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THE UNIVERSITY OF ALBERTA

EXPLORING SELF-CONCEPT CHANGE IN A PRIVATE SCHOOL:

ST. JOHN'S SCHOOL OF ALBERTA

by

Gregory Albert Wood

A THESIS SUBMITTED TO
THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF

MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT STUDIES

EDMONTON, ALBERTA

FALL 1988

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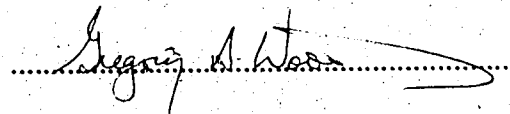
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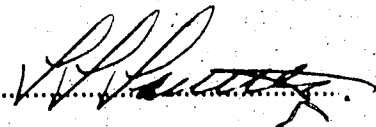
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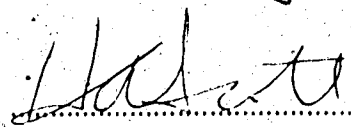
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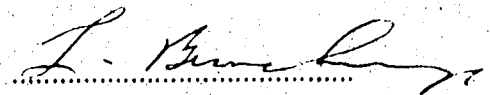
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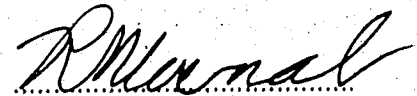
ST. JOHN'S SCHOOL OF ALBERTA

submitted by Gregory Albert Wood in partial fulfilment of the requirements for the degree of Master of Arts.


Supervisor







DATE October 6, 1988

DEDICATION

I wish to dedicate this thesis, firstly, to the new boy students of the St. John's School of Alberta, who so kindly gave of their time, feelings and views. Their contribution made this work both enjoyable and satisfying.

Secondly, I wish to dedicate this thesis to the staff members of the St. John's School of Alberta who so kindly let me into their world.

ABSTRACT

The complexity of life as a student in an outdoor-based, residential school was examined to determine its effect on the self-concept of students during their first year of residence. Earlier research has indicated that an optimal level of student self-concept is highly correlated with other personality and behavior characteristics such as achievement, satisfaction and social adjustment. Recognizing these possibilities, outdoor education and outdoor pursuits programs have been established privately, and in most physical education courses in schools and universities.

The St. John's School of Alberta program is based on a belief in the value of meaningful work, and the outdoor, academic and work programs give the boys an opportunity to respond to numerous challenges. The school contends that the interaction of outdoor adventure, academic excellence and spiritual growth, in a disciplined residential environment, positively effects the self-concept of its students. The present research explored the reality of the school's contention.

In a pre-mid-post design using the Tennessee Self-Concept Test (TSCS), self-concept scores of the total sample of 35 new boy students over a 10 month period demonstrated no statistically significant change, although a slight negative change was reported overall. Grade 8 (N=9) student self-concept scores dropped in all self-concept dimensions, while Grade 10 scores (N=5) showed consistent, positive trends in self-concept change. Instructor observation forms (IOF) were used to record student behavior changes over the research period, and although showing a significant positive change, indicated no relationship between self-concept and behavior.

Qualitative data collected in research field notes of in-school and outdoor trips, and interviews with subjects, parents and staff indicated both positive and negative

individual responses to the school environment. The present study reported that although large individual changes in self-concept occurred, overall, the school program did not effect a positive change in student self-concept over the student's first school year at the St. John's School.

Although not intended to be generalizable, the present case study, using both qualitative and quantitative methodologies, offers an understanding of the relationship between private, outdoor-based residential school programs and group and individual self-concept change.

ACKNOWLEDGEMENTS

I wish to acknowledge the friendship and support of my advisor, Lou Lanier, who, in his patience, was an inspiration toward the completion of this work. A big thank you is insufficient acknowledgement to Harvey Scott, a dear friend and mentor, for his clear thinking, his insights and his unconditional positive regard. I was also fortunate to have on my committee, Larry Beauchamp, a long-time acquaintance and friend, whose door was always open. I am also grateful to Ross Macnab, who taught me that statistics can be interesting and rewarding.

I wish to acknowledge the support of the St. John's School of Alberta, its staff, students and parents. In particular, I wish to thank Peter Jackson for his interest in my project, and Matthew Allan for his time, insight and diplomacy in providing feedback about the thesis.

I have been blessed with the unending support my family: Karen, Logan, Brendan and Taylor, who have always been there.. even when I haven't. At least we know that "this too shall pass".

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In a public school, students are usually assigned to a homeroom, and remain as a group for the school day. At recess, lunch and after school, students move into their social groups for short periods of time, until it is time to go home. In some cases, students live close enough together to interact outside school. The social interaction between students in a public school setting is generally limited to the short periods in which students attend the school. These time periods do not constitute significant proportions of a student's total week, month or year.

At St. John's, the student is put into a class which remains together for the academic portion of the school day. However, during portions of the school week, the student body is further divided into smaller groups or 'crews', which enable the students to complete tasks together. The students are required to work together as a group to get the task completed properly and quickly. The students responsible for feeding the dogs must not only see that the dogs are fed regularly, but are also held accountable for their performance. The students on kitchen crew must rise earlier in the morning to serve breakfast to the rest of the boys, and clean up afterwards. Students are also required to share open dorms, and must learn to live with their peers and to cooperate and accept each other. As the school prepares for and participates in the many outdoor trips scheduled during each school year, the boys get more opportunities to cooperate and work effectively together. The school intramural sports events and snowshoe training puts students together to compete for awards. The honey selling provides another intense period of group work.

In each of these settings the student is in constant contact with other students and school staff. The school allows three hours of free time every second day, which gives students little time to be alone. The school often requires students to work together under trying conditions, such as during the outdoor trips. The constant interaction with

both students and staff provides continuous opportunities to develop students' social roles. The student must at times be ready to follow precise orders, and at other times be required to give orders to others. The student must be able to control his emotional reactions to stressful situations, and to follow well-defined social norms. His behavior must follow that set down by the school's code of behavior and as dictated by the students' own social code. As the students live and work together, acceptable and unacceptable norms of behavior are developed within the social structures of the student body.

The School Staff

The Company of the Cross

St. John's School of Alberta, run by the Company of the Cross, has a staff turn-over rate of 10-20% per year. The core staff at St. John's have been there from 5 to 15 years, with most new staff now staying more than one year, and often staying up to five years. Other staff members have made the Company a life-long commitment. Though not a requirement to work at the school, becoming a member of the Company of the Cross is the norm, and in order to live on-site with the members, one must be a member of the Company. The school always hires staff members from outside of the Company as well. Members of the Company of the Cross must vow to live by the 'Rule of Life', and by the other community principles established by the Company of the Cross. A person seeking to become a member is required to complete two years as an Initiate Member, and then, upon approval of the full membership of the Company, may be accepted as a Full Member.

The Rule of Life is... "meant to be a source of peace and strength and structure for our daily Christian walk." (SJSA, 1985, p. 1.3). The purpose of the Rule is "to keep the

love of God as the central motive for all the Company's activities, and to draw the members, as a group, and individually, nearer to Him." (1985, p. 1.3). The Rule considers the individual's responsibilities to himself and each other, as well as to the community. Several of the individual and community rules are that:

1. Members shall say private prayers daily.
2. Members must attend corporate morning and evening devotions (Morning Prayer and Compline).
3. If a member feels offended by another member, he or she will endeavor to achieve reconciliation by first approaching that member in private.
4. Members will join in a community celebration of the Holy Eucharist once during the week.
5. Opportunity will be made available for the members to meet together for fellowship and recreation at least once a month.
6. Members are encouraged to attend a weekly bible study, and to go on a retreat once a year. (SJSA, 1985, p. 1.3)

The Commitment

A member of the Company of the Cross must sign a Company employment contract which outlines the conditions of employment, with a three month probationary period, and full membership after a period of two years. The member recognizes his commitment to the Rule of Life, and accepts the financial principles as determined by the Company. There is an informal economic Rule of Life appended to the Rule which affirms the principle of economic simplicity: that one should have what one needs to live comfortably, but not be acquisitive, a less stringent version of the monastic vow of poverty. The member is paid a salary of approximately \$200.00 per month, modest

holiday and travel pay, and a clothing stipend. Board and lodging are provided by the Company, as well as medical, dental, life and other insurance coverage.

Each year, at a service presided over by the Bishop of Edmonton, each Full and Initiate Member re-commits himself as a member of the Company of the Cross, and vows to live by the Rule of Life. All new members of the Company are presented with small wooden crosses as a token of their membership and commitment to the Company.

It is expected that the members become involved in all facets of the community life at St. John's, as well in the day-to-day operation of the school. This means involvement and participation in the outdoor program, the work program, and the academic program. The female members of the Company, although encouraged and supported in their involvement in the outdoor program, do not usually participate fully in that program. They do, however, play a large role in the operation of the school, in teaching, administrative work, secretarial tasks, book-keeping, cooking, running the storeroom and laundry-room, and providing on-site nursing for the school.

The working hours for a St. John's staff member are considerably greater than staff members of public schools, as the St. John's staff live at the school complex. Dorm masters live in private quarters within the main school building, and are available to students in the dormitories. As students are usually at the school throughout the week, including weekends, the work-week is typically about 75 hours. Evenings are filled with study hall monitoring, correcting or preparing papers for the next day, tutoring, or attending planning meetings. The staff, like the students, get little time to themselves.

Educational Background

A staff survey (see Appendix IX) conducted in April, 1987, and completed by 11 of the 15 academic staff members, revealed diverse backgrounds. There were 7 male and 4

female respondents, with an average age of 31 years. The teaching experience at St. John's ranged from 1 to 16 years, with the average time spent at St. John's being 5 years. The average number of years of university or college training was 4 years, with a high of 8 years and a low of 3 years. Of the 11 staff members surveyed, all but one held at least one university degree, with three staff members holding either a second Bachelor's degree or a master's degree. Several of the staff members who did not complete the survey did not have university degrees or teaching diplomas. In total, the group surveyed held 14 separate university degrees, obtained from universities throughout Canada, the United States, and the United Kingdom.

Relationship with St. John's

When asked why the staff members were presently working at the school, several consistent themes appeared:

For most members, the opportunity to live and work with others in a Christian community served as the major reason for working at the school. The community lifestyle appeared to be a primary incentive to becoming a member of the Company. A second theme was the notion of spiritual fulfillment and service to God. The members felt that their purpose was to bring the word of God to the students and to their community. A third reason for involvement at St. John's was the members' wish to make an impact on the physical, social, spiritual and emotional lives of the students in their care, and because they enjoyed and drew satisfaction from teaching. A fourth reason was the member's individual search for challenge, for something adventurous and exciting. The school does not allow much time for boredom or wastefulness, and it appears that most staff enjoy this type of lifestyle.

Outdoor Background

The outdoor experience of the staff members differed markedly, with some staff members having had little or no experience in the outdoors, while others having had extensive experience. Prior to coming to St. John's, three staff members had had considerable experience in the outdoors. The majority of the staff, however, received their outdoor experience almost exclusively within the St. John's program, either as a student, staff member or both. Only two staff members had taken formal outdoor training. Of the staff members surveyed, the average involvement in outdoor activities was 2.7 years.

Female members of the staff are not required to participate in the outdoor program at the school, but are supported, to an extent, by the school if they desire to become involved. Several female staff members had been involved in segments of the program, by participating in either the snowshoe program or a canoe trip. As well, female staff members also participated in the Drayton Valley Canoe Race. In most cases, however, female staff members were reluctant to participate in the outdoor program offered by the St. John's School of Alberta, except in a supportive role.

Staff Summary

A commonality existed among the staff members surveyed that demonstrated a distinct oneness in community philosophy, and the opinions of the staff clearly showed the community spirit at the school. Generally, the academic staff were well-educated, and were striving to up-grade their teaching credentials. Several of the teachers were enrolled in teacher education programs or other university programs to improve their level of training. Evident as well, was the dedication by the staff members to become heavily involved in the education of the students at St. John's School, and the

commitment of time and energy to go beyond usual educational practices. It was clear from the survey that the teaching vocation assumed by the staff members of St. John's was demanding, and with little in the way of extrinsic reward. It was, however, a Christian vocation, where the teacher's rewards went beyond the tangible aspects of salary or benefits, and these staff members had accepted the St. John's challenge.

The New Boy Students

The new boy students of the 1986-87 school year at the St. John's School of Alberta completed a demographic survey (see Appendix IX) during their first month at the school. The intent of the survey was to determine the extent to which this group of young boys was representative of other junior and senior high students in Alberta schools, and to gather information about the students' background. It was felt that this information would be of use in the discussion of research results. The student survey questions and a summary of the responses may be found in Appendix IX.

