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UNIVERSITY OF ALBERTA

THE MULTIGRADED HUTTERITE CLASSROOM

BY

NORA MACGREGOR

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION.

EDMONTON, ALBERTA

SPRING 1991



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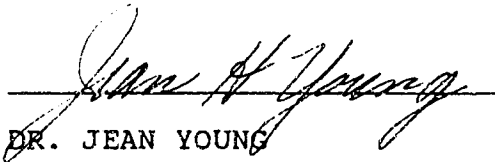
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DR. K. L. WARD

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DR. JEAN YOUNG

ABSTRACT

The purpose of this study was to examine the characteristics of the Hutterite colony school. The educational process of the Hutterite Brethren is unique for it incorporates multigrading in a culturally diverse setting. Interview questionnaire and observation were utilized to triangulate data from seven Hutterite colony schools in County of Lethbridge.

The study reveals the interesting, challenging and sometimes overwhelming position of the Hutterite colony English teacher. In classrooms where nine subject areas taught to students at eight grade levels, the teachers have developed innovative strategies for succeeding and thriving in this environment. The study examines numerous aspects of the colony schools, including: teacher time management, administration, grading, restrictions, homework, instruction, Junior High options, curriculum and the Tri-System Hutterite EOF Project. The history, beliefs, lifestyle and educational processes of the Hutterite Brethren precede the study findings.

Several recommendations conclude the study, the most important being the need for post secondary education to develop teachers with expertise in the multigraded, multicultural classroom.

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Chapter 1

INTRODUCTION

Few ethnic and religious minorities have prospered in western Canada like the Hutterites. The Hutterite blend of medieval peasant communalism and high-tech agricultural capitalism has resulted in a substantial increase in their numbers in western Canada (Peter, 1987). Their high concentration of numbers in southern areas of the province, their strange dress, communal lifestyle and self-imposed isolation from the general populace have led to suspicion and discrimination. Attitudes based on a lack of information have supported and enhanced suspicion of these peaceful peoples.

The Hutterite classroom represents a unique setting for it incorporates multigraded components with cultural and ethnic diversity. The uniqueness of their educational system, however, has not resulted in an abundance of research on this topic. This study will add to the present body of knowledge pertaining to Hutterites, specifically the education of Hutterite children.

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the characteristics of the multigraded classroom in Hutterite colony schools. This study attempts to answer the

question: "How does the multigraded classroom in Hutterite colony schools differ from the regular classroom and contribute to Hutterite education?"

Resulting from the main research question were specific sub-questions which served as guidelines during the development of the study. The sub-questions pertaining to multigrading were:

- 1) How does the multigraded Hutterite classroom affect teacher organization? Topics to be investigated include: time management, timetabling, record keeping, physical classroom arrangement, etc.
- 2) What teaching style or method augments the multigraded approach?
- 3) What methods are utilized for grouping of students?
- 4) What techniques in classroom management are developed as a result of multigrading?

Sub-questions pertaining to the culturally unique situation in the Hutterite colony school were:

- 1) To what extent are curricula altered or developed to reflect the unique culture of Hutterite students and their corresponding educational needs?
- 2) What types of characteristics and behaviors

are deemed important for teachers in the Hutterite classroom?

- 3) What types of training, retraining and inservice needs does the prospective and/or practicing teacher in a Hutterite school have?

SIGNIFICANCE OF THE PROBLEM

The purpose of the research was to refine, revise and extend the existing knowledge of Hutterite education by examining the educator and the curriculum in Hutterite schools.

The Hutterite school represents a unique entity. The multigraded classroom, the restricted use of audiovisual aids and material, and the difference in culture and lifestyle on the Hutterite colony provide a unique setting for educational research.

The results of this study may add to the present body of knowledge on Hutterite education. Administrators and teachers should be able to expand their present understanding of Hutterite schools. This study will furnish information useful to present and future Hutterite educators and may prove valuable as the number of Hutterite colonies in western Canada continues to increase each year.

Lethbridge County envisions the development and

implementation of training, retraining, and professional development to assist teachers in Hutterite schools. The results of the study may provide direction for the County.

Educators involved in multigraded classroom settings may find the data relevant. Mennonite, native Indian, northern and isolated rural schools possessing a multigraded setting, may find the results useful in areas pertaining to grouping, teacher preparation, teacher inservice and general knowledge.

Hopefully, this study may contribute to a renewed interest on the part of colleagues and peers to design and initiate research in a multigraded setting.

ASSUMPTIONS

A major assumption underlying this study is that the multigraded classroom requires different attributes and skills of teachers when compared to single graded classrooms. The researcher assumed teachers in the Hutterite schools would be able to describe and reflect upon their practices in a multigraded setting.

The researcher assumed her presence in the Hutterite classroom would not dramatically alter the current teacher-student practices.

DELIMITATIONS

The study is delimited to the population specified

in the sampling procedures. Generalizations to schools in other Hutterite colonies should be made with caution, for the study involves only those schools administered by the County of Lethbridge. Generalizations to other multigraded classrooms are not recommended, due to the unique cultural and religious beliefs evident in the Hutterite way of life.

LIMITATIONS

A major limitation of the study was the difference in colony administration and personal freedom evident between the different colonies. Some colonies permitted the use of audiovisual aids in the classroom, allowing the teachers greater freedom in presentation and grouping, while others did not. Colony schools not housed in the church building tended to permit the teachers more freedom in all aspects of the teaching process.

Chapter 2

RELATED LITERATURE

Hutterite Education

Throughout the years, the Hutterite school has been the subject of several studies. However, no two studies have focused on the same aspect of Hutterite education. Studies of Hutterite school children in Alberta originate in 1958 with a study performed for the Government of Alberta and included in the Communal and Property Act (1959). Utilizing questionnaire data from 25 Superintendents representing 40 colony schools, this study reported that Hutterite students were two grades behind in educational ability when compared to public school students. With a call for Hutterite assimilation into public schools, the study concluded "... capable, personable...stimulating teachers with plenty of personality, provided with higher salary bonuses would lead to the integration of Hutterite students to the public school system" (1959, p. 13).

Much of the data cited in the Communal and Property Act originates from a descriptive study performed by Knill (1958). Knill attempted to collect data from the Hutterite population to determine the current status of the Brethren with respect to education.

Utilizing the California Achievement Test (CAT),

Knill tested 79 Hutterite children in Grades 4 to 6 in Warner County schools. The results were examined in relation to the scores of 223 non-Hutterite pupils in Warner Public Schools using the standardized CAT test scores obtained during the the 1957\58 school year. Following a comparison of the scores obtained from the public school students and the Hutterite students, Knill reported that Hutterite students fall behind in achievement between Grade 4 and 6 with students in Grade 6 being 9 months behind the national norm of the CAT battery and 11 months behind the median scores of the County of Warner Public school students.

Knill defended the use of the CAT for the purpose of evaluating how well the Hutterite students "fit" into the Canadian way of life (1958, p. 8). Knill assumed that comparisons made between Hutterite test scores and centralized schools were valid. He suggested there is no other way to evaluate Hutterite schools. Gay (1987) maintains a researcher should never use an instrument for convenience, but should develop a valid and reliable measurement. Hostetler (1974) has stated that standardized tests used in public schools are not appropriate for Hutterite schools as Hutterite cultural goals differ from those of the majority culture. Standardized tests are unreliable as a measure of

Hutterite personality traits and capabilities due to their cultural bias. Reliability and validity are never mentioned in Knill's study.

In 1958, Knill viewed the public school as a melting pot which modifies and transforms sects into "useful" citizens. Public school is a way to destroy the Hutterian way of life and assimilate the Hutterites. Referring to the Hutterite German schooling Knill states: "The whole program is devoted to religious instruction and is a cloak of counter-indoctrination thrown around the public school" (1958, p.4).

Reports from the Alberta and Manitoba governments are referenced by the author. The reports describe the Hutterite movement as a "problem which should be solved" (1958, p. 14). There are times when the reader feels the study was contracted by a government agency or organization planning to disband and discredit the Brethren. According to Knill, "the ultimate objective is to abrogate the Hutterian way of life and assimilate these people" (1958, p. 59). Knill appears to have allied with the thoughts of Pitt who stated, "These children (Hutterite) will be quick to learn and to adapt our way of life, and discard that which circumstance and accident of birth now forces upon them" (1949, p. 4).

Knill and Pitt make reference to the Hutterite at a

time when government and public dislike precipitated discrimination towards the Brethren. This bias colors Knill's initial perceptions of the Hutterites, and he influences the validity of his study by observing the Brethren through a negatively colored lens.

Boldt (1966), having taught for 30 years at the Hutterite Colony at Standoff, Alberta, investigated the low rate of defection from Darisleut Hutterite Colonies. Boldt compared the conformity rates of 60 Hutterite children from five colonies to 60 children of similar age in Grades 5, 6, 7 and 8 from surrounding farm areas. Boldt, utilizing a modified conformity inducing device based on the models presented by S. E. Asch and R. S. Crutchfield (cited in Boldt, 1966), concluded that Hutterite children were generally less conformist than their non-Hutterite peers. Conformity was defined by the instruments utilized during testing.

He found punishment is not a deterrent to Hutterites planning to leave the colony. The lack of education, not permitting defectors to take a share of colony assets and a lack of access to viable alternatives to the Hutterite lifestyle and belief system were the most frequent and important deterrents to defection in Darisleut colonies.

Hamilton (1974) published A Study of the Material Culture of the Hutterian Brethren of Southern Alberta.

Following an intensive search of the utilitarian way of the Hutterite culture, Hamilton stated, "each colony stands as an individual earthly entity" (1974, p. 16). Hamilton concluded the structure most responsible for preservation of the Hutterite way of life was the school/church. Forcing Hutterite children to attend public schools would mean an end to their present way of life.

Mann (1974) performed a detailed study on the functional autonomy of 41 English school teachers teaching in 37 Hutterite Colony schools in Southern Alberta. Mann set out to clarify the role of the English teacher in Hutterite schools. Through interview, Mann assessed that the more autonomy the English teacher possessed, the less likely the teacher was to conform to the expectations of the Hutterite social system and more likely to attempt to improve the teaching facilities and be innovative in their teaching methods. The greatest control, however, on the Hutterite teacher was his/her own background and attitudes, not the controls the Hutterites attempted to impose. According to Mann, satisfied English teachers have a medium degree of functional autonomy. He suggests all English teachers should introduce innovation gradually and be aware of the limits placed on them by the colony setting.

Mann observed that the colony school system was restrictive in the type and amount of innovation and creativity offered to English teachers. Fifty eight point five percent of teachers interviewed felt the lack of facilities and controls hampered their teaching, while 41.5 percent felt their teaching was not hindered by lack of facilities. The lack of facilities, multiple use of buildings, and lack of audio visual aides, added to the restrictions of multiple grades and various class sizes, greatly decreasing the English teachers' ability to be innovative or creative regardless of the level of autonomy. Mann's findings are significant for he suggests that the quality of education on the Hutterite colonies studied was comparable to that of non-colony schools in Alberta.

The attitudes of Albertans towards Mennonites and Hutterites and their implications for schooling was the hypothesis underlying Friesen's (1976) publication. Friesen suggests that public perceptions espoused in literature, regarding these two minority groups change with several factors, namely: psychological, economic, sociological and population pressures. He criticizes the federal multicultural philosophy and endorses the educational system as the likely starting point for educating Canadians about minorities.

Friesen examines curriculum and teacher training as the source for entrenching multiculturalism in Canada. Content knowledge for teachers, appreciation for minorities and their differences taught early in the curriculum, and teacher education programs at the post secondary level to prepare perspective teachers are all suggestions presented by Friesen.

In the unique social system presented by the Hutterite colony, the school/church remains one of the main structures for preservation of the culture. To achieve a better understanding of the cultural diversity of the Brethren, studies in and of their educational setting are imperative.

Multigraded Classrooms

The classroom on the Hutterite colony includes all of the students, grades one to nine, under the instruction of one teacher in one room. Multigraded classrooms are not unique to the Hutterite colony, but can also be found in rural and isolated areas, Mennonite and Amish settlements.

The uniqueness of the multigraded classroom lends itself to research in many forms. Surwill (1980) studied the need for specialized teacher preparation programs for rural school teachers as compared with urban/metropolitan school teachers. He presented 62 rural Montana teachers

and eight principals with a single question as to how rural teachers in multigraded settings could best be assisted within their present teaching situation. His data collection is a compilation of their replies and suggestions. Surwill added to these data the replies of nine superintendents to six very vague questions regarding teacher preparation. The ability of the questions posed to elicit conclusive responses is in question.

Surwill's findings reveal the need for rural educators to assume the stance of "general practitioner" or generalists in several fields of study. He suggests post secondary institutions can best prepare teachers contemplating teaching in a rural setting by providing them with a strong background in reading, methods courses and practicum experiences in a variety of subject areas, training in classroom management and discipline, curriculum planning for multigraded classes and the ability to effectively utilize community resources.

Research on multigraded classrooms by Marshall (1983) showed no significant difference between the cognitive development of children in multigraded classrooms when compared to the cognitive development of children in single grade classrooms. A difference in affective development occurs when comparing the two

classrooms, suggesting students in multigraded classrooms show more positive attitudes to schooling when compared with single grade groupings of students.

Craig and McLellan (1987) present a selected overview of the research regarding split grade and multigraded classrooms in western Canada. The Edmonton Public School system study (1979, cited in Craig and McLellan) reported that multigraded classrooms provided less time for student directed or total class discussions, student-teacher conferences, individual learning packages and drill, and more time for paper and pencil activities. Craig and McLellan found that teaching curriculum from two or more grade levels required teachers to compromise within the programs.

Burstein and Cabello (1989) suggest a two year training program resulting in a Master's degree in Special Education to ensure that teachers are sensitive to cultural differences and possess the ability to adapt their teaching practices to a diverse grouping. The two year degree would include four levels of training: awareness, knowledge, acquisition and application of skills and reflection.

Brown and Martin (1989) studied eight elementary schools in five school districts in New Brunswick to compare achievement of 418 students in grades one to five

in multigrade and single grade classrooms. Data were collected from report card grades given by individual teachers. Reliability of the report card grades was not questioned and remains suspect. Scores on the Canadian Test of Basic Skills (CTBS) for 12 Grade four classrooms and survey questions with teachers and principals having experience in single and multigrade classrooms were also entered as data.

An averaging of marks showed there was no significant difference in student achievement among the 18 classes studied. No significant differences occurred between the multigraded and single graded scores on the CTBS scores for the four schools. Brown and Martin suggest that students in multigraded settings receive comparable marks when compared to students in single graded settings. The data suggest multigraded settings do not adversely affect student learning as tested by the CTBS.

Dewalt (1989) studied 10 Mennonite Schools in Lancaster, Snyder and Union counties of Pennsylvania to examine teaching methods and community involvement. The Mennonite school is similar to Hutterite schools as the students enter school at age six, end studies after completion of Grade 8, and begin school as English as a second language students. One teacher is responsible for

the instruction of eight grades in one room.

Mennonites and Hutterites maintain their own schools and utilize education as a method to preserve their culture. Cultural isolation is also a predominant force in the education of both Hutterites and Mennonites.

Dewalt modified Cooper's observation system for time on task analysis and Flander's interaction analysis to collect quantitative data on teacher/student verbal interaction. To triangulate his research, Dewalt interviewed several teachers and held peer debriefing sessions. His findings report that 66 percent of a students' day was spent working individually at seat work, 16 percent was in teacher directed groups and 4.4 percent was off task. No discussions were held in the classroom and facts were generally presented orally or recited. Due to the time spent on individual pursuits, Dewalt concurred with the results of Surwill's (1987) study and pronounced reading as extremely important in the multigraded setting.

Parents and teachers dislike the multigraded classroom (Craig and McLellan, 1987; Brown and Martin, 1989). However, given declining rural enrollments, teacher cutbacks, and the rural to urban population shift, the number of multigraded classrooms will likely increase in the near future. More research into all

aspects of multigraded classrooms is required to prepare teachers, students, parents and administrators for this inevitable shift.

RELEVANT BACKGROUND INFORMATION

History

1528 to 1770

The Hutterites are a German speaking sect which originated in Moravia, in central Europe, in 1528 under Jacob Hutter, a Trolean hatmaker (Edmonton Public Schools, 1984). During the Reformation, they formed a church based on social equality and communal living, a branch of Anabaptism. The Anabaptists refused to take public office, swear oaths or pay taxes they thought may be utilized for military purposes.

Hutter prophesied two additional basic beliefs: non-violence and adult baptism to proclaim their faith. Hutter also espoused the need for economic self-sufficiency if the communal way of life was to succeed (St. Jacques, 1987). Jacob Hutter was burned at the stake in 1536 for his religious beliefs and the group became known as Hutterites (Boldt, 1966).

Hutter was succeeded by Hans Amon, who initiated missionary activities, in the form of proselytizing, to spread the faith (St. Jacques, 1987).

In 1542, Peter Riedemann assumed leadership of the

Hutterites. He set in writing the Hutterite beliefs in adult baptism, pacifism and a communal way of life. The belief in communal way of life is modelled after the biblical Apostolic church and the practice of "community of goods" espoused in the second chapter of the Acts of the Apostles, verses forty one through forty seven. Between 1554 and 1592, the Hutterian Brethern lived in peace and prospered under Maximilian II who favored a protestant form of Christianity (Friedmann, 1961). During this time, a Hutterite writer named Peter Walpot wrote the Hutterite children's catechism still in use today. In an address to schoolmasters in 1568, Walpot stated, "Let each school master deal with the children by day and night as though they were his own, so that each one may be able to give an account before God..." (Friedmann, 1961, p. 139).

During the 16th, 17th and 18th centuries, the Hutterites were the most persecuted and vilified people in Europe (Dempsey, 1978). In 1593 war ensued between the Hapsburg Empire and Turkey, followed by the Thirty Years War of 1618 to 1648. In times of conflict, due to their obvious prosperity, Bruderhofs (colonies) were constantly pillaged by troops seeking supplies and materials.

To avoid further persecution, the Hutterites left

for Slovakia (Pickering, 1982). Here they were lead by Andreas Ehrenpreis, a miller by trade. Missionary forms of activity were stopped in 1639 by Andreas Ehrenpreis, who was to rule the Hutterites for 23 years. Ehrenpreis outlined the philosophy of communal living in written form. One of his dictates warns against the "evils of too much learning" (St. Jacques, 1987, p.27).

In 1767, fearing religious persecution by Empress Maria Theresa's soldiers, the Hutterites left for Wallacia in Turkey (St.Jacques, 1987). Two years later Russia and Turkey went to war and the Hutterites were once again the victims of marauding armies.

The Russian Years 1770 to 1874

In 1770, the Hutterites, upon invitation of the Russian Government, established a colony 160 kilometers north of Kiev in the Ukraine (Boldt, 1966). The Hutterites lived under the protection of a Russian Count Rumiantsew (Romanzov) until his death in 1796 (St. Jacques, 1987). Upon his death the colony moved from Romanzov land to crown land to avoid persecution. In 1819, the colony declared bankrupcy and was abandoned (St. Jacques, 1987).

Forty years passed before another colony was established. In 1859, a colony was established in Russia followed by a second colony a year later. The colonies

were permitted special status through military exemption and the ability to educate their young in the German language. However, in 1864 Alexander II the Russian tsar signed an ordinance making Russian the language spoken in all schools (Peters cited by St. Jacques, 1987). Russian nationals were irate with the special privileges permitted the German speaking Hutterites and sought to have the privileges removed. In 1872, Alexander II signed a second decree mandating compulsory military services for all Russian inhabitants regardless of religion (Hostetler & Huntington cited by St. Jacques, 1987).

Between 1874 and 1879, the entire sect of 250 people was forced to flee Russia for the United States to avoid compulsory military service (Hostetler, 1974).

North American Settlement

The emigration to South Dakota, near Yankton, resulted in the development of three main kinship groups or "leuts", each establishing a distinct colony. Blacksmith Michael Waldner led the Schmiedeleut or "blacksmith people", Darius Walther led the Dariusleut or "Darius's people", and teacher Jacob Wipf led the Lehrerleut or the "teacher's people" (Dempsey, 1978).

In 1899, the Schmiedeleut colony moved to southern Manitoba to avoid conscription in the Spanish American

War (Hostetler & Huntington, 1967), while the Dariusleut colonies lived in peace and prosperity in the United States until World War I. During World War I, Hutterite men were called to service in the United States. The Hutterites' refusal to bear arms resulted in several deaths due to brutalities.

In 1917, due to strong anti-German sentiment and the harsh treatment that ensued, the Lehrerleut and Dariusleut colonies requested immigration status from Canada. The Canadian authorities promised privileges granted the Mennonite pacifists several years earlier, namely military exemption.

Between 1918 and 1922, 17 colonies moved to Canada settling in Alberta and Manitoba (Boldt, 1966). The Schmiedeleut, descendants of the first colony established in South Dakota settled, without exception, in Manitoba forming six colonies (Peters, 1965).

The Dariusleut colonies of Standoff, East Cardston, Rosebud, Springvale, West Roloy, and Wilson Siding and the Lehrerleut colonies of New Elmspring, Old Elm, Milford and Rockport were established in southern Alberta (Peters, 1965). Although the Lehrerleut and Dariusleut colonies would spread into Saskatchewan, the Schmeideleut colony still remains a Manitoba sect.

The Hutterite children, from one southern Alberta

colony, were sent to a nearby one room school house to attend school (Flint, 1975). The surrounding farming families did not like their children socializing with the Hutterite children and pressure from the community resulted in the Hutterite colony establishing and maintaining a school on the colony at the expense of the Hutterite members.

After the war, with the encouragement provided by individual states, many Hutterites returned to the United States (Pickering, 1982).

With the onset of the Great Depression in the late 1920's, the self-sufficient Hutterite colonies in Alberta and Manitoba were able to expand rapidly (St. Jacques, 1987). They were one of the few farming organizations with the necessary cash flow to purchase land at depressed prices. Governments that had previously restricted land sales to Hutterite Brethern were now inviting them to expand (Flint, 1975).

