavalca assilanrituq.

32. Ellalliurcuutelegmun cetermun pici. Cat atawaulviit pirpallularanka.

34. Tua-llu ceteq kulutetalek. Iliini piciirrlumtun pilartua ciuqliuqernalua.

36. Ceteq bicycle-artalek. [illegible] canek piscitigalliqelartua.

50. Cetermun peksunek (kayangunek) pilinguartalegmun pici. Arenqiallugutenka qaciggiua arenqigtelaranka.

52. Tua-llu ceteq qusngirtalek. Umyuaqa cimirturalaraqa.

54. Ceteq ipuussutaalek. Arenqiallugutenka qimangnaqelaranka.

68. Nangneqliq uumi mumigtaami kagitnguut. Kingunemni caliarkanka pilaranka.

70. Nangneqlirmun mumigtaamun tekitukut. Cetermi mulutuulegmi uitaarkauguci. Ilanka aguagutelaranka.

72. Ceterrmun tengssutetalegmun pici. Ilama misqucacetun cyuqelanritua.

83. Ceteq kamekeagtalek. Canek nesikallemnek tanglartua yugni tamaitni nallunrillemni.

88. Pelictuam cupluanek pilanguartalegmun pici. Allani yugni atawalilanritua.

90. Tua-llu ceterni arnam nuyainek pilinguategni. Allanret qallayutlerkait capiraqa.

100. Nangneqliq ceteq atkugtangqertuq. Tua-qaa? Caqapigtaqama ernerpak caarkanka unuaqatalarranka.

* * * *

T E N N E S S E E

(Department of Mental Health)

S E L F C O N C E P T S C A L E

by
WILLIAM H. FITTS, PhD.

Published by
Counselor Recordings and Tests
Box 6184 - Acklen Station Nashville, Tennessee 37212

YUK TRANSLATED MODIFIED VERSION

by
Pascal Afcan - Judith Harkins

ANSWER BOOKLET

TENNESSEE SELF-CONCEPT SCALE: [illegible] ANSWER BOOKLET

name | age | sex

village | [illegible]

[illegible] | [illegible] | [illegible] | mostly true | completely true


A.


B.

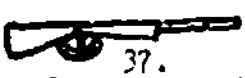

1.


3.


5.


19.


21.


37.


39.


55.


completely false


mostly false


partly false partly true


mostly true


completely true

57.

59.

73.

75.

77.

91.

93.

2.

4.

20.

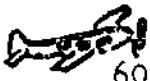
completely false	mostly false	partly false partly true	mostly true	completely true

38.

40.

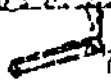
56.

58.



60.

74.



76.

78.

92.

94.

	completely false	mostly false	partly false partly true	mostly true	completely true
7.					
9.					
27.					
29.					
43.					
45.					
61.					
63.					
65.					

ANSWER BOOKLET page 5

	completely false	mostly false	partly false partly true	mostly true	completely true
79.					
67.					
3.					
95.					
97.					
8.					
10.					
12.					
26.					
28.					
30.					
44.					





	completely false	mostly false	partly false partly true	mostly true	completely true
46.					
48.					
62.					
64.					
66.					
80.					
82.					
84.					
96.					
98.					
13.					
15.					

TENNESSEE SELF-CONCEPT SCALE
Yuk Translated Modified Version
ANSWER BOOKLET
page 2

	completely false	mostly false	partly false partly true	mostly true	completely true
17.					
31.					
33.					
35.					
49.					
51.					
53.					
67.					
69.					
71.					
85.					
87.					

TENNESSEE SELF-CONCEPT SCALE
Yuk Translated Modified Version
ANSWER BOOKLET
page

	completely false	mostly false	partly false partly true	mostly true	completely true
89.					
99.					
14.					
16.					
18.					
32.					
34.					
36.					
50.					
52.					
54.					
68.					





completely false	mostly false	partly false partly true	mostly true	completely true
70.				
72.				
86.				
88.				
90.				
100.				

[illegible]

(Unuam Tengegmaiuciinek Calisteni)

ELLMEGGNEK TANGLLERMENG CUQYUTII

piliaqestii
William H. Fiats, PhD.

igautestiit
Counselor Recordings and Tests
Box 6184, Acklen Station, Nashville, Tennessee 37212

YUGTUN MUMIGTESTII CIMICUAQERTII-LLU

Paschal Afcan - Judith Harkins

KIUCIT KALIKAT

KIUCIT KALIKAT

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII: Yugtun Mumigtelleq Cimicuaqalleq-llu

atren

allrakuten

arnaq // angun

nunavet atra

Yup'ik // Kass'aq // alla





	piciunritqapik	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
1					
2					
3					
4					
5					
6					
7					
8					
9					
55					

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII
Yugtun Mumigtelleq Cimiuaqalleq-llu
KIUCIT KALIKAT 2

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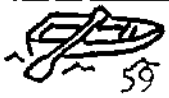 59				
 73				
 75				
 77				
 91				
 93				
 2				
 4				
 21				

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII
Yugtun Mumigtelleq Cimicuaqalleq-llu
KIUCIT KALIKAT 3

	piciunritqapik.	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
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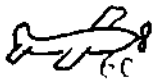
 40					
 56					
 58					
 60					
 74					
 76					
 78					
 92					
94					

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG JUQYUTII
Yugtun Mumigtelleq Cimiouaqalieq-llu
KUCIT KALIKAT 4





piciunritqapik	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
 7				
 9				
 25				
 27				
 29				
 43				
 45				
 61				
 63				
 65				

	piciunritqapik	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
 [illegible]					
 51					
 52					
 [illegible]					
 [illegible]					
 [illegible]					
 10					
 12					
 26					
 28					
 30					
 44					

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII
Yugtun Mumigtelleq Cimicuaqalleq-llu
KIUCIT KALIKAT 6





piciunritqapik	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
86				
48				
62				
64				
66				
80				
82				
84				
96				
98				
13				
15				