Geographical Background

Of the 35 new boy students who responded to the survey, 74% were originally from the Western Provinces, with 67% from Alberta. As well, 95% of the students' families presently resided in Western Canada, and 75% resided in the province of Alberta. Forty-three percent of the students came from rural communities with a population less than 10,000 people, while 57% of the students came from large, urban environments.

Family Background

The family structure of the students was collected and analyzed. The average family of the new boy students had 2.5 children. This considerably surpassed the

average family in Alberta of 1.3 children (Statistics Canada, 1987). Sixty-five percent of the students came from married households, compared to the Alberta average of 48.9% (1987). Fourteen percent of the new boy students came from divorced households, which again was significantly higher than the Alberta average of 3.2% (1987). Ten students, or 29% of the new boy students came from lone-parent homes. Statistics Canada (1987) reported the Alberta rate of lone-parent families to be 12%.

The data suggested that the new boy students of the St. John's School came primarily from large, married families. The number of children in the new boy families appeared to be significantly higher than the provincial average, as did the rate of married parents, the divorce rate of those families, and the number of lone-parent families.

Economic Background

The new boy students of the St. John's School came from families where, if both parents were living at home, both usually worked. Of the 35 new boy students surveyed, 100% of the fathers and 73% of the mothers worked outside of the home. Most families were, therefore, supported by two incomes.

Professional and managerial occupations accounted for 56% of all occupations for both fathers and mothers of the new boy students. This occupational category was the largest occupation reported as a source of income for the new boy families. The second largest category was sales occupations, at 8%, and service occupations, primary occupations and unclassified occupations accounted for 7% each. Other occupation categories, such as clerical, construction, and transportation were each reported at 4% or less. Nine mothers, or 28% of the new boy students' mothers were reported primarily as being homemakers.

A large number of new boy students came from professional /managerial families with two sources of income. Statistics Canada (1988) reported that 29% of the work force in Alberta were employed in professional/managerial occupations. This contrasted sharply with the 56% figure reported by the new boy students. The data demonstrated that the parents of the new boy students make up a much greater proportion of professional /managerial workers than are present in the average, Alberta working population. Data on the numbers of two-income families was not available.

Academic Background

A large majority of the new boy students, 75%, attended small or medium-sized junior high schools of 500 students or less prior to their attendance at St. John's. For the prior school year, the average mark of the new boy students was 67%. Twelve of the 35 students (34%) had previously failed at least one grade, with two students having failed two grades.

There was no indication that this group of boys was academically different from average Alberta junior high school age students. The student demographic summary (Appendix IX) suggested a normal distribution of student school marks for the school year prior to attending St. John's. The majority of students reported an average between 50% and 80%. The failure rate of the new boy students (34%) appeared to be high, although the provincial pass/fail rates were not available from Alberta Education.

Relationship with St. John's

A question which appeared on the student survey dealt with the students' perceptions of why they were attending St. John's. The students' reasons for deciding to attend St. John's could potentially affect the degree to which the boys achieve success

and fulfillment at the school. It could also affect the potential for self-concept change in the boys. As indicated by Brookover et al. (1962/65), the willingness to change on the part of the student may be a strong factor in potential change in self-concept. The survey was also intended to determine the similarity between the students' goals and the school's goals. A strong difference in goals could potentially affect the degree to which the student is comfortable with the school and its programs, and could affect the attainment of their respective goals, and the feeling of success by the student.

The 35 responses were categorized into 14 different points as to why the students were at the school. Many students gave several answers, and all responses were included in the totals. For students who made several responses, no attempt was made to determine which response carried greater weight in the student's decision to attend St. John's.

Eight students stated that the decision to attend the school was their own, while seven students stated that they were forced to attend by their parents or guardians. The remaining students did not state whose decision it was. The most common reason for attending the school was to improve academic standing, which eight students stated. Seven students stated they were at the school to learn discipline, and to become self-disciplined in school work and lifestyle. Four students cited trouble at home, and an inability to cope with the home environment as the primary reason for attending St. John's. Four students stated that they were having trouble cooperating with other students or peers, both within and outside school as the reason for attending St. John's. Three students noted that the outdoor program was a strong attraction for coming to the school, while three students noted the school's emphasis on fitness as the deciding factor. Other less common reasons were: to learn to respect elders; to gain independence; to avoid the distractions of the city; for fun; and because parents

requested them to do so. One student commented that his decision to attend was based on religious reasons.

The student response demonstrated many reasons for attending St. John's. Many of the new boy students attended because their families demanded it, while other students had their own personal reasons for wanting to attend. Several of the boys who were having trouble at home were attending the school in order to remove themselves from a difficult home setting. Several boys indicated that the difficult home setting was caused partially by the students' lack of performance in school. The poor performance was often attributed to the student's interests being directed away from school and family toward other enticements.

As many of the boys came from professional families, one would expect the parents to want their child to perform 'much better than average' in school. The academic environment at St. John's, along with the strict adherence to study time and achievement, made the school a logical choice for parents wanting the 'most' out of their child.

Several of the students were 'put' at the school because they were unable to 'get along' with students or teachers in the public school environment, and required more discipline in order to stay out of trouble at school. The lack of focus by the students on the religious aspects of the school appeared to be in conflict with the school's stated objectives, whose prime educational goal is to "bring the students toward a realization of God" (SJSA, 1985, p. 3.21).

Outdoor Background

The last details that the survey attempted to determine was the students' level of experience in the outdoors. Because the school outdoor program was intense and

demanding, and because the expectations for achievement were high, the students' level of ability and experience in the outdoors could affect their potential for success in the program. The survey gathered information from the boys about their past experiences in outdoor activities such as camping, canoeing, and snowshoeing. It also gathered information about their likes and dislikes for outdoor pursuits.

The survey was completed following the New Boy Hike, and several students commented about their initial fears associated with the trip, how difficult the New Boy Hike was, and how great it was to be able to look back at the experience and say, "I did it!". Student responses were generally very similar. Students had had, up to the hike, little or no experience in the wilderness. Most had been camping occasionally with their families; usually in motor homes, tent trailers or small tents in provincial or national parks. Few had ever camped in complete wilderness, and many expressed enthusiasm and excitement about the prospects of the outdoor program. Three students noted personal involvement in hunting and fishing, and one student noted personal experience in outdoor pursuits such as cycling, hiking and camping. A small number of students were noticeably negative about the perceived hardships of the St. John's outdoor program.

As one would expect for this age group, the boys were generally very inexperienced in wilderness outdoor skills. Most students were at the same level of readiness, anticipation and fear of the wilderness, and were very dependent upon their leaders during the New Boy Hike and other outdoor program components. Thus, the potential for success or failure in the outdoor program was, theoretically, equal for most new boy students.

The student's ability to endure in a wilderness environment, however, may not be closely linked to his prior experience in the outdoors. Normal camping experiences

would not be sufficient preparation for the experiences the boys were to encounter in the outdoor program at St. John's. The student's ability to endure, and his success or failure in the outdoor program could not, therefore, be related to his prior experiences in the wilderness environment.

Student Summary

Most new boys of St. John's came from large Albertan families. The students came from a reasonably equal mix of rural and urban communities and cities, and had little experience in wilderness living or wilderness travel. The parents of the new boys were primarily involved in professional / managerial occupations where both parents worked outside the home. The families of the new boys had a significantly higher rate of married parents than the Alberta average, a higher rate of divorce, as well as a higher rate of lone-parent families.

Approximately 20% of the new boys were at St. John's because of parental demands, and 20% were there because of the student's own choice. Students were at the school primarily to improve their academic performance, to learn study skills and self-discipline in school, to learn to behave properly, both in and out of school, and to learn to cooperate with others. The new boy students and their families did not appear to be satisfied with past academic and/or social behavior. The student's enrollment at St. John's was an attempt to overcome the student's past academic and social performance, and to provide the student with an opportunity to succeed in a different environment.

The new boy students fairly represented modern Albertan boys of their own age, and were generally representative of a group of teenagers brought together under these circumstances. Although coming from middle-class to upper-middle-class families, many of the new boys had not had great success at school, academically or socially.

Several of the boys had had family and peer trouble, while other students had come from very stable families and social environments.

Having come from professional, successful families, the mediocre academic standing of the boys upon entering the school suggests that many of the boys were not self-motivated. It may also suggest that the working parents did not have the time to be constantly controlling, motivating and disciplining their sons, or were unwilling to do so.

The survey responses demonstrated a sincere attempt by the students to come to grips with their own problems of daily life. These boys were aware that they had problems working in a public school environment, where they are permitted to 'sink or swim'. The temptation to do nothing, or to be uncooperative was too great for these boys.

The fact that the students were enrolled at St. John's demonstrated a desire by the families to provide their sons with a traditional education, and a desire to keep them out of a disciplined environment, where the boys were forced to complete their work, to be on time for school, and to cooperate with others was something that the parents and students had decided was necessary if the boys were to succeed in school. It would appear that the parents and some students felt that the St. John's school was able to provide the environment that the boys needed.

The St. John's Program

The Educational Philosophy

The educational philosophy of the St. John's School of Alberta was derived, fundamentally, from the Christian values held by the Company of the Cross members. Their values differed from that of the public school system, as they focussed directly on

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CHAPTER I

STATEMENT OF THE PROBLEM

Search for the Question

Research, by its very nature, is a search. In the process of planning a research topic, the researcher attempts to determine what is worthwhile studying and what is practical to study. In the present study, the initial focus developed from the observed need for expanded physical education programs in secondary schools. In particular, there was an awareness by the author, through his own teaching experiences, that outdoor pursuit activities offered something different to the student than the traditional gymnasium-bound physical education programs. The search began to determine what that difference might be.

A large quantity of research exists on the value of outdoor pursuit activities. The literature suggests that involvement in outdoor pursuit programs generally affects a positive change in the self-concept of the participant (Ewert 1984). However, as most of the research has been conducted on programs with disadvantaged groups, who often exhibit lower self-concepts than the general population, the positive change may have been caused by the individual's pre-disposition for change rather than the programs themselves. The proportionally greater potential for change may not be possible with a normal population. However, if outdoor pursuit programs have been shown to be successful in increasing the self-concept of disadvantaged groups, it would appear that they could also be of value in school physical education programs. It is at this point that the focus of the present study was established. Does involvement in a school outdoor pursuits program effect a positive change in self-concept ?

While searching for a school program suitable for study, it became evident that few schools in Alberta offered outdoor programs extensive enough to be considered appropriate for the research study. The school outdoor program would have had to occur for a major portion of the school year in order to establish that it did indeed have an effect on self-concept. It became apparent that a school with outdoor pursuits as a primary focus would be necessary to support a study of this nature. At this point the St. John's School of Alberta was suggested as a research environment.

Reading materials supplied by the St. John's School of Alberta about their school program disclosed an interesting statement made by a school administrator at the school. In a proposal paper requesting that the school's outdoor program be accepted by Alberta Education as credit toward high school graduation, the assistant headmaster of St. John's stated, "There needed to be a strategy to give a student meaningful work and fulfillment in his work. This would result in his self-concept being raised dramatically and would allow for success in many other areas" (Jeynes, 1985, p. 8).

This statement, although used to justify inclusion of an outdoor pursuit program as a major component of the school's curriculum, was not supported by any documented research. The Assistant Headmaster's statement provided the needed impetus to launch this research study, in an attempt to determine whether a dramatic rise in the self-concept of the students did in fact occur. Jeynes went on to say in the paper that, "The outdoor programme is not, therefore, an option but rather an integral part [of the students' experience] without which St. John's would not exist" (1985, p. 17).

The school had decided that the outdoor program was a fundamental, integral part of the school curriculum. This clearly demonstrated the importance of the outdoor program to the school. Few schools would be willing to devote such a large portion of the school curriculum to an outdoor pursuits program. After acquiring more detailed

information about the nature of the school and its program, the present research study was designed and approved by the school.

Purpose of the study

The St. John's School of Alberta has a unique approach to reaching its educational goals. Separating the effects of the outdoor program from the rest of the school life is unlikely because the outdoor program is so deeply embedded in the daily operation of the school. Because of the entrenched nature of the outdoor program, it was decided to study the effects of the school program on the self-concepts of the students, and not just the effects of the outdoor program. Although this has limited the generalizability of the study, it was not possible to do otherwise.

The primary purpose of the research was to determine if any changes in the self-concept of the 'new boy' students of St. John's actually occurred during the school year. This change was to be determined by a standardized test of self-concept.