Alberta Settlement

In Alberta, during WWII, hostility increased towards the Hutterites for their aggressive land expansion at a time when Alberta farmers were fighting to save the country (Flint, 1975). The Hutterites refused military service, but accepted consignment to labor camps for work crews. They refused to finance the war effort

and did not invest in Victory Bonds. However, they did make large contributions to the Canadian Red Cross and invested financially in government bonds for non-war related purposes.

Feelings of anti-German sentiment faded, to be replaced by economic discrimination. In 1942, the Land Sales Prohibition Act in Alberta made it illegal to lease or sell land to 'enemy aliens' specifically Hutterite and Doukhabours (Dempsey, 1978). In 1943 the federal government repealed the Land Sales Act as it included 'enemy aliens' previously covered by federal law (Peters, 1965). Alberta altered the Land Sales Prohibition Act to read "Hutterites" only.

Three years later the Communal Properties Act prevented any colony from expanding beyond 6,400 acres or locating another colony within 40 miles (64 kilometers) of an existing one (Edmonton Public Schools, 1984). A 90 day waiting period during which the land must be offered for public sale prior to sale to a Hutterite interest was included (Peters, 1965).

The legislation forced the Hutterites to seek new land in Saskatchewan, northern Alberta, Montana and Washington. Similar legislation in Manitoba witnessed the relocation of Schmiedeleut colonies in Minnesota and the Dakotas. In 1951, the Hutterites were federally

incorporated in Canada to stop attempts by municipalities to restrict their growth (Thomas, 1989). In 1958 the Hutterite Investigation Committee in Alberta set up the Communal Property Control Board to regulate Hutterite expansion. The Board held open hearings in communities where Hutterites were attempting to settle (Flint, 1975). The Board was not disbanded until 1962.

In 1964 the Rock Lake Colony purchased 6240 acres of land without seeking government permission (Peters, 1965, p. 56). This violation of the Communal Properties Act resulted in charges being brought against the colony a year later. Five elders were charged \$100.00 each in violation of the act after pleading guilty in 1969 (Evans, 1973). In December of the same year, the new colony for which the land had been purchased was recognized by the board.

In 1973, under the Progressive Conservative government of Peter Lougheed, the Communal Property Act was repealed as a violation of the provincial Human Rights Act (Flint, 1975). In its place, the Alberta Land Use Forum (Thomas, 1989) and the Special Advisory Committee on Communal Property and Land Use were created. A government liaison officer was appointed. The Forum's final report reiterated that "changes in technology and in the nature of farming and business practice were to

blame" for the loss of population of business from rural Alberta not the Hutterite Colonies (Thomas, 1989, p. B3).

In 1974, there were 6,732 Hutterites residing in 91 colonies in Alberta farming one percent of Alberta's arable land (Edmonton Public Schools, 1984). In 1989, Alberta had 11,000 Hutterites in 127 colonies covering 1.1 million acres (Martin, 1989). The Alberta Hutterite population figures represent the largest Hutterite population in North America.

In 1986 there were over 300 Hutterite colonies in Canada, the United States, England, and Japan (Hutterite Brethren, 1987, p. 809). In May 1977, 25 Japanese persons of the Christian Community of New Hutterian Brethren joined the Hutterite Church. The Owa Colony led by Rev. Isomi Izeki farms about 150 miles north of Tokyo (Hutterite Brethren, 1987, p.809).

Religious Beliefs

The Hutterites embrace the religious beliefs of their ancestors, developed in a literal interpretation of the Bible during the Reformation period. Self-imposed isolation has allowed these beliefs to remain relatively unchanged for 500 years.

The Hutterites are avowed pacifists refusing to enlist, take up arms, or buy war bonds. They do not carry fire arms, nor will they produce armaments (Pickering,

1982).

Hutterites view human nature as being evil and in need of correction (MacKenzie, 1983). God created the universe and the world. However, due to man's carnal nature, the world is now an evil place (Flint, 1975). To avoid the evils of the world and the influence of the devil, the Hutterites have chosen to isolate themselves. They refuse to have their children educated in "worldly" schools, they reside on a colony or Bruderhof and they staunchly avoid any innovation that impinges on colony seclusion (radio, television, etc.). However, the Brethern do not view the use of the latest farming technology as "worldly", and they incorporate the most modern farming techniques.

Dempsey (1978, p. 4) states, "They (Hutterites) recognize the laws of God, but see the laws of Man as instruments of the devil...". Hutterites prefer to be free of governmental control, believing they are not a burden to the government because they reside in self-sufficient colonies (Pickering, 1982).

Hutterites follow the dictates of the Bible to find everlasting life after death (St. Jacques, 1987). Only by leading a faithful and hardworking existence on this earth does one achieve everlasting life in heaven (Hostetler, 1970). Heaven is described as a paradise.

Religious Practices

Their place of worship, the church building, represents no special significance other than a place to meet for religious services (St. Jacques, 1987). The building is generally plain in design; one large room, a smaller adjoining room, two bathrooms, and a large entry for coats, hats, and soiled footwear. The interior of the church is white with light colored linoleum flooring.

The back half of the room contains wooden pews for the adult brethren. The middle section of the room contains rows of school desks for the children with the front of the room containing a small wooden desk for the preacher. Men and boys sit on the left hand side of the church while women and girls occupy the right hand side (facing the front). Elders sit in the back pews with the newly baptized adults sitting in the front pews. The oldest children occupy the back desks with the youngest children occupying the front desks. Families do not sit together.

The walls of the church are devoid of adornments. Two blackboards cover the front wall and generally one blackboard is placed on a side wall. A poster displaying the gothic German alphabet usually has a prominent place on the front wall. Some colonies will permit a calender or clock to be put up in the church. One side wall

sports a small wooden cupboard used to keep religious materials and/or school supplies. The plainness of the church emphasizes its dual function on the colonies: church services, and german school. As will be discussed further, the church building on some colonies serves a third purpose, that of the English school.

A half hour church service is held each evening and a one to two hour service is held on Sunday mornings. Sunday school follows the Sunday service.

Communal Lifestyle

The communal style of living reflects their religious convictions and interpreted from Acts 2:44 of the New Testament, "... and all that believed were held together, and had all things common" (Hoeppepner & Gill, 1974). Everything is to be shared. No man, woman or child owns or has claim to any part of the colony or its properties.

A literal interpretation of the Second Commandment is an essential part of their belief system: "Thou shalt not make unto thee any graven image or any likeness of anything that is in heaven above, or that is in the earth beneath, or that is in the water under the earth" (Ex. 20:4). Personal extravagance, indulgence, and luxury are viewed as worldly and vain. Clothing is functional for warmth and modesty. Clothing utilized for fashion or

appearance is viewed as worldly or vain. Photographs and mirrors are a direct violation of the Second Commandment (Dempsey, 1982). Food is simple and nutritious.

Clothing is utilized to make each Hutterite equal in the sight of God (Pickering, 1982). This is accomplished by providing young and old with the same manner of dress. Young children appear to be miniature renditions of the elders.

Men and boys are dressed in black leather shoes, black pants with suspenders, black waist length jacket, black cap and a plaid shirt. On some colonies, cowboy hats, cowboy boots and runners are permitted.

Girls and women wear leather ankle boots, ankle length skirt with matching long sleeved shirt, black or dark colored waist length jacket, an apron, a hair cap and a triangular starched scarf or shawl. Their hair, which is never cut, is braided and the braids are twisted around a knot of hair at the back of their heads. An under shirt of a lighter print is worn under the shirt. Skirts and shirts are generally a dark colored material.

Their conformity in all aspects of their life style is essential to their communal form of life. It distinguishes them from the homogeneous society and perpetuates their communal form of living.

The commonality of the colony does not, however,

extend to the decision making process (St. Jacques, 1987). An administrative council or board of elected men governs the colony. Baptized males can hold a position of economic responsibility and only these males are permitted to vote on colony matters. All baptized males have clearly defined roles within the colony. The positions of responsibility, in order, include: preacher, farm manager or colony boss, field boss, assistant preacher and German teacher, plus two or three designates. The council positions are elected for life.

The preacher is responsible for the spiritual development and well being of the brethren on his colony. He leads all church services. The assistant preacher is a protege of the preacher and will become preacher of the new colony when the colony divides.

The farm manager or colony boss is responsible for the day to day operation of the colony. He handles all of the financial transactions for the colony, since he is responsible for all record and book keeping regarding the colony operation. The farm boss prepares yearly work plans for the colony, dividing the work among the colony members with one person in charge of each section (e.g.: cow boss, pig boss, carpenter, electrician, etc.). His is the only household on the colony permitted to have a telephone.

The farm boss is responsible for the daily work schedules. He decides what fields are to be worked and by whom and is responsible for the smooth daily functioning of the farming operation.

The German teacher is elected on the basis that he has children of his own and is a responsible member of the colony. He has no formal educational experience. However, the German teacher has an extremely important position as he is responsible for preparing the children for their role as adults in the Hutterite community. He will teach the children the rules, methods of conformity, work ethic and respect for authority and will punish them when necessary. He is responsible for all school aged children during their waking hours while they are not attending English school. The German teacher and his wife supervise the children's lunch hour as the children do not eat with the adults.

The German teacher is generally assigned the duties of the gardener and he will keep the children busy weeding and harvesting. Aside from these responsibilities, this position can also hold other job responsibilities (e.g.: book binder, electrician, and plumber).

The only elected female position in the colony is that of cook. This position is generally filled by the

oldest female on the colony. She supervises the preparation and serving of all meals.

The women are subservient to men. Males are considered superior because they were created before the females and take precedence over them (McClure, 1980). The women on the colony fill the roles of wife and mother. They cook, clean and sew (all family clothing and necessities including quilts, bedding, curtains, etc.). They are in charge of slaughtering tasks. However, they are not permitted to kill the animals.

Day to day activities are regulated and strictly adhered to, with set times for rising, eating, working and retiring to bed. Respect for order, authority and adherence to the work ethic are essential to the colony's survival.

When a colony's population reaches between 110 and 135 people, it must divide or split to form a new colony (Hostetler, 1974). With the technology being utilized on the colonies today, this number has fallen to between 90 and 100. Due to the strict delegation of jobs, each colony can provide a specific number of jobs or positions. Once the population of a colony reaches the capacity to provide positions for all of the adult males, new land is purchased and a new colony is established.

Education

Hutterites developed schools early in their history. Friedman (1961) states, "...the kindergarten were in operation three centuries before the modern European kindergarten developed" (p. 139).

Hostetler (1974) says that the goal of Hutterite education was to teach the young students the fear of God and the Hutterite ways of living.

As education was to turn out useful members of the Hutterite community, education beyond the high school level would not be viewed as assisting the individual to assume the responsibilities of an adult on the colony (Hoeppner & Gill, 1974). Higher education leads to dissatisfaction with the simple communal existence (Peters, 1965). Today, Hutterite students leave school on the onset of their 15th birthday to begin an apprenticeship within the colony.

The Hutterites believe a child is naturally sinful, but, is not responsible for his\her state (Bennett, 1967). It is the responsibility of the adults to deal with the sinfulness and teach the child the Christian way. Andreas Ehrenpreis expressed these views in his epistle to the church when he said: "Moreover, we exhort all the faithful to whom God has given children, if they truly love them and value their welfare and purity, to

bring them up in the fear of God. They should stand against the evil in them while they are young and break their self-will, not letting them grow hardened in it by neglecting discipline and punishment. Afterward it will be too late to correct the evil and they may have to suffer many reprimands and punishments that will be of no help...Similarly, all the school teachers, the heads of work departments and all those responsible for the young are urged to be good builders in the house of God. The young people...should not be left to run free and unsupervised. Order and obedience should be expected of them on Sundays just as during the week..." (Hutterite Brethren, 1987, p. 741).

The Hutterite Brethren see the educational isolation of their children as essential to maintaining their communal way of life. As a Hutterite elder states, "As long as we're able to keep our kids at home and together by themselves, we'll be able to keep our religion. Once we send them out, that'll be the end of it" (Thomas, 1989). Peter Rideman in 1565 stated that the "worldly" schools were ignorant of the divine and Hutterite children should be educated in their own schools where divine learning could take place. Thus the Hutterites have refused to educate their children in what they refer to as "worldly" schools.

Kindergarten

Children from the age of two and a half to five years attend klien-schul (kindergarten) for the greater part of each day. In klien-schul, they are taught rhymes, jingles, simple stories and passages of scripture in German. The teacher is an older female member of the colony appointed by colony members. Klien-schul serves as a daycare for mothers who are required for colony work (St. Jacques, 1987). Children leave klien-schul at the age of five in the Lehrerleut colony and at the age of six in the Dariusleut colony to attend English school (Hostetler, 1974).

English School

The English or public school is built and maintained by the colony. The colony is responsible to provide the heat, power, and janitorial service. The school board provides the teacher and the school supplies.

The church building may double as the school building. If the church is the school building all remnants of the school day, including pictures must be taken down prior to the building being utilized as a church.

According to Hutterite belief, mirrors and art encourage vanity and are therefore, not permitted on the colony (Bonneville, 1981). The use of audio visual aids

is also forbidden in most schools. As an extension of their dislike of "worldly" influences, the Hutterites have classified record players, radio, television and film as taboo (McClure, 1980). The restriction on musical instruments in colony schools is derived from writings by Andreas Ehrenpreis and is traditional rather than religious in significance. The use of musical instruments originates from a belief held by many Anabaptist groups, regarding the denial "of pleasures of the flesh" (McClure, 1980).

The Hutterites are adamant that the subjects taught in English school do not infringe on their spiritual or moral values (Entz, 1988). Topics not permitted in the English schools include the teaching of human evolution, human reproduction and sex education as they infringe upon both the Hutterite spiritual and moral beliefs.

The English school follows an Alberta Education Program of Studies and employs certified teachers.

German School

From age six to age fifteen, the Hutterite child also attends German school. German school is conducted by a married, male member of the colony, elected to fulfill the role of German teacher. Although the German teacher has had no formal training, he has experienced the Hutterite educational system in his colony. Strict

discipline is maintained at all times.

For two hours each day, Monday thru Friday from 7:45 A.M. to 8:45 A.M. and 3:40 P.M. to 4:40 P.M. approximately, the children learn to read, write, and speak German using Hutterite hymns, the Book of Psalms and the New Testament (Hostetler & Huntington, 1967). All learning is done through modeling and rote memorization. German school is ungraded, permitting the children to progress at their own pace. The main function of German school is to teach the Hutterite children high German and the beliefs of the Hutterite faith. German school is the method utilized to hand down the Hutterite beliefs, values, and way of life from one generation to another (St. Jacques, 1987).

Sunday School

Children start Sunday school the day they enter English school and continue until they are baptized. Sunday school continues the work of the German school and is instructed by the German teacher each Sunday after church service. While the younger children learn psalms and religious stories, the older children are introduced to the Hutterite catechism in preparation for baptism.

Adulthood

On their 15th birthday, childhood comes to an end. The young child receives a cedar hope chest and leaves

the children's dining hall to enter the adult hall (Hoepfner & Gill, 1974). They are now expected to assume adult responsibilities. They will no longer attend English school, for they assume work positions within the colony. The restrictions enforced on the new adults' time will not permit them to attend school after their fifteenth birthday.

Young boys enter a form of apprenticeship or work experience involving all colony operations. Each boy spends a specified amount of time (generally one to two years) in each area of the colony operation (pig barn, cow barn, carpentry, etc.) to provide him with knowledge on each enterprise and prepare him for his future position within the colony.

The Hutterite girls enter a less structured form of apprenticeship. Young girls are involved in sewing, housekeeping, laundry and babysitting under the tutelage of their mothers and the older women of the colony. Between the ages of 16 and 17, the girls are placed on a kitchen roster and assume one week shifts as kitchen helpers.

The Hutterite concept of holistic learning prepares children religiously and educationally to assume the communal form of living. St. Jacques (1987, p. 115) suggests the "colony programs turn out mature,

knowledgeable, hardworking, competent, industrial workers" who, in turn, fully accept and are committed to the communal lifestyle.

Chapter 3

DESIGN OF THE STUDY

This research can be described as a descriptive interpretive case study. It is interpretative in method and technique. Prolonged observation, a high degree of rapport with participants, and thick description characterize the study.

As a descriptive study, the natural setting is the primary source of data for the research. In an attempt to identify 'what is', the researcher must understand the actions of the participants in the context in which they occur. As stated by Johnson (1975), "observation of a naturally occurring everyday event yields the fundamental data for building a more abstract (or theoretical) understanding of the basic properties of human experience" (p. 21).

Naturalistic is the term used by Guba and Lincoln (1985) to describe research that occurs in the natural setting. They suggest that "realities are wholes that cannot be understood in isolation" (1985, p. 39), nor can they be taken apart and studied individually as occurs in the controlled environment of scientific research. Naturalist research endeavors to provide a rich, thick description of a situation or setting in a holistic manner. It defines realities as multiple, constructed

and holistic and a naturistic researcher's purpose is to study their interaction. To study the interaction, the researcher and the participant must interact and in doing so influence each other.

While in the natural setting the researcher developed extensive field notes. Field notes as stated by Bogdan and Biklen (1982) are "the written account of what the researcher hears, sees, experiences, and thinks in the course of collection and reflecting on the data" (p. 74). I had originally intended to utilize a taperecorder to record interviews and observations. However, I was not permitted to bring the taperecorder in to some of the colony schools. On my first journey onto a Hutterite colony, the minister upon observing the taperecorder on the front seat of my car, requested that the taperecorder be left where it was. To ensure research standards and documentation remained equal during all of the observations, I was compelled to draw upon my knowledge of a form of Folkner shorthand, reminiscent of a past career.

Human involvement is an essential component of this study. As stated by Bogdan and Bilken, "People act, not on the basis of predetermined responses to predefined objects, but rather as interpreting, defining, symbolic animals whose behavior can only be understood by having

the researcher enter into the defining process though such method as participant observation" (1982, p. 33). After every observation, the field notes recounting what had taken place were discussed with the participants. Participants refers to students, teachers or assistants. Meaning and understanding was achieved through researcher participant collaboration.

To provide the reader with a holistic view of the educational process of the Hutterites, it was essential that data pertaining to their lifestyle, beliefs and history were included in the study. These data can be located in Chapter 2.

Trustworthiness

Quantitative or rationalistic research must satisfy the criteria of reliability, objectivity, external and internal validity. Naturalistic research, according to Guba and Lincoln (1985), must meet the criteria of trustworthiness. To be trustworthy, naturalistic research must achieve acceptable standards of credibility, transferability, dependability and confirmability.

The credibility or truth value demands the researcher demonstrate that "credible findings and interpretations will be produced" (Guba and Lincoln, 1985, p. 301). Prolonged engagement, persistent

observation and triangulation increase the likelihood of credible research findings.

In an attempt to view the situation from the inside rather than the outside looking in (Gay, 1987), I spent prolonged periods of time in the natural setting, attended staff meetings and professional development seminars for one and a half years. I attended all of the meetings of the Hutterite Teachers Conference Committee and assisted in the organization of the conference.

Triangulation of the data was achieved through the use of observation, survey questionnaire and interview. Data were constantly validated with other data sources and this served to increase the credibility of the study. Utilizing the services of a Hutterite colony teacher and the Deputy Superintendent in the creation of the survey questionnaires and obtaining the input of the participants after each observation aided in maintaining credibility throughout the research period.

Transferability is the naturalistic criterion to satisfy the rationalistic criterion of external validity or generalizability. In a naturalistic study, the interactions are time and context bound and the researcher is responsible to provide thick description and the broadest range of information for the reader. By providing this data, the researcher enables the reader to

decide whether transferability of the information is a possibility given another time and/or context.

In the scientific paradigm, reliability or consistency state the research can be replicated to achieve the same or extremely similar results. The naturalistic study cannot be reproduced in the scientific sense. However, it can attain the criterion of dependability. By providing a detailed description of the research process and triangulating the data, the reader dependability is increased.

Guba and Lincoln (1985) have replaced the research term "objectivity" with the naturalistic term "confirmability". Naturalistic research views inquiry as value laden. Therefore, one must question the confirmability of the data. Data checks were achieved by researcher-participant collaboration and the triangulation of data. Misunderstandings, inaccurate conclusions and assumptions were clarified throughout the interviews and during each observations. Guba and Lincoln (1985) suggest, "When multiple participants can agree on a phenomenon their collective judgement can be said to be objective" (p. 292).

For a naturalistic study to achieve trustworthiness, triangulation, participant research collaboration and thick, rich description are necessary. I have attempted

to utilize these methods throughout the process of the research.

DATA COLLECTION

Three methods of data collection were utilized to collect data for the study: observation, interview and questionnaire survey. Informal interviews lead to a better understanding of the field notes and formal interviews were utilized to clarify the findings drawn from questionnaire and observations. Interviews permitted individual biases to be openly discussed and described.

Triangulation of data was used to enhance validity and reliability of the research findings.

Data Sources

The sample for the study consisted of the seven Hutterite schools administered by the County of Lethbridge. The schools utilized in the study are identified in Table 3.1.

Table 3.1

Colony Schools Involved in the Study

Colony	School	86/87 Enrolment
Wilson Colony	Allenby	21
Lakeside Colony	Chin Lakes	29
Turin Colony	Gold Ridge	20
New York Colony	Hofmann	12

Rock Lake Colony	Rock Lake	22
White Lake Colony	White Lake	15
Barrens Colony	Keho Lake	22

The sample originally consisted of seven teachers, three male teachers and four female teachers, with varying years of teaching experience. For the 1989/90 school year the County administration placed a second full time teacher at one colony, which had attained a student enrollment of thirty one, bringing the sample to eight full time teachers for the latter half of the study.

Observations, interviews and questionnaires were utilized at all seven schools. Interviews with consenting German teachers also took place when available.