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII
Yugtun Mumigtelleq Cimicuaqalleq-llu
KIUCIT KALIKAT 7

					
	piciunritqapik.	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
	17				
	31				
	33				
	35				
	49				
	51				
	55				
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	69				
	71				
	95				
	87				

TENNESSEE-MI ELLMEGGNEK TANGLLERMENG CUQYUTII
Yugtun Mumigtelleq Cimicuaqalleq-llu
KIUCIT KALIKAT 8

	 piciunritqapik	 piciunriterpalluq	 piciunriterrluk piciurrluk-llu	 piciurpalluq	 piciuqapik
 89					
 99					
 14					
 16					
 18					
 32					
 34					
 36					
 50					
 52					
 54					
 68					

piciunritqapik	piciunriterpalluq	piciunriterrluk piciurrluk-llu	piciurpalluq	piciuqapik
 70				
 72				
 86				
 88				
 90				
 100				

INSTRUCTIONS FOR THE

PARENT OPINIONAIRE

Peabody-Harkins

(1971)

Examiner,

We would like to have the parents of all the second year students in school in your village answer the PARENT OPINIONAIRE. This well mean if there are 15 second year students in school and if they all have a mother and father able to answer the questions, we would have to have 30 PARENT OPINIONAIRES completed for that school.

The questions may be read to the parents. The point is not whether the parents are able to read, but whether they have an answer, or opinion.

The test may be given in the homes, or you may wish to have the parents come to school. The test may be given to the parents as a group, or presented individually. Please be sure, however, that each parent answers without influence from another parent and please indicate in a corner of the answer sheet whether the opinionaire was responded to in a group situation.

All manuals and PARENT OPINAIRES when completed, are to be forwarded to: Judith S. Harkins, 1256 Redwood Court, Anchorage, Alaska, 99504.

Thank you very much for your help.

ALERQUATET ANGAYUQLAT UMEYUARTEQUTIITNUN

Yuveriristemun,

Kinguqliremek alrakumek elitenauleriit angayuqritnun tamaitnun nunaveeni kiusqumaaput una kalikaq apeqauleria ANGAYUQAAT UMEYUARTEQUTIIT. Una waten ayuqeciquq: Akimianek elitenaurartangqerqan kinguqliremi alrakumi elitenaulerianek, cali tamaremeng ukut elitenauleriit aanangqerqata aatangqerqata-llu kiuyuumalerilgenek apeqaurutnek, yuinaq-qulenek akurtureyugeyaaqukut tuaken elitenauleriit elitenaureviata nuniitnek ANGAYUQAAT UMEYUARTEQUTAITNEK imiumalerianek qaqilluteng.

Kia allam angayuqaak naaqicukunikek apeqaurutnek piqainauguq. Angayuqaat naaqiyugengalrit wall'u naaqisciigatelrit catengungaituq, taugaam camek kiungcingqerrucIak wall'u camek umeyuartequciak.

Naspaayun yuut ellaica enaitni wall'u elitenaurevigemi piyukatgu piciatun pinarquq. Naspaayun amlerenun wall'u atauciuqaqluki angayuqanun piyugtaciicetun piyunarquq. Taugaam angayuqaat allanek yugenek atanirturenarqenericut qaillun kiullerenegni. Cali kalikam kangiranun igaulluku qaillun naspaayun pivkalrulranek, katungqaluki angayuqaat wall'u atauciuqaqluki.

Tamalkuita kalikat ANGAYUQAAT-LLU UMEYUARTEQUTIAT tamalkuita imiumarikata tuyuqnarqut wavet: Judith S. Harkins, 1256 Redwood Court Anchorage, Alaska 99504. (Air Mail-areluki).

Quyana cakneq ikayureluta.

Judith S. Harkins

[illegible]

Peace-Planning
1971

Instructions

Please fill in the information below and then begin to answer all of the questions in the opinionaire as best you can. Notice we do not need to know your name.

All of the answers are to be written directly on the question sheets which you now hold in your hands. If you do not have enough room for your answer feel free to write in the margins or add more pages.

name of village

Date

Male

Age

religion

yearly income

number of children in school

Language spoken in informal conversations

I. Information

a. Do you know the name of your child's teacher? yes no

b. What is it? _____

c. Is there a principal at your child's school: yes no

d. What is his name? _____

e. How much salary do you guess your child's teacher takes every month? _____

f. Does the law say your child has to go to school? yes no

g. If there is a law, does it tell him to go until a certain age? yes no

h. If you said yes to item 'g', what age do you think the law says he must be when he leaves school? _____

i. What does the word 'drop-out' mean when people are talking about children? _____

_____

j. Guess the answer to this question. Out of 10 children that go to school in your village, how many will start in the first grade, and will stay until they finish 12th grade? _____

k. Guess how much money it costs to educate your child for one year. _____

l. Where does the money come from to pay the teacher, buy the books, heat the school and other things so your child can go to school? Who really pays for it? _____

m. What is your child learning in school? _____

_____

_____

II. Communications

a. Have you talked with your child's teacher this year? yes no

b. Did you get any letter, or written material from the school this year? yes no

c. Does your child tell you about school? yes no

d. Have you been to any meetings at the school this year? yes no

e. Could you like to know more about your child's school? yes no

f. If 'yes', what kinds of things would you like to know? _____

_____

g. Do you belong to a Parent-Teacher Club? yes no

h. If 'yes', do you go to all the meetings? yes no

i. What do you like about the meetings, if you go? _____

_____

j. If you don't go to the meetings, why do you stay away? _____

_____

III. Attitude

a. Would you like your child to become a teacher when he grows up? yes no

b. What do you think about the money that teachers are paid?	too much	too little	just right
c. What do you think about the teacher's job?	too hard	too easy	just right

d. Do you think good teachers are hard to find? yes no

e. Is it hard to keep good teachers? yes no

f. Should teachers get more money for every year they teach? yes no

g. Are most teachers good at their jobs? yes no

h. What do you think of the school building? too big too little just right

i. If you said it is 'too little', what do you think should be added? _____

_____

j. Should the school building be used for other things beside teaching children? yes no