The second purpose of the study was to observe, collect and document the experiences and perceptions of the new boy students during their first year of residence. The research was concerned, in particular, with the change in students' self-perception over that period of time, and the behavior changes that may have been associated with any change in self-perception.

The third purpose of the study was to attempt to understand the particular events, programs or activities at the school that may have contributed to any change in self-perception or any associated behaviors. An understanding of the school program and its relationship to self-concept change would be critical in the design of future outdoor programs geared toward producing a positive change in the self-concept of its participants.

Statement of the Problems

1. Does participation in the St. John's School of Alberta program for one year promote a change in the self-concept of new boy?
2. What does the life of the new boy entail at the St. John's School of Alberta?
3. What is there about the St. John's School of Alberta, its life and programs that may positively or negatively affect a change in the self-concept, behaviors and attitudes of the new boy?

Research Objectives

1. Testing of self-concept levels will determine the extent of change to the self-concept of new boy students during a ten month involvement at the St. John's School of Alberta.
2. Field notes and interview data collected over the course of the study will document student self-perceptions and behaviors indicative of a change in the self-concept of the new boy students of the St. John's School of Alberta.
3. The case study design will effectively determine the extent to which the St. John's School program effects a change in the self-concept of new boy students, both behaviorally and psychologically.
4. The collection and analysis of data will lead to a greater understanding of the St. John's program and its relationship to the self-concept change of the new boys.

Operational Definition of Self-concept

The operational definition of self-concept within the context of this research is that of Fitts (1965), and the construct of the Tennessee Self-Concept Scale (TSCS). Self-

concept, as viewed by Fitts, is a combination of three internal frame of reference categories: identity, self-satisfaction and behavior. These self-concept categories may be further sub-divided to provide the external frames of reference: physical self, social self, family self, personal self and moral-ethical self. The TSCS measures individual levels of self-perception on each of the eight sub-self dimensions, as well as the 'total self-concept' or 'P score'.

Researchers have been using the Tennessee Self-Concept Scale and similar tests to detect changes in self-concept in an attempt to discern the factors which affect the development and maintenance of optimal levels of self-concept. The TSCS has been used extensively for the detection of personality disorders attributable to low self-concept. Each self-perception item provides a perspective from which one can view oneself, and each is of potentially equal importance in its affect on personality.

This multi-dimensional approach to the study of human behavior has been instrumental in the design of quantitative measures of self-concept. Although not the only theoretical orientation to the study of behavior, the TSCS provides a concrete basis for understanding the theoretical construct of self-concept. The self-report inventory is one way to understand a complex phenomena, and one which this author has accepted for its ability to answer certain research questions. It is accepted that the TSCS is but one way of understanding the process of change being experienced by the new boys of St. John's. A more empirically-based view of the life-experiences of the new boy will be pursued through a qualitative approach.

Delimitations

The study was delimited to include only the 'new boy' students enrolled at the St. John's School of Alberta during the 1986-87 school year. Although other students

attending the school were prepared to become involved in the research, prior exposure to the school program contradicted the research intent, that being the study of the initial year of exposure at the school. Thirty-seven new boy students ranging from grades 7 - 10 comprised the initial research subjects.

The self-concept level of the subjects in the study was delimited to scores which were reported in the administration of the TSCS.

Limitations

Several of the teacher-observers had had greater opportunities to observe their assigned students during the research period, thus potentially having a more accurate impression of the students' behaviors and attitudes. Some of the teacher-observers were assigned students in their own homeroom, or they may have been the leader on an outdoor trip in which the assigned student was participating. Having the student frequently in the classroom allowed the teacher more opportunities to observe that student. Participating in an outdoor trip with an assigned student allowed the teacher to see that student in ways not possible in the school setting. Other teachers, because they were assigned students to which they had little formal or informal relations, had to make special arrangements and opportunities to observe their students. Thus, some teachers were limited to observing assigned students under certain conditions within the setting. This may have limited the reliability of some instructor observation scores.

Self-concept testing for the last period was held following the grade 10 cycling trip, but prior to the grades 7, 8, and 9 canoe trip. Perceptions of self-esteem may have been positively or negatively affected following a lengthy and demanding trip such as undertaken by the grade 10 students. To test before the trip would have precluded one

month of involvement with school activities. The decision to post-test prior to an extensive outdoor trip may have limited potential changes in self-concept scores.

Due to the small sample and the case study methodology used, the results of the present study has limited generalizability. The interpretation of the results will not necessarily have specific transferability outside the geographical location of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Outdoor educators, recreation specialists, and social therapists have long recognized the value of participation in the outdoor environment. The Outward Bound movement has popularized the use of outdoor adventure in promoting personal growth and self-esteem. The potential for enhancement of self-concept, when exposed to particular conditions in the outdoors, has drawn the attention of many researchers. In recent years, researchers have attempted to show that involvement in outdoor adventure activities does, in fact, promote positive change in self-concept. Research has also suggested specific factors which promote these changes. Before proceeding with the review of self-concept research in the outdoors, it is necessary to provide a background of relevant literature on the nature of self-concept, its development and related factors.

Self-concept and its Development

Self-concept, in its simplest form, can be defined as "the image you hold of yourself" (Adler, Rosenfeld, and Towne, 1980, p. 26), as if you were able to use a special mirror to reflect physical, social and emotional views of yourself. The 'looking-glass self', as proposed by Cooley (1964/02), theorized that one's self-concept is largely a factor of how other people perceive you to be. That is, that the opinions of other people in your social environment directly affect how you perceive yourself. The social environment is a strong factor in the development, maintenance and potential change of individual self-concept. Cooley makes it clear that the individual makes judgements about

one's 'self' based on the behaviors of others with whom one associates. These judgements form the basis upon which one builds the self-concept.

Mead expanded Cooley's theory to formulate the idea that an individual behaves according to the social group or community with whom he is interacting. Mead wrote, "The individual thinks about himself in categories determined by his social groups, and probably he also applies to himself standards of comparison derived from the range of variation he sees in others" (cited in Sullivan, 1947, p. 11). The behaviors displayed by the individual and the morals he holds, represent the norm of the social group. The individual's perceptions of the 'group norms' was termed by Mead as the "generalized other" (Mead, 1964, p. 218). This role-taking involves generalizing the attitudes of the social group as a whole, and reacting to one's self from the standpoint of those generalized attitudes. The individual is thus able to make judgements about one's role in the social group, one's position or status, and whether one upholds the values and norms of that group. From this perspective it is possible for the individual to create a self-perception, based on a comparison with the social group, or the 'generalized other'.

The introduction of the generalized other to self-concept theory was critical for the understanding of the development of self-concept from a symbolic interactionist perspective. Although Mead clearly argued that the self was an emergent from the social process, he was quick to point out that there was an individual contribution that each self made to the social process. A two-way process occurs where the emerging self affects the developing social process, based on its unique and individual nature.

Evolving from Mead's work, Sullivan (1947), coined the term 'significant other', which was used initially in reference to parents and their effect on the social development of their children. The term is now used to include anyone "whose opinions and actions 'matter' to the individual, one whose esteem he values, and whose disapproval he seeks

to avoid" (1947, p. 13). Close friends, respected teachers, team coaches and other 'significant' individuals in a person's life can affect the development of self-concept. At an early age, the individual is exposed to significant persons that reflect that individual's self. This perceived appraisal plays a role in the development of an accurate and positive perception of self.

The individual, as he matures, develops a 'concept of self', a picture or self-image that encapsulates all that he is, or at least all that he thinks he is. This self-perception may or may not be accurate, as compared to what other people perceive him to be. We have all encountered individuals that perceive themselves as having characteristics and abilities far greater than we perceive them to have. As well, we sometimes encounter persons for which the opposite appears true.... persons who do not see their particular talents as positively contributing to success, and who continually focus on themselves as being inadequate or failures. Most individuals self-perceptions, however, are accurately based on their own abilities, and on how others perceive them to be.

Self-concept and Self-Report

A question which concerns researchers of self-concept is the notion of perception and the accuracy of self-reported perception. Although tests have been developed which 'measure' self-concept, the phenomenon remains elusive. The self-report method of self-concept measurement is limited to the extent that one can rely on the self-perceptions of the individual as being accurate. As Combs (cited in Lynch et al, 1981) states:

Self-report ... is a behavior representing what a person is willing, able, or can be seduced to say about self. Like any other behavior, it is, of course, affected by self-concept. It cannot, however, be accepted as identical to it (1981:6).

Many researchers who use self-concept tests (ie. Brookover 1966, Fitts 1965, Sherwood 1962), rely solely on the self-report method, and their findings must be viewed in light of Combs's statement. Other researchers, including Gergen (1971), Brown (1970) and Combs and Soper (1969), have measured levels of self-concept using external evaluators who were specially trained in observation techniques. From observations of subjects, perceptual categories are created from which inferences can be drawn about self-concept levels. Courson (1968) suggests that the effect of self-concept on behavior is so pervasive that it can be picked up even from fairly small samples of behavior.

Using subject behavior as an indication of levels of self-concept provides a different perspective on the nature of self-concept. While some theorists believe that self-concept must be empirically based in the direct observation of behavior, others believe that the 'true' self-perception can only be expressed by what one 'perceives' or 'thinks' about oneself. Researchers who are dedicated to self-report methodology question the inferential problems of equating self-concept with behavior, while researchers in the other camp take issue with the validity and reliability of self-report measurement.

Regardless of the method used to measure this phenomena, there is general agreement among researchers that self-perception is both tacit and behavioral, but that each theoretical framework is based on different assumptions about the nature of self-concept. The present research has used methodologies to pursue the nature of self-concept from both perspectives in an attempt to adequately answer the research questions.

Self-concept and Change

The ability of self-concept to change has been a source of discussion among researchers in the field. Certain aspects of self-concept, such as self-esteem, are

considered to be susceptible to change, while general or overall self-concept has been found by Fitts (cited in Lynch et. al, 1981) to be not only stable, but to be resistant to change. Gergen (1971), on the other hand, found that people were highly malleable with respect to self-conception, and that they would readily and willingly reconstruct their perceptions of self across time and situation.

Lowe (1961) suggests that some parts of the self-concept are peripheral to the core of the self and are therefore unstable, while other closely-held beliefs are central to the self and are therefore highly resistant to change. The uniqueness of the individual's self-concept, that which he sees as central to his being, and those things which are open for change, creates a profile of the individual's self. Fitts (1965) has used this concept of mapping an individual's profile in the design and analysis of the TSCS. The individual's self-concept profile, based on the scores achieved in various sub-self dimensions, allows the researcher to view a theoretical 'picture' of the individual's perception of self.

The differing opinions about the saliency of self-concept, as well as the differing opinions about the empirically-based or internally-based self-concept, imply that self-concept is not a construct that is clearly delineated by research. Definitions of self-concept vary, as do opinions about its importance in the individual's interaction with society and its impact on personality and behavior. The body of research on self-concept change does reveal, however, that a change in self-report scores and a change in behavior occurs throughout the life of an individual.

Fitts (cited in Lynch et al, 1981) suggests that there is a constant interaction between self-concept and behavior, and that a change in one will affect the other. Many of the mechanisms for change in self-concept, and correlated factors for this change have been established. There may exist, however, many variables which have, as yet, not been established. What remains unresolved is a universally accepted definition of self-concept.

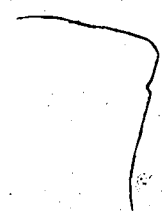

and a theoretical construct which explains all or most of the variables that have been associated with the development and change of an individual's self-concept. The major variables which have been correlated with self-concept are discussed below.

Self-concept and Personality

The importance of an accurate self-concept, and its relationship to personality factors has been studied by Gergen (1971). He states that developing an accurate self-image is helpful to the individual for many reasons. Self-conception is valuable in allowing the individual to form generalizations about himself, so that he will realize his own abilities and limitations. This enhances social interaction because the individual is able to make adjustments and decisions about appropriate social behaviors.

Communication with others is made more efficient when the self is clearly expressed to others. A clear sense of identity is often instrumental to participating in modern society, such as completing forms, job applications and in interviews. The self-concept provides a basis from which the individual understands and relates to the world around him.

Self-concept has been correlated with other personality characteristics. A review of research by Scheirer and Kraut (1979), strongly links personal adjustment with a positive self-concept. An individual possessing a positive self-concept will show high levels of personal security (relative immunity to the judgements of others), high self-acceptance (acceptance of the opinions of others, sensitivity to others), and high self-esteem (popularity, and a lack of defensiveness and inferiority). The enhancement of self-concept leads to a general improvement in interpersonal relationships, and readiness to cope with one's existence.