Questionnaire Development

The interviews and observations served as a data source and a base for designing the questionnaire. Analysis of interviews and observation notes led to questionnaire items. Questionnaires were used to validate the data produced by observation and interview. The questionnaire was revised with the assistance of one of the Hutterite colony teachers.

The questionnaire survey was designed to gather the opinions of the teachers on several topics. The

questionnaire contained open ended, degree of scale and selection of the most appropriate answer questions. A copy of the questionnaire is included in Appendix A.

Questionnaires were delivered during colony visits or, when colony visits were not planned, placed in the teachers' mailboxes at the Lethbridge County Office. The questionnaires contained a stamped self-addressed envelope for easy return. Four teachers returned the envelopes personally during colony visits or at staff meetings. Eight questionnaires were distributed and seven were returned.

Interview Schedules

Formal interviews, included in Appendix B, took place on the second visit to each colony. Interviews were generally scheduled for the lunch hour as this was a relaxed, informal time for the teachers. The interviews followed the questions contained in the interview topics and allowed individual biases to be openly discussed and reported. Full understanding of several topics occurred due to the numerous lines of discussion that evolved.

Formal interviews were not scheduled with the German teachers, as they were not initially part of the study. The German teachers, however, provided valuable information to the research. Interviews with the German teachers depended solely on my ability to locate a

particular German teacher at a particular time. On many visits, the German teacher was involved in colony work and could not be interviewed. Two of the four German teachers interviewed presented themselves when they learned of my presence. All of the German teachers were more than willing to be involved with the study, answer my questions, and discuss the English school.

Data Analysis

The process of data analysis began by reading the hundreds of pages of field notes, meeting minutes, and notes from inservices and seminars attended. Each page of notes was coded for easy reference.

During the reading of the research data, categories, themes or units emerged and I utilized these themes to segregate and delegate data. Due to the nature of my field notes, incomprehensible to an outsider, the data were rewritten in themes on full sheets of paper. These sheets were coded for reference to the original source and placed in file folders.

Questionnaire data were coded and cut into sections for theme placement. Rewriting of the data was not necessary. The interview sheets required some rewriting and delicate scissor action, as I had utilized margins for additional information. The interview data were coded. Interview and questionnaire data was then

arranged by theme and placed in file folders.

The categorizing of data into theme folders resulted in over one hundred themes being identified. Themes were then condensed and consolidated to arrive at the themes presented in the findings. To condense themes, I made extensive use of sticky notes to denote overlap, suggest order, or question placement of data. After the themes were condensed, the data was reviewed to guarantee no research had been overlooked or eliminated.

The data regarding curriculum and subject matter were extensive, I wrote the data in point form on a wall chart. The charted data were referenced to the sheets of information and original field notes. The chart proved extremely valuable during the writing of the research. It assisted my writing of a draft or outline copy.

DEFINITION OF TERMS

The following terms are defined to ensure consistency in usage during the study:

English school/classes - The education provided by a certified teacher, following an approved curriculum, which takes place in a colony-maintained school. English school does not include German School or Sunday School.

English teacher or colony teacher - The certified

teacher, hired by the local school board to teach the Program of Studies to students living on a Hutterite colony.

Multigraded classroom - A classroom where instruction is offered for three or more grade levels by one teacher.

Colony - members of a Hutterite group living in communal fashion (St. Jacques, 1987).

Hutterite Brethren - members of the Hutterite Brethren Church.

ETHICAL CONSIDERATIONS

The original research design was subjected to an ethics review committee. The Department of Educational Administration committee members deemed the proposal and design met the ethical guidelines stipulated by the University of Alberta.

Permission to conduct the study was obtained from the County of Lethbridge through Dr. J. Phelps, Superintendent. Dr. Phelps and Mr. John Bolton, Deputy Superintendent granted access to the Hutterite schools.

Meetings with the researcher, administration and certified teachers were held in the first week of April, 1989. Prior to the April staff meeting, all of the Hutterite teachers received a copy of the relevant sections of the research proposal plus a short personal

history of the researcher. The teachers received the following sections from the research proposal: statement of the problem, significance of the problem and design of the study. This information led to questions and queries from the teachers regarding the study design and intent. Issues pertaining to the study were discussed at the April staff meeting.

Everyone involved in the study was a volunteer and all responses remained confidential. It was made clear that anyone not wanting to participate in the study had the right to decline access. Participants in the study could leave the study at any time. The teachers were under no pressure from the researcher, the Superintendent, the Deputy Superintendent, or County board members to participate in the study. Teachers could contact the researcher, Mr. John Bolton, Deputy Superintendent, or Dr. J. Phelps, Superintendent, with their concerns.

Each colony was visited for no less than three full school days, with two colonies requiring four days each. Extensive study of curricula, timetabling and grading practices took place between visits to the Hutterite schools.

The teachers involved in the study have been given fictitious names for anonymity. Participants and

administrators are aware that total anonymity in a sample of eight is not possible.

Inclusive language has been utilized throughout the writing of this paper except in Chapter 2 in the discussion of relevant information. The patriarchal nature of the Hutterite Brethren does not allow the use of inclusive language during this discussion.

Chapter 4

RESEARCH FINDINGS

Administration

Hutterite colony schools administered by the County of Lethbridge identify their English teacher as the principal of the school. In schools where there are two teachers in the colony school, the teacher with seniority in the colony school is deemed the principal. Each teacher/principal, herein referred to as the teacher, receives the principal's allowance for his/her school according to the number of students in attendance on September 30th of that school year.

Being the principal of a colony school involves numerous duties: ordering and receiving supplies for the school room and school building, arranging servicing of the xerox machine, completing month end attendance forms, calling substitutes when necessary, keeping an up to date substitutes list, disciplining, janitorial supervising, and checking of the soap and toilet paper in bathrooms.

Student Attendance

Hutterite students within the County of Lethbridge attend school from six years of age to age fifteen. Students must be six years of age as of December 31 of that year to enter year one. The County of Lethbridge

views the multigraded Hutterite colony school as having years not grades. Students do not enter Grade one but year one. This concept will be discussed in more detail in the grading section. Students whose birthdays fall after the December 31st cut off are generally enrolled in September of the next year. Students with birthdays that fall prior to December begin school in the September preceding their birthday. As one teacher commented, "boys who have spring birthdays learn faster because they enter in September rather than boys born in November who enter in September."

Hutterite students leave school officially upon reaching their 15th birthday, although with some students the absentee rate increases significantly as they approach that date. Some teachers have been able to retain the older students for a short time after their 15th birthday, encouraging the students to remain in the classroom until the next natural break. For example, if Sarah's birthday falls in November, the teacher may convince Sarah and her parents to keep Sarah in school until the Christmas break. As one administrator, when asked if the Hutterites could be legislated to keep their children in school until age 16, commented during a Tri-System conference, "Good will will bring about a change in attendance not compulsory

laws."

School boards outside the County of Lethbridge have attempted to have the students who are fifteen years of age perform one year of work experience until they are sixteen and legally permitted to leave school. The County of Lethbridge has not attempted to initiate work experience for two reasons. The teachers feel it would be impossible for them to supervise a work experience taking place in the barn and the classroom. The Hutterites also view the work experience, supervised by the teacher or reported to the teacher, as an intrusion on their traditional ways.

Absences due to gardening, harvesting, seeding, and babysitting are regular occurrences. Absences may include one or two of the older boys or girls for work or the entire class for gardening. On one occasion a colony teacher explained the tardy attendance in the classroom, "Three students are away as they are working, many of them (students) were late from breakfast. On Tuesday, I only had half the class due to chicken killing day. You really need to be flexible around here."

Teachers request that the parents or the German teacher notify them of the absences in writing, however, most colonies prefer to give verbal notice. On colonies

where communication between the German teacher and the English teacher are strained, the teacher receives no notice of absences. The County of Lethbridge suggests teachers discourage absences, but realizes that in a colony situation it is impossible to stop absences as a result of babysitting or working.

Teachers have been advised by the Colony to have the German teacher take responsibility for granting permission to be absent. Richard, when asked if a student may be excused to babysit or work, tells the students to "phone the County Office". Due to the numerous requests by parents for students to be withdrawn from class, Richard requests they clear the absences with the County first. "They (Hutterite parents) never phone the County, but it has stopped a lot of the ridiculous absences."

Supervision

The German teacher is responsible for the students in the early morning prior to school and in the afternoon after school is dismissed. As the Hutterite students eat lunch in the dining hall under the supervision of the German teacher and his wife, the English teacher is not responsible for lunch time supervision. Teachers employed at a Hutterite colony are responsible for supervision at recess only.

Teachers generally utilize the recess break to prepare materials or mark and keep a cursory eye on the students through a window. As one teacher commented, "If anything at all happens out there, I'll be the first to know." The children report every occurrence to the English teacher during the school day.

As the teachers do not perform lunch hour supervision, they utilize this time to mark, prepare materials, discuss with their aides or encourage goodwill. Two teachers prefer to eat in the dining hall with the Hutterite adults. "It gives me time to do a little P.R. and discuss with the women in the kitchen...I do my marking after lunch" reports one teacher.

Physical Setting

The physical setting where English school actually takes place varies from colony to colony, influencing all aspects of the educational process. Teachers are expected to respect the wishes of the colony with reference to what may occur in the space provided by the colony to house the school. Three teachers, Rob, Diane and Richard, utilize the church as their classroom and are not permitted to leave school materials in the Church as it is utilized for daily services. Two of these three colonies are permitted to display only the

German gothic alphabet, a clock and a calendar in the church interior. One of the two colonies is permitted to display the English alphabet above the blackboards in the front of the room. The third colony is extremely restricted in what the teacher may display, with only the English alphabet and numerals on the walls. "I can get away with leaving art work up on the bulletin board during the week, but it must come down by the weekend or it just disappears."

Utilizing the church as a classroom requires the teacher to delay set up of the classroom until after the conclusion of the morning session of German school and requires the teachers to bring all of the materials needed for the school day from a storage room or smaller office space. Students are assigned to bring in boxes of books, teachers' manuals, library books, maps, flags, marking utensils, reading charts, vocabulary charts, games and other necessary aids. Pencils, pens, scissors, glue and some of the students' scribblers and workbooks are kept in the students' desks.

When school takes place in the church, the day generally begins with the students rearranging their desks. The desks are arranged in definite boy/girl classifications according to age for German school and the English teachers generally prefer students to be

regrouped according to ability or grouping arrangement.

Due to the lack of blackboard space and the restrictions placed on bulletin boards in the church, two of the three teachers have students bring in bulletin boards and blackboards on wheels each day. "We literally wheel in the morning." commented Richard when referring to the morning ritual of setting up the classroom.

Diane requested curtains be placed over the two available bulletin boards, so that she would be able to leave materials up. After school the teacher simply draws the blinds to cover the art work and/or theme displays. "I can display the childrens' work and it keeps the colony happy."

At a staff meeting, Richard expressed his frustration at being contained in the church "We have got to get the school out the church! I can't put anything up...that's the difference between my program and yours."

The three teachers utilizing the church building have access to a smaller classroom which is used as a small group work area or for small group instruction. This room doubles as an office/storage room containing a teacher's desk, a file cabinet and materials not currently in use.

Dale holds English school in a room that also doubles as the German school, but not the church. Being located in the German school room limits the teacher on what he/she would like to display on the walls. However, "Anything you can put up in a regular school can be put up on my bulletin boards. I can hang maps, posters, art projects, student work," Dale proudly states.

Sarah possesses a classroom separate from the church and the German school, but still feels restricted. "I am permitted to have the [English] alphabet, maps, and color posters up but they (Hutterites) dislike me attaching anything to the white walls in here." The teacher had taped art work to the walls but, after the weekend cleaning by the Hutterite ladies, found the art work had been removed.

Two colonies have supplied separate classrooms for the school. One colony has school in the basement of the church building and the teacher is permitted the freedom to display anything a regular school teacher may display. The teacher has access to a comparably sized German school classroom and a small office/storage space. On a second colony, the school is situated in a building separate from the church structure. The English school is contained in the upper floor and consists of one large and one small rectangular

classroom and an office/storage space. The German school occupies the basement. Teaching in a building removed from the church allows the teacher total freedom within his/her own space.

The three remaining teachers have access to the German classroom, approximately the same size as the English classroom. They utilize the extra classroom space for small group work or as a room for their teacher aide to assist small groups. In buildings where the German and English classrooms are on the same floor, a smaller additional space has been provided for use as an office/storage room.

Four teachers identified their physical setting as lacking and one teacher viewed it as severely lacking. Teachers suggested several improvements be made to the present colony school. The improvements viewed as possible and necessary by all the teachers include: more shelves for materials, library shelves, more lockable, secure storage, more cupboards for the storage of charts, kits and other materials, and more storage space for students, possibly cubby holes.

During the 1989/1990 school year telephones were installed in four of the colony schools with future plans to install telephones in the remaining three schools. As one teacher explained, "The phones have

really helped, I don't feel like I'm on another planet anymore. I can call home if I need to." Another teacher suggested, "The phones are needed for better communication. If I just show up at the County office, the people I want to see may not be there. Now I can make appointments (with County office personnel) or just let them know I am coming in." The telephones are to be utilized by the colony teachers only and are restricted to local calls.

The telephones have not, however, been installed without problems. Teachers discovered that Hutterite members were making long distance calls on the school lines in the evenings. To avoid this problem, teachers are encouraged to lock the telephones in their file cabinets at night or as one teacher suggests, "I just take mine (telephone) home in my briefcase." During the summer months, the telephone is to be removed from the colony school and remain in the possession of the teacher.

Six schools are equipped with a photocopier kept in the teacher's office or storage room. Sarah does not have a photocopier or telephone at her school, and she uses the Barons school for photocopying. During the 1989/1990 school year, the colonies and the County of Lethbridge undertook a financial arrangement regarding

the photocopiers. Repairs to the copiers are split equally between the County of Lethbridge and the colony concerned and each colony is responsible for providing its own paper for copier use. Toner is purchased alternately by the English and German school. The Hutterite colonies have numerous uses for the photocopier, the main one being the copying of religious material to be bound for the colony members.

Teachers may utilize the County Office for their photocopying needs free of charge. The County of Lethbridge does not charge colony teachers for the paper used or the cost of copying.

School Maintenance

The English school is situated on colony property and the colony is responsible for janitorial and maintenance concerns. On a regular basis, usually during a weekend, the Hutterite women give the school a thorough cleaning that involves washing the floors and walls. Cleaning times fluctuate between colonies, with some schools cleaned once a week, twice a month or once a month. Prior to afternoon dismissal, students perform the day to day cleaning of the school room including dusting, sweeping and tidying.

Cleaning supplies and washroom materials required for the school for the entire school year are ordered by

the teacher in each school. Each teacher orders quantities of paper towels, toilet paper, liquid hand soap, floor wax, window cleaner, corn brooms, and push brooms. The materials are obtained from the County Purchaser and are charged to the County of Lethbridge central budget, not the individual school budgets.

Teachers can request small maintenance repairs be done by the County of Lethbridge maintenance department, but requests for repairs are generally completed by the colony's carpenter and other colony males.

School Closures

Due to the distance travelled on country roads, the County of Lethbridge has developed a school closure policy for the Hutterite schools. Colony schools are closed when the remaining County of Lethbridge schools are deemed closed. Notice of the County of Lethbridge school closures is announced by radio and television stations. The colonies do not have radios or televisions to inform them of school closures and the English teachers are responsible for contacting their respective colony's German teacher by telephone to communicate the school closure.

In severe weather when regular schools are open, teachers must attempt to travel to their schools. If they are unable to reach the school, they must inform

the German teacher and the County Office as soon as possible. When weather conditions are severe, Rob receives a call from his German teacher advising him not to attempt the drive and the German teacher announces the closing of the school.

Teachers may dismiss school early because of bad or deteriorating weather conditions. Each principal is responsible for this decision and must contact the German teacher and the County Office prior to announcing such a decision.

Should a serious accident involving a student take place during the school hours, the teacher may deem it necessary to close down the school. The German teacher must be contacted prior to this decision being enforced.

Closures are not common unless the weather is extremely severe. One teacher says, "I'm the colony babysitter and if I call school off, there's flak."

Teacher Assistants

Three of the teachers have been assigned teaching assistants or aides. There is no set number of students required for attaining an aide. However, the colony teachers and County of Lethbridge administration appear to have set 23 as a guideline. This number will vary depending on the ratio of older students to readiness students and the number of students with physical or

mental handicaps in the classroom.

Three teachers presently have aides assigned to their classrooms: Richard has a full time aide with 27 students, Diane has a half time aide with 23 students and Sarah has a point sixth time aide with 22 students. The aides perform a variety of tasks: marking of assignments and tests, photocopying of materials, small group work for reading and math, reading assistance for the Grade one students, preparation of worksheets, filing, oral reading to students, development of readiness materials and general assistance. The aides are very flexible in the type of task they perform, some have become involved in actual teaching and materials selection. Teachers, reflecting on the invaluable nature of the aides, commented: "My aide never sits." "An aide has helped my sanity", and "you don't realize until you get the extra help what you missed."

The teachers assigned aides agree, "Great communication is needed between the teacher aide and the teacher. Good rapport enables the teacher to voice concerns, receive confirmation, feedback and bounce suggestions. Jointly, teachers and aides take time each day to organize the day, set up routines and discuss concerns and problems.

All of the teachers would like to see aides in all

the colony schools, "You just end up being burned out without help." Another said, "Colonies must realize that teachers need some help out here." Still another replied, "I'd love someone to take over the marking." and "Teaching is easy, it is the extra work that throws the day out and an aide is mandatory."

Only one teacher, when asked if they would like an aide in their classroom, said, "They'd just get in the way. I have a great routine here and I think an aide would be more trouble than they're worth. I'm too organized. I know it will get done right if I do it." The teacher stated he/she would like a second teacher, if it was necessary, and stated all the other teachers should have mandatory aides.

In conversation with the aides, a common suggestion permeated each discussion; the colony aides would like a meeting of some type arranged for the aides, to discuss teaching hints, methods, etc.

Dress Code

Dress expectations for teachers vary from colony to colony. "Teachers here (on the colony) are expected to dress nicely. I have to wear a tie everyday and slacks, I can't wear jeans." says Richard. "I know they'd want a female teacher to wear dresses." Another teacher commented that his not having to wear a tie on his

colony was a perk of the job. Most teachers agreed that although there is not a specific County policy for teacher's dress in Hutterite colony schools, "neat and conservative" clothes should be worn.

Audio Visual Aides

A restriction that touches all Hutterite colony teachers regards the use of audio visual aides in the teaching process. In two colony schools, no audio visual aides are permitted in the classroom. It is worthy to note that the Bishop of the Dariusleut for Canada resides on one colony and the second colony is a sister colony of the Bishop's colony (the Bishop's brother is the minister of the colony). If any form of audio visual equipment is found on either colony, the device is destroyed and the perpetrator is severely punished. Describing one incident, the teacher stated, "The cow boss found a transistor radio in one of the boots in the barn, one of the boys couldn't sit for quite a while."

On the sister colony the English teacher commented, "I would like to use A.V. materials like films and tapes, however, right now I'm not making any comments or judgements on this....It (A.V. materials) would help with the language barriers." This teacher would use more audio visual materials, if given permission, as

"the students lack foundation and ideas...students would relate easier if A.V. was permitted."

On other colonies, films and videos can be shown with the permission of the German teacher. In one colony, the teacher can show slides without any problems and utilizes a listening center for reading. "I show one or two videos per year but I get the permission of the manager or German teacher first."

In another colony, Dale uses the overhead projector regularly and slides, filmstrips and taperecorders in moderation. "I find the children take advantage of the taperecorder and bring in country and western cassettes they want to play." This teacher uses a video or film for the last day of school, "It puts the German teacher in jeopardy." Dale suggested he could use more audio visual materials, but "I would rather have good rapport with the colony." Dale suggests this was not always the policy on audio visual equipment. "They (the previous teacher) used to use a lot of media equipment like the film projector. However, it was abused."

Film use is considered part of the curriculum in only one colony. Kari uses film for Social Studies and Science to introduce and/or conclude units and at Christmas time in place of a concert. Kari has brought in films for the entire colony to view at Christmas. "I

showed the Ten Commandments one year to the entire colony and this Christmas I plan to show Lassie and Gentle Ben."

In a colony that would permit films to be used in the classroom, logistics pose a major problem for the teacher involved. To show a film, Diane must pick up the films and the projector at another county school situated out of her normal travel path. "There is no problem with the minister and films, but no videos or T.V.'s are allowed." The teachers did not view the restrictions on audio visual materials as negative, suggesting that a lack of audio visual aides leads to "more creative" teachers.

The teacher's ability to bring in audio visual materials for instruction directly relates to the openness of the colony and the rapport between the teacher and the colony, specifically the German teacher and the minister. Those teachers not situated in the church and having good rapport within the colony are permitted more freedom in the type of instructional aides they utilize and the manner in which they present the curriculum.

Computers

With the restrictions placed on audio visual equipment, one would not expect the colony schools to

possess computers, however, this is not the case. In the 1989-1990 school year, computers were installed in three of the colony schools. Most colonies have computerized hog and dairy barns, so these were not the first computers to enter the colonies.

In a colony that permits only limited use of audio visual equipment, four Commodore PET computers were installed in November, 1989. A few months later they were disconnected and stored in the basement as the Hutterite preacher did not want them used. The progressive German teacher had permitted their installation but the minister ordered their removal. This spring the teacher brought the computers into the classroom again and six months later they are still there.

In November, the minister of one colony told the teacher there would never be a computer in the school. Today the colony possesses five Commodore Pet computer terminals. This colony represents one of the more liberal colonies, permitting unrestricted use of audio visual aides, and is referred to by Hutterite children on other colonies as "just about English."

Rob had talked about bringing in a computer and the idea "received no negative feedback so I asked the County to ship them [computers]." Rob presently has an

Apple GS computer in his/her second smaller classroom as the English school takes place in the church.