IV. General Rapport

a. What are the best things about your child's school? _____

_____

b. Does the school have any big problems? yes no

c. If 'yes', what are they? _____

_____

d. Would you like to help run the school? yes no

e. Would you like to decide who should teach? yes no

f. What subjects do you think should be taught? _____

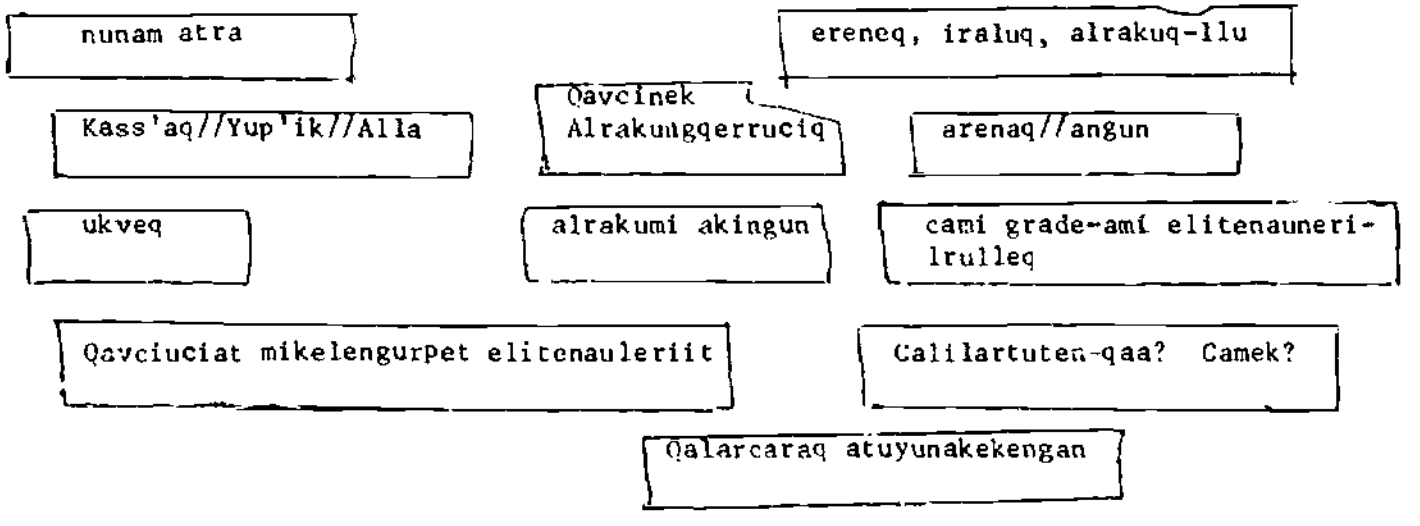
_____

ANGAYUQAAT CAMEK UMEYUARTEQUCIIT
Peabody-Harkins
1971

Alerquatet

Imirenarqut tamalkuita camkut nalluneritnarqelri[illegible] ayagenirenarquq-llu kiuluki tamalkuita apeqaurutet piyugengatacimitun elluarlluki. Nallunerite-narqeneritaput kituucin.

Kiucit tamaremeng igautnarqut apeqaurutnun kalikanun tegumianun. Kiucit tamalkuita tuavet ellisciigalkata aciitnun wall'u allamun kalikamun pi-ngeremeng cangaitut.



I. Nallunairutet

a. Nalluneritan-qaa ireniarpet elitenaurtiin atra? iiyi qang'a

b. Kituuga atra?_____

c. Ireniarpet-qaa elitenaureviani angayuqerpagtangqertuq? iiyi qang'a

d. Kituuga atra?_____

e. Qayutun akingelareyuksiu ireniarpet elitenaurtii ataucimi iralumi?_____

f. Alerquutenguuq-qaa irenian elitenaurenaqniluku? iiyi qang'a

g. Alerquutetangqerqan, alerquun-qaa qanerumauq qavcinek alrakungelranun elitenaurenaqniluku? iiyi qang'a

h. Angelrukuvegu "g."-aq, qavcinek alrakungqernaqsuksiu elitenauleriim taqlerkaa alerquutem pisqutii atureluku? _____

i. Camek yuut qalartaqameng (Kass'atun)'Drop-out'-aamek pilartat?_____

j. Apengenaqkiu uum kiucia. Ouleni mikelengureni elitenauleriani qavcin qula-malerugenek alrakurluteng qaqiciciqat?_____

k. Apengenaqiu qayutun akingqelra ireniarpet elitenaulra ataucimi alrakumi

_____

l. Kia akilitelartaki elitenauristet, kia-llu kalikait akilitelartaki, cali allat mikelengurpet atureyukengai elitenaureyaquni? Kia ilumun akilisengaaki tamakut? _____

m. Canek elicarelarta irenian elitenaurevigemi?_____

_____

_____

II. Qaneruquraun

a. Qallaruteqaqsaitan-qaa ireniarpet elitenaurtii mat'umi alrakumi?

iiyi qang'a

b. Kalikangelruuten-qaa wall'u camek piciatun igausengaleriamek elitenaurevigemek uumi alrakumi? iiyi qang'a

c. Ireniarpet-qaa canek qalarutelaraaten elitenaulleremínek? iiyi qang'a

d. Ouvurteliyalruuten-qaa uumi alrakumi elitenaurevigemi? iiyi qang'a

e. Ireniarpet-qaa elitenaurevia nallunerigqanireyugan? iiyi qang'a

f. Angelrukuvet caqapiaraat nallunerigqanireyugciki?_____

_____

g. Angayuqanun-qaa elitenauristenun-llu quyurtetulinun ilagausengauten? (PTA)

iiyi qang'a

h. Quyurteliyarlainatuuten-qaa ilagausengakuvet? iiyi qang'a

i. Cat assikelarciki quyurtaqavci?_____

_____

j. Quyurteliyarelanerilkuvet, caqapiaraam quyurteliyarcecugelaneritaten?