Self-concept and Academic Achievement

In a school setting, the relationship of self-concept and academic achievement is of considerable importance. Academic performance is, in most school settings, the single criterion by which student success is measured. Success in other school endeavors (sports, drama, council) are usually secondary to academic excellence, and school policies often limit extracurricular involvement when grades are not satisfactory.

A major longitudinal study by Brookover, Patterson and Thomas (1962) investigated the relationship between academic achievement and self-concept. After the student I.Q. was factored out, the students' reported concepts of their own ability and their grade-point averages were found to be significantly and positively correlated. A further finding of the Brookover studies was that while students who report low self-concepts rarely perform at above-average levels, a significant proportion of those who report high self-concepts of ability do not perform at comparable levels. This led Brookover to hypothesize that confidence in one's academic ability is necessary, but is not the only factor in determining scholastic success. It was also found by Brookover and his associates that changes in the reported self-concept of academic ability are associated with parallel changes in academic achievement. A student carries with him certain attitudes about himself and his abilities in school and these attitudes play an important role in how he actually performs in school.

Conversely, the performance in school can affect the levels of self-concept of the school student. A number of researchers (Diller, 1954; Borislow, 1962), have explored the conditions under which success and failure affect a person's evaluation of himself. There is a general consensus that students who under-achieve scholastically, or who fail to live up to their own academic expectations, suffer significant losses in self-esteem. Just as successful performance raises self-esteem, poor performance lowers it.

Separate research by Carlton and Moore (1966), Diller (1954) and Bills (1959) all indicate that success in school enhanced the self-concept of their students. Success and failure both significantly influence the ways students view themselves. Purkey (1970) summarizes by saying, "Students who experience repeated success in school are likely to develop positive feelings about their abilities, while those who encounter failure tend to develop negative views of themselves" (p. 26). The continual failure of a student may negatively affect his self-concept, thus increasing the likelihood of failure again. A continually successful student, on the other hand, may find himself on an upward spiral of success, where the positive performance reinforces the self-image, thus increasing the likelihood of future success.

Self-concept and Age

Any measured changes in self-concept which occur in a subject over time must be considered in light of the subject's age and the time period involved. Age has been determined as a significant factor in the development and maintenance of self-concept levels.

Using data collected with the TSCS for 18 different studies conducted between 1968 and 1971, Thompson (1972) was able to determine self-concept patterns for various age groups ranging from 11 years of age to over 80 years of age. Examining the data revealed several common trends. There was usually a high degree of consistency across samples within each age group, and the self-concept profiles (as portrayed by the TSCS) of each of these groups had characteristic patterns.

The patterns indicated that self-esteem increases with age. The junior high and senior high subjects had below-average scores of self-esteem, college age and adult subjects earned average scores, and elderly people scored above average on most self-

esteem items. Elderly subjects were more defensive and less inclined to make negative statements about themselves (as indicated by self-report scores). This suggests the possibility that increases in self-concept for the elderly population may be more a function of denial than an actual increase in self-esteem.

Younger subjects, particularly high school students, showed a relative lack of defensiveness, which may account to some extent for their low self-esteem scores. Another interesting finding by Thompson was that older subjects demonstrated more certainty in self-description, which indicated that as an individual gets older, he comes to define himself in more definite terms. The 'self' becomes more stable with age and may, therefore, be more resistant to change.

A study by Grant (1966) appears to confirm the findings of Thompson, that older subjects reported more positive feelings about themselves than did younger subjects. It appears that certain systematic changes occur simply as a function of time, or increasing age. Young people are more uncertain about their self-concepts, with this uncertainty being most prevalent during high school years. The pressures of social orientation and group identity at this age, as well as the search for roles and individuality may account for some of this uncertainty.

Self-concept and Socio-economic Status

Research indicates that socio-economic status [SES] bears little relationship with levels of self-concept. Because SES is a composite factor of other variables, such as race, intelligence, educational level and income (Thompson, 1972), determining the existing relationship presents many methodological problems. Thompson, reporting on 16 distinct research studies on the effect of SES on self-concept, found that the one variable, SES, could not be readily established as affecting self-concept. Findings by

Healey (cited in Thompson, 1972) indicated that profiles for disadvantaged adolescents closely resembled those for normal adolescent samples, and that both samples differed from the TSCS norm group. Healey (1972) concluded that "...for junior high school populations, age is a more significant determinant of self-concept than is socio-economic level" (p. 44).

Coopersmith (1969) found that many variables, including education, income, social class, and ethnic background were not associated with the formation of high self-esteem. However, Soares and Soares (cited in Purkey, 1970), who compared the self-perceptions of disadvantaged and advantaged elementary school children, reported generally more positive self-perceptions for disadvantaged children than advantaged children. Meanwhile, Hawk (1967) and Ausubel and Ausubel (cited in Purkey, 1970) reported that the professed self-concepts of disadvantaged children are characterized by low self-esteem and self-depreciation.

Once again, research demonstrates a conflict of opinion. Purkey (1970) clarifies this conflict somewhat by claiming that the emotional climate of the family is more important than the economic or social factors, and that the tendency toward low self-esteem can exist in both advantaged and disadvantaged families. Individuals from low SES backgrounds do not represent the lower end of the self-concept continuum, any more than upper SES individuals represent the upper end. The nature of the family and its emotional climate, with the multitude of variables that exist within that environment, appear to be the major determinants of general self-concept.

Self-concept and Outdoor Adventure

In the past two decades, outdoor education and recreation fields have received considerable attention by social psychologists interested in determining the relationship

between participation in outdoor adventure activities and changes in personality. The psychologists have been attracted by research claims of positive changes in the behavior and self-perception of individuals who have been involved in outdoor pursuit programs. The literature describes self-concept improvement taking place in programs as varied as residential camps to programs of high adventure, such as mountain climbing and white-water canoeing.

The many approaches to outdoor pursuits, and the multitude of research designs in determining the effect of these pursuits on self-concept, have made it difficult to determine the relationship. A problem which exists in this field is that little research has actually been done with the general population. Rather, the bulk of the research has focused on specific special-need groups, such as patients of psychiatric hospitals and juvenile rehabilitation groups. Because of the private-enterprise nature of outdoor agencies that work with the normal population, largely unsupported by government grants, these agencies have not been the target of this type of social research. As much of the literature is based on special population groups, the results are difficult to generalize to the larger population. For these reasons, and because of the difficulty in accurately measuring self-concept in a field setting, research done in self-concept improvement in the outdoors has rarely been conclusive.

The majority of literature pertaining to self-concept change in the outdoor concentrates on exploring the various facets of the Outward Bound movement. Outward Bound schools are based upon a set of philosophical principles that stress personal development through involvement in physically demanding, challenging, and diverse outdoor pursuits. The school participant is enticed to grow psychologically by confronting tasks that demand decision-making, physical and mental strength, and personal risk. In this way, self-actualization and personal fulfillment can be achieved,

improving such personality factors as self-esteem, self-assertiveness and self-image, all considered important in forming a positive self-concept (Ewert, 1984). Although not strictly confined to Outward Bound schools, these schools, and others that follow the Outward Bound tradition, form the bulk of the settings for research into self-concept and outdoor adventure.

In an Outward Bound survival training course, Clifford and Clifford (cited in Ewert 1984) concluded that challenging one's limits through survival training does increase one's feelings of self-worth and competence. Heaps and Thorstenson (1974), using the TSCS as the measurement instrument, studied participants of a 26 day survival experience. Testing was done pre and post, as well as one year following the experience. Significant positive increases were measured in all self-concept scores except social self and self-criticism sub-scores at the post-test, and as well as in the one-year-after scores. Gibson (1980), in a study involving student participants in four Connecticut Wilderness School courses concluded, " [this program] and similar short-term wilderness therapy programs are very effective in bringing about positive changes in the self-concept and inter-personal competence of the problem youth typically referred to them" (p. 17) .

Research by Morse (1957), Gonzales (1972) and Bernstein (1972) all report positive effects of residential camping on participants. Working with various patient groups in institutional environments, the researchers found that outdoor camping provided a relaxed routine, an outlet to reduce tension, and an opportunity for socializing to occur, all of which had positive effects on the self-esteem and general well-being of the participants. Godfrey (1974), in an extensive review of both empirical and non-empirical Outward Bound-based research studies concluded:

Many of the studies reviewed here do not meet rigorous criteria for validity.

However, the overwhelming indication of these data is that Outward Bound

methods are successfully changing the lives of people who participate in the program, in the direction of the stated goals of the program (p. 15).

Smith et al. (1973) states that the goals, or outcomes of Outward Bound programs, are commonly accepted as: "(1) self-esteem, (2) self-awareness, (3) self-assertion, and (4) acceptance of others" (cited in Godfrey, 1974, p. 15).

Gibson (1979), in a review of research literature on the therapeutic aspects of wilderness programs, noted that behavior change, self-concept enhancement and improved relationships with others occur while participating in the program. Cousineau (1978), in a review of the impact of outdoor adventure programs, concluded that the programs do affect self-concept, personality, social interaction, motivation toward school and other less significant effects. The "...participant's response to the stress and risk of outdoor adventure is considered [by researchers] an important factor in the development of self-concept" (p. 45). A review by Winterdyke and Griffiths (1984), and the studies by Winterdyke and Roesch (1982) and Hopkins (1982), all find positive increases in various dimensions of self-concept. Smith, Gabriel, Schott and Padia (1975), in a research study of the Outward Bound program concluded: "...that the Outward Bound course has a positive impact on the participants' self-assertion, i.e., their sense of competence, leadership and activity. There is also evidence to support the conclusion that Outward Bound affects the participants' level of self-esteem" (p. 9).

From the research, it is apparent that self-concept has the potential for improvement in an outdoor adventure program. Little research, however, has been directed at understanding 'why' these changes occur. Hopkins (1982), finding Outward Bound significantly affecting the self-assertion and self-esteem of the participant, added that the relationship between the instructor and student is an important variable in the growth of self-concept. Two of the experimental groups exhibited significant positive growth in

self-esteem, while one group actually regressed during the research period. According to Hopkins, the most significant influencing factor that was specific to the whole group was the instructor.

Benson (1981) looked at several factors which he felt influenced the development of self-concept in outdoor programs. These were, the participants, the wilderness environment, stress levels, the particular activities encountered during the outdoor experience, the leader(s), and the social interaction and communication of the leader and group. Benson's study was concerned with the importance of group dynamics and communication skills in self-concept change. Using various activities typically found in other outdoor programs, such as canoeing, backpacking, orienteering, debriefings and campfires, in a pre/post design, he found a significantly larger increase in the experimental group's total self-concept. With a factor analysis, Benson concluded from his results that the leadership team had the greatest single effect in self-concept change.

Summary

The review of literature has focused on many of the variables associated with self-concept development and change, both in daily life and in specialized programs such as those offered by wilderness adventure agencies. A common agreement exists in many areas.

Firstly, self-concept is a reasonably stable phenomenon that, over an intervening time period, can experience fairly dramatic change. Self-concept is most easily effected during the adolescent years, with the high school years being least stable. There appears to be a steady improvement of self-concept levels from early adolescence to old age.

Secondly, the extent of self-concept change depends on the individual's predisposition for change (characterized by such variables as age, present level of self-

esteem, emotional stability, personal desire for change, etc.) and the environmental conditions (home, school, etc.) being experienced by the individual over that period of time.

Thirdly, self-concept has been closely correlated with various personality traits that appear to be evident at the behavioral level. These include such factors as self-assertion, lack of defensiveness, personal security and improved social and interpersonal relationships.

Fourthly, a low positive relationship exists between self-concept and academic achievement. As the individual's self-concept is raised, so to does the likelihood for academic achievement. A positive self-concept appears to be a necessary condition for high academic excellence, although possessing a high self-concept does not ensure academic achievement. Other variables such as family and personal expectations, intelligence and the school program all play a role in the extent to which an individual achieves academically. It was also noted that unsuccessful achievement serves to lower self-esteem, just as successful achievement raises self-esteem.

Finally, the relationship between self-concept change and involvement in outdoor adventure was explored. Although some conflicting literature exists, there exists a consensus among researchers that outdoor adventure programs, and even such unadventurous outdoor programs as residential camping, generally have a positive effect on participants levels of self-concept. The changes in self-concept occur in many sub-dimensions of self-perception, but most often in levels of self-esteem, personal competency, relief of stress, and a general feeling of well-being. The effect of the leader(s) has been shown to be a significant factor in self-concept change, closely associated with Sullivan's concept of the 'significant other'.