School Supplies

On most colonies, the students' supply list for the next year is given to the students or the German teacher in June. School supplies for students are purchased by a variety of persons including the English teacher, the German teacher or the parents. Sarah purchases all the student supplies for her colony. However, the German teacher is generally in charge of purchasing supplies.

Supplies required by the teachers are purchased by themselves and taken out of their yearly budget. Each colony school possesses a different budget as the final dollar total is dependent upon the number of students in the colony school and any monies supplied by the County of Lethbridge for upgrading or changing materials at colony schools.

Communication with the German Teacher

As discussed earlier, the German teacher is an important member within the colony structure. The German teacher's role in relationship to the colony teacher, however, is defined by the progressiveness of the colony, the particular politics regarding the strength of the German teacher's position embedded in each colony, and the personality of each English

teacher.

Six teachers viewed a good relationship with the German teacher as essential to their position. "He [German teacher] comes in regularly to talk shop. He would really like to see me eating in the dinner hall but I really value this time [lunch hour] to mark." says Kari when discussing rapport with the German teacher. While I was visiting Kari's classroom, the German teacher stopped in to introduce himself and to question why the teacher had not taken me to lunch in the dinner hall. The German teacher is very concerned with the education of the children and the discipline kept in the classroom. He feels that education is necessary for the Hutterite children, especially today. The German teacher is very supportive of the teacher and has permitted the teacher to bring in films and teach dance in the form of the butterfly and bird dance. He has assumed the disciplinary role for a teacher that is not comfortable with the strap. The students and he takes this role very seriously as will be discussed in the discipline section.

"When you share your room with the German teacher, good communications are essential." Talking with the German teacher is a regular occurrence for Dale. "I check with him (German teacher) first when I want to do

anything that involves the students, field trips, absences, media use, changing the school schedule." When the matter is beyond the jurisdiction of the German teacher, he refers the English teacher to the person in authority, either the colony boss or the preacher. On all colonies, the preacher has the final say on all decisions involving tradition and the types of materials utilized and the topics taught in the colony schools.

Dale feels that good rapport with the German teacher leads to good rapport within the colony. "I have very good rapport with parents; they ask if they need to take their child out of class and request homework. When I flunked those students, they were very supportive and felt it was justified."

Diane comments, "Good relationships with the German teacher are required." This teacher, however is very aware of the place of politics on the colony and says there is a "lot of talking going on [between the German teacher and the English teacher], but, the politics of the colony as far as the German teacher is concerned are strained." Parents on this colony have been bypassing the authority of the German teacher in areas dealing with the education of their children. In one incident, the parents wanted to take the child out of school for a three week holiday. Normally, this permission is

granted by the German teacher who informs the English teacher of the absence. However, the parents informed the teacher and bypassed the authority of the German teacher. "This makes for bad feelings all around," ended the teacher sadly.

Strained communications between the German teacher and the English teacher have lead to further problems. "I have had problems with books disappearing from my office. Both Jake (the German teacher) and I have keys and Jake permits the kids to play in the office after school.... I have talked to him but nothing happens."

Surprisingly, on one of the most progressive colonies where the school is housed in a separate building, the teacher talks to the German teacher infrequently. "We never see him (German teacher). If something needs to be done, I go directly to the person I need." Depending on what needs to be done the teacher will seek out the carpenter, electrician, cook, etc. "I might ask permission or inform the German teacher of something special." However, the teacher implies this does not happen often. Susan is more likely to see the boss of the colony who "comes in often (to the school) but he is always negative." Communication between Susan and the colony members consists of school matters solely.

In the two least progressive schools, Sarah and Richard talk to the German teacher approximately once or twice a month. Both teachers feel the role of the German teacher is to check up on them and to stop them from teaching ideas or curriculum the German teacher does not want taught. As Sarah commented, "We only see him when he comes in to complain or to tell me to stop doing something."

The German Teacher

The four German teachers interviewed during the study, see the role of the English school and English school teacher as valuable. "Teacher [English teacher] has a very responsible position." The teacher must educate the children and teach them to learn. "If children cannot read then we point a finger at the English teacher. But if children are good at math we say a good teacher."

The German teachers interviewed wanted the English teachers to teach only the basics: reading, math, writing, and spelling. "This is all we require." Two of the four teachers saw nice handwriting as extremely important for the Hutterite children. Two German teachers expressed the desire to attend "meetings with the English teachers at the County Office."

Strict discipline in the English schools is a major

concern of the German teachers. "Students must listen, behave to learn," commented one German teacher. Another took time to reminisce about his school days, "We weren't as bad as children are today. I don't know why and they need more discipline."

The German teachers like to discuss the behavior of their students with the English teacher. "If I have a problem with (name of student), then teacher will have problem," suggested a German teacher when asked about his relationship with the English teacher.

In a lengthy discussion with one German teacher, who also fills the position of gardener and electrician, we explored the necessity of higher education for Hutterite students. The German teacher vehemently expressed the view that he could seek higher education without recrimination. However, "All the time I enroll in a course I am wanted here." He had sought to take an electrician's course at SAIT, but, when he attempted to register in the summer he was required as the gardener, when he registered in the fall there was harvest and in the winter he is the electrician. He later discussed the possibility of correspondence, but, he is too busy and "I know the things they would teach me."

The German teachers from some of the neighboring colonies meet to discuss matters relating to education.

One German teacher would like to have all the Dariusleut German teachers in Southern Alberta meet to discuss German education and exchange ideas. German teachers do not generally meet as a group to discuss educational matters, although, the Schmiedeleut German teachers from Manitoba meet regularly to discuss their German schools and to set up workbooks for their German Schools. One of the workbooks now available to German and English teachers of other leuts is the Hutterite History. The Hutterite History workbooks are presently being utilized by some of the teachers in the County of Lethbridge and will be discussed later.

Teacher Autonomy

Five of the eight teachers identified autonomy as an aspect of colony teaching they thoroughly enjoyed. Teachers comments showed they preferred autonomy for several reasons: "the lack of supervision by supervisory staff"; "the flexibility to produce your own timetables and activities"; "greater freedom as a teacher to teach what I want" "flexibility, I set the timetables, I set the routine and we (teacher and students) adapt to changes"; "I'm my own boss." "I have control of the students and the school...free from the bureaucracy of a larger school." Several teachers enjoyed the lack of extra curricular activities that

required additional supervision or "extra curricular obligations". One teacher said, "I have no after school extra curricular committments."

Kindergarten

There are a number of differences between the Dariusleut and Lehrerleut colonies. One difference affecting the teachers on the Lehrerleut colonies lies in the addition of kindergarten to the children's education. According to Friedman (1961) the Hutterite kindergartens in the Lehrerleut colonies were in existence three centuries before the development of the European kindergarten.

The Lehrerleut place special emphasis on their German education and provide an extra year of education comparable to the regular kindergarten. The additional year is referred to as Schulela and is taught by the German teacher in the German school. When a child turns six years of age they enter Schulela where they are taught letter and number recognition in Gothic German script, German syllables, reading of the New Testament and writing (not printing) of the German script. The addition of a kindergarten year, results in students entering grade one in the English school when they are seven years of age. When the student enters English school, they are generally more mature and come with

some of the skills and knowledge required to enter grade one and bypass the readiness work needed in Dariusleut colonies.

Procedures for Special Education

For teachers of Hutterite students, the procedures for obtaining a Special Education psychological assessment of a student or students are exactly the same as the procedures for the regular County of Lethbridge teachers. Referrals to other schools are not required in the colony situation, as the Hutterites would not permit their children educated off the colony. Each teacher is to complete the County of Lethbridge referral form, contact the parents informing them of the need for an assessment and forward the form to the County office. Should an assessment be authorized, the permission of the parents must be obtained before the assessment is started.

Parents do not generally refuse permission for the assessment, but, appear to do little to assist in the correction of a problem. In one case, a student was to take a prescribed medicine to lessen a severe behavior problem, but the parents refused to give the medicine to their child. On another colony, a child with learning disabilities received assistance from the colony teacher in the classroom but not in the home.

Speech assessment requests are made directly to the Barons-Eureka-Warner Heath Unit.

Holidays

All school holidays are scheduled according to the County of Lethbridge School Division policy. Hutterite colony teachers generally teach four days less a year than the regular County of Lethbridge teacher due to additional Hutterite holidays and an additional Tri-System inservice day. The four holidays, of which any number may fall on an instructional day within any given school year, are: Epiphany which celebrates the bringing of gifts by the wise men to the Christ child and always falls on January 6th, Pentecost which is observed forty days after Good Friday and is a three day celebration taking place on Sunday, Monday and Tuesday, and Ascension which is a one day holiday celebrated on the nearest Thursday to forty days preceding Pentecost. All other holidays are scheduled according to the County of Lethbridge School Division.

Each colony school celebrates the yearly holidays in a different manner depending upon the conservativeness of the colony and directions from the minister and/or German teacher. Most colony schools observe a holiday with the usual flurry of cards, art projects reflecting a theme from the holiday, and a small party enhanced

with a special treat. In these colonies, the activities are included or eliminated at the discretion of the teacher. One teacher attempts to make the holiday themes relevant to the Hutterite culture. A Valentine's Day bulletin board dressed in valentine hearts, possessed a message that read: "Dear Jesus, help me appreciate those who care for me."

In two colonies, the colony on which the Bishop resides and its sister colony, holidays are identified with fewer activities and sometimes do not receive recognition. Both colonies are restricted by the Bishop and the minister in the activities they may engage in to acknowledge a holiday. Neither colony school is permitted to construct cards or poems recognizing a special person or holiday. Cards represent vanity and are strictly prohibited. These colony teachers acknowledge Groundhog Day, Easter, Mother's Day and Father's Day with a class discussion. Valentine's Day and Easter may be enhanced by the teacher providing treats for the students. Remembrance day receives two minutes of silence without discussion and St. Patrick's Day is not acknowledged. One teacher referring to the St. Patrick's Day lack of activity states, "I wear green just for the hell of it." Coloring is the main activity for Thanksgiving and coloring and a small party with

children wearing masks completes Halloween. Christmas, the holiday for concerts and plays in other colonies, is observed with coloring activities, a small party and gifts for all the children from the teacher.

The Christmas concert is not permitted on the two aforementioned colonies and one other. A fourth teacher prefers to replace the concert with videos and a party. In three colonies, the Christmas concert has been described as, "what the parents and students live for all year." The concerts take place in the evening with all of the colony members in attendance. Plays and songs are performed by the Hutterite students and directed by the teacher. Dale has traditionally supplied a Santa to hand out gifts to the students following the concert.

All of the teachers buy a present for each of their students. The suggestion list for Christmas gifts is lengthy: harmonicas (on colonies where they are permitted), wallets, puzzles, hand held games, books (for some colonies), fish hooks for the boys, perfume, soaps or bubble bath for the girls, or where permitted hockey sticks for everyone. Teachers may give small bags of candy to their students, in addition to the small gift.

In the past, the colony teachers have received a

Christmas gift from the colony as a whole and/or a small gift from each of the families residing on the colony.

Homework

Generally, additional work given to students by the teacher to complete after school hours is not an accepted practice on the Hutterite colonies. Hostetler (1974) suggests the Hutterite do not want English school to encroach on colony time and need to keep English school in its place. The Hutterites view homework as an imposition to a child's rigorous schedule. They feel their children spend a good part of their day in school, be it German or English school and that homework is not required. A few colonies will permit students to take work home on an infrequent basis, but prefer it to be memorization work such as multiplication tables rather than a pencil and paper form of homework. Although the German teacher will give the children verses to memorize, this is not viewed as homework.

Discipline

The form of discipline used by the Hutterite Brethren may be considered harsh by western cultures. Hutterite belief states the branch of the tree must be bent while it is young (Knill, 1968). The removal of privileges is not viewed as discipline, as there are no privileges on the colony. Everyone is expected to work

and all work has value. Immediate corporal punishment is the form of discipline used by the adults to punish a child's wrongdoing. Once a child has been punished, the guilt has been removed and the child is free from any stress the sinfulness may have caused. Hutterite children are taught to expect discipline and to accept punishment without resistance.

The teachers, English and German, are solely responsible for the discipline of all the school age children on the colony. According to a German teacher, "If you (any adult) really care about children, you discipline them." Although teachers do not favor the use of the strap, the authoritarian form of discipline is expected and the Hutterites insist the teacher maintain discipline. One teacher reminisces about the first day on the colony and says, "I was told by the German teacher to punish first and ask questions later." The maintenance of discipline is crucial to controlling the classroom and teachers suggest "swinging the strap may be necessary." "The last teacher lost control and it was chaos," reports one teacher. Another teacher states that a new teacher should come with the attitude that they must strap, "Decide to use the strap. If you [teacher] send the kid home to be punished or leave it for the German teacher, the student will be strapped.

Better for you to gain the confidence and respect of the students and have far fewer problems."

The most common form of discipline used by the colony teachers is positive reinforcement. Four teachers reported it as the most frequently used form of discipline. Teachers prefer the students to be responsible for their own behavior and for their learning.

Four teachers utilize the strap as their second most commonly used form of discipline. One teacher reports they use the strap for "major things only, like throwing rocks and setting fires." "I rarely strap as it is really quite brutal," reports another teacher. Still another teacher uses the strap as the final form of discipline. "I prefer not to strap as they get enough at German school. It's not really a deterrent and I use it infrequently and only when the final number of infractions is reached." One teacher suggested there are specific times when the strap is necessary, "In September, I strapped everyday, now it is down to one or two days a week [date November 21st]. I use it whenever necessary. These children do not see any other system of discipline. Long holidays, even long weekends result in heavy discipline [strapping] on the first day back."

To avoid using the strap, one teacher has developed

a unique discipline system in cooperation with the German teacher. Kari has written "failure to obey rules" on the blackboard and when a child has been warned to correct or cease a behavior and fails to comply, the students name is placed on the blackboard. The German teacher stops by each day and checks the blackboard for names of students who require discipline. The German teacher holds a pseudo court, confirms the details of the infraction and straps the student. Kari says that this form of discipline works well. "I abhor violence and strapping and the German teacher likes to do those things (strapping)... it really works, I've had very few names up on the board."

Writing lines, removal of privileges, and time out or silence of the entire class are the other forms of discipline used by colony teachers. Detention was the least commonly used form of discipline. Detention is impossible for those teachers housed in the Church as the German teacher requires the classroom facilities and needs the students to be present for German schools. One teacher replied when asked why detention was not utilized more, "It's more a punishment for me than for the students." Hutterites view detention as intruding upon colony time.

Another teacher uses a mark system, with one mark

on the board representing a warning and a second mark representing the writing of lines. Marks are given for classroom rule violations and improper behavior.

Other teachers require students to stand at the side of the room with their nose to the wall for a specified time as a form of discipline.

The discipline problems the colony teachers face involve many of the situations a regular teacher would encounter. Unruly behavior, socializing during work time and disregard for the classroom rules are the situations encountered by regular and colony teachers. Teachers complain that, "Children don't know how to whisper, they always yell."

The colony teachers complain of a serious delinquent behavior problem among Hutterite students. As one teacher explained, "I would really like someday to change the attitude of the children towards lying, stealing and cheating." These behaviors appear to be a result of the communal belief in property. As Sarah explained, "I've been surprised by students who lie about their actions after being caught red-handed...surprised by their ability to take things that don't belong to them especially candy. It's always disappearing." Diane reported, "They [Hutterite children] are habitual liars and cheat continually." To

curtail stealing, teachers lock up everything of importance. All teachers keep all the new pencils and scribblers under lock and key, and hand them out when necessary. To curtail cheating, one teacher reports, "Everything I have them [students] mark has to be re-checked by me." "All workbooks and scribblers containing answers are kept locked away, otherwise they [students] take them out and home and write in all the answers." Teachers destroy completed workbooks to eliminate them being used by other students planning to copy the answers.

Reward Systems

Richard as developed a unique reward system. Richard has initiated a token system, basically a capitalist system in a socialist state. Students receive tokens for work completed and good behavior. Students receive an additional token for each day they possess a clean handkerchief. Each student has a small cup for tokens on the top right hand of their desk. Richard pays for work and tells students, "I can't pay for that, its incomplete." Prior to the conclusion of each day, Richard records the tokens obtained for each student during that day. On a day designated as "treaty day" the students cash in their tokens and have them transferred into stamped vouchers. Stamped vouchers are

used as auction points at the June year end party where the children bid on games, puzzles and other items. Improper behavior can lead to a removal of tokens and several infractions result in the removal of stamped vouchers. If a student is in debt and owes the teacher tokens, they can request a strap on the hands to eliminate the debt or can request the removal of a stamped voucher.

Richard has used his money system for three years. Originally the tokens were photocopied sheets of Canadian currency. This was later outlawed by the minister. Today, the tokens are colored bingo chips.

Other teachers have implemented star charts to record students' scores in spelling and their proficiency in multiplication facts and sticker systems. The sticker system results in good behavior or work habits being recognized by giving the student a sticker. Stickers can be used at the end of the month party to purchase soft drink and donuts, and the student with the highest total number of stickers per month and per year receives a prize.

Another form of student reward is the winner's can. The teacher using this reward system explained, "Everything a student does right (behavior), they enter their name in the winner's can on the front table. At

the end of the month, I draw a name for a prize."

Time Changes

Two colonies do not recognize the Daylight Savings time change required in Alberta. When the Hutterites do not change their clocks, it requires the teachers to change their schedules. For two colony school teachers, school starts at 8:30 A.M. in winter and 9:00 A.M. in the summer (8:00 A.M. Hutterite time), and 11:30 A.M. is lunch time in winter and 12:00 in the summer (11:00 A.M. Hutterite time).

Grouping

Grouping of students in a multigraded classroom, to achieve the maximum amount of teacher time for student assistance and instruction and student output, is one of the many duties of a colony teacher. Colony teachers have devised a number of ways to group and achieve the most out of their days and their students. All initial grouping is done according to ability rather than grade or year. After initial grouping by ability, teachers utilize two forms of assistance grouping for students.

Two main forms of student assistant grouping utilized by the teachers are peer tutors and the buddy system. The peer tutor and buddy system arrangements were evident in all the colony schools but varied in the approach each teacher utilized. The teachers

distinguished a peer tutor as one who assisted another in the learning process and viewed the buddy system as a confidence builder or helper role similar to the use of partners in a regular school. Peer tutors are older students assigned to help younger students. One teacher viewed peer teaching as a problem because the older students fall behind and some do not do their own work yet continually request to work with the younger grades.

Kari, who does not have a teacher aide, assigned each younger student to an older student and arranged the seating plan to reflect those who had been assigned a buddy. The grade ones and twos occupied the first row of desks facing the teacher; behind them in the second row sat their buddy. The buddy was generally a student from grades three to five. This seating plan permitted the younger students to turn around and receive assistance from their buddy without leaving their desks or disturbing the others seated around them. The children in grades six to nine sat in the row of desks in the back of the classroom and furthest from the teacher. They were permitted to seek assistance from each other when necessary.

The older students in grades three to nine also served as peer tutors. One student would be assigned a small group of grade ones or twos to conduct vocabulary

drills, review sight word cards, correct errors done on previous work, or listen to the students read. Students were picked at random, but, the teacher showed preference for those who were self-directed and stayed on task. One first grade student, identified as "a wanderer" by the teacher, was excluded from the buddy system and his/her desk was placed next to the teacher's for closer observation.

Richard, who has a full time aide, utilized peer tutors and the buddy system extensively in his classroom with the 27 students. Students sat with a partner for a for the entire afternoon. During Social Studies, Science, and Health the students sit in twos or threes.

All of the students in Richard's class are paired with another student, generally older, who serves as their peer tutor. Peer tutors do not sit together or within whispering range. A system is in place whereby students requiring assistance from their peer tutor must first ask the teacher for permission to leave their desk.

In a classroom without an aide, Dale utilizes the older students to assist the younger students with reading. Posted on the wall is a schedule identifying which older student works with the grade ones and when. The older students take the job of peer tutor seriously

and have been known to interrupt quietly working readiness students to begin their instruction time.

Dale also uses a loosely developed buddy system in his classroom. The seating plan is devised according to age, with the younger children seated on the right hand side of the room and the older children on the left hand side of the room. This arrangement permits the children to seek assistance from those around them. However, there is no formalized buddy system in place.

Sarah prefers not to use the peer tutor or buddy system for marking or work periods as "the children cheat more that way." However, there is a variance of the buddy system in place for the younger students. Each grade one student is assigned an older girl to "ensure their sheets (work sheets) are in their binders neatly and their desks are neat."

In the colony school with two teachers, the teacher instructing the nine Junior High students sees no need for a grouping arrangement in her/his classroom and does not participate in any grouping arrangement with the elementary teacher.

The elementary teacher, with nineteen students in grades one to six, relies heavily on a buddy system but states the "oldest children in my class are too immature to be peer tutors or assistants of any kind." The

teacher utilizes the buddy system with the ten older children, who read to each other in pairs each day during Language Arts.

To compensate for the lack of additional assistance, Lora has developed a unique seating plan that permits her maximum movement and flexibility. In a large rectangular room, the nine older children sit in a semi-circle at the back right hand side of the room. A listening center on a rectangular table, a teacher's desk, and a small group work table are situated at the front of the room with plenty of room to maneuver between and around each piece of furniture. The ~~ten~~ younger students are situated in the bottom left hand side of the room in five rows each containing two desks. With this seating arrangement, each child faces the large open middle area used for small group work and all of the children face each other.

Marking

The multigraded classroom, with its eight grades and nine subject areas, produces a tremendous volume of marking. The amount of marking a teacher has is directly related to the number of students in the classroom and the amount of help he/she receives from a teacher aide. Teachers in Hutterite classrooms vary in the amount of marking they do and the amount of marking

they allow others to do on their behalf.

Teachers without assistance utilize a variety of methods to conquer their daily marking. Dale prefers to spot mark daily work during his rounds in the classroom and marks final unit or review quizzes. When asked why he doesn't mark everything, Dale commented, "It is not physically possible to mark everything."