_____

III. Umeyuaquciq

a. Elitenauristengurcesqumaan-qaa irenian angelikan? iiyi qang'a

b. Cangalkessiu elitenauristet akingutait? anagutuq ikgetsiiyaagtuq pitalqegtuq

c. Cangalkessiu elitenauristem caliara? capernaqsiiyaagtuq qacigenaqsiiyaagtuq pitalqegtuq

d. Assileriit-qaa elitenauristet paivenganericukaten? iiyi qang'a

e. Assileriit-qaa elitenauristet tegumiaqelrit capernarquq? iiyi qang'a

f. Umeyuarpeni-qaa elitenauristet akingutait amlerikanirenarqut alrakuaqan? iiyi qang'a

g. Elitenauristet-qaa assirpallurtut caliamegni? iiyi qang'a

h. Cangalkessiu elitenaurevigci? angsiiyaagtuq miksiiyaagtuq pitalqegtuq

i. Miksiiyaalrunikuvegu, camek ilakanirenaqsuksiu?_____

_____

j. Elitenaurevik-qaa canun allanun aturenarquq elitenaulerianun kiingitnun pivkenanku? iiyi qang'a

IV. Uitanqegcitmun

a. Cat assinkacagaugat ireniarpet elitenaureviani?_____

_____

b. Elitenaurevigci-qaa canek arenqiallugutengqertuq? iiyi qang'a

c. Arenqiallugutengqerqan, caugat areqiallugutai?_____

_____

d. Ikayuucugtuten-qaa elitenaureviim egelerutelranun? iiyi qang'a

e. Elitenauristekanek-qaa cucukilerianun ilagaucugtuten? iiyi qang'a

f. Canek elitenaurinaqsuksiki elitenaurtet?_____

_____

T A B L E S

PART I (Information) = 14 points

Question #	Points	Question	Quantitative Coding
a	1	Do you know the name of your child's teacher?	yes=1; no=0
b	1	What is it?_____	any answer=1 no answer=0
c	n/a	(question deleted from consideration)	
d	1	What is his name?	any answer=1 no answer=0
e	2	How much salary do you guess your child's teacher makes every month?_____ _____	$200-$600=2; $100-$200 or $600-$700=1; otherwise=0
f	a	Does the law say your child has to go to school? _____	yes=1; no=0
g	a	If there is a law, does it tell him to go until a certain age?_____	yes=1; no=0
h	1	If you said yes to item "g," what age do you think the law says he must be when he leaves school?_____	14-18=1; otherwise=0
i	1	What does the word "drop-out" mean when people are talking about children?_____	positive response=1; otherwise=0
j	1	Guess the answer to this question. Out of 10 children that go to school in your village, how many will start in the first grade, and will stay until they finish 12th grade?_____	2-4=1; otherwise=0
k	2	Guess how much money it costs to educate your child for one year._____	$900-$1500=2; $700-$900 or $1500-$1800=1; otherwise=0

*Mean of all responses for this item was $395.00. This was used as the basis for evaluation of the responses.

Question #	Points	Question	Quantitative Code
l	1	Where does the money come from to pay the teacher, buy the books, heat the school and other things so your child can go to school? Who really pays for it?_____	government=1; otherwise=0
m	1	What is your child learning in school?_____	positive response=1; otherwise=0

PART II (Communications) = 35 points

a	3	Have you talked with your child's teacher this year?_____	yes=3; otherwise=0
b	3	Did you get any letter, or written material from the school this year?_____	yes=3; otherwise=0
c	5	Does your child tell you about school?_____	yes=5; otherwise=0
d	5	Have you been to any meetings at the school this year?_____	yes=5; otherwise=0
e	5	Would you like to know more about your child's school?_____	yes=5; otherwise=0
f	2	If "yes," what kinds of things would you like to know?_____	positive response=2; otherwise=0*
g	5	Do you belong to a Parent-Teacher Club?_____	yes=5; otherwise=0
h	3	If "yes," do you go to all the meetings?_____	yes=3; otherwise=0*
i	2	What do you like about the meetings if you go?_____	positive response=2; otherwise=0***
j	2	If you don't go to the meetings, why do you stay away?_____	positive response=2; otherwise=0****

*Scored only for those respondents who answered "yes" to question IIe.
**Scored only for those respondents who answered "yes" to question IIg.
***Scored only for those respondents who answered "yes" to question IIh.
****Scored only for those respondents who answered "no" to question IIh.

TABLE IV (continued) - Parent Questionnaire Test- Coding Methodology

PART III (Attitude) = 32 points

Question #	Points	Question	Quantitative Coding
a	5	Would you like your child to become a teacher when he grows up?_____	yes=5; otherwise=0
b	5	What do you think about the money that teachers are paid?_____	too little=5; just right=2; too much=0
c	5	What do you think about the teacher's job?_____	too hard=5; just right=2; too easy=0
d	3	Do you think good teachers are hard to find?_____	yes=3; otherwise=0
e	2	Is it hard to keep good teachers?_____	yes=2; otherwise=0
f	3	Should teachers get more money for every year they teach?_____	yes=3; otherwise=0
g	3	Are most teachers good at their jobs?_____	yes=3; otherwise=0
h	2	What do you think of the school building?_____	too little=2; just right=2; too big=0
i	2	If you said it is "too little," what do you think should be added?_____	positive response=2; otherwise=0*
j	2	Should the school building be used for other things beside teaching children?_____	yes=2; otherwise=0

PART IV (General Rapport) = 19 points

a	2	What are the best things about your child's school?_____	positive response=2; otherwise=0

*Scored only for those respondents who answered "too little" for question IIIh.