The relationship of these variables provide a sense that outdoor programs can serve a valuable role in today's society. As indicated by the research, an increase in self-concept can affect the behavior, the academic achievement, the interpersonal relationships and the quality of life of the individual. The inclusion of outdoor adventure programs in the school setting may provide added opportunities for individuals to experience success and an improved sense of self. If the self-concept of students can be improved by instituting outdoor adventure programs in the school environment, other benefits for the school and students may result.

CHAPTER III

METHODOLOGY

Introduction

One of the major goals of the St. John's School program is to develop individuals possessing high levels of self-concept. The school states that the outdoor program is a very effective and practical method of achieving this goal (Jeynes, 1985).

Quantitative and qualitative methodologies were used in the study to determine the effect of the St. John's school program on student self-concept. Purely quantitative methods used by researchers in the past have led to doubt about the real nature of change in subjects' self-concept. The pencil and paper tests used to measure the self-report aspects of self-concept do not relate the 'experience' of change, or the behavioral aspects of self-concept change. Questions arise such as, "What were the daily experiences of the subjects? Are the subjects aware of any changes in themselves? How are the numerical changes in self-concept scores translated into feelings and behavior?". Kimball (cited in Lewert, 1984)) has suggested that a statistically significant change in self-concept does not necessarily translate into a behavioral change. The present research study attempts to address the behavioral, as well as the psychological aspects of self-concept change.

Qualitative methodology, although not unknown in research studying self-concept change in the outdoors, has not taken a significant place in the study of psychological phenomena. Studies by Gibson (1977) and Benson (1981) both used participant journals to relate the participants' experience of self-concept change. The outdoor experiences in these studies, however, took place over short periods of time, allowing little time for change to occur. The amount of time spent in the outdoor environment,

and the way that time is spent are factors which affect the direction and level of self-concept change (Ewert, 1984).

Behavioral changes that occur in subjects over a period of time are difficult to record. They are particularly difficult to record in the outdoor environment, because changing environmental conditions make observing and recording behavior a challenge. The short duration of many studies has also been a limiting factor in many self-concept studies conducted in the outdoors (1984), and qualitative research usually requires a considerably longer time period in which to collect data.

Many authors have claimed that short treatment periods in quantitative research have led to a high incidence of non-significant levels of change in self-concept. Fitts and Hamner (1969) note that self-concept changes were seen to affect the behavior of the individual, but only after some intervening time. Time was needed for these new experiences to be recognized (internalized) and incorporated into new behavior.

To take into consideration these methodological problems, a 10 month study period at the school was proposed. In order to acquire an accurate view of the school, the students and their potential change in self-concept, it was felt necessary to collect data from several methodological perspectives. With an analysis of several types of data, a more accurate, detailed and personal view of self-concept change could conceivably be provided.

Sample Selection

Once the research setting was established, a decision was required as to the sample selection for the study. The St. John's school contained students from grades 7-12, some students having been a resident at the school for only one year, while others having been at the school for five years. In order to determine the self-concept change potentially

attributable to the school program, it was necessary that all subjects possess the same level of exposure to the school program. Thus, the 40 new boy students arriving in August, 1986, and ranging from grades 7-10, were chosen as the research subjects.

The school administration gave permission for these students to become subjects, if they and their families also agreed. Letters of permission (see Appendix I) were sent to the school for parents and students to sign as they registered at St. John's during late summer, 1986. On the first day of school most parents and students had already signed the form, with others doing so within days of the school starting date. Subjects were informed, on the letter and during the initial meeting, of their right to withdraw from the research whenever, and for whatever reason they wished. All 40 new boy students agreed to become subjects for the research study. Three new boy students left the school during the school year and all data collected for these students was dropped from data analysis. In all, 37 students participated in the research for the duration of the school year.

Confidentiality

When asked to participate in the present research, subjects were informed that individual identities would not be revealed, either in the reported scores, the individual subject descriptions, interviews or the research field notes. The subjects were assigned identity numbers for use on the self-concept test answer-sheets and the instructor observation reports. Pseudonyms were used in the field notes and interviews during the research period to identify students, teachers, parents and other individuals. These names, however, remained consistent throughout the research period in order to maintain the integrity of the individual and his characteristics.

Researcher's Position

The relationship of research bias and research objectivity is of concern to all researchers. Having a background in teaching, and a particular interest in outdoor education, the writer must, and did consider the question of personal bias. Bias or judgement, either consciously or unconsciously, is a factor in many research decisions, from the choice of the research setting to the methodological design of the research. It is the researcher's role to make the various decisions as 'conscious' and explicit as possible.

The quantitative portion of the study was based on standardized, validated tests of self-concept. These tests were not, of themselves, open for interpretation, but once completed, the scores were researcher-interpreted. Just as the experimental researcher selects his research design based on the question he is pursuing, the qualitative researcher chooses the research setting based on the questions proposed. As well, he must decide the particular instruments of measurement and analysis he will use.

In the present research, one measurement instrument was the researcher himself, who recorded his observations of the school and its participants. Other instruments included the many teachers, students and parents of the students who participated in interviews, discussions, meetings and school activities.

The various sources of data collected were based on the observations of a large number of people, not just those of the researcher. The interviews collected demonstrate the interviewee's perceptions of reality, his experience of living, and his experience of change. The field notes collected by the researcher relate the experience of one individual in a multi-dimensional setting, and this must be viewed in the same light as the researcher who chooses his research design and instruments.

The decision to visit the school on a particular day or week, may allow an observer to see the school life of St. John's in a particular way, while a visit on another day may reveal a different 'reality'. The value of the 'missed reality' cannot be assumed to be greater than, or even different from the 'present reality'. Each must be accepted as presenting the reality of the school experience. When the quantitative researcher limits the research environment to study a specific aspect of a phenomenon, he is separating the variable from its real-life context, and is, in essence, actually removing the factors which he cannot explain.

Decisions which drive the qualitative methodology are guided by a sense of understanding what 'is present', and what 'is missing', which allows the researcher the flexibility to select a more valuable setting or experience. Denzin (1978) writes:

It is impossible not to take ethical and value stances in the process of research. When analysts choose to enter one social setting and not another, they have made an implicit value decision that one is better than the other for their purposes (p. 325)

The concept of objectivity is, therefore, a useful myth which must be upheld as conscientiously as possible. The 'reflexivity' possible within qualitative research allows for stronger design and analysis. Hammersley and Atkinson (1983) state:

...the theories we develop to explain the behavior of the people we study should also, where relevant, be applied to our own activities as researchers and should aid the development of research strategies. (p. 19)

The social researcher makes decisions based on what is needed in order to best answer the question. In the present study, the researcher has integrated both qualitative

and quantitative methodologies in an attempt to realize the 'if', as well as the 'why' of the research questions.

Quantitative Methodology

Collection of Quantitative Data

Two validated tests of self-concept were used in the quantitative portion of the present study. The Tennessee Self-Concept Scale (TSCS), developed by Fitts (1965), was used in a pre, mid, post design to determine the self-concept change over the 10 month period.

A second psychological instrument, the Battle Culture-free Self-Esteem Test (BSET), developed by Battle (1981), was administered alongside the TSCS. This test was administered to the subjects to further substantiate the validity of the TSCS instrument. A high correlation between the two tests would indicate high validity and reliability.

A third measurement instrument, the Instructor Observation Form (IOF), was used to observe and record attitude and behavior changes of the students (see Appendix IV). These changes were recorded and reported at three reporting periods by teachers observing students over the 10 month period. The IOF instrument was researcher-designed and piloted.

Finally, a demographic survey was administered to each subject and academic staff member at the school. The student survey gathered data on student background, family structure, past academic achievements, recreational interests, and outdoor experience. This data was collected to determine the extent to which the student subjects were representative of the regular school population, and the students' past exposure to

outdoor pursuit activities. The staff survey collected demographic information about the teacher's educational training, interests, outdoor experience, opinions about teaching at the school, and how they perceived the program to be affecting the boys.

Self-concept Tests

Tennessee Self-Concept Scale

The Tennessee Self-Concept Scale is a self-report instrument composed of a battery of 100 test items. The test requires the subject to rate himself on a scale of 1-5 for each descriptor. Each point on the scale establishes the frequency which the reader experiences the feeling as described by the descriptor statement, ranging from 'never' to 'always'. The questions randomly flip-flop to ensure that the participant reads the questions, and to avoid the possibility of individuals patterning their responses.

The 100 test items are each directed toward three internal frames of reference: identity, self-satisfaction and behavior. Each of these internal frames of reference are further sub-divided into five external frames of reference: physical, personal, family, social and moral-ethical dimensions. Below are the descriptors for each sub-self dimension of the TSCS, taken from Fitts (1965, p. 2) :

Total P Score: The total P score reflects the overall level of self-esteem of the individual.

Internal Frame of Reference:

Identity: The identity score refers to the "what I am" items. Here the individual is describing his basic identity; what he is as he sees himself.

Self-Satisfaction: The self-satisfaction score refers to the items where the individual describes how he feels about the self he perceives. This score reflects the level of self-satisfaction or self-acceptance.

Behavior: The behavior score refers to those items that say, "this is what I do, or this is the way I act." This score measures the individual's perception of his own behavior or the way he functions.

External Frame of Reference:

Physical Self: The physical score presents the individual's view of his body, his state of health, his physical appearance, skills and sexuality.

Moral-Ethical Self: The moral-ethical score describes the self from a moral-ethical frame of reference- moral worth, relationship to God, feelings of being "good" or "bad" person, and satisfaction with one's religion or lack of it.

Personal Self: The personal score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others.

Family Self: The family score reflects one's feelings of adequacy, worth, and value as a family member. It refers to the individual's perception of self in relation to his closest and most immediate circle of associates.

Social Self: The social score reflects the person's sense of adequacy and worth in his social interaction with others in general.

When totalled, the composite score of either frame of reference arrives at the total P score reported in the research results. The TSCS reports the total P score and the 8 sub-self scores. The TSCS test items are located in Appendix III.

Battle Culture-Free Self-Esteem Test

The Battle Culture-Free Self-Esteem test [BSET] is a smaller and considerably less complex test than the TSCS, with a Yes/No option for each test item. The test has been used in school settings throughout Alberta and a large portion of the United States.

Form A (60 items) of the BSET, designed for junior high school students (grades 7-9) was completed by the grade 7-9 new boy students. Form AD, designed for adults and students of grade 10 or higher, was completed by the grade 10 new boy students. The test items for each test from the BSET are located in Appendix III.

The BSET is similar to the TSCS in that it also uses various categories to segment factors of self-concept. These categories are total self-esteem, general self-esteem, social self-esteem, academic self-esteem and parental self-esteem. The test also includes a number of lie items to detect potentially unreliable test scores. Within the limits of the present research, only the total self-esteem score of the BSET was used to perform statistical validation of the TSCS test.

Administration of Self-concept Tests

Both the TSCS and BSET tests were administered during the first day of school for each group of students. The junior students (grades 7 & 8) completed the tests on August 30, 1986, while the seniors (grades 9 & 10) completed the tests on August 31, 1986. The tests were administered to the new boy students by the researcher in the dining hall of the school, and required approximately 1 1/2 hours to administer. This time included a basic description of the research project and an explanation of the test administration procedures. The first administration of the TSCS was completed on the question booklet rather than the usual answer/profile sheets, as the answer/profile sheets had not arrived from the supply company. This was corrected during the second administration of the tests. The BSET was administered on the question/answer form as suggested.

The second administration of the tests occurred on Dec. 18, 1986. This test administration was held at the last possible time prior to dismissal for the school's Christmas break.

The third and final test administration occurred on June 4, 1987. The test administration was completed following the school's final exams, which followed the grade 10 bicycling trip, and preceded the junior (grades 7 & 8) and intermediate (grade 9) canoe trips. The tests were given at the last possible time before the end of school.

The post-test did not coincide with the end of the canoe trips because the two canoe trips finished at different locations and on different dates. The students were not scheduled to return to the school following the canoe trip, and thus the tests were scheduled immediately prior to the departure date of the trips. Otherwise the tests would have had to be administered immediately following a grueling 30 day canoe trip. The new boys would not have been in an acceptable physical or mental state to complete the 60 minute tests, and they would have been adverse to coming back to the school at a later date to complete the tests. Considering the schedule of the school and the state-of-readiness of the subjects, the tests were administered under the best possible conditions.

Test Scoring

All tests were hand-scored by the author. Individual answer sheets were reviewed following completion of the tests to verify completeness. The BSET was improperly completed by two students during the testing periods, resulting in the two student scores being dropped from the statistical analysis of both the TSCS and the BSET. The scores were dropped for both tests because Spearman Rank Order Correlations between the tests were to be conducted, which required that the two tests contain an equal number of

subject scores. Thirty-five sets of student scores remained for analysis. Instructor observation scores for all 37 new boy students were maintained however, as these scores were not affected by incompleteness of the TSCS and BSET tests.