Kari marks everything herself. To accomplish this task she utilizes the lunch hour and recess breaks for marking time and attempts to spot mark constantly during the day. The students are not permitted to mark as, "I'd not be able to judge their progress, if I allowed them [students] to mark."

Looking forlornly at a mound of workbooks awaiting marking, Lora admitted, "I need a method for marking and keeping up with corrections." Lora marks all of the students' work and a quick look at the scribblers and workbooks in the students' possession shows she comments on most of the work completed. Like Kari, Lora uses the lunch hour and recess break to mark.

Susan does no marking, "The students mark and I check and record the work." She prefers to use marking as a reward for students who complete their work quickly. Two grade six students who have finished their math book exercises do all of the marking of math and

spelling tests completed that morning.

Another teacher, who feels it is impossible to mark everything himself, divides the marking of workbooks among older girls in the classroom. The older girls mark the work and return it to the teacher who records the marks. Rob admits that permitting students to mark other students' work is not ideal and leads to cheating. However, he sees no other way to ensure all the completed work is marked.

Teachers who have aides share the marking with the aide. Diane marks approximately half of the work produced and records all of the marks. Marks are later circled when corrections are made. "I always know where the students are and what they are having trouble with," replied Diane when asked why she marks as much of the students' work as she does. Continuing to mark as we talk, Diane admits marking is the only way to check the pace of learning.

Marking is a process that involves several steps in Richard's classroom. All of the older girls have cardboard boxes under their desks with their names on them. All of the younger children have been assigned to a specific older student for marking checks. Children who have completed their assignment place their work in the designated student's box. The older girls check to

ensure the work has been fully completed and that the student to whom the work belongs has placed his/her name on the page. The assignments are then given to the teacher aide who performs the bulk of the marking. Once the assignments are marked, Richard records the marks and a student is assigned to hand back the marked work.

One teacher has designated a physical spot for marking and assisting. Kari does a quick tour of the rows, checking progress and work. When she sits at the front desk, students know she is there to mark assignments and at this time they may hand in their work. If Kari sits at the picnic table situated on one side of the room she is prepared to assist individuals who are experiencing difficulty. Students need not seek assistance with a problem from their peer tutors if the teacher is sitting at the picnic table. Kari has unconsciously made a distinction between these two spaces in the room and when asked about it she laughed and said, "You know, I didn't realize." She admitted the picnic table has always been used for one-on-one or small group work.

Every teacher uses a different method for the recording of marks with some having developed very involved systems. No one teacher professes to having an ideal system for recording marks and most systems appear

to be evolving.

Grading

All colony teachers use a report card designed for the Hutterite schools to record student progress. The County of Lethbridge Progress Report for Hutterian Colony Schools was designed by the Hutterian teachers who modified the County of Lethbridge Elementary report card to include achievement marks and individual progress marks.

The report card presently being used by the colony teachers comments on several areas of growth. The report card requires information on work study habits, personal growth, effort, achievement and attendance. Due to the importance of language arts to the teachers and students on the colony, this section has been expanded in the report card. Language Arts consists of language, written and spoken, spelling, formal and general, reading, comprehension and oral, and printing/writing with a separate mark being given in each section.

Although the teachers all utilize the same report card format, there are differences in the manner in which they report achievement. All report cards contain space for achievement and an individual progress mark or effort rating. Teachers use letter grading or a

percentage to report achievement marks and a numeral rating from one to five to report the progress mark. One teacher prefers a combination of percentage and letter grading for achievement, three teachers use letter grade, two use numbers identified with a qualifier and two use percentages.

Kari gives a letter grade for physical education, music and art and a percentage grade for all the other subjects. Rob uses strictly letter grades for achievement. As he explained at a staff meeting, "the colony parents understand the letter grades and like them. It would take forever to get them used to something else at this point."

After the development of the report card, a need was identified for a grade one report card separate from that used in grades two to nine. Students entering grade one in a colony school require readiness skills generally obtained prior to kindergarten entrance or during the kindergarten year for regular school students. To report progress of the readiness skills a separate report card was required for the grade one students.

During staff meetings, teachers examined and modified several early childhood and elementary report cards. One teacher with expertise in computer

processing developed the format and produced the finished product. The grade one report card used during the 1989/90 school year by Hutterite teachers, is not a final draft as the teachers are awaiting revisions to the report card presently in use by the County of Lethbridge elementary teachers before they print their final copy. Six teachers utilize a separate grade one report card and two prefer to use the Hutterite Progress Report for the entire school population.

All report cards specify a year designation rather than a grade designation. Hutterite teachers felt it was incorrect to specify a grade for students who may be working as much as two or three years below a particular grade level. Students are therefore assigned to a year level and the year designates the length of time the student has attended school. A student in year four is not identified as using grade four materials, but having been in the colony school for four years.

At the June staff meeting teachers discuss and decide on the number and time of the reporting periods and the number and dates of the parent teacher conferences. For the last two years, the teachers have agreed to use three reporting periods with two parent teacher conferences. Attendance at parent teacher conferences varies from colony to colony. One colony

receives one hundred percent attendance, with mothers and fathers attending the conference, while another teacher reports, "If I want to talk to the parents, I go to their homes, they'd never come to the school."

At the conclusion of each school year, the colony teacher updates the Colony Schools Student Record of Achievement commonly referred to as the cum cards. The teacher records the books or series commonly being used by the student, the last level the student completed and indicates what material has been covered. In the subject areas of social studies, science, health, art and physical education the teachers list the topics covered if they are not utilizing the Tri-system materials. In social studies the cum card may read, eskimoes, Lethbridge, cowboys (rodeo) and world maps or level C page 87. magnets, water and soil conservation, kites and airplanes or level A may be the topics covered in science.

Hutterite students write the achievement tests mandated by the Department of Education just as the regular school students do. If the schools are mandated to write the Grade three Science examination, the colony teacher administers the Science exam to those students who are now in year three.

Promotion of Students

The colony schools represent a continuous progress system for each student. At the end of the year children do not pass a grade and begin the next school year in another classroom with a different teacher. Hutterite students remain in the same classroom, same desk and generally with the same teacher. The County of Lethbridge's Hutterite teachers handbook requests colony teachers slow the pace of instruction rather than fail a student. A full grade level need not be covered in one school year as the Hutterite students can begin in September where they left off in June.

Two teachers have failed students in the past. When asked about his reasons for failing students Dale replies, "I failed students who did not even attempt to complete a year's work...failing is a blow to their status and in some cases it works." In 1987/88 school year, Dale failed five students. Although this was the first time students had been held back on his colony, he received support and praise for his actions from the German teacher and parents.

Kari reported that, in the past, she had failed two students. However, they were not failed an entire grade. The students were to repeat the subject areas they had not mastered, namely mathematics and language arts.

Opening Exercises

Each colony school day begins with the students reciting the Lord's Prayer. On three colonies the Lord's Prayer is followed by the singing of O'Canada. Talk of the previous night's events, the hockey game, or other happenings lead into the calendar work mentioned earlier.

Time Management

The uniqueness of the multigraded classroom in colony schools has led to the development of ingenious time management techniques. Modification in all aspects of the regular school occurs. From grouping techniques to the strict adherence to routine, time management is essential for survival in the multigraded Hutterite classroom.

One teacher identified the qualities needed in a colony teacher for time management when he/she said, "In this situation (referring to the colony school) you must have patience and a sense of humor. Tons of both. You also need to be highly organized and be flexible. Things here don't always go the way you want."

Organization and Planning

All of the colony teachers discussed the necessity for organization in the multigraded classroom. Diane stated, "Organization is the only way to survive here

[colony school]." ROB described his classroom as "work intensive" and replied that organization "is the only way to survive." The teachers discussed several different aspects of organization. When surveying her store room, Sarah commented, "It has taken me a year to get it organized, but now I know where everything is!" Other teachers referred to organization when they said: "Always keep up the marking." "Spend lots of time record keeping." "Always know where the kids are in every subject."

Due to lack of space and time, teachers used the materials they kept and kept the materials they used. There is no storage space for unused or unwanted materials and teachers do not have the time to search for lost materials. Materials are organized and reorganized constantly.

Plan books showed daily plans were completed only one or two days in advance, but long range plans were constantly evident. Several teachers admitted to planning a year in advance. Planning for the entire year is done during the summer holidays and is seen as essential by the teachers.

Other teachers were accumulating materials to be utilized in Social Studies or Science units one or two years down the road. The ability to plan long range is

their students for nine years and are unable to repeat material. Long range plans assist the teacher in finding resources. The Hutterite teacher does not have a school library down the hall or peers close by from whom to seek resources. Units themes planned in advance permit the teacher to search out resources and organize the material well in advance of the time the unit will be required.

The teachers start their day with the directions for the morning written on a blackboard. Details may include the sequence of events for that day, time changes for events, work to be completed, work assigned to small groups or individual students, special notes regarding the day and reminders to the students. During the lunch hour the teacher erases the morning directions and replaces them with the afternoon directions. A student is assigned to read the directions for the benefit of all the students.

The blackboard directions are generally written in a short form recognizable to the students, the teacher and the aide. One teacher has perfected abbreviated directions and places only the first letter of each word in the instructions. FAOW followed by CAOWIOWQ means "finish all old work" and "check all old work in office,

To assist in the daily routine of planning and marking, teachers have developed their own forms for the recording of marks and the planning of their day. The mark sheet and daily plan sheets are tailored to each individual teacher's needs and teachers make available copies of their improvised forms for the other teachers to modify, if they like the forms.

One teacher developed hundreds of worksheets for the Ginn 720 reading series to complement and extend the workbook exercises. The worksheets include exercises in vocabulary, comprehension, closure and writing. There are additional worksheets for each story, in every level, in all grades.

Few teachers sit for any length of time during the day. As one teacher stated while walking between the rows of desks to spot mark, "We (referring to themselves and an aide) never sit down, we're constantly going...I need to know what everyone has finished or needs to finish just to stay ahead."

One teacher has instigated a form of flex time for her part time aide, to maximize the aide's time in the classroom. According to payroll records, the aide is assigned to the classroom for six hours a day. To achieve optimum efficiency, the teacher has assigned the

aide works 6 1/2 hours on Monday, Tuesday and Thursday, 5 3/4 hours on Wednesday and 4 3/4 hours on Friday. The teacher and the aide agree the schedule gives the teacher the maximum amount of help when she most needs it.

Timetabling

The colony teachers are not part of a school with a preset timetable and other classes to accommodate, so they are able to construct their own timetables. Teachers utilize the Department of Education guidelines on minutes per subject to be taught and must arrive at 1500 minutes per week of instruction time.

Timetabling programs to correspond to the number of minutes required for junior high and elementary pose problems for the colony teachers. The Department of Education requires 300 minutes of instruction per day for elementary students and 320 to 330 minutes per day for junior high students. Colony teachers develop one timetable for elementary and a different timetable for junior high, each showing the minimum number of minutes of instruction for each group. These timetables are given to the County office. One colony teacher regarded the practice of developing timetables as unrealistic for a colony school. "We send in timetables

In reality, the colony teachers follow a modified timetable developed by combining the two timetables they have presented to the County. The teachers teach the same number of minutes per week in both elementary and junior high. Colonies require all the school aged children to be in school at the same time.

The teachers in the County of Lethbridge are permitted preparation time every Wednesday. On Wednesday, the colony schools close at approximately 2:30 P.M. to give the teachers one hour of preparation time per week. The time varies due to the variance in school timetables. Teachers are to remain in the school for one hour after the class is dismissed.

The time that lunch takes place in each colony is a major consideration when developing a timetable and generally does not permit timetables to be shared. Lunch is always at a prescribed time and does not change, although each colony varies in the time it allots for lunch and the time lunch begins and ends. Four colonies schedule lunch from noon to 1:00 P.M., one colony has lunch from 11:45 A.M. to 12:45 P.M., one colony schedules lunch from 11:45 A.M. to 12:30 P.M. and the seventh colony provides only a half hour for lunch from noon to 12:30 P.M. At two colonies lunch is a half

recognize Daylight Saving Time.

Teachers tend to adhere to a strict timetable which permits the children to know what is expected of them at any specific time and what the timetable includes. When the school day has been disturbed for any reason, teachers generally do not return to the subject missed but adhere to the timetable. Some teachers will shorten the scheduled classes and post the new timetable on the blackboard.

There is always a quick transition between subjects due to the student helpers in the classroom. At the conclusion of reading, one student picks up the workbooks for correction, another student picks up the readers, and still another distributes the printing books. Only the students involved in retrieving and distributing materials are mobile leading to a smooth, effortless transition.

Some teachers request students begin the next subject when they have completed their present assignments. This occurs only when the next subject timetable does not require teacher instruction. When students finish their assigned mathematics, they proceed into the next subject following the directions given on the blackboard. Students who move quietly from one

assignment to another allow the teacher to work with small groups and individuals requiring assistance.

Teachers have identified opposing subjects for timetabling purposes. Some subjects need to be teacher instructed or teacher assisted while other subjects require little or no teacher presence and are student directed. By pairing opposing subjects, teachers can spend the time needed to instruct or assist students in small groups, while the remainder of the class is involved in self directed pursuits.

Sarah has paired mathematics with library. While the younger half of the class has library, she instructs and assists the Junior High students in mathematics and vice versa. Instruction in Mathematics occurs Tuesday, Wednesday and Friday. On Monday and Thursday the Mathematics time is used for completing corrections.

Reading and handwriting are two opposing subjects that are also scheduled back to back. Grade six to nine students complete their handwriting exercises while Sarah instructs or assists the grade one to five students in some aspect of reading. When reading is completed, the younger children begin handwriting practice and Sarah instructs the older students in reading.

Phonics and Typing, Music and Typing, Spelling and

the Junior High Option, and Junior High Option and Drama are all opposing subjects that are presently timetabled during the same time slot. Junior High Option, which often consists of typing, is paired with an opposing subject to give the teacher additional time to work with the younger students in the class. Music and Typing are paired because according to one teacher, "They both create noise."

Three of the eight teachers alternate the teaching of Social Studies and Science. Science and Social Studies are usually prepared in four to six week unit blocks. Teaching these subjects alternately means science is taught for four to six weeks during the time slotted for Social Studies and Science. During the next four to six week period Social Studies is taught for a double period.

By alternating these two subjects, teachers eliminate the need to prepare lessons and materials for two units during the same time period and permit concentrated instruction and learning on one unit during double the subject's regular time allotment. By concentrating on one unit and studying it in depth, marking is reduced. The alternation of subject units has a totally practical side in classrooms that possess little or no display space. When teaching one unit, one

bulletin board display is all that is necessary.

The alternation of units appears to work extremely well for teachers in the multigraded setting. However, teachers who take a holistic approach to instruction and learning appear to have perfected the alternating of Social Studies and Science. By concentrating on one unit, the teachers find it easier to integrate the unit with other subject areas, rather than attempting to integrate two units at one time.

An indepth unit on explorers was developed and taught in one of the colony schools. For spelling in all grades, the teacher used explorer names and words used in describing an exploration for spelling in all grades. Children colored and cut out three dimensional models of the sailing ships used by Columbus for art. During Language Arts students read stories and accounts about the early voyages and the explorers, and in Mathematics they completed a unit on distances using maps.

One teacher has taken the alternation of units one step further and prefers to alternate social studies, science and health. This permits the teacher to develop and instruct an indepth units. According to this teacher, "By only doing one subject at a time we can really get into it and the kids learn more ... they

[students] are less confused."

All of the teachers place the bulk of Language Arts (which includes reading, spelling, phonics, printing or writing) in the morning. Seven of the eight teachers include Mathematics in their morning schedules. One would assume that the scheduling of Mathematics and Language Arts in the morning is related to student attention spans and this assumption is correct. However, another reason for this scheduling exists in the colony school. As Sarah explained, "I have reading, handwriting, spelling and mathematics all in the morning because it permits me and Sally (teacher aide) to do the bulk of the marking during the lunch hour together." Mathematics and language arts produce the greatest percentage of the marking in comparison to the other subjects taught.

Instruction

The amount of instruction time and the type of instruction varies from colony to colony and teacher to teacher. Rob, Susan and Richard admit to doing very little lesson presentation or instruction. Richard reports, "(Presentation) always in large group...for Social Studies, Health, Music and Science." Susan's lesson plans consist of having the students oral read the lesson and complete the questions individually.

The remaining teachers felt they did a lot of presentation considering the multigraded circumstances. These four teachers attempted to perform instruction in all subject areas, constantly varying the groups they instruct. Teachers performed instruction in small groups for Mathematics and Language Arts and divided the classroom into two or three sections for instruction in other subjects. All of the teachers said they prefer whole class instruction, but, this is not always possible.

Teachers who attempted to do a lot of instruction in their regular day practiced very tight scheduling and never appeared to sit down. For example, during a thirty minute period, Lora instructed a group of four students in a map exercise that required labelling and coloring, did corrections in mathematics and Language Arts with nine students, started a group of six grade one and two students on their letter work of gluing oatmeal on the letter "O", assigned two older students who had completed their corrections to assist the younger students involved in the map exercise, returned to the younger students to give a seven minute lesson on the letter "O" and returned to the students doing corrections to spot mark.

Diane in a similar thirty minute period, placed

several students at the blackboard to perform division questions. She then moved to the back of the class to instruct two children in the rules for a new mathematics game, returned to the first group to correct the board work with the students and perform a five minute lesson on the principles of division. Once the students at the blackboard were sent back to their desks with an assignment, she turned to the middle group to instruct on the principles of weights and measurements using articles hastily collected in the classroom, and she completed the thirty minutes with a quick check on the two students playing a game and some spot marking with the division students.

All of the teachers agreed with the need for giving precise instructions and clear directions to students in the multigraded classroom. Teachers moving between three or more groups of students do not have the time to reiterate directions that were not clear the first time or alleviate the problems that arise when students are unclear or confused about what they are to do.

With the assistance of the Tri-system curriculum teachers find it easier to instruct to the entire classroom. One teacher presents a lesson in science, social studies, or health to the entire class and the ensuing discussions involve all students. For marking

purposes the class is broken into three groups, Grade ones, grades two to five and grades six to nine. Depending on the lesson taught, the three groups may receive different assignments. Some lessons demand the entire class be given the same assignment with different marking scales in place to compensate for the difference in ability in the three groups.

Many teachers use the three group method for instruction. To begin a science lesson a teacher assigned the older students to perform a simple gravity experiment in the German school room. Students were to find materials, perform the experiment and record the results. The younger group was given a worksheet assignment on the topic of gravity. With the two older groups involved in their designated assignments, the teacher was free to do letter/sound flash cards with the new grade ones.

All of the teachers constantly move between groups to assist students. However, they cite their inability to help every student as much as they would like to as a major difficulty when teaching in a multigraded setting. Time appears to be the multigraded teacher's enemy. "A single graded teacher divides the week into about nine subject areas. We divide the week into nine subjects in nine grades or 81 areas. Taking the time to push the

grade threes and the grade sixes to get ready for the Alberta Achievement exams means all the other grades fall behind or get lost or need re-teaching which then further aggravates the problem in some other grade." Teachers reported "difficulty in getting to all the students more than a few times per student." "Students do not get as much teaching as they should in the core subjects." "Some grades take up an inproportionate amount of my time." "Independent study skills, my primary method due to necessity, must replace the preferable opportunity to explain skills to an entire class. I worry students don't learn enough without more guidance." Teachers were extremely concerned with "trying to teach one group while the other group needs help" and "trying to do too many things at one time."

Student Responsibility

Status for adults on the colony is gained through the position a person holds in the hierarchy. The cow boss is seen as having more stature than the pig boss and so on. When the teacher delegates duties to the school children, the children view it as a form of status and take their duties seriously.

Teachers must examine the duties they assign to their students. In some colonies sweeping, wiping and dusting are women's work and are not to be done by men

or young boys. Boys are to move desks and furniture, collect materials, take out garbage and sometimes clean brushes. "Cultural stereotypes are to be carried on in the classroom; Boys are not to sweep floors," one teacher commented when discussing their dislike for the present situation.

For teachers who are housed in the church, delegating responsibilities to the students is imperative. In the morning, the children bring out dividers, blackboards, charts, maps. They move desks, pews and materials and when the day is finished everything is returned to its nighttime resting place. Other students dust, sweep, tidy, clean brushes and blackboards and haul out the garbage.

In colony schools not housed in the church the end of day routine is the same. In one school the jobs are posted and they change at Christmas time. Duties include: vacuum, mop upstairs (entry, bathrooms and teacher's office), towels and rags (ensure they are clean), clean tables and ledges, girl's bathroom, boy's bathroom, erase boards, eraser cleaner, library shelves, chairs, garbage, and chalkboard ledges.

In a multigraded setting, students are responsible for effectively utilizing their time and must always be working. It is not unusual to hear a teacher ask a

student, "What could you do quietly until [subject area] period?" Another teacher commented, "Because of the highly individualized instruction, children must be self motivated learners here." One teacher has developed the concept of "personal responsibility" in her classroom. As she explains, "Personal responsibility says that everybody must do one or two pages of additional work per day. This keeps everybody busy if they finish early." Another teacher replied, "I don't teach, I settle problems. The students are responsible for their learning."

Restrictions

Restrictions exist in all Hutterite schools, but, the most severe restrictions are those imposed on the colony school in which the Bishop resides and its sister colony. Neither of these schools is permitted to go on field trips outside of the colony, correspond with persons on other colonies or outside the colony, and they have been requested to teach only the three R's of reading, writing and arithmetic. Throughout the period of research, Richard was constantly monitored by the German teacher and the Bishop of the colony to ensure he was adhering to their request and not teaching social studies or health. Richard has continued to teach social studies and health and when questioned by the

Bishop regarding the Health notes on the board, reported that they were there for writing practice.

Students residing in these two colonies seldom leave the colony grounds, even to visit the city of Lethbridge, and hence, they have very little outside experience to call upon. This restricts the materials the teachers can utilize and demands the teachers spend an extensive amount of time in readiness with their new students.