Question #	Points	Question	Quantitative Coding
b	2	Does the school have any big problems? _____	no=2; yes=0
c	2	If "yes," what are they?_____	positive response=2; otherwise=0*
d	5	Would you like to help run the school?_____	yes=5; otherwise=0
e	5	Would you like to decide who should teach?____	yes=5; otherwise=0
f	3	What subjects do you think should be taught?_____	positive response=3;

*Scored only for those respondents who answered "yes" on question IVb.

TABLE VI - Parent Opinionaire Test - Goodness of Fit for Normality

Distribution Class	f	Class Mid Point (x)	fx	x^2	fx^2
50	1	48	48	2304	2304
51-55	3	53	159	2809	8427
56-60	4	58	232	3364	13456
61-70	11	63	693	3969	43219
71-80	25	68	1700	4624	115600
81-90	2	73	146	5329	10658
	46		2978		204322

Means = 2978/46 = 64.7

Standard Deviation = $\sqrt{\frac{204322-46(64.7)^2}{46}}$ = 15.99

Distribution Class	Normal Deviate*	Area to the Left of c.d.	Area of Class Interval	Expected Frequency
< 50	-0.92	.1788	.1788	8.2
51-55	-0.61	.2709	.0921	4.2
56-60	-0.29	.3859	.1150	5.3
61-70	0.33	.6293	.2434	11.2
71-80	0.96	.8315	.2022	9.3
> 80	∞	1.000	.1685	7.8

*Standard Deviate= $\frac{x-64.7}{15.99}$

observed(o)	expected(e)	(o-e)	$(o-e)^2$	$\frac{(o-e)^2}{e}$
1	8.2	-7.2	51.84	6.32
3	4.2	-1.2	1.44	0.34
4	5.3	-1.3	1.69	0.32
11	11.2	-0.2	0.04	0.00
25	9.3	15.7	246.49	26.50
2	7.8	-5.8	33.64	4.31
				37.79

Degrees of freedom = 6-3 = 3
Significant at α = 0.001

TABLE VII - Wilcoxon Matched-Pairs Signed-Rank Test for the Parent Opinionaire

Test Section	Control (English)	Experimental (Yuk)	Difference di	Ranks	Negative Ranks ti
1	8.9	9.1	0.2	+2	
2	22.3	22.2	-0.1	-1	-1
3	23.7	25.3	1.6	+3	
4	11.6	14.2	3.6	+5	
Total	66.4	70.8	4.4	+4	
				total =	1

M_T (expected value) = $\frac{5(6)}{4}$ = 7.5

σ_T (expected negative ranks standard deviation) = $\sqrt{\frac{(5)(6)(11)}{24}}$ = 3.7

z (normal deviate) = $\frac{1.0 - 7.5}{3.7}$ = 1.76

Significant at α = .04

TABLE VIII - Chi Square Test for the Parent Opinionaire - Attitude Section

Language	≥ 24	< 24	Total
English	6	8	14
Yuk	25	7	32
Total	31	15	46

o (observed)	e (expected)	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
6	9.4	-2.9	8.41	0.89
8	4.6	2.9	8.41	1.83
25	21.6	2.9	8.41	0.39
7	10.4	-2.9	8.41	0.81
				3.92

Significant at α = 0.05

FORM C. AND R.