Instructor Observation Scores

A third set of quantitative data was collected with a researcher-designed instrument. The instructor observation form (IOF) was designed to permit school staff to become involved in the research. As the staff were to be present in the school environment on a constant basis, they would have the opportunity, and the responsibility to get to know the students of the school. This would naturally result in their having a better knowledge of the students than an external observer. The staff were also directly involved in the teaching of the students, and were to do so through the methods directed by the school policies. Potentially, the staff would be best able to detect changes in student behavior and attitude over an extended period of time.

The IOF (see Appendix IV) was designed to allow the school staff to rate the new boy students on various behaviors. The 17 behavior descriptors of the form were derived from discussions with school staff about behaviors that are deemed of high value in the school, and from comparable descriptors used in the TSCS and the BSET. The instrument design was adapted from Fitts' Tennessee Self Concept Scale (1965). The observation instrument, using the five point scale, was designed to be quickly and easily completed by the staff, and to be easily scored by hand. It was also hoped that maintaining consistency between the IOF and TSCS answer sheet design would simplify scoring and analysis.

A pilot test was administered with the observation instrument following its design. The instrument was distributed to eight St. John's staff members and four teaching

associates at the University of Alberta. Two of the university associates had had previous training and experience in the field of self-concept theory, and were familiar with similar instruments.

The individuals piloting the observation instrument were instructed to rate various students in their classes with whom they were familiar. Feedback was requested from them in reference to the instrument's effectiveness in recording the observed behaviors and attitudes of the subjects. The teachers and university associates were requested to comment on whether the behavior/attitude descriptors were clear and understandable and to suggest any changes to the instrument that would assist the recording of student behaviors and attitudes. From the feedback received, several items were changed.

Once established, the observation forms were distributed to the seven teachers at the St. John's school who had volunteered to become involved in this portion of the research project. Each teacher was assigned student-subjects based on their anticipated involvement with the student. The teacher who had students in his home room was given first priority and matched with those students. Teachers who had students as members of a work crew were given second priority. Teachers who taught classes in which the student was enrolled were given third priority. Lastly, students who did not match any particular teacher were randomly assigned.

To improve the objectivity of observations, each student was observed by two teachers. The students' observation 'score' was determined by averaging the observation scores from both teachers for each of the three observation periods. Because the teacher was to observe the same students over the total research period, the teacher's own interpretation of the observation ranking scale was not a limiting factor. The observation instrument was concerned not with the actual score achieved by the student, but the amount of change the students underwent during the research period. Space was

also available on the form for teachers to provide comments about the observed students.

The observing teachers and student-subjects were assigned code numbers immediately prior to the first observation period. If forms were misplaced by mistake, and found by a student or staff member, the teacher's and student's anonymity would be preserved. Four of the teachers were assigned 12 students on which to report, while three teachers were assigned 13 students. The teachers rated the students on a scale of one through five, with five indicating appropriate behavior or attitudes on that descriptor, as observed by the teachers.

Reports occurred three times over the course of the study, the first being at the end of two months residence at the school (November 1986), the second at the end of four months at the school (January 1987), and the third report at the end of May, 1987. The third observation period was immediately prior to the school canoe trips which began on June 7, 1987. This last observation period was also following the grade 10 cycling/canoe trip which ended on May 24, 1987. One observing teacher failed to return the scores for the last observation period. Therefore, 12 students did not receive an averaged score for the last period. The score reported by the lone teacher-observer was used for the statistical calculations completed on the instructor observation scores of those 12 students.

All instructor observation forms were hand scored by the researcher. Student forms were then compiled and averaged for each observation round. In total, there were six observation forms completed on each student, except for the 12 students whose third round scores were not reported.

Statistical procedures

Statistical analysis was performed on all quantitative scores collected during the research period. As a pre/mid/post design was used throughout the study, a two-way analysis of variance with repeated measures (MANOVA) was performed on each set of scores. As students were segregated by grade within the school program, a two-way analysis of variance was necessary for 'within subject' and 'within group' variance.

Following these analyses, scores demonstrating significant levels of variance ($P < .05$) were subjected to post-hoc tests. Scores were re-run by grade and by test to determine significance levels between pre and post testing. Both univariate and multivariate scores were calculated, with only scores statistically significant at the .05 level being reported. The Wilks' Lambda F-Statistic was reported for all multivariate analyses.

A Spearman Rank Order Correlation (SROC) was performed between TSCS total P scores and BSET total self-esteem scores. An SROC was also performed between self-reported TSCS behavior self scores and teacher-reported observations of student behavior (IOF). Correlation matrices are reported in the analysis of data. A summary of statistics data is located in Appendix V.

Student and Teacher Demographic Survey

The demographic survey was administered to the new boy students early in the school year. The data collected was necessary to provide another perspective from which to view the students. The information, besides providing detail that may have helped predict or explain student behavior or test scores, may also be useful in

determining the student's relative population group. This could be of use when analyzing group trends or in making generalizations to other school/student populations.

The teacher demographics were collected to determine the background of the teachers, educationally as well as personally. The teacher survey was intended to determine, if possible, how the teachers' background may have led them to the school, and to becoming members of the Company of the Cross. An attempt was made to record the teachers' perceptions of the value of the school program for the boys.

With so many years of involvement at the school, and having seen so many boys go through the school program, the effects of the program on the students should have been evident to the teachers. The survey also attempted to determine possible biases on the part of the teachers. One would normally expect teachers to support their own school program, especially a program that requires so much energy and commitment of themselves. As not all teachers completed the survey, findings must be treated tenuously.

Qualitative Methodology

Role of the Researcher

The study was planned to be as non-interventive as possible. As such, the author attempted to remain outside portions of the private lives of the students, such as the shower rooms and private dormitories. There came considerable opportunities later in the research period when observations of a more private nature were more easily made, and were less interventive. This was particularly evident during the outdoor trips.

While observing at the school, the author's role was primarily 'observer'. When away from the school, the author was primarily a 'participant-observer' or 'observer-

participant. As a known researcher in the setting, and not being a peer of the students, there was always a barrier to relating closely with the students. This was felt many times during the research period. On one occasion, when walking unannounced into the student campfire area during an outdoor trip, the topic of conversation shifted immediately. Being an adult, and an 'outsider', was a definite disadvantage in the student setting.

Being an adult was also a disadvantage because the school staff on the outdoor trips expected the other adults to associate more with them than with the students. Thus some activities are structured to include the author because of his adult/staff status, while at other times he was excluded because of his 'new man' status (ie. discussing maps and camp site locations). The author was expected to sleep, eat and socialize with the other adult (staff) members. The author was neither a staff member nor a student, although he was considered by the group to be more 'staff' than 'student'.

The 'staff' status allowed the author to experience more fully the inside world of the staff member of St. John's. It was possible to talk to the staff members about particular boys, the problems and triumphs that they had faced, and to view the students from the staff perspective.

Being a teacher by profession, relating to the staff on educational issues was very easy, and usually enlightening. The reasons why certain procedures were developed at the school, as well as how the staff rationalized particular behaviors were more clearly understood by the researcher. The staff role also provided certain tangible benefits while participating in the outdoor program. Staff members could carry 'things of comfort' in their duffle bags that the students were not permitted. This made the life of 'researcher' at times, considerably more comfortable. Thus, the role as adult, or staff

was at once inhibiting and enlightening, providing insight in some areas and limiting it in others.

Although the author was present primarily for observation, the task of pulling oneself out of the participant role and projecting into the researcher role created difficulty. As participant-observer for a significant portion of the research period, the dual role made the recording of field notes a challenge. It was not always appropriate to be hastily scratching notes while students and staff were eating supper around the campfire. Neither did one want to write notes by flashlight, away from the warm fire.

The effort and enjoyment of the outdoor activity often lent itself to complete absorption, or to complete fatigue. Some evenings the field notes were more scarce than desired because the day's observations were victims of the researcher's energetic participation and fatigue. On other evenings the mental notes were too copious to record under the dim light of week-old batteries. The vigorous life-style of the students and staff did not lend itself well to reflection and writing, although this was accomplished in differing degrees throughout the research period.

Despite the factors which inhibited the collection of data, it was felt that the field notes taken provided a reasonably comprehensive view of the researcher's perception of life as a 'new boy', including the excitement, frustration and fatigue which accompanied those experiences. The field notes could not capture each boy's feelings while participating in school activities, but they could provide a basis for understanding student experiences at the St. John's School of Alberta.

Collection of Qualitative Data

In preparation for the qualitative portion of this research, decisions were made for answering the question, "What does the life of the new boy student entail at the St.

John's School of Alberta?". Being a descriptive problem, observation and description would be required to effectively answer the question. The answers for this question, once established, give direction toward answering a second and more difficult analytical question, "What is there about the school, its life and programs that may positively or negatively affect a change in the self-concept, behaviors and attitudes of the new boy student?".

The descriptive question was tackled in three ways. The first method was through participant-observation by the author, and the collection of field notes taken of these experiences and observations. The second method was the interviewing of various participants in the school program. These included students, teachers, administrators and parents. A third method was through the collection and analysis of school documents. These documents provide impetus to the school philosophy and activities, and are a means of understanding the fundamental goals of the St. John's School of Alberta. The historical and contemporary perspectives give insight to the experiences of the new boy student at the St. John's School of Alberta. Planned journal entries by the students did not prove successful, however, and were subsequently dropped from the research as a data collection method.

Participant-Observation and Field Notes

The understanding of the life of a new boy at SJSA was accommodated by participation in many of the school activities during the school year. This participation resulted in the collection of detailed descriptions of events while at the school, and while off-campus participating in school-sponsored activities. The field notes were recorded in a notebook that accompanied the author during the school visits and during off-campus trips. The field notes were composed of records of the date and time of the

observation, the persons present, the activity which was being participated in, the weather conditions (if it was an outdoor setting), the actual observations of the participants, and the feelings and opinions of the author while participating or observing. Upon returning to Edmonton, field notes were entered into computer files. Along with the field notes, the author's personal reflections were also included.

The observation and recording of the life at the school was completed over the ten month period of the study. During this period, visits were made to the school on a weekly basis for observation, and to administer logistics of the research, such as the distribution and collection of the instructor observation forms. While observing at the school, the author observed the behavior of students while participating in the classrooms, corridor, dining hall, dormitory, playing field and hockey rink, while on work crew, during study hall, at church and during free time. Field notes were taken directly during observation, such as; while in the classroom, after lunch or after participating in the new boy run. Details were added later in the same day, usually at night, following time to reflect on the days occurrences.

When away from the school, observations of student behavior were made while travelling on bus, while eating at restaurants, while hiking, cycling and canoeing, while setting up and taking down campsites, during compline and during free time around the camp. Each environment created different outlets for behavior and attitudes to become apparent. During the outdoor trips with the school, field notes were usually recorded at the end of the day, prior to sleeping under the plastic tarp or tent. The lunch period, or directly after supper were convenient times to record observations as well, as students and teachers usually rested prior to the next activity. A detailed research log is located in Appendix X.

Interviews

Interviews lasting 40-60 minutes in length were conducted with the boys, teachers, administrators and parents of students. Ten interviews were conducted in total, two which were not able to be recorded on audio tape due to mechanical failure of the tape recorder. This problem was detected immediately and written notes were taken instead.

The interviews were of a structured nature, where the interviewer asked the interviewees pre-determined questions taken from an interview sheet (see Appendix VI). The interview questions concerned the interviewee's opinions, feelings and experiences of the school, or about the school programs. Questions were designed to be open-ended, to allow the interviewee an opportunity to dwell as deeply as he/she wished on the topic. Questions concerning student perceptions of changes in self, or the observer's perceptions of student changes were also included. At the end of each interview, the interviewee was asked if he/she would like to add other information about themselves, the program, experiences, their student or child that would be of interest. In many cases, information was offered to clarify opinions or new topics were introduced. This proved to be a worthwhile conclusion to each interview.

Selection of Interviewees

Five interviews were conducted with new boys. These students were selected for various reasons. The author wished a cross-section of students; thus one student was selected from each grade, and an extra student was selected from grade 9 because it had more students than the other grades.