Other restrictions enforced by the Hutterite colonies on the teachers and the schools are in the area of subjects taught and subject material permitted. These restrictions will be discussed in the curriculum section.

Support Networks

The County of Lethbridge and the Hutterite teachers have established several support networks providing the colony teachers with a forum for exchanging information and receiving support in their roles as Hutterite teachers.

The Tri-District Hutterite Project meetings permit the teacher to discuss their roles with Hutterite teachers in the County of Warner and the Willow Creek School Division. Every third Friday in September the Tri-District members meet at the Regional Office of the

Department of Education. The Tri-District members organize one professional development day per year for all of the colony teachers to attend. The Tri-District Project will be discussed in more detail later in the study.

The first Hutterite Teachers' Conference to take place in western Canada, was held in Lethbridge, Alberta on June 4th and 5th, 1990 and was a result of the Tri-System project. The committee invited Hutterite English teachers and administrators from western Canada and Montana.

The Hutterite teachers from the County of Lethbridge meet as a group on the first Friday of every month. The meeting date will change to the second Wednesday of every month in the 1990/1991 school year. The chairperson and secretary are elected by the teachers each year at the June meeting and serve in their elected capacities for the following school year. The chairperson also serves as the group's representative to the Principals' Association meetings and attends the Administrators' Retreat in Waterton, Alberta in August.

Agendas for the staff meetings are prepared by the chairperson and are a culmination of petitions from the group members. Agendas are placed in the teachers'

mailboxes, located in the County office, one week prior to the staff meeting. The Deputy Superintendent serves as facilitator and representative from central office.

The staff meetings represent a safe environment for teachers to present their views, share ideas, ask questions, plan activities, and openly discuss concerns. Their ability to meet regularly with teachers in a similar situation is a privilege not provided to Hutterite teachers in districts where they are fewer in number. In districts with smaller number of Hutterite colonies, the colony teachers attend the staff meetings of the teachers instructing in the regular school system.

The staff meetings present an excellent vehicle for sharing and obtaining information. A workshop on dangerous chemicals was presented by another County teacher during one staff meeting. After attending conferences, professional development courses, and community or continuing education courses, the colony teachers present the materials or information obtained at the sessions or courses they attended. Presentations have included: sessions attended at the teachers' conference, Project Wild, discipline, readiness, and whole language. The teachers also attempt to retrieve enough materials from sessions to supply all the

teachers with a copy.

A First Aid training course involving colony teachers and Hutterite members was arranged by the teachers and the Deputy Superintendent, after a need for such a course was identified. "Accidents are a normal occurrence around here and there isn't a doctor for miles." says one teacher. While the men were working the fields, a women was seriously injured and the only adult remaining and prepared to deal with the injury was the English teacher. In order to deal with accidents on the colony, the English teachers invited Hutterite individuals to attend the First Aid Course, specifying one female and one male. Seven colony teachers and 15 Hutterite members representing six colonies attended the course. One colony refused to attend.

Teachers also support each other with materials that are relevant to the colony situation. Sarah obtained weed guides for all the teachers to add to their science units. Newspaper stories regarding the Hutterites were photocopied by a teacher and left in their mailboxes. When teachers find a relevant piece of information, be it worksheets, addresses for information, teacher's manuals or an art idea, the teachers share it at a staff meeting. Additional copies for the other teachers are supplied and the information

is filed in the "Hutterite boxes". The Hutterite boxes are stored in the basement of the County office and contain materials for colony teachers. Should a teacher require new or additional materials or ideas, they have ready access to the Hutterite boxes.

Depending on the demand, the teachers rotate materials between the colony schools. A science box and a leather kit were items rotating between colony schools during the study.

Materials are requested and exchanged at staff meetings. Recently the Ginn Company took the Ginn 720 series out of print. Teachers discussed the Ginn 720 materials they required for their individual classrooms. Prior to the next staff meeting, teachers took inventory of the materials they required for the next year and at the following meeting arranged for the materials to be swapped.

The meeting prior to each holiday, the teachers bring in their art ideas for the upcoming holiday. When possible the teachers bring in a finished product to show the others. The directions for each idea are photocopied for each teacher.

The staff meeting also provides the setting for discussing cumulative ideas. During the study, a newspaper containing student art and writing was

initiated by Diane. The newspaper is to be produced three times a year with a few copies going to each colony. Copies of student work are brought to each staff meeting and accumulated until the paper goes to press. Richard and Sarah were unable to participate in this project as "writing projects between my colony and any other is outlawed".

During the last year of the study the Hutterite teachers and the Deputy Superintendent began the development of a Hutterite Handbook to be placed in each colony school. An outdated edition of the handbook exists, but, very few Hutterite teachers were aware of its existence or whereabouts.

Once the agenda for the staff meeting has been completed, the Deputy Superintendent leaves the room and the colony teacher designated as the Alberta Teachers Association (ATA) representative reports on ATA business. At the conclusion of each staff meeting, the teachers discuss the social function for the month. Approximately once a month, the teachers meet in a social capacity. Bowling and pizza appear to be a favorite social activity for the colony teachers.

The monthly staff meetings eliminate some of the professional isolation that is so prevalent among colony teachers. At staff meetings, teachers share their joys

and sorrows and utilize the other teachers as sounding boards. As one teacher said, "The regular staff meetings help a lot, for feedback and confirmation, to keep you on the right track."

The Tri-System Hutterite EOF Project

The Tri-System Hutterite EOF Project, herein referred to as the Tri-System Project, is unique to Alberta due to its membership and funding. The Tri-System Project originated on December 9th, 1976, during a meeting at the Lethbridge Regional Education Office. Present at the meeting were superintendents from the County of Warner No. 5, the County of Lethbridge No. 26, and the Willow Creek School Division No. 28, the Coordinator of the Regional Office and three Regional Office consultants. Funding was received from the Education Opportunity Fund (E.O.F.), the Curriculum Branch, and the Planning and Research Branch. The Tri-System Project has an elected Chairperson and secretary.

The Tri-System Project was originally formed to develop curriculum materials and provide peer support through the sharing of ideas for Hutterite teachers in the three school districts. The three school districts concluded that together they could provide the resources and support the colony teachers did not presently

possess. The Tri-System Project also provided a way for the school districts to tap the Educational Opportunities Funding (E.O.F) being provided by the Department of Education in 1976.

Five objectives were identified by the committee:

- (1) to locate and/or develop materials for English as a second language students,
- (2) to adapt and/or modify present language arts, mathematics, science and social studies programs and materials to reflect the needs and interests of Hutterite children,
- (3) to develop a handbook with suggestions to assist colony teachers in the multigraded classroom,
- (4) through communication with the German teacher and Minister of each colony increase parental awareness and,
- (5) the development of learning materials for colony schools.

The provincial curricula are not designed for the non-English speaking Hutterite student with limited experiential knowledge required to cope with the Alberta Curriculum. In addition, the curriculum does not reflect the values of the Hutterites. A curriculum was needed that suited the needs of the Hutterite students.

The Tri-System Project also acknowledged the multigraded environment within which colony teachers must work. Colony teachers need to possess competencies in a wide variety of subject areas and instruction/learning strategies to assist children from ages six to fifteen.

The materials to be developed or adapted were for Grades one to six exclusively and the major emphasis of the Tri-System project was the implementation of teacher in-service programs. At the time of its initiation in December of 1976, the Tri-System Project represented seventeen colony schools with nineteen teachers.

Sub-committees in each of the subject areas and testing were struck with the objective of developing curriculum materials and teaching strategies. Sub-committees consisted of teacher representatives from colony schools in each of the three school districts, administrators and a consultant from the Lethbridge Regional Office.

To satisfy the needs of the multigraded Hutterite colony school, newly developed curriculum materials required simplified directions, a process orientation rather than a content orientation, simplified language and realistic expectations of Hutterite students considering their circumstance.

Sub-committees met to develop long range plans, identify topics to be covered, examine materials currently available, sequence topics, design materials, pilot the newly developed materials, revise and edit, and finally print the new curriculum.

The Administrative Manual for Hutterite Schools printed in 1982, set out reasonable expectations for the colony school, included a model time table, discussed communication with the German teacher, contained suggestions for reporting student progress to parents, examined equipment and facilities and reviewed the requirements for student attendance.

Teaching Language Arts in Hutterite Schools: A Handbook for Elementary Grades and the Tri-System Hutterite Art Guide were also made available to colony teachers in 1982. The Tri-System sub-committee for language arts adopted an English as a second language approach during the development of the language arts materials. The sub-committee suggested teachers begin with teaching the names of items and objects in the immediate area and that students be required to speak English during English school hours. Language training should begin by concentrating on words and sentence patterns needed for everyday communication between teacher and student.

Colony teachers had identified a need for drill books in grammar, usage and punctuation. Upon examination, the sub-committee discovered that older textbooks provided more drill and contained more structure for the development of language. The language art materials were correlated with the Ginn 720 reading series as this meets all the sub-committees criteria for a reader.

The language arts handbook emphasizes the need for developing comprehension skills in Hutterite students. The Hutterite children are accustomed to learning by rote and must be taught to seek understanding in what they are reading. To assist in the task of developing reading and speaking skills in Hutterite students, the handbook recommends colony teachers be supplied with a decent library, word pack cards and other language arts aids. The multigrade situation requires materials designed for independent work and the language arts sub-committee suggested workbooks with easy to follow directions.

The sub-committee identified a need for teaching books and student workbooks in handwriting and recommended the I Can Write series. The Hutterites perceive good handwriting as extremely valuable and important.

In 1981, the Social Studies materials were printed. The Alberta Social Studies curriculum contains twelve years of content. However, the colony teachers, in a different cultural setting, have only eight years with their students. The Alberta curriculum emphasized value orientated materials revolving around numerous audio visual materials and Kanata kits with an extremely high reading level. Given the general ban on audio visual materials and the lag in reading ability due to English as a second language beginning, the sub-committee selected the most important elements of the Alberta curriculum emphasizing knowledge, skill development and values. Social Studies materials were printed in 1981 and revised in 1988.

The sub-committee developed three cycles (A, B and C) each containing three topics (I, II, and III). One cycle is to be used each year, providing three consecutive years of prepared materials. Each lesson contains a mini lesson plan with directions for the teacher, teacher notes, worksheets and/or activities. The teacher's notes identify the knowledge, skill or value objective of the lesson with emphasis on the student outcome. The behavior evaluating learning is specified in each lesson, e.g.: Student will define family as ... using a written definition.

Most lessons contain two worksheets or activities; one activity for primary students (Grades one to three) and another activity for upper elementary students (Grades four to six). Using English as a second language guidelines, the lessons contain an abundance of pictures to be utilized for explanation and understanding. All unit and review tests are included in the curriculum package.

The developers endeavored to design self-contained materials incorporating a teacher usable design. However, it is recommended that teachers add activities to the units and/or develop new units to add to the packaged curriculum. The upper elementary activities must be enhanced with more writing activities and less coloring activities.

The three cycles contain content prescribed in the Division I of the Alberta Social Studies curriculum, with Cycle A consisting of the topics Me as an Individual, Neighborhoods Around the World, and Lifestyles in Culturally Distinctive Communities. Your Family and Mine, Exploring my own Neighborhood, and Interdependence of Communities in Canada Today complete cycle B and Canadian Families, Lifestyles of Canadians in Other Times and Canadian Communities Today complete the program in cycle C. The breadth and depth covered

by the Tri-System Social Studies materials exhibit one way the Alberta curriculum can be modified for a culturally different situation and still attain the stated objectives.

In 1983, the Tri-System Science materials were made available to the colony schools. Like Social Studies, the Alberta Science curriculum encompassed too much content for the eight years the Hutterite students remain in the classroom and required materials not available to colony teachers.

The content was divided into Division I and Division II, each with three cycles A, B, and C. Units in Division I cycle A are designed to run currently with Division II cycle A, acknowledging the environment of the multigraded classroom. The development sub-committee realized that when a teacher instructs one group, the second group tends to listen and observe the lesson. They also developed whole class activities which ideally could be performed outdoors. Each unit in the cycles was developed for approximately six weeks of instruction at 75 minutes per week for Division I and 100 minutes per week for Division II.

The topics contained in each division correlate with the Alberta elementary science program. Topics were identified that would reflect the strong agrarian

lifestyle of the Hutterites. The topics selected include: Matter and Energy, Living Things and environment, and Earth, Space and Time. Units may be taught in any order. The Tri-System Science materials have been correlated with the STEM series by Addison-Wesley Publishers. The Exploring Science series by Doubleday Canada Limited has also been identified as a resource textbook.

Each unit begins with a statement of the objectives in Division I or a descriptive statement in Division II. The concepts taught in the unit are described and the textual resources and materials required are listed. Each lesson begins with an introduction describing the lesson. The introduction is followed by questions to be answered by the students. In Division II, the questions are indicated with textbook pages. At the end of the lesson a section called "activities" identifies the steps in the lesson plan, culminating with a review or an activity that can be used for evaluating the learning that has taken place in that particular lesson. A unit test concludes each unit.

The Division I cycle A units contain an abundance of color, cut and circle exercises required by students beginning English as a second language education. Cycles B and C require the students to do more writing

and drawing and less color, cut and circle. The Division II materials are more textbook orientated and developed for self-directed learners. It is recommended teachers supplement all of the cycles in both Divisions with additional materials and resources.

September, 1984 also witnessed the introduction of the EOP Elementary Health Curriculum. The health curriculum is based on the objectives of the Alberta health curriculum and like Social studies and science is developed in three cycles. Cycle A corresponds to the Alberta curriculum objectives of grades one and four, cycle B to grades 2 and 5 and cycle C meets the objectives of grades three and six. The cyclical nature of the curriculum was developed to permit the colony teacher to instruct two groups of students and cover all of the material required by the Alberta Health curriculum in three years.

Each cycle covers four themes: self awareness and acceptance, relating to others, life careers, human sexuality (optional) and body care and knowledge (50 percent of the content covered). Each unit begins with general concepts to be covered and the materials required. Each lesson contains an introduction similar to a lesson plan and two activity pages. The activity pages for Division I are generally color, cut, draw and

circle, while the Division II worksheets direct the student to write and draw. Each unit concludes with a review of the unit for study prior to the unit tests and unit tests for both the A and B or Division I and Division II levels.

The Tri-System health curriculum represents an overview of the Alberta curriculum. It is suggested the teachers add additional materials and extend the information provided in the curriculum. For example, there is one lesson on the skeletal system and this lesson should be extended.

Some of the content in the health lessons comes with a warning that the information may be sensitive within the colony environment and the teacher should check with the German teacher first. Lesson 10, Unit A on the Endocrine system comes with such a warning.

The stages of development have been altered to include only the visual stages of development from birth to adolescence. There is no discussion of pre-natal or birth.

1984 saw the completion of curriculum in the final subject areas to be developed with EOF Hutterite Problem Solving. The mathematics sub-committee reviewed the Alberta mathematics curriculum to decide which of the core objectives were relevant to Hutterite students in

grades one to six. The sub-committee did state the full curriculum may require seven years of instruction in the colony schools.

A major portion of the sub-committee's work involved the evaluation of mathematics textbooks for elementary instruction. Textbooks by Houghton Mifflin, Ginn, Holt and Copp Clark were profiled according to ten preselected categories. Although selection of textbooks is the responsibility of each school district, the sub-committee suggested the Mathways series by Copp Clark Publishing Company as the most suitable for use in Hutterite schools. Mathways contains separate readiness materials and indepth development of problem solving skills throughout the series deemed necessary for the Hutterite students. A unit titled Problem Solving Strategies was developed by the sub-committee to extend and expand the practical problem solving skills of the Hutterite students.

The Testing Sub-Committee developed a testing design format to evaluate student learning in the Tri-System materials.

Colony teachers refer to Tri-System physical education materials. However, they are discussing a Physical Education Book developed and printed by the County of Warner. The physical education materials were

developed for teachers with limited equipment and facilities and presents some excellent ideas for colony teachers.

Tri-System administrators and teachers have been discussing revisions to the science and mathematics curriculum, however, none foresee any major developments until 1995. At this time, plans for any further subject development are not known.

Curriculum in the Colony Schools

Colony teachers are responsible for instruction in nine subject areas for eight grade levels. This is an extremely large task when compared to a regular elementary teacher who instructs in five subjects for one grade level or a junior high teacher who may instruct three grade levels in one or two subjects. Teachers have responded to this task with resourcefulness and ingenuity, and provide novel and innovative programs.

Mathematics was the only subject where teachers felt they were instructing the required Alberta curriculum. Five teachers reported they were instructing in language arts according to the required curriculum guidelines, however, "about one or two grade levels behind." Two teachers sited language arts as their "main area of concern" suggesting students did not

receive enough instruction or enough content. One teacher felt she/he inadequately covered the curriculum in all subject areas excluding music.

Teachers felt it was unrealistic, given the cultural and language differences, to expect teachers to teach the required Alberta curriculum. "The required curriculum isn't applicable or of personal value to the Hutterites." In social studies and science, teachers reported they taught "a modified curriculum; modified being the key word." "Social studies has the value issues removed, science requires facilities we don't have and health has no sexuality component." Teachers felt physical education and junior high options could not be taught as required due to the lack of facilities, materials and supplies. One teacher suggests that full programs cannot be provided because the colony schools are underfunded.

Teachers are aware of the need to condense the required curriculum for use in the colony schools. One teacher explained, "compromise is the name of the game (for programs). In order to provide for Division I, Division II and Division III (junior high), the program is compromised in each area to provide enough overlap to allow large group work. Everything (in the curriculum) is thinned out and watered down."

Some teachers have referred to the Tri-system materials as a "God send to us all." and several teachers have commented on their ability to begin instruction with materials and worksheets already prepared. Five of the teachers required more than the one year specified by the developers, to complete a cycle of the Tri-system materials. Teachers required a longer time for each cycle because they constantly added materials and information to the pre-packaged curriculums.

Readiness

Grade one readiness has a high priority among colony teachers. The need for English as a second language materials at a readiness level is great, however, the variance in skill levels for entry on each colony vary increasing the confusion. Lehrerleut students receive German school kindergarten and enter English school with a higher level of ability when compared to Darisleut children. Some Darisleut colonies, however, permit their children to speak English outside of the English school resulting in younger students who are familiar with the English language. Other colonies and leuts allow the older students to teach the younger students at home and this prepares the younger student somewhat. Still other

colonies do not prepare the young students in any way and students arrive in grade one with no skill level, no English background and no letter or number recognition.

Teachers utilize readiness materials from many suppliers. Many teachers resort to readiness activity books from drug and grocery stores. Teachers have access to readiness materials kept at the county office for their use and others borrow from Early Childhood teachers teach in regular schools. The Discovering Phonics We Use workbook by Riverside Publishing Company is popular with some of the teachers. But, the search for readiness materials appears to be on going.

Flash card drills are constantly performed with the new grade one students. According to one teacher, the new students are "visually illiterate". To prepare students for the Grade one workbooks, Diane has cut the pictures out of a spare workbook. For object recognition, flash cards are made with the pictures.

The development of a phonic background is viewed as essential for Hutterite students and the process begins with readiness. Using flashcards, teachers drill students on vowels, consonants and consonant blends. Phonetic books from several publishers are in evidence in all colony schools.

Hutterites speak a form of High German with no

vowel sounds or a sound comparable to the English "th". Consequently, the "th" blend is replaced by a "d" sound when the Hutterite students speak and they pronounce "ther" as "dere". Teachers constantly drill students in the sounds of English letters and letter combinations.

When their use is permitted by the colony, flannel stories and tapes, read along stories, picture dictionaries, letter and number puzzles, toys, boxes of alphabet letters, math games, letter books developed by the teacher and activity books are materials constantly utilized for readiness. One teacher commented, "I use anything tangible for learning during readiness."

The German language is the tie between one teacher and her/his students. One teacher has command of the German language and when necessary talks to the students in their first language. When instructing a grade one student in English she/he quickly says to an older student, "How do you say [word] in German," and proceeds to continue the instruction in German. Using German as a base the teacher develops student rapport quickly and they do not appear to suffer a transition period. This may be due to the readiness instruction the students receive in the German kindergarten.

Many teachers use a blank monthly calender to

reinforce the colors and numbers for grade one students. Students are given a blank calendar form to be kept in their desk. Each morning the teacher discusses the weather, the date and the month. The grade one students are to color in the square representing the day, and write the date in the square. The teacher or a designated student repeats the day, "Today is Tuesday the 3rd and today's color is blue." One teacher reports, "Grade one's need (to know) colors, letters, days, months, and names of everyone in the classroom, this generally takes the whole year."

Colonies vary in the time it takes to move students from readiness to Grade one. The time differences are a direct result of the readiness level of the students prior to entry of English school, the number of students in the classroom, the amount of time and quality of time a teacher, teacher aid or older student spends with the readiness student, and the general ability of the student. Diane reports that her students do not begin grade one materials until Easter and Richard reports his students begin grade one materials in late November. As one colony teacher talking about the readiness program complacently replied, "You do what you can and that's about it."

During the 1989/1990 school year, Diane

instigated a grade one orientation program for her colony school. With the cooperation of the parents and the German teacher, she has the September initiates attend school for five June mornings, one and one half hours each morning. The new students experience the school environment and gain familiarity with the expectations placed on them. The early attendance permits the teacher to test the children to identify their ability levels. The teacher then gathers materials and plans lessons during the summer for the student's September arrival.

Diane will continue the orientation process as she reports it has been very successful. The other teachers appear reluctant to attempt orientation of the grade one students prior to September, stating the value of the orientation in colony schools has yet to be proven.

Language Arts

In the past, all of the colony teachers used the Ginn 720 reading series as the mainstay of their elementary reading program. The teachers use the reading series from beginning to end, "as the students need continuity." The Ginn 720 reading series comes complete with skillpak and studybook workbooks utilized by all of the colony teachers. To expand the reading series one teacher spent considerable time and effort

developing hundreds of additional worksheets that correspond with every story or poem in the Ginn 720 series. The worksheets contain additional comprehension and closure activities to supplant the skillpak and studybook workbooks. At the time of the study, Dale and Susan were using the worksheets extensively.