TENNESSEE SELF CONCEPT SCALE — ANSWER

STUDENT ID: 8

NAME: [redacted] VILLAGE NAPASKIAK

CONTROL #

	ITEM NO.	PAGES 5 AND 6	ITEM NO.	PAGES 3 AND 4	ITEM NO.	PAGES 1 AND 2
ΣP = 61 / V = 9	13	1 2 [✓ 3] 4 5	7	1 2 3 [✓ 4] 5	1	1 2 [✓ 3] 4 5
	14	1 2 3 4 [✓ 5]	8	1 [✓ 2] 3 4 5	2	1 2 [✓ 3] 4 5
	15	1 2 3 4 [✓ 5]	9	1 [✓ 2] 3 4 5	3	1 2 3 4 [✓ 5]
	16	1 2 3 [✓ 4] 5	10	1 2 [✓ 3] 4 5	4	1 [✓ 2] 3 4 5
	17	1 2 [✓ 3] 4 5	11	1 2 [✓ 3] 4 5	5	1 2 3 [✓ 4] 5
	18	1 2 3 [✓ 4] 5	12	[✓ 1] 2 3 4 5	6	1 2 [✓ 3] 4 5
		P = 24		P = 15		P = 22
ΣP = 57 / V = 2	31	1 [✓ 2] 3 4 5	25	1 2 3 4 [✓ 5]	19	1 2 3 [✓ 4] 5
	32	1 2 3 [✓ 4] 5	26	[✓ 1] 2 3 4 5	20	1 2 3 4 [✓ 5]
	33	1 2 3 4 [✓ 5]	27	1 2 [✓ 3] 4 5	21	[✓ 1] 2 3 4 5
	34	[✓ 1] 2 3 4 5	28	1 2 [✓ 3] 4 5	22	1 2 [✓ 3] 4 5
	35	1 2 3 [✓ 4] 5	29	1 2 3 [✓ 4] 5	23	1 2 [✓ 3] 4 5
	36	1 [✓ 2] 3 4 5	30	1 2 3 [✓ 4] 5	24	1 2 [✓ 3] 4 5
		P = 18		P = 20		P = 19
ΣP = 53 / V = 5	49	1 2 [✓ 3] 4 5	43	1 2 3 [✓ 4] 5	37	1 2 3 [✓ 4] 5
	50	1 2 [✓ 3] 4 5	44	1 2 3 [✓ 4] 5	38	1 2 [✓ 3] 4 5
	51	1 [✓ 2] 3 4 5	45	1 2 [✓ 3] 4 5	39	1 [✓ 2] 3 4 5
	52	1 2 [✓ 3] 4 5	46	1 2 3 [✓ 4] 5	40	[✓ 1] 2 3 4 5
	53	1 [✓ 2] 3 4 5	47	1 2 [✓ 3] 4 5	41	1 2 [✓ 3] 4 5
	54	1 2 [✓ 3] 4 5	48	1 2 [✓ 3] 4 5	42	1 2 [✓ 3] 4 5
		P = 16		P = 21		P = 16
ΣP = 58 / V = 8	67	1 2 3 4 [✓ 5]	61	1 2 3 4 [✓ 5]	55	1 2 [✓ 3] 4 5
	68	1 2 [✓ 3] 4 5	62	1 2 3 [✓ 4] 5	56	1 [✓ 2] 3 4 5
	69	1 [✓ 2] 3 4 5	63	1 2 [✓ 3] 4 5	57	1 [✓ 2] 3 4 5
	70	1 2 3 [✓ 4] 5	64	[✓ 1] 2 3 4 5	58	1 [✓ 2] 3 4 5
	71	1 2 3 4 [✓ 5]	65	1 2 3 4 [✓ 5]	59	[✓ 1] 2 3 4 5
	72	1 2 [✓ 3] 4 5	66	1 2 3 [✓ 4] 5	60	1 2 3 [✓ 4] 5
		P = 22		P = 22		P = 14
ΣP = 65 / V = 4	85	1 [✓ 2] 3 4 5	79	1 2 3 4 [✓ 5]	73	1 2 [✓ 3] 4 5
	86	1 2 3 4 [✓ 5]	80	1 2 [✓ 3] 4 5	74	1 2 3 4 [✓ 5]
	87	1 2 3 4 [✓ 5]	81	1 2 [✓ 3] 4 5	75	1 2 3 [✓ 4] 5
	88	1 [✓ 2] 3 4 5	82	1 2 3 [✓ 4] 5	76	1 2 [✓ 3] 4 5
	89	1 2 [✓ 3] 4 5	83	1 2 3 [✓ 4] 5	77	1 2 3 [✓ 4] 5
	90	1 2 3 [✓ 4] 5	84	[✓ 1] 2 3 4 5	78	1 2 3 4 [✓ 5]
		P = 21		P = 20		P = 24
TOTAL P	99	1 [✓ 2] 3 4 5	95	1 [✓ 2] 3 4 5	91	[✓ 1] 2 3 4 5
	100	1 2 [✓ 3] 4 5	96	1 2 3 4 [✓ 5]	92	[✓ 1] 2 3 4 5
	35	25 SC	97	[✓ 1] 2 3 4 5	93	1 2 3 [✓ 4] 5
			98	1 2 [✓ 3] 4 5	94	1 2 [✓ 3] 4 5
94		101 WP		98 WP		95 WP
VC 26 / 53	25 VR	V = 8		V = 7		V = 10

TOTALS	5's	4's	3's	2's	1's	
	16	23	34	16	11	=
Adjusted	32	23	—	16	22	= 93 = D

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COUNSELOR RECORDINGS AND TESTS
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TABLE X

TABLE XIV - Chi Square Contingency Test Tables for YTSCS

Class	o	e	(o-e)	$(o-e)^2$	$\frac{(o-e)^2}{e}$
< 260	1	2	-1	1	.5
261-270	5	3.2	2.2	4.84	1.512
271-280	5	5.5	-0.5	0.25	0.045
281-290	11	7.7	3.3	10.89	1.414
291-300	7	8.0	-1	1	0.125
301-310	4	6.8	-2.8	7.84	1.152
311-320	1	4.4	-3.4	11.56	2.627
321-330	6	2.2	3.8	14.44	6.563
> 330	1	1.1	-0.1	0.01	0.009
					13.947

df (degrees of freedom) = 9-3 = 6
significant at α = 0.05

TABLE XV - Chi Square Self Criticism Score for YTSCS Between 22-29

Group	Score 22-29	Else	Total
English	2	19	21
Yuk	11	9	20
Total	13	28	41

o	e	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
2	6.66	-4.16	17.3	2.60
19	13.34	4.16	17.3	1.30
11	6.34	4.16	17.3	2.73
9	13.66	-4.16	17.3	1.23
				7.86

Significant at α = .01

TABLE XVI - Chi Square Total Positive Score for YTSCS Between 276-316

Group	Score 276-316	Else	Total
English	16	4	20
Yuk	9	12	21
Total	25	16	41

o	e	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
16	12.2	3.5	12.25	1.00
4	7.8	-3.5	12.25	1.57
9	12.8	-3.5	12.25	0.96
12	8.2	3.5	12.25	1.49
				5.02

Significant at α = .05

TABLE XVII - Chi Square Positive Identity Score for YTSCS Between 95-107

Group	Score 95-107	Else	Total
English	12	8	20
Yuk	2	19	21
Total	14	27	41

o	e	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
12	6.8	-4.3	18.49	2.719
8	13.2	-4.3	18.49	1.400
2	7.2	-4.3	18.49	2.568
19	13.8	4.3	18.49	1.339
				8.026

Significant at α = .01

TABLE XVIII - Chi Square Row 3 Positive Behavior Score for YTSCS Between 93-103

Group	Score 93-103	Else	Total
English	13	7	20
Yuk	2	19	21
Total	15	26	41

o	e	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
2	7.7	-5.5	30.25	3.93
19	13.3	5.5	30.25	2.27
13	7.3	5.5	30.25	4.14
7	12.7	-5.5	30.25	2.38
				12.72

Significant at α = 0.001

TABLE XIX - Chi Square Column A Physical Self Score for YTSCS Between 53-61

Group	Score 53-61	Else	Total
English	16	4	20
Yuk	6	15	21
Total	22	19	41

o	e	$(o-e)-\frac{1}{2}$	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
16	10.7	4.8	23.04	2.15
4	9.3	-4.8	23.04	2.45
6	11.3	-4.8	23.04	2.04
15	9.7	4.8	23.04	2.37
				9.01