In deciding which students would be interviewed from the grade levels, the student's willingness to express their opinions was one factor. Several of the students selected had been expressive with their opinions during prior encounters and were

selected on that basis. Another factor which affected the selection of student interviewees was the author's perception of the students' success or failure at the school. Three students were selected because they were perceived by the author, through observations and field notes, later confirmed by discussions with teachers, as having successful experiences at the school. Two students were selected because they were perceived as having unsuccessful experiences at the school. These perceptions were based on observations of student behavior at school and during outdoor trips, including factors such; as school discipline received, relationship with other students (ie: taunting/admiration by other students), awards or promotions in the school, and the student's general attitude and enthusiasm at school and school activities. Thus, the selection of the interviewees was based on the author's quest for openness, diversity in experiences and well-rounded opinion.

The selection of three teachers for interviewing was made on two criteria. These were, the years of service with the school and whether the teacher was a school administrator. The researcher wished to interview a teacher who had been at the school for many years, who had a strong attachment to the system, and who had had extensive experience with the broad range of students who normally attend the school. Also wanted was a new, inexperienced teacher. It was felt that there was need for the opinion of a teacher who could look at the system with fresh insights, knowing that he had accepted to teach in this demanding school setting, and knowing that he did not necessarily have the same commitment to the system as someone who had been at the school for ten years. This 'new man' would not have the historical background of the school and its traditions to guide his impressions of the school and its program.

The author chose an administrator interviewee to get another view of the school and its activities. This individual was one that looked toward continuing fulfilling the

administrative tasks of the school, and seeking advancement within the administration. An individual with a strong history of the school, and a strong view for the future of the school was chosen as an interviewee. The administrator's and the school's goals and philosophy were expected to be clearly expounded in this interview.

Lastly, it was decided to interview parents. It was decided to get the parents view of any perceived changes in their sons, but also their opinions and views of the school program. While attending a Home and School meeting a request was made by the author for interested parents to become involved in the research by participating in an interview. The parents of three students volunteered, one of whom who lived too far away to be able to meet for an interview. A telephone interview was deemed impractical, and this interview did not take place. Interviews were scheduled and conducted in the homes of the parents of two new boy students. One of these interviews also collected the views of a sibling of a new boy, who enthusiastically offered her perceptions of her brother.

The collection and transcription of the interviews proved to be valuable in understanding the student perceptions of themselves, and other people's perceptions of the boys.

Documents

Many documents about the St. John's School of Alberta exist, both at the school and in various libraries and private collections. These documents reveal details about the school, it's history and evolution, and it's educational philosophy and methods.

Documents such as the Orientation Booklet for New Staff Members, a paper to support the outdoor program at St. John's, school newsletters, publicity brochures, and



newspaper articles are in existence. These documents vary in content from those extolling praises on the school and its program, to those delivering condemnations.

The documents served several purposes in the present research. School documents about activities at the school were used to determine the extent of the school's activities, and also guided the researcher as to the activities in which he could become involved. They also provided a clear background for understanding the school's educational philosophy, as well as providing well-written information about the school's policies and procedures. Many of the historical documents demonstrated the past programs and beliefs of the school, and these were particularly helpful in understanding the evolution of the school.

Research Validity and Reliability

A case study is an empirical inquiry that investigates a contemporary phenomenon in its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. (Yin, 1984, p. 23)

The relationship between cause and effect in any research is rarely easy to detect. The relationship between self-concept development and the St. John's school program is not readily evident, let alone able to be 'proven' beyond reasonable doubt. The author has chosen to use multiple sources of evidence to arrive at an understanding of this relationship. From this understanding, answers may be closer to realization.

Research done at any level, is often questioned as to its fundamental 'truth'. In a complex case study such as the St. John's School of Alberta, truth can be viewed from many perspectives. Were the self-concept tests administered correctly? Was the

statistical analysis performed correctly? Was the researcher unduly biased in his views prior to becoming involved in the school setting? Did the researcher spend enough time, and in enough of the various settings to 'truly' begin to understand the context of the school and its program?

These questions strike at the very nature of research. It is rare that research is completely, 100% sure in its answers. It can be sure, however, that within the limitations of the study, the answers obtained would be similar to the answers found by another researcher using the same research design. The social environments of a school are diverse and complex. The researcher must weigh the trade-offs between total immersion in the research environment, and a partial, yet realistic view from both within and outside that environment.

The ultimate test of the 'truth'... or the validity of the present research, is the acceptance by the students, staff and parents that the work accurately describes the reality of life at the St. John's School of Alberta. Each individual's experience will be slightly different, but the similarities remain intact. The understanding of the general, as it is derived from the specific, is a primary goal in case study research. The present research study has adopted that general premise in its investigation and analysis.

CHAPTER IV

THE RESEARCH SETTING

Historical Perspective

The St. John's school system began during the 1950's with a group of laymen associated with St. John's Anglican Cathedral in Winnipeg, Manitoba. The members, recognizing the plight of young boys in the postwar era, were concerned about the character of these boys and their quality of life. They were concerned that boys were being deprived of their traditional role of helping in the family setting, that they no longer had adventure in their lives, and that they were not being taught much of substance in the secular school system. The group felt that there were two forces in the society of the day which were strongly influencing people's values and working against the propagation of the faith. The members felt that public education and media were negatively influencing the traditional values of the society and that the church should involve itself directly with both spheres of influence in order to counteract their effects on the boys, and society in general (St. John's School of Alberta [SJSA], 1976).

The members established a part-time boys' school in 1958, staffed by businessmen, professionals, technicians, and skilled workmen from the parish, and from among the parents of the boys. This school ran until 1961, when a full-time school, the St. John's Cathedral Boy's School, was founded in Selkirk, Manitoba. The Dynevor Society was established to run it, and in 1967 this order was incorporated as the Company of the Cross, a lay order of the Anglican Church of Canada.

The Selkirk school was an immediate success, and although financially plagued, the school rapidly filled to its maximum capacity of 120 young boys. In 1968, in the face of parental demands and the desire not to increase the size of the school, the

Company opened another St. John's School near Edmonton, Alberta, on the shores of the North Saskatchewan River. With a program paralleling the Selkirk school, the St. John's School of Alberta soon had more than 100 boys registered.

In 1973 the Company launched its third venture, a printing plant and publications division. In the fall of that year, the first edition of the *St. John's Edmonton Report* was published. The business of this branch of the Company, like that of the schools, was to propagate the Christian faith. The magazine's goal was "to make [people] think about their own beliefs, and to come to grips with the important issues they faced" (SJSA, 1976, p. 2). The success of the *Edmonton Report* led to the formation of the *Calgary Report* in 1976. A few years later, in 1979, the magazine separated from the Company of the Cross. The name of the *Edmonton Report* was later changed to the *Alberta Report*, a widely-circulated weekly magazine.

As the financial stability of the Company increased, and the waiting lists for the schools lengthened, a third school, the Ontario St. John's School, was established in 1976, and the part-time position of Chairman of the schools was instigated. The three schools were closely related from this period until 1983, when they separated and the central office was disbanded. Today, the schools still maintain contact through correspondence, visits, and inter-school competitions.

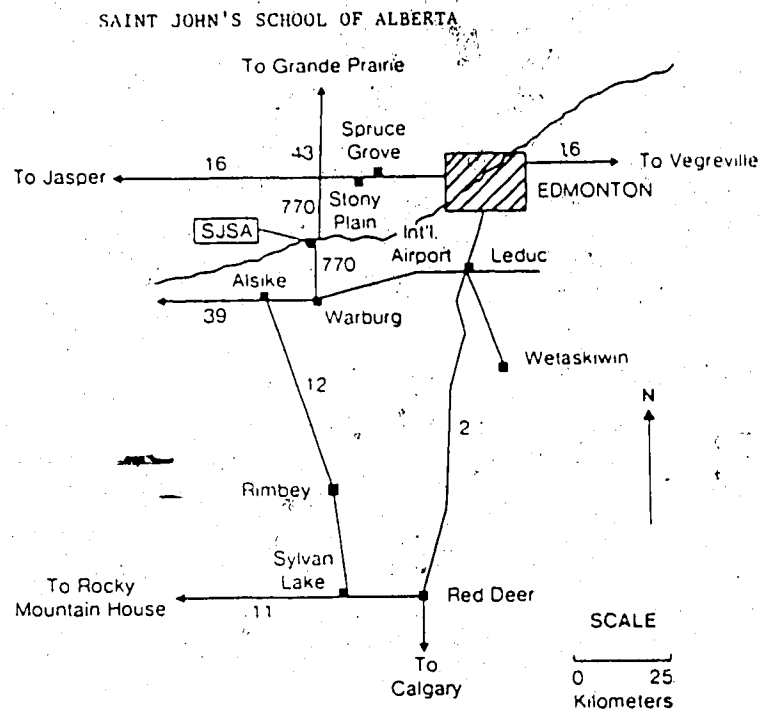
Present-Day Perspective

The Physical Setting

The St. John's School of Alberta (see Figure 1) is situated 70 kilometers South-West of Edmonton, Alberta, on the South bank of the North Saskatchewan River.

Access to Edmonton is via paved highway, and the Genesee bridge which spans the river just East of the school.

Figure 1

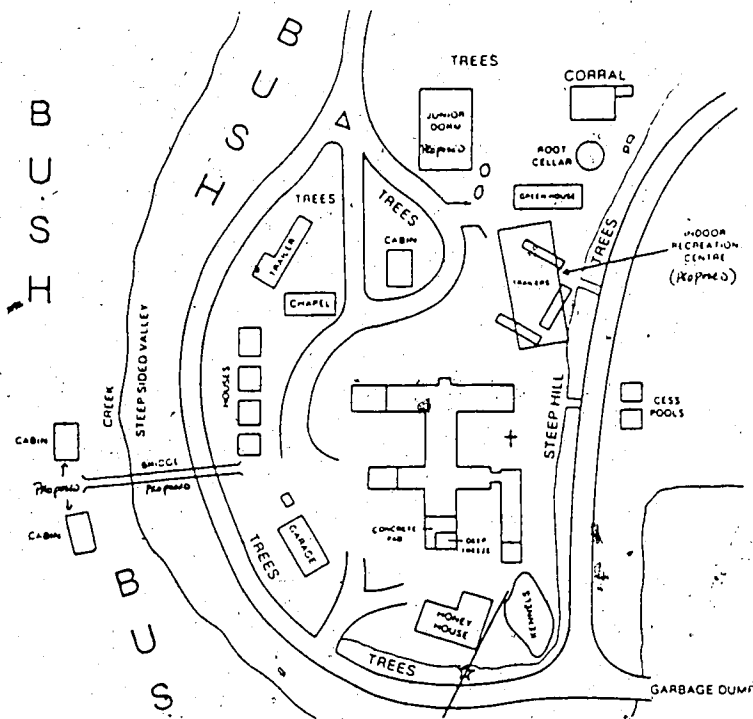


The school is built on 260 acres of mixed forest and farmland that stretches from the highway, high on the bank of the river, down to the water. The main school building (see Figure 2) contains offices, classrooms, a laboratory, a small library, dormitories, a kitchen, a dining hall, a maintenance workshop and an outdoor equipment workroom and storage area. The school grounds contain a garage, a workshop, staff houses, a honey processing facility, a chapel, kennels, a food freezer, an outdoor hockey rink, a soccer field, cultivated fields and a small cattle and pig farm.

From the riverbank, canoes can be launched directly into the river for canoe training, to end the canoe race or to begin a canoe trip. Trails wind throughout the

property and are used for running, snowshoe training and the training of dog teams. In the Fall, the Husky dogs are hooked up to small carts and driven around the school roads to train the dogs to pull, to get them in shape

Figure 2



for the winter sledding, and to train the boys in driving and managing the dogs.

The fields close to the school are used to grow vegetables, mostly potatoes, and to feed the cattle that are occasionally purchased to raise for meat for the school. The school also share-crop a field on the lower level of the property. Flag football and soccer matches occur in the upper field, the open ice rink is flooded in early Winter, and is kept shovelled for skating and intramural hockey.

The school is a large 'H' shape, surrounded by walkways, tall trees, and landscaped lawns with flower beds. The dormitories are built on the ends of the building, with the grade 7 students sharing an open dorm with bunk beds. The grade 8 and 9 students share rooms that have eight students each, and are open to the hallways. Grade 10 student rooms have four students sharing, while grade 11 and 12 students share smaller, more private rooms that have doors. Senior students can have their own music in their rooms, are permitted to have coffee and food in their rooms, and also unlike the younger students, have their own lounge. All students share a large common washroom and shower room.

The staff are housed in various structures, ranging from a small room in the actual school building, to trailer homes on-site, to small bungalows beside the school. Married couples and families are housed in separate bungalows or trailers, while single members share housing with other Company members of the same gender.