In the last few years Alberta Education has mandated the teaching of whole language in Alberta schools. The Ginn Company has also phased out the Ginn 720 reading series and the materials are no longer being printed. As a result of the aforementioned events, the regular schools in the County of Lethbridge have initiated the teaching of whole language and have purchased new reading series. The surplus Ginn reading materials are being made available to the colony teachers, however, the colony teachers will eventually have to initiate whole language in their schools as the Ginn 720 workbooks become unavailable. During staff meetings in the last year the Hutterite teachers have discussed the implementation of whole language in colony schools. They have been able to review the whole language reading series available and are being advised to consider purchasing the whole language materials in the near future. Administration has suggested the teachers order a guide book and a student book from a

series and use it as a resource for the time being, to become familiar with whole language materials and concepts. One teacher has fully implemented whole language while another has attempted the development and teaching of a whole language unit. Six teachers still utilize the Ginn 720 reading series extensively.

Reading

Good reading skills are an essential part of the communication and learning processes and are viewed as essential for all Hutterite students. All of the colony teachers place special emphasis on the development of reading skills in their students and ensure that their students are read to, have the opportunity to read to others and read silently to themselves during the course of the day. In seven of the eight classrooms, teachers read to students at least once a day. After opening exercises, Rob reads from the Bible and discusses the passage with the children at the conclusion of his reading. In the afternoon, he reads a section from a novel, continuing with the story each day. Twice daily, Kari, Diane, and Dale read orally to their students from a novel, story or article.

Students are encouraged to read aloud each day. Each Monday and Tuesday morning, every student is scheduled to read aloud to Kari in a one-on-one

situation. Each student is to read one story per week plus complete the corresponding skillpak and study book pages.

Dale has "worked hard" to install the joy of reading and listening in his students. He reads twice daily to his students from novels, newspaper articles or stories. Like all of the teachers, Dale extends oral reading process for his students by stopping at intervals to ask the students questions relating to comprehension. Students are asked to explain concepts, define words, give examples, suggest rhyming words, or to discuss the next stage of the story. He will stop the story to ask if there is a comparable word in German for a word just read in English.

Teachers in all colony schools pair younger students with older students, or pair students of the same ability to read orally to each other. Sarah instructs the junior high students to stand in front of the class and read aloud while everyone else works. She does this , "just for the sound of reading aloud, hearing their own voice."

Teachers use silent reading as a bonus for students when their work is complete. "Silent reading keeps everyone in their desks and quiet" suggests one teacher. All teachers encourage and promote reading. One teacher

said, "The ability to read will help them their entire lives, whether they are here (on the colony) or not."

To develop students' language skills at the elementary level, all teachers employ a phonics program. All teacher incorporate a phonics workbook and utilize drill as a method for developing oral language skills. Several phonics books are used, along with old readers and dictionaries. Richard has written the vocabulary of the Ginn stories on wall charts and each day the children chant the words that correspond to the story they are studying. They then proceed to practice the writing of the word and are required to use the word in a written sentence. "Comprehension skills are extremely weak at all grade levels." says Richard. He checks to see that the vocabulary words are placed in sentences that are correct.

All teachers continue with the Ginn reading series until the students complete the grade six level. Hutterite student are usually one to two years behind in grade level when compared to the regular school students. This lag time allows the teacher to continue with the reading program until the Hutterite students' seventh or eighth year. For the remaining years the students spend in the colony school, the teachers incorporate a number of methods for programming. In

three colonies, junior high programs consist of correspondence language arts units. Dale uses the grade seven and grade eight correspondence language arts units for two grade nine students. Other teachers use language art workbooks intended for upper elementary or junior high depending on the ability of the students concerned.

Spelling

All teachers use a formal spelling program for elementary, using a spelling workbook. Teachers have used several spelling workbooks for their elementary students, but generally prefer to designate words from other subjects each week for the junior high students.

Spelling tests for students in each level are given on Friday morning except for Kari who no longer tests spelling with the weekly spelling test. Kari feels that by marking all spelling exercises and recording the marks she has a better indicator of the students' progress. She views spelling as more than the writing of words correctly and states she "uses spelling to teach children to follow directions and do sequential work." During the spelling test those grades not being tested, read and await the words for their spelling level.

Printing and Writing Practice

Hutterites place great importance on proper skills and view nice legible writing as an important accomplishment. Every colony school has printing practice for the younger students and writing practice for older students. In each colony, the students progress from printing to writing at different times, with writing beginning anytime after the student's second year. A variety of pre-printed writing books are used. Some teachers, however, prefer to use the scribblers for writing and write the lesson on the blackboard to be copied.

Teachers appear strict during printing and writing practice and demand proper letter formation. Richard has grade one students do printing sheets under the watchful eye of older students, who scold them for being messy or not attending to their work.

Library

To supplement their school libraries, four teachers bring in reading materials borrowed from the Lethbridge Public Library. Diane and Sarah do not bring in additional books as both have obtained books from other sources. Mary had heard of a school closure and had contacted the school to have all of the books destined for destruction rerouted to her colony. Other teachers

attend the Lethbridge Public Library's used book sale each year or spend time at garage sales searching for good used childrens' books.

During library period, Sarah has older students listen to younger students read. The teachers do not appear concerned about what their students read, just the fact that they do read. Colony school libraries contain a variety of reading materials from the classics, to comics, to true romance novels.

Some teachers have identified a librarian position within their school. Students are assigned each week and are responsible for keeping track of the library books being taken out and returned. This includes books belonging to the classroom and borrowed from the Public library. Teachers who borrow books from the Public library keep a watchful eye on the books brought into the colony classrooms. Several books have disappeared and other books have shown up months late. One teacher has stopped obtaining library books for her/his students and another does not allow the borrowed books to leave the classroom.

Creative Writing

All teachers engage their students in creative writing activities. Two teachers use journals, and three teachers use scribblers or binders designated as

story scribblers or binders as additional tools to have students write. The scribblers contain the final draft of all the creative writing done by each student. When the students leave school they possess of copy of all their creative writing projects.

Teachers use events at the colony, holidays, special days, ideas contained in stories, or themes from stories to develop creative writing projects. Initial development for most creative writing is performed with the entire class and each writes on the same theme. Teachers utilize brainstorming by the whole class to develop words or phrases that may be utilized in the creative writing project. Many creative writing projects converge on the subject of art, as a picture representing the story is standard fare.

Colony teachers must constantly evaluate the ideas they present in class. Shortly after the completion of a creative project, the minister of one colony removed the scribblers from the colony classroom and refused to return them. The teacher had done a creative writing assignment on what it would be like to live in the year 2000. The idea has been borrowed from a story in one of the Ginn readers. The German teacher later informed the confused teacher that children are not to predict the future as this is regarded as fortune telling and is

strictly forbidden. The German teacher requested these pages be torn out of the scribblers. However, at the time of the last visit to this colony, the scribblers had not been returned to the teacher.

Whole Language

During the 1988/1989 school year, Lora deviated from the Ginn 720 to initiate a whole language approach in her classroom. Lora knew the whole language approach would require more teacher student interaction, but felt whole language would be successful because "the students loved to write and talk."

Lora uses the Networks reading series as the main text for her whole language approach. The morning begins with music followed by language arts. To start language arts, the large group of ten students pair off and read to each other. Students are permitted to sit on the floor, in corners, or wherever they feel comfortable in the room. After reading to each other the students are gathered in the centre area of the classroom to be read to or to read as a group. After oral reading the teacher introduces the next story with a discussion.

After morning recess, all students are required to write in their journals. Lora reads the journals and writes comments back to the students. She corrects

grammar and spelling errors the student makes consistently, however, tries not to red mark the entire journal entry. Her main concern is having the students write. Hutterite parents are concerned with written work, and the whole language approach must produce written results. Her students are pen pals with students from another Hutterite colony.

A listening center has been established and Lora possesses the tapes to complement the Networks reading series. Lora has produced tapes of herself reading, for students to listen to and says, "It leads to more expressive readers." Everything is chanted and re-read at least three times. The students do not read poems but sing them. Lora makes extensive use of puppets to retell stories and has used baking to extend the children's experiences. With the help of a toaster oven, the students have made pizza and pretzels. At the start of each unit, each reading group creates a blackboard for their theme.

Lora uses the workbooks, blackline masters and evaluation forms supplied by the Networks program. Although a formal spelling program is not conducive to the whole language approach, Lora utilizes one. The spelling program is to assist the English as a second language Hutterite students to improve their spelling

and phonetic skills. Lora has recently implemented the Cove School Beginning Reading materials for ~~reading~~ ~~reading~~.

Susan developed and taught an integrated unit on the desert. The unit contained desert words for spelling, plants and animals common to the desert for science, desert characteristics and locations for social studies, creative writing involving stories about the desert and desert animals for language arts and the creation of desert mobiles and desert scenes for art.

Although colony teachers are cautious regarding the whole language approach to teaching, all of the teachers were viewed teaching in a holistic manner. Teachers commonly developed units like that of the desert described above and integrated subject themes or ideas within other subjects.

Mathematics

All of the teachers use a textbook as the base for their mathematics program. The majority of teachers use the Houghton Mufflin series for their elementary students, with one teacher using Mathways and another using Starting Points in Mathematics by Ginn and Company.

Mathematics is a subject done individually by students on the colony school. Teachers seldomly prepare lesson plans in advance, preferring to perform

impromptu mini presentations for individuals or small groups experiencing difficulties. Teachers will only permit peer tutors to assist students experiencing great difficulty. Colony teachers may have nine math groups representing students at each grade level and sub groups within grades to represent students in the same grade level yet working in different places within the level. Teachers attempt to keep students in the same grade level working at the same place, but, this is not always possible. Some students require more time to grasp ideas while other students need less time.

Students are not grouped for mathematics. However, they may be grouped for the supplemental activities. The mathematics textbooks are supplemented by numerous activities and materials: mathematics games, drill of multiplication, division, addition and subtraction facts, flash cards, work sheets and card games. One teacher taught the students to play crib to enhance their number skills, "The colony O.K.'d this (crib) even though they do not permit cards or gambling."

Mathematics for students in junior high create problems for some of the teachers. Teachers commented on the "need to find mathematics that were practical" in nature for the junior high students. One teacher uses Mathematics in Life by Gage, another uses Canadian

Record Keeping Practice by McGraw Hill and two teachers prefer to use the correspondence math for junior high students. Teachers who utilize the correspondence units must mark the units themselves. Both teachers would like to use marking privileges through the Alberta Correspondence Branch, but, the County of Lethbridge policy does not permit the use of correspondence. The attainment of marking privileges is not a possibility at this time.

Social Studies

Six of the eight teachers use the Tri-System social studies materials in some form. Three of the six teachers utilize the Tri-system social studies materials intact without adding to the units. The three teachers who use the Tri-system materials without additions commented, "I find the material very boring." "I still have difficulty keeping one group busy while working with the other [group]." "It keeps consistency in the curriculum."

Susan and Kari use the Tri-system units and enhance them with additional information and materials. Both teachers prefer to instruct one lesson to the whole class rather than breaking the class into groups.

Sarah uses the Tri-system units for grades one to four, but prefers to instruct the older students using

different materials. She develops units on various countries for the grade five to eight students.

Another teacher used the outline presented in the Tri-system materials and develops a program that revolves around units on various countries. This teacher produces three units each summer, each containing information about a different country. Prior to instructing a unit, the teacher organizes her/his displays to spark interest. "A lot of the adults come down and check out the bulletin boards. They are interested in what we are studying next."

One teacher has "no use for the social studies materials...its my major and I prefer to do my own thing." He/she continues to follow the Alberta Elementary Social Studies curriculum moving from me to family to community to Alberta.

Richard divides the class into two groups for social studies instruction and presents a different topic to each group. The younger group is seated in pairs or triplets during instruction, with the grade four and five students assisting the younger students. The junior high students are seating individually and are taught about countries (e.g.: New Zealand). The younger group discusses their colony and how it differs from "where the English [city dwellers] live."

Science

The Tri-System science materials are not widely used by the colony teachers. Only two teachers presently use the science materials as is and one of those teachers complains that the "science materials are very boring." Five teachers use parts of the science units and one teacher has never used the Tri-System materials and says he won't. Multigrading and the lack of materials and facilities combine to make science one of the more difficult subjects to teach in a colony school.

Rob used the Tri-System materials at the elementary level and the Physical Science in Action and the Life Science in Action series by James Book Publishers for the junior high students. Rob likes the Science in Action series because it is written at a grade three/four reading level and contain practical experiments the students can perform when not fully supervised. Diane and Richard dislike the science materials and develop their own science units.

"The science units need more information and a more practical agriculture base," retorts Dale when asked his opinion of the science materials. Dale uses the three levels in the cycles and supplants the units with seed program materials, energy program materials and

"anything else I can get my hands on." "The students have a negative attitude towards science," says Dale, "and I still find it hard to juggle the two groups, even though they use the same topic."

The Science Dimensions series are used for grades six to nine, while grades two to five use the Tri-System units enhanced with additional information in Kari's classroom. While the older students have science the grade one's do readiness exercises. Kari continually acknowledges the Hutterite beliefs in her teaching. During a science lesson she said, "God made sun to give us heat, God made colors, what would it be like if he only made black and white?" Students are very receptive to this type of instruction and are very enthusiastic throughout the entire lesson.

Health

Six of the eight teachers use the Tri-System Health curriculum. Teachers utilizing the Tri-System materials have great praise for the curriculum, "I like the two levels for the upper and lower groups." "I like it [Health materials] and I use it but I only cover half a cycle per year."

Only two of the six teachers presently using the Tri-System materials feel it is necessary to add to the curriculum. Sarah instructs health to grades two to

six, while the aide does readiness work with the grade ones. Grades two to nine receive the same lesson and are all expected to take notes as developed on the blackboard by the teacher during discussion. Although she used the level A and B worksheets from the Tri-System materials, the teacher adds supplemental information found in a variety of sources. To evaluate students, Sarah marks assignments and quizzes, with lower expectations of the younger students and higher expectations of the older students.

Dale uses the Tri-System Health curriculum as is but adds additional units on farm safety and nutrition. The two teachers who do not use the Tri-System materials have developed their own Health curriculum. Both teachers have taught the Tri-System curriculum. Diane feels the Tri-System has been "too watered down." She used a Calgary Public School Board elementary health curriculum borrowed from a friend. "My [health] units go beyond the Tri-System [materials] and I have everybody together [referring to teaching the whole class rather than Division I and Division II]." This year Diane taught First Aid as part of her health program using information and materials obtained at the First Aid inservice.

Kari prefers to use units she has discovered or

developed and likes to instruct health to the class as a whole. She describes the Tri-system curriculum as "too repetitive and without enough information or challenge...a very redundant health curriculum." This year she discovered a unit on decision making and added it to her health program. After Christmas, she divided the class into two groups to teach a unit to the Junior High students on the human body. She had purchased six books on the human body and with the older children in pairs she proceeded to instruct on the stages of life. During a discussion on the books she had purchased and the material they contained, she said, "I had to glue pages together in all of the books. Some of the pictures were too progressive for the colony."

All teachers must carefully evaluate the content they include in the health curriculum. One teacher was requested to cease the teaching of a unit on the stages of development, as the unit received negative comments from the German teacher and minister.

Physical Education

The facilities for physical education classes are extremely limited on the colony schools. Hutterite colonies do not possess gymnasiums, an abundance of equipment or groomed fields. Colonies do not have the equipment needed for gymnastics and other activities required in the curriculum and the children wear clothing unsuited to athletic pursuits. Teachers remarked that attempting to have proper physical education classes was one of the most unrealistic tasks.

Team games are restricted to tag, soccer and baseball. Teachers generally allow all the students to play together. Dale, however, likes to divide his students into two groups, the younger students make up one group and the older students make up the second group. Dividing the students into two groups results in less injuries and less arguments.

Hockey cannot be played at most colonies and at one colony where it was once permitted, the minister decided against it and had all of the hockey sticks destroyed. One colony has recently disallowed the playing of soccer. Richard explained the reasons behind the soccer restrictions, "They [Hutterites] don't want anymore P.E. equipment." A male student broke his leg in three places while playing soccer and the Hutterites

proclaimed the soccer ball an evil object. Richard was later informed that there would be no more soccer games. Richard does not generally supervise the physical education time, preferring to mark while watching the children play outside.

Susan and Lora teach on a colony which permits the playing of baseball and soccer. The colony has also put horseshoe stakes in a field and the children can play horseshoes if the weather permits.

Dance is forbidden on most colonies, however, two teachers have taught dance to their students. Kari taught her students the bird dance and the butterfly with the consent of the German teacher. Another teacher taught dancing once and admits, "I got away with it." The consent of the colony was not obtained prior to the dance instruction.

Art

In five of the seven colonies, there are very few restrictions on the subject of art, however, the activities are limited by the lack of physical space and the teachers' ability to initiate art projects suited to all grade levels and abilities. Teachers have used a broad range of art materials including wood carving, painting leather work, sketching and toothpick sculptures.

The problem with art instruction, as stated with one teacher is, "Art is too hard to teach at the several levels. You have to find something they can all do." One teacher prefers to teach art in the winter session only, adding, "Christmas is a really big production here. There's one month of intense Christmas work." When asked if they would ever leave art out of the curriculum, the teacher replied, "There's no way I can leave art out." The colony expects art to be part of the curriculum and expects their Christmas concert tradition to be ongoing.

One colony restricts art to drawing and coloring activities. Richard teaches in the church and art is not allowed too be displayed in the place of worship. Art is also not permitted in the homes. Richard recalls when he did larger projects for art, "We'd have the lesson and produce some nice work. I couldn't put it up and the kids couldn't take it home. When I handed it back to them (students), they'd deposit it in the garbage can." Both students and teacher became frustrated, as the work produced was constantly destroyed. Another teacher instigated art files to stop the destruction of art work. However, the art projects met the same end result, but at a later date.

Richard has the most restrictive teaching

environment of all of the colonies concerning holidays. His class is not able to partake in Christmas celebrations including the activities of a concert, tree or decorations. Christmas is celebrated with a small party and the teacher distributes bags of candy for the children. The children are permitted to make masks for Halloween, but nothing is done to observe Easter and Valentines Day.

Richard and Sarah are not permitted to produce cards or poems for special days. The colony elders view this practice as vain and construe it as worshipping false idols. Richard and Sarah celebrate Mother's Day and Father's Day with a discussion. Sarah is not permitted to display art and limits art to coloring and drawing.

While Richard and Sarah are severely restricted by the activities they use for art, Kari has no restrictions and utilizes in all subject areas.

Walking into Kari's classroom one is immediately bombarded with the abundance of student art in the room. On one visit, boats, pilgrims, valentines and butterflies were hung from the ceiling. A bulletin board covered in hearts displayed the words, "Dear Jesus, Please help me appreciate those who care for me."

Pictures illustrating students' stories adorned the

walls. Kari views art as a significant part of every subject and a way to increase student knowledge of the world. "I use art to increase their world. They live in a box and I can only open the lid. I cannot even help them out [of the box]." says Kari when asked about the necessity of art.

Music

Richard is not permitted to have any form of music in the school. However, Richard's classroom is the exception to the rule. Generally, Hutterites permit the singing of songs in the English classroom. The type of songs taught depend on the colony and the teacher. On three colonies the students show a definite preference for old country and western tunes.

On one colony the music period is student directed with the teacher looking on. All of the students have music binders with sheets of songs. The binders contain old and new country and western songs. Students take turns directing the lesson. The student in charge, chooses another student to pick the song to be sung. The students are then directed to the corresponding page in their binders and the supervising student begins the singing. The student in charge then chooses another student and he/she in turn chooses another song and music period continues.

Lora utilizes songs performed by Raffi and other children's entertainers. She is the only teacher to schedule music period during the morning. "We have music first thing, every morning," says Lora. The students enjoy singing and playing musical games, such as musical chairs.

Three colonies permit the use of tape recorders and teachers make excellent use of cassettes during music period. Two colonies permit the use of musical instruments. One teacher with an extensive music background has been permitted to bring a variety of instruments into the classroom.

Dale has the German teacher's permission to accompany his students on the guitar. However, the minister disapproves of musical instruments in the classroom. Dale has been careful not to abuse this privilege.

Rob and Dale are the only teachers who teach musical notes and rhythm. Unlike the students in other colonies who chant while singing, the students in these two colonies actually sing. Both teachers possess a music background, teach a combination of country and western and folk songs, and utilize musical instruments in the classroom.

Musical accompaniment and tape recordings are

needed to "keep the students in time with the music," according to one teacher. Hutterite children hear very little sung music and never sing with accompaniment present. Hutterites chant, as chanting is taught during Church services and in Sunday School. The students were extremely proud of their ability to chant county and western songs.

Junior High Options

Junior High options in the colony schools consist of art, music, typing and History of the Hutterites (Wiebe, Hofer and Engs, 1982). Art and music are classified as Junior High options if the subjects are taught for the minimum number of minutes suggested by the Department of Education.

Five colonies offer options to their students. Two teachers with Junior High students in their classrooms do not offer options. Three of the five teachers who provide options, consider options one of the more difficult subjects to teach.

Many teachers disagree with stating that they instruct Junior High options. "Shop and home ec. (economics)...all the Junior High options are impossible here," reported one teacher. The offering of options requires supervision time, facilities, and materials not found in the colony school. Teachers stated:

"I must teach Junior High option while the elementary students are busy. That's not always easy."

"Options have to be self-directed, we don't have the time to teach them."

"There is no one to supervise the rest of the class while you do options with the older students."

"We have no facilities to teach option in!"

Typing is an option offered in four colony schools. Typewriters for colony schools have been salvaged from other schools that no longer require the manual typewriters. No colony school has access to more than five typewriters and no school has the physical space to place the typewriters in a room used solely for typing. There are few working typewriters available per colony in comparison to the number of students who must use them.