Significant at α = 0.01

TABLE XX - Chi Square (Column D) Family Self Score for YTSCS Between 56-59

Group	Score 56-59	Else	Total
English	2	18	20
Yuk	10	11	21
Total	12	29	41

o	e	(o-e) - ½	$[(o-e)-\frac{1}{2}]^2$	$\frac{[(o-e)-\frac{1}{2}]^2}{e}$
2	5.85	-3.05	9.3	1.59
18	14.15	3.05	9.3	0.66
10	6.15	3.05	9.3	1.51
11	14.85	-3.05	9.3	0.63
				4.39

Significant at $\alpha = 0.05$

TABLE XXI - Wilcoxon Matched-Pairs Signed-Rank Scores For All Problems of Yuk

Test Section	English	Yuk	Di	Rank	Ti
1	28	22	-6	-8	-8
2	5	6	+1	+1.5	
3	2	2	0	-	
4	22	22	0	-	
5	4	9	+5	+6	
6	7	8	+1	+1.5	
7	4	7	+3	+3.5	
8	18	13	0	-	
9	7	4	-3	-3.5	-3.5
10	7	13	+6	+8	
11	-58	-48	+10	+10	
12	-42	-38	+4	+5	
13	-65	-59	+6	+8	
14	-68	-56	+12	+11	_____.

n = 11 Total =-11.5

$$G_T = \sqrt{\frac{n(n+1)(2n+1)}{24}} = 11.2$$

$$Z = \frac{T - u}{G_T} = \frac{-11.5 - 33}{-11.2} = -1.919$$

Significant at α = .03

Date tested - January 1973

Village - Napaskiak

	READING														
	Verbal-Pictorial Association			Language Perception			Comprehension			Vocabulary			Total Reading		
	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%
1. Nicholai, George	25	2-6	73	100	2-3	55	14	1-8	37	11	2-1	46	150	2-3	59
2. Steven, Joseph	23	2-4	48	99	2-3	46	14	1-8	28	11	2-1	35	147	2-2	41
3. Jacob, Alexie	19	2-2	40	107	2-8	61	20	2-4	51	9	1-7	22	155	2-4	51
4. Evan, Andrew	23	2-4	48	121	4+	97	17	2-2	42	16	2-5	54	176	2-7	64
5. Egoak, Joseph	26	2-6	58	105	2-7	58	16	2-1	37	16	2-5	54	163	2-5	56
6. Evan, Susan	25	2-6	58	83	1-3	21	14	1-8	28	10	1-9	30	132	1-8	26
7. Jones, Dorothy	14	1-7	22	106	2-8	61	12	1-6	20	9	1-7	22	141	2-1	36
8. Larson, Minnie	24	2-5	53	109	3-1	67	16	2-1	37	13	2-3	45	162	2-5	56
9. Williams, Adolph	28	2-3	66	108	2-9	64	20	2-4	51	12	2-2	40	168	2-6	60
10. Maxie, Ivan	20	2-2	40	107	2-8	61	13	1-7	24	13	2-3	45	153	2-3	46

Date Tested - December 14, 1973

Village - Nunapitchuk

TABLE XXIII - SRA Achievement Series

Class Record Form for Village of Nunapitchuk

READING

	Verbal-Pictorial Association			Language Perception			Comprehension			Vocabulary			Total Reading		
	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%
1. Sallison, Rebecca (Minek)	2	1-	01	62	1-	04	14	1-8	28	11	2-1	35	89	1-	03
2. Mochin, Glen	7	1-	04	76	1-	12	13	1-7	24	10	1-9	30	106	1-3	09
3. Chase, Natalia	10	1-2	09	107	2-8	61	9	1-1	06	11	2-1	35	137	1-9	31
4. Wassillie, Susan	15	1-7	22	103	2-5	52	5	1-	01	12	1-6	20	135	1-9	31
5. Jacob, Louisa	5	1-	02	77	1-	13	11	1-4	13	9	1-7	22	102	1-3	09
6. Paul, John	0	-	-	90	1-6	29	11	1-4	13	11	2-1	35	112	1-5	14
7. Chaliak, Olinka	9	1-1	07	84	1-3	21	12	1-6	20	13	2-3	45	118	1-6	18
8. Tobeluk, Carl	15	1-7	22	105	2-7	58	8	1-	04	7	1-1	07	135	1-9	31
9. Chase, Edward	16	1-8	26	104	2-6	55	14	1-8	28	11	2-1	35	145	2-2	41

Date Tested - December 1972

Village - Kwethluk

READING

	Verbal-Pictorial Association			Language Perception			Comprehension			Vocabulary			Total Reading		
	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%
1. Jackson, Varlaan	13	1-6	26	85	1-4	30	11	1-4	18	12	2-2	52	321	1-6	24
2. Mann, Kathy	14	1-7	31	12	1-	01	17	2-2	54	11	2-1	46	54	1-	03
3. Phillips, Annie	32	3-2	88	111	3-3	81	19	2-3	59	23	2-9	85	185	2-9	84
4. Owens, Sophie	25	2-6	73	93	1-8	42	21	2-5	69	21	2-8	82	160	2-5	70
5. Guy, Paul	25	2-6	73	109	3-1	76	24	2-7	78	25	3-2	89	183	2-9	84
6. Paul, Evan Jr.	11	1-3	16	14	1-	01	16	2-1	48	13	2-3	58	54	1-	01
7. Guy, Elizabeth	29	2-8	80	110	3-2	79	21	2-5	69	29	4+	96	189	3-1	87
8. Nicolai, Anna Marie	26	2-6	73	101	2-4	58	16	2-1	48	17	2-6	73	160	2-5	70
9. Michael, Michael	24	2-5	68	84	1-3	27	27	3-1	86	15	2-4	63	150	2-3	59
10. Nicolai, Moses	11	1-3	16	58	1-	03	2	1-	01	9	1-7	30	80	1-	02

Date Tested - December 1972

Village - Napakiak

READING

	Verbal-Pictorial Association			Language Perception			Comprehension			Vocabulary			Total Reading		
	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%	RS	GE	%
1. Willie, Oscar	7	1-	04	88	1-5	26	9	1-1	06	10	1-9	30	114	1-5	14
2. Willie, Michael	5	1-	02	63	1-	04	8	1-	04	8	1-4	13	84	1-	02
3. Worm, Gertrude	5	1-	02	81	1-2	18	12	1-6	20	13	2-3	45	111	1-4	11
4. Temple, Deanna	3	1-	01	47	1-	01	10	1-3	10	5	1-	02	65	1-	01
5. Billy, Michael	4	1-	02	61	1-	03	13	1-7	24	7	1-1	07	85	1-	02
6. Allen, Jimmy	12	1-5	16	68	1-	06	7	1-	03	12	2-2	40	99	1-2	06
7. David, Harry	6	1-	03	90	1-6	29	19	2-3	46	13	2-3	45	128	1-8	26
8. Nelson, Mary	8	1-	05	75	1-	11	9	1-1	06	10	1-9	30	102	1-3	09
9. Black, Norman	13	1-6	19	87	1-5	26	13	1-7	24	8	1-4	13	121	1-6	18
10. Aluskak, Gertrude	3	1-	01	78	1-	19	6	1-	02	10	1-9	30	97	1-2	06
11. Hannah, Paul	12	1-5	16	78	1-	14	14	1-8	28	12	2-2	40	116	1-5	14
12. Evan, James	4	1-	02	68	1-	06	10	1-3	10	7	1-1	07	89	1-	03

Village	Verbal Pictorial		Language Perception		Comprehension		Vocabulary		Total Result	
	RS	%	RS	%	RS	%	RS	%	RS	%
Napaskiak	22.7	50.6	104.5	59.1	15.6	35.5	12.0	39.3	154.7	[illegible]
Kwethluk	21.0	54.4	77.7	39.8	17.4	53.0	17.5	67.4	133.6	[illegible]
Total English	21.9	52.5	92.1	48.4	16.5	42.8	14.4	42.3	144.3	[illegible]
Napakiak*	66.8	6.1	73.7	15.6	10.8	15.3	9.6	25.2	101.[illegible]	9.[illegible]
Nunapitchuk*	8.8	10.3	89.8	33.9	10.8	15.2	10.6	29.3	119.9	2[illegible]
Total Yuk	7.7	7.9	81.6	22.3	10.8	15.2	10.0	27.0	105.2	[illegible]
Total Sample	15.9	29.7	86.7	35.0	13.6	28.7	12.1	34.5	124.2	31.3

*villages using the Yuk Educational Program in their schools

TABLE XVII - Analysis of Variance for RT*

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares
A	5264.7	1	5264.7
B	3078.3	1	3078.3
AB	780.6	1	780.6
C	22148.9	4	5537.2
AC	461.2	4	115.3
BC	22162.0	4	5540.5
ABC	241.4	4	60.3
R	132.9	1	132.9
Error	1951.2	19	102.7
Total	56221.2	39	

Variable	Computation	Significance
F_{rp}	132.9/102.7 = 1.29	none
F_A	5264.7/102.7 = 51.3	.001
F_B	3078.3/102.7 = 30.0	.001
F_C	5537.2/102.7 = 53.9	.001
F_{AB}	780.6/102.7 = 7.6	.025
F_{AC}	115.3/102.7 = 1.12	none
F_{BC}	5540.5/102.7 = 54.0	.001
F_{ABC}	60.34/102.7 = 0.59	none

* The ANOVA computer program from the IBM 1130 Scientific Sabroutine Package was utilized for calculations of Sums of Squares and Mean Squares.

TABLE XXIX - Chi Square Language Perception Score for SRA (Score)

Group	% < 27	% > 27	Total
English	5	15	20
Yuk	16	5	21
Total	21	20	41

o	e	$(o-e)-\frac{1}{2}$	$\left[(o-e)-\frac{1}{2}\right]^2$	$\frac{\left[(o-e)-\frac{1}{2}\right]^2}{e}$
16	10.76	4.74	22.47	2.09
5	10.24	-4.74	22.47	2.19
5	10.24	-4.74	22.47	2.19
15	9.76	4.74	22.47	2.30
				8.77

Significance at α = 0.01

TABLE XXX - Chi Square Language Perception Score for SRA (Score)

Group	Score > 90	Score < 90	Total
English	14	6	20
Yuk	6	15	21
Total	20	21	41

o	e	$(o-e)-\frac{1}{2}$	$\left[(o-e)-\frac{1}{2}\right]^2$	$\frac{\left[(o-e)-\frac{1}{2}\right]^2}{e}$
6	10.24	-3.74	13.99	1.37
15	10.76	3.74	13.99	1.30
14	9.76	3.74	13.99	1.43
6	10.24	-3.74	13.99	1.37
				5.47

Significant at α = 0.02

TABLE XXXI - Chi Square Vocabulary Score for SRA (Percentile)

Group	% ≥ 40	% < 40	Total
English	13	8	20
Yuk	8	13	21
Total	20	21	41

o	e	(o-e)-½	$[(o-e)-½]^2$	$\frac{[(o-e)-½]^2}{e}$
8	10.24	-4.74	22.47	2.19
12	10.76	4.74	22.47	2.09
13	9.76	4.74	22.47	2.30
8	10.24	-4.74	22.47	2.19
				8.77

Significance at ∝ = 0.01

TABLE XXXII - Chi Square Vocabulary Score for SRA (Score)

Group	Score ≥12	Score < 12	Total
English	13	7	20
Yuk	6	15	21
Total	19	22	41

o	e	(o-e)-½	$[(o-e)-½]^2$	$\frac{[(o-e)-½]^2}{e}$
6	9.76	-3.23	10.43	1.07
	11.24	3.23	10.43	0.93
	9.24	3.23	10.43	1.13
7	10.76	-3.23	10.43	0.97
				4.10

Significant at ∝ = 0.05

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