The lack of typewriters results in timetabling problems for some teachers. Typewriters placed within hearing range, and in one case in the classroom, create noise and disturb the other students. Another complaint from the teachers, regarding the typewriters is, "the typewriters are so old...they need constant repair...repair of these dinosaurs is too expensive." However, the teachers also praise the typing option, "typing is a self-directed option...as long as the

typewriters work, I don't ever have to go back there (the classroom/office space that houses the three typewriters)." None of the teachers provided with computers are presently using the keyboards for typing.

The History of the Hutterites (1982) has been used as an option, by two colony teachers in the past. Susan, who recently completed the workbook with her Junior High students, suggests the reading level is too high for Hutterite students. She recalled the completion of the workbook by saying, "We sloughed through it, I won't do that again." Teachers who have used the workbook suggest the information be used to create a similar workbook or activities with a lower reading level.

Some teachers would like to be able to order the correspondence lessons for options in the colony schools. "My students could take German," replies one teacher when asked what correspondence subjects he/she would like to order. Presently, the teachers do not have marking privileges with the correspondence branch for the correspondence units.

The correspondence branch is developing new units in agriculture to be available in the near future. The colony teachers hope the new units will be suitable for their situation, however, until the units arrive, one

teacher has developed a unique option.

Based on the home economics option, the Junior High girls, on one colony, have been learning cross stitch. A relative of the teacher's, knowledgeable in this form of needlepoint, has supervised the purchase of stitchery kits for the students and has spent time in the class room teaching the technique to the older girls.

Curriculum Development

Teachers have requested the present Tri-system format be used for revising and developing curriculum, but they suggest more depth in the curriculum topics and materials covered. Teachers have requested two or three worksheets or activities for each lesson to facilitate full class instruction. One teacher commented, "we have no time for creating materials, curriculum development or unit development."

Several teachers perceived "a lack of materials" as one of the difficulties of teaching in the colony school. To prepare adequate materials teachers "must develop new social studies, science and health units each year in order to avoid repetition, since the students remain year after year."

Teachers would like to have curriculum materials developed in all subject areas excluding mathematics. The need for social studies, science and junior high

option materials appears to be the most urgent need followed by English as a second language materials for readiness. One teacher suggested "materials need to be of high interest for the culture." With respect to curriculum development in social studies, science and health, teachers commented, "There should be one subject for all levels with worksheets graded to the students' working level. It is difficult for students to follow self studies in these two subjects. It is difficult to actually teach two groups at the same time."

Suggestions for New Teachers

The colony teachers were requested to provide suggestions for a new teacher planning to begin teaching on a colony school. The advice for new teachers is as follows:

"Be flexible, tolerant, well organized and stay ahead of them (students)."

"Sensitive to culture and their needs in all areas, realistic in goals reached."

"Be tolerant of other cultures, behaviors and traditions."

"In good physical health, energetic, to handle rigorous often depressing drain of school work due to large demands made on you. Have lots of time to spend on school work after hours."

"Get very organized at the beginning of the year."

"Plan your entire year program before school starts and become extremely well organized."

"Make good yearly, monthly, and daily plans. Over plan so no one is sitting with nothing to do. Keep 'em busy."

"Make your standards abundantly clear to students at the outset and do not allow them or the German teacher to manipulate you in anyway. Be assertive."

"Don't forget compromises must be made to get along on the colony."

"Don't give an inch in anything because the students will take a mile."

"Use as many "concrete" teaching materials as possible."

"Do not be too dogmatic. You have to be able to work with the Hutterites and use their system."

Teacher Motivation and Satisfaction

Teachers identified several intrinsic motivations that retained them in a colony school. Teachers perceive relationships with students and colony members as one of their greatest rewards,

"The closeness you have with the students having them for more than a year."

"You're able to see them grow over the years."

"Love of students and parents. Comradery with the German teacher."

"Teachers in a regular school have students for ten months and you may never see them again. They may ask you what happened to [name of student]. I never have to worry about that, I know where they are and what they're doing."

"The homogeneous nature of the class; one language, one social background, one religious background."

When asked if he/she might like to teach a regular grade in a regular school, the teacher replied, "If I teach one grade for three years, I have lots of time left. I've only taught grade one, two and three for three years each (referring to having taught on the colony for nine years)." Only one teacher referred to an external reward when he/she said with a smile, "buns on Friday" are the reasons he/she stays on the colony school.

Teachers referred to several conditions that resulted in dissatisfaction with their present positions. Teachers suggested the colony teachers were suffering from an image problem due to lack of information and publicity regarding the job they perform. People, even peers teaching in regular classrooms, had incorrect perceptions and little or no

understanding of the responsibilities of the colony teacher. Many outsiders view the colony as a punishment placement and constantly commented about teachers living at the colony.

Many colony teachers felt they were not fully appreciated and felt "trapped in a colony situation due to the long time required to transfer out." As one teacher commented, "Three years on a colony is the max anyone should be expected to put in." Other teachers said, "Teachers should only be on a colony for as long as they are relatively content in that setting" and "I would like to see a four year term on the colonies, this would permit the teacher to complete the three year cycles of curriculum. Then you could revise or repeat the final year." Still another teacher commented, "Teaching on a colony is dead end teaching. Teachers should only spend three or four years on a colony unless of course, they want to stay. Teachers develop a broad curriculum experience but have very little content in the sciences." Other teachers stated they were content to remain on the colony school as long as the school was in existence.

Summary of Findings

Data from observations, interviews, questionnaires, professional development sessions, committee and staff

meetings have shown that each Hutterite colony school represents an unique entity. Teachers vary in the materials they use, the programs they teach and their classroom organization for instruction. Each classroom varies in the materials used, the programs taught, the method of instruction and basic organization. Schools also vary in location and the type and number of restrictions placed upon the school by the colony.

The uniqueness of each colony school is a direct result of the conservativeness or permissiveness of the Hutterite Brethren. The minister and German teacher set the standards for their particular colony and colony school. The extent to which a colony adheres to the Hutterite beliefs depends on the extent to which the minister and German teacher demand the beliefs be followed. English teachers, operating the school in the church building, are extremely limited in the curriculum, learning materials and activities they utilize. Schools housed in the church are located on colonies that retain a lifestyle basically unchanged over the past three hundred years, whereas schools not housed in the church appear in more progressive colonies and the teachers are less restricted.

Several commonalties were found in the colony school settings. Each school represents a multigraded,

culturally diverse environment which requires an extensive amount of planning and organization on the part of the teacher. Colony teachers must plan for, instruct, and evaluate eight grade levels in nine subject areas. They must develop, modify, or adapt curriculum materials to represent and correspond to the needs and values of the Hutterite Brethren. To thrive in a colony school, teachers have established innovative methods of timetabling, grouping, instruction and the development of learning strategies. The teachers emphasized the need for developing self-motivated learners, retaining a sense of humor and for being highly organized, flexible, sensitive and tolerant of a different culture. All of the teachers develop a special rapport with students and their families as the children remain in the same classroom for eight years.

The colony teachers and the County of Lethbridge have developed additional support mechanisms to correspond to their unique teaching situations. Regular monthly Hutterite colony teachers' staff meetings are held, providing a cohesive, support group for the members. The Tri-District expands the support to include the Hutterite colony teachers from two additional school districts in southern Alberta. Tri-District also provides relevant inservices for

colony teachers in all three school districts to assist the teachers in their unusual working conditions. Curriculums developed through Tri-District cooperation have proven invaluable for the teachers.

Chapter 5

CONCLUSIONS

Each colony represents a unique situation and each colony teacher faces different and unique challenges. Teachers are presently attempting to adapt single grade curriculum in all subject areas to a multigraded situation. With the assistance of the Tri-System materials, the teachers are better equipped to instruct in the multigraded colony school. However, they are still experiencing difficulty in many areas.

To survive and thrive in the colony school, teachers must be provided with materials relevant to their situation. Curriculum materials must be updated and developed to correspond with the multigraded classroom, English as a second language instruction, and the eight year residence period of the Hutterite students. Materials must also be sensitive to the value system and beliefs of the Hutterite culture.

Teachers must be prepared to teach in a multigraded, culturally diverse setting. Colony schools need generalists with extensive knowledge in several subject areas and a strong emphasis in reading or English as a second language instruction. They must be knowledgeable about the techniques required for planning, organization, instruction, discipline, and

record keeping in a multigraded classroom. Once a teacher has been prepared with the aforementioned requirements, the teacher must be supervised on a regular basis to permit the teacher to receive feedback and improve on the methods presently being utilized in the multigraded classroom.

Tolerance and understanding of the Hutterite culture is mandatory for all colony teachers. Teachers must understand the cultural orientation of their students and suggest reasonable and attainable goals for them. Teachers must be flexible and adaptable in goals, attitudes and expectations.

The responsibility of the colony teacher, needs to be understood by their peers in regular schools and the general public. Ignorance of the colony teacher's position has resulted in misunderstanding and confusion in the general populace. Publicity and increased education are required to eliminate the false assumptions presently held by the public at large.

RECOMMENDATIONS

Several recommendations arise as a result of the research:

- (1) Teachers considering a teaching position on a colony school must be sensitive to cultural differences. Teachers need to understand the

nature of Hutterite society, its history and origins and must realize that the majority of students are destined for a different future.

Recommendations:

To prepare prospective teachers and educate the general public, multicultural education programs should be offered by post secondary institutions in Alberta. Multiculturalism is presently becoming a focus for many schools and courses are needed at all educational levels.

Colony schools could be utilized as a practicum placement for prospective teachers. Presently, colony classrooms are not utilized for practicum placement because of their inconvenience. Colonies are located off the highway and in isolated areas.

Colony schools would permit the placement of only one student teacher, while other schools may be able to accommodate several teachers, however, as the number of student teachers increases and the number of available classrooms decreases, the post secondary institutions will be forced to examine the colony schools as possible practicum placement sites.

Teachers engaged by a school district for a colony school placement should observe several colony schools. An understanding of the unique nature of each school and

the differences in operation can only be gained through observation and discussion with colony teachers. The factor which most affects the above suggestion is cost, however, the additional cost involved in accessing additional time for observation for new teachers will be returned to the school district by more knowledgeable teachers.

Teachers must have prior knowledge of the Hutterite beliefs and culture. Understanding will lead them to accept rather than attempt to change the culture. It is suggested that teachers do not attempt to direct students toward unrealistic goals as this will result in frustration for the teacher, confusion and anger in the Hutterite Brethren.

- (2) Teachers planning to teach in a rural center, isolated area or a Hutterite colony, require knowledge and experience in multigraded teaching strategies.

Recommendations:

It is recommended that teachers be prepared with a generalist base and multigraded teaching strategies. A "general practitioner" should possess a strong background in several subject areas and possibly English as a second language training. Strategies for the multigraded classroom may be obtained by observation of

multigraded classrooms, inservice development by school boards on a continuing basis or by courses offered in a post secondary institution.

Hiring practices should reflect the qualifications required of a colony teacher. Tolerant, organized, "generalists" who possess a desire to teach on a colony school appear to be the characteristics of a teacher suited to a colony school position.

- (3) Textbooks present a cultural bias and references in the required school texts contain materials that are not familiar or relevant to the Hutterite student. There is a need for materials that are relevant to the Hutterite student and the multigraded colony situation.

Recommendations:

Materials are urgently needed for Junior High subject areas, and revisions to all Tri-systems curriculum should be considered for the near future. Agriculture units for all grades is a second recommendation.

The curriculum development should be grass roots in nature, beginning with the colony teachers, who fully understand the situation and the needs of the students. The success of curriculum development will be greatly increased if it is administered and funded by the school

districts and the Department of Education.

Curriculum development for multigraded and culturally diverse classrooms has not been an educational focus. In the case of the Hutterite colonies, the numbers do not justify the cost and the Hutterites are not politically motivated nor politically vocal. To obtain the development of curriculum for the colony schools, the Hutterites would have to be politically visible.

- (4) Colony schools situated in the church are severely restricted in all aspects of the teaching process and all colony teachers are restricted by the lack of facilities.

Recommendations:

Colony schools situated in the Church should be moved to a location separate from the place of worship. Provisions should be made for all schools to provide separate school playrooms or a physical education space, adequate equipment and secure storage.

Colony elders must be convinced of the benefit of the Church and the school as separate entities. To achieve this end, the Hutterites must view education as a necessity for their children.

- (5) The colony school is a unique situation unlike any other teaching placement and the new teacher

requires moral support and assistance from an outside source.

Recommendations:

New teachers require and should receive greater assistance and supervision. Consistent supervision of all teachers is mandatory. Feedback will assist the teachers to improve their instructional methods and remove feelings of isolation and punitive placement.

Additional issues, not part of the original study, evolved, extending the research.

- (1) Colony teachers must prepare, instruct and mark nine subjects areas for students in eight grade levels. The teachers face a massive workload, in an isolated situation.

Recommendations:

All colony schools, should be required to have an aide assigned regardless of student numbers.

A specific teacher student ratio should be identified, and staffing increased (second teacher) when this ratio is attained. When a second teacher is placed, the school population should be equally divided among the teachers by the administration. Two teacher schools should adapt a team teaching situation rather than two separate classroom identities. Team teaching would permit more flexibility and adaptability within

the colony school situation.

- (2) Colony teachers feel their position is misunderstood and misconstrued by peers in the regular schools and the public at large.

Recommendations:

Additional publicity regarding the colony teachers' position, must occur to correct the public's perception of the colony teacher's situation. Special events, profiles of particular teachers, notice of inservice or the result of inservice meetings are topics that could request additional publicity. Teachers in the regular schools could be introduced to colony teachers at professional meetings and the colony teachers themselves must make a concerted effort to be seen and heard in gatherings of peers from the regular system.

- (3) Multigrading poses unique problems for the classroom teacher.

Recommendations:

The teachers in this study identified peer teaching, alternating subjects, grouping, classroom organization, and curriculum development as methods utilized in the multigraded classroom. Research in the aforementioned areas and other multigraded strategies is required to assist teachers in multigraded classrooms.

SUGGESTIONS FOR FUTURE RESEARCH

This study has described the characteristics of seven colony schools as viewed from the perspective of the observer and the participants. It is hoped this description of the characteristics of the colony school and the colony teachers' role will lead to a better understanding of the Hutterite educational process and culture and renew interest in research in this area. This study has developed many questions for the continuation of research. Detailed, specific research is required in all of the content areas included in this study. Research is particularly required on the development of multigraded and multicultural curriculum.

Colony teachers require skills not readily available in post secondary institutes. There is a need for research regarding the development and implementation of teacher preparation programs specifically related to multigraded classrooms.

Hutterite perceptions of the English school and the English school teacher would represent a continuation of this study. The German teachers interviewed had unique perceptions of the role of the English teacher and this data could be expanded to identify what type of education they view as essential for their children.

The Hutterites are presently facing several dilemmas

that will eventually decide the lifestyle they will possess in the future. Technology continues to advance and the Hutterites use the latest in farming technology, however, the education of their children does not reflect this practice. Hutterite children have eight years of education and their lack of education has not permitted the Hutterite student to stay abreast of technology and the continual information influx.

Hutterite members expressed severe frustration with the lack of "learning" among their young people. They feel they should be able to repair the new computerized machinery and not have it repaired in town. The boys/men, however, do not possess the intricate knowledge needed to perform this work. Several parents expressed a need for a longer period of education, permitting the children to keep up with advancement.

Some Hutterite colonies have adopted the use of practices and customs that contravene their beliefs. Many colonies have adapted a materialist lifestyle that permits individual ownership of audio visuals, china, crystal and other personal belongings.

Given the rapid advancement of technology and information and the permission of some Brethren to partake in personal ownership, rather than communal ownership, I foresee innovation and change in the

Hutterite lifestyle which for hundreds of years has remained relatively untouched. Changes in the traditional values and lifestyles of the Hutterite deserve extensive research.

Alberta possesses the largest number of Hutterite colonies in the world. To develop a better understanding between the Hutterites and the general populace, research is required in all aspects of the Hutterite society. Alberta is the natural location for this research, however, little interest has been expressed in these fascinating peoples.

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APPENDIX A

N. MacGregor
22 Dalhousie Road West
Lethbridge, Alberta
T1K 3X1

December 18, 1989

Dear [teacher's name],

I have enclosed the Hutterite Colony Teacher's Questionnaire, for your perusal.

This questionnaire is one of three research methods being utilized in my Master's study of the Hutterite multigraded classroom. By completing the questionnaire, you will allow me to verify the information I have compiled during my observations of your classroom and our conversations during my visits.

I have enclosed a self-addressed, stamped envelop for the return of the completed questionnaire.

All of the information attained throughout the study will be kept in the strictest of confidence. No specific names or places will be referred to in the study.

I would like to thank you for allowing me access to your classroom and your students. I could not have completed my study without your assistance. Thank you also for taking the time to complete the questionnaire.

Sincerely,

Nora MacGregor

Encl.

Hutterite Colony Schools Teacher Questionnaire

Physical Setting for Instruction

Circle one. Do you consider the physical setting (space, facilities, lighting, storage, etc.) in which you teach:

1. more than adequate
2. adequate
3. lacking
4. severely lacking

Identify improvements you would like to see in your physical setting:

1. _____
2. _____
3. _____
4. _____

Subject Areas

Identify, with a "✓", the subject areas (may be more than one) in which you encounter the least difficulty in teaching in a multigraded classroom. Identify, with an "x" the subject areas in which you encounter the most difficulty in teaching in a multigraded classroom. Subjects you do not teach may be marked with a "o".

- | | |
|--|---|
| <input type="checkbox"/> Mathematics | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Science | <input type="checkbox"/> Art |
| <input type="checkbox"/> Health | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Junior High Options | <input type="checkbox"/> Music |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Grammar |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Spelling |

Examine the subject areas marked with an "x". Identify reasons these subjects are or appear to be more difficult to teach?

Curriculum Development

List the subject areas in which you would like to see more curriculum development for multigraded Hutterite Colony schools.

Discipline

Identify, by their frequency, the most commonly used forms of discipline in your classroom. Place a "1" next to the most frequently used form of discipline, a "2" by the next most commonly utilized, etc. "0" will indicate you do not utilize this form of discipline.

- ☐ corporal punishment (strapping)
- ☐ time out
- ☐ silence of the entire class (heads down)
- ☐ removal of privilege
- ☐ removal of activity
- ☐ positive reinforcement
- ☐ detention
- ☐ token or point system
- ☐ detention
- ☐ writing lines
- ☐ other (identify) _____

Reporting of Marks/Grades

Place an "x" next to the form of grading/marketing of compulsory subjects utilized by your school.

- ☐ letter grades identified with a number (A = 79 - 90)
- ☐ percentage grades (78%)
- ☐ number grades identified with a qualifier (1 = outstanding)
- ☐ other (identify) _____

Do you utilize the standard report card for grade one students (check one)

☐ Yes ☐ No

Grouping

Place a "x" by the form of grouping you utilize most frequently:

- ☐ grade/year of program
- ☐ age
- ☐ ability

Do you use a peer tutoring or pairing situation for student help (check one):

- ☐ yes
- ☐ no

Teacher Assistants

Do you presently have a Teacher Aide assigned to your school (check one):

- ☐ yes
- ☐ no

If the answer to the above question is "yes", complete the following section. If the answer is "no", skip over to section H.

Check the duties your teacher aide currently performs:

- ☐ discipline
- ☐ marking of assignments
- ☐ marking of tests
- ☐ listing/recording of marks
- ☐ small group instruction
- ☐ one-on-one instruction
- ☐ preparation of materials (includes photocopying, correlating, stapling, colouring, locating, etc.)
- ☐ oral reading to entire class or small groups
- ☐ library duties (checking out of library materials)
- ☐ picking up materials or audio visual materials from area outside of school.
- ☐ other (identify) _____

Teaching Aspects

What problems/restrictions do you encounter, as a result of the multigraded classroom?

1. _____

2. _____

3. _____

4. _____

5. _____

What aspects of teaching in a Hutterite Colony school would you like to see improved or changed?

1. _____

2. _____

3. _____

4. _____

5. _____

What aspects of teaching in a Hutterite Colony school do you enjoy?

1. _____

2. _____

3. _____

What three suggestions would you give to a new teacher planning to begin teaching in a Hutterite Colony school?

1. _____

2. _____

3. _____

German Teacher

Do you feel regular communication with the German teacher is _____ essential or _____ non essential (check one)

How frequently do you communicate with your German teacher?
Check one:

- | | |
|---|--|
| <input type="checkbox"/> every day | <input type="checkbox"/> never |
| <input type="checkbox"/> every second day | <input type="checkbox"/> very infrequently |
| <input type="checkbox"/> once a week | |
| <input type="checkbox"/> once a month | |
| <input type="checkbox"/> twice a month | |

Teaching Experience

Major area of specialization during your four year degree
was: _____

Number of years of total teaching experience is _____.

Number of years of teaching experience in a Hutterite Colony
School is _____.

Additional Comments

APPENDIX B

INTERVIEW QUESTIONS

Teaching Organization

1. What do you consider to be the most serious restriction which the colony places on your teaching? Any others?
2. What duties do you perform as principal of the school?
3. Should every school be provided with a teacher aide?
4. Do you feel you do enough teaching presentation?
I.e: presenting a lesson. Why/Why not?
5. What characteristics/qualities do you deem necessary for the Hutterite colony teacher?

Curriculum

1. Do you feel you are teaching the required Alberta curriculum? Why? In which subjects are you not?
2. Do you presently utilize the tri-system curriculum materials? In what subject areas? Do you complete one full cycle per year? After three years do you re; the cycle?
3. What curricula are you presently utilizing for Junior Social Studies and Science? Other subjects?

Training and Inservice

1. Do you feel teachers need some specialized training or background to teach in a colony school? If so, what kind of training would you suggest?
2. Do you feel you were sufficiently prepared for teaching in a colony school? What assistance would you like to have had?
3. What types of inservices do colony school teachers need?