Other major buildings include the honey house, where raw honey is processed and bottled for sale by the students, under the direction of the staff. A garage maintains the school's pool of small cars, vans, pickup trucks and buses, and a cooler-freezer unit stores the school's perishable food supplies which are purchased in bulk. The chapel is adjacent to the main school building. The physical plant allows the school to be self-contained and independent from most trappings of urban life.

The Students' Social Setting

In a school where the boys live on campus throughout the school year, the social settings are limitless. The day is constantly filled with activity, from the moment the boys wake to the moment they go to bed. Social interactions occur at all times in the day, and between many different people among the ~100 students and 20 staff members.

the morals and values of the student, and in their belief in God. Because parents knew and expected the school's religious beliefs to be taught in an open way, these goals have become the primary objectives of the school program. The goals and philosophy of the school were enacted in many facets of the school and its programs, and the school's philosophy was readily apparent in its day-to-day operation.

Below is a summary of the St. John's School programs and philosophy, taken from documents provided by the school. In some instances the researcher has interpreted the school documents in order to maintain succinctness, or has, when necessary, provided his personal view of portions of the school program. It is hoped that the interpretation is as close to 'reality' as possible.

Goals

Each of the areas of the St. John's program has specific goals. The program, as a whole, has two goals:

1. To bring young people to a realization of God and their relationship to Him.
2. To provide them with the skills and strengths that will help them to cope with the demands, frustrations and anxieties of this world, so that they may rise above them in their quest for the truth and their attempt to lead a godly life.

(SJSA, 1985, p. 3:21)

The Academic Program

Understand that St. John's doesn't adhere to the...policy that teachers are "resource persons", and children only learn when they wish to learn....Our job is to teach children to work, to cope with the harsh demands and emotional stresses of [the] world. We have to give them [the student] the self-confidence which stems from challenge met and conquered, the analytical

mind that has learned to think and refuses propaganda;... the sense of self-discipline necessary to live in a structured society; the realization that joy can be gleaned from a job well done; the ability to cope with stress and demands. (SJSA, 1985, p. 3.22)

The school considers that its job is to provide a structured, caring and loving environment in which the students are encouraged to grow spiritually, cognitively, emotionally and physically.

The academic program at the school is a highly structured one, in which all students must complete the same program; one which leads to senior matriculation following successful completion of grade 12. Being a fully accredited level one school, students are required to take literature, mathematics, chemistry, social studies, religious studies, biology, french, outdoor education and physical education. Physics and drama are also offered. Students from grades 7 to 11 are required to attend a two-hour study hall each school night, Monday to Friday, until they obtain a 70% average or higher. The study hall is supervised each night by a teacher, and a number of teachers are available for tutoring during this time. Teachers are required to keep assigned homework below a maximum number of minutes per week to allow time for the students to develop quality work.

Students are required to keep notes and textbooks in a neat and orderly fashion at all times, and failure to do so results in the loss of daily points. The daily points must reach an accumulated minimum level for the week or the student is required to compensate by running at the end of the week. This is in addition to the normal running in the school program. The points-running system is not in effect in all school years, but was used during the 1986-87 school year (see Classroom Observation #1 in Appendix VI). Students are required to pass in all work for correction and inspection. Students

failing to do so, or failing to maintain acceptable grades due to lack of effort, are disciplined according to the discipline policy.

The Work Program

The work program at St. John's is designed to fulfill several purposes. The fundamental purpose is to provide the boys at the school with an opportunity to become involved with 'meaningful work': that is, work that is practical and of immediate value. The work program is structured to prepare the boys for self-discipline, mental readiness and the ability to work with others. The boys are required to work on a crew, led by a crew leader. The crew leader is usually a senior student, but the crew is often organized and supervised by a staff member. The students have regular periods each week (3 hours every second day) when they perform crew work in addition to attending daily classes. The crews rotate shifts so that the daily academic program continues, but work around the school is maintained as well. Typical jobs are vacuuming the hallways and classrooms, washing dishes or mopping floors in the kitchen, processing honey for sale, feeding the dogs and mowing the lawns.

The work program, as well as fulfilling the students' need to be useful, allows the boys to see the immediate results of their work. The food on the table, the cleanliness of the dorms and dining-hall, the trim of the grass and the paint on the school are constant reminders of their achievements. Their contribution also tends to make the boys appreciate and look after the school better than they might otherwise.

According to the school philosophy, the work is "an example of the best kind of hierarchy, where the supervisors and foremen lead rather than push their underlings" (SJSA, 1985, p. 2.21). The leader is challenged to make the student want to work well and effectively, thus developing pride in accomplishment. The students learn to work

together, develop the ability to work hard and faithfully, and have their need to be needed fulfilled. The work crew hierarchy is also the means of developing leadership skills in the senior students.

The work program is also essential to the smooth operation and up-keep of the school. The school complex requires constant attention and maintenance. The cost of maintaining the school complex could not be sustained solely by the parent contributions and the school's fund-raising income, and still ensure the school's accessibility to a variety of students. The cleaning of the school, maintenance of the grounds, repairs to the vehicles and machinery, meal preparation and clean-up, and numerous other odd-jobs around the school are formidable undertakings. The school crews not only provide meaningful work, but they provide a means to occupy the students and teach skills necessary to maintain a comfortable existence.

The Outdoor Program

"The canoe and snowshoe programs are our most effective programs in developing a boy's character" (SJSA, 1985, p. 2.24). The outdoor program at St. John's is a compulsory one for all students. It is therefore a prerequisite for entrance to the school that parents and students understand and accept the concept of this program within the overall philosophy of the school. A primary objective is for the students to experience 'finishing something which they start', and this objective is carried throughout the outdoor program.

The outdoor trips were designed as part of the entire educational scheme to develop a boy's entire being: the intellectual, moral, physical and spiritual. This, the school feels, is not possible strictly within a classroom setting. It is also not possible, they feel, in an urban setting with its distractions and temptations.

The boy needs to be challenged, to be able to go beyond the known, into the unknown, where he will get to know himself and the extent of his abilities.

With this challenge, and the constant reminder of the strength and power of God in nature, the boy will grow to appreciate and respect himself and his place within the world. The experience of living and struggling with others to overcome obstacles can develop compassion, tolerance, understanding, endurance, and inner strength. (SJSA, 1985, p. 1.2)

What St. John's offers is a unique "hands-on" experience which fulfills:

1. His need to be useful
2. His appetite for adventure
3. His instinct to take on a challenge and see it through
4. His ability to help others, as he understand himself
5. His sense of wonder in creation
6. His sense of tolerance as he recognized many aspects of others in himself.

(SJSA, 1985, p. 11.4)

As well, the school recognizes that the outdoor plays other important roles in the educational process. Some of these objectives, as stated in the SJSA Orientation Booklet (1985) are:

1. To provide opportunities for leadership
2. To give students the outdoor skills that will allow them to operate in safety no matter what the condition
3. To give students recreational skills that they can carry into adult life
4. To give students a basic understanding of the Canadian geography, flora and fauna

5. To give students a much greater appreciation of the diversity of cultures in Canada, in particular native cultures
6. To give students a sense of responsibility for their environment (1985, p. 11.5)

The outdoor program at the St. John's School of Alberta continues year-round. Activities and trips are planned to take advantage of the climate, the geography, the schools equipment and finances, and the abilities of the students and staff in the outdoors. Below is a summary of the school's outdoor program:

The New Boy Hike: In late August, when the new boys arrive at the school, staff members assist them in packing for the trip which leaves the following morning. The trip is a 7-8 day backpacking hike in the foothills of the Rocky Mountains. The grade 7 and 8 new boys are involved in what is called the Junior Trip, and the bigger grade 8, 9 and 10 students are involved in the Senior Trip. Basic equipment for the trip includes a backpack, a sleeping bag, a 10' x 10' plastic tarp for a shelter, outer clothing, a change of clothing and footwear, as well as food and cooking utensils. The necessary equipment for students and staff is provided. Students completing the hike receive a crest recognizing their achievement.

Running: During the fall, the school students participate in a regular running program, during the afternoons and on weekends. The boys are required, after training, to run a specified distance within a specified maximum time. If the time is not successfully met, the boy must do extra running by running the distance again. This continues until the running time is successfully met and maintained.

Snowshoeing: Each year, from the beginning of January to mid-February, the snow shoeing season occurs. Each Saturday for five weeks all the boys and staff go on snowshoe 'runs' of increasing distance. Staff members are assigned to the junior (grades 7 and 8), intermediate (grade 9), or senior (grades 10, 11 and 12) groups, and run with different teams in that group each practice day. The practice runs are in preparation for the Snowshoe Race on the sixth Saturday in the new year. The junior teams race 40 kms, the intermediate teams race 55 kms, and the senior teams race 72 kms. Staff members act as referees for the race and run in an assigned position. Teams must remain intact during the race, and if the whole team does not complete the race, the team is disqualified. Again, equipment is provided for students and staff. Winning teams in each group receives a crest for their efforts.

Students may try out for the interschool snow shoe team which annually competes against the other two St. John's schools. The interschool race is run late in the winter, and the team gets to compete for the interschool plaque, as well as for interschool crests.

The Dog-Sled Program: The school maintains a large kennel of Husky and Malamut sled-dogs as a means to involving the boys in a challenging and traditional mode of winter travel. The program parallels the interschool training for the snowshoe program, with training runs which culminate in an interschool dog-sled race. Grade 12 students and interested staff members traditionally participate in the grade 12 dog-run held in the Rocky Mountains over the Christmas vacation.

The Exploratory: This is a five-day, winter camping trip in the foothills of the Rockies for the junior, intermediate and some senior boys. Some intermediates and the seniors are also involved in a dogsled race at this time. After setting up base camp, staff

members teach winter camping skills and supervise the students in fun activities such as day-hikes, cook-outs, survival and camp-craft. Equipment is similar to the new boy hike, except the clothing is winter weight. All necessary equipment is supplied by the school.

The Canoe Trip: At the beginning of June the school begins the three-week canoe trips which complete the school year. Staff are involved in the planning and preparation of the trip to which they have been assigned. Prior to the trip, six weeks of canoe training is held, where students and staff become familiar with the 22' and 26' Voyageur canoes. They learn portaging of the canoes, basic paddling strokes, and dumping and rescuing of their own and other canoes. During the Annual Drayton Valley Canoe Race, the whole school races from the Drayton Valley bridge to the school, a distance of 60 kilometers. The students camp overnight in separate team camps while participating parents, staff and alumni do likewise. A plaque is awarded to the winners of the Drayton Valley Race, and crests are awarded to students who complete the 3 week canoe trip.

Cycling: During the 1986-87 and 1987-88 school years, the school was involved in two cycling trips. The first cycling trip, held in spring of 1986, was held to commemorate Expo '86 in Vancouver, B.C. The grade 10 students, and several staff members bicycled to Vancouver and spent time at the Expo site. During the spring of 1987, the grade 10 students and some staff members cycled from the school to Jasper, along the Jasper-Banff highway, through the Kananaskis Park and Calgary, and ended at a provincial park in central Alberta. At the park, the boys began two days of canoe training, followed by a three-day canoe trip down the North Saskatchewan River to meet

the rest of the school at the Drayton Valley bridge. This coincided with the Drayton Valley Canoe Race, in which the grade 10 students then participated.

Students who participated in the cycling program normally provided much of their own equipment for the program, such as bikes and tents. The school provided a vehicle for carrying food, emergency equipment, bike parts and camping gear. This allowed the boys to cover greater distances in a safer fashion. A crest was awarded to the boys who completed the cycling trip.

CHAPTER V

QUANTITATIVE DATA ANALYSIS

Introduction

In the analysis of quantitative data, the author analyzed data collected by three research instruments during 10 months of research; the Tennessee Self-Concept Scale [TSCS] (Fitts, 1965), the Battle Self-Esteem Test [BSET] (Battle, 1981) and the Instructor Observation Forms [IOF].

A repeated-measure analysis of variance [MANOVA] was completed on the data to determine the statistical significance of changes in self-esteem. A Spearman Rank Order Correlation [SROC] was performed between the BSET and the TSCS to determine statistical relationships. This comparison was performed to confirm the validity of the TSCS instrument.

The Instructor Observation scores, collected using the IOF, were analyzed to determine whether student behaviors changed over the ten month period. A MANOVA was completed to determine statistical trends in scores. A Spearman Rank Order Correlation between the IOF scores and the TSCS Behavior Self scores was conducted to determine the statistical relationships between the self-concepts of the students (as measured by the TSCS) and their behavior (as measured by the IOF).

The TSCS, BSET and IOF test items can be found in Appendix III. Data collected by the demographic surveys administered to new boy students and staff members have previously been presented in Chapter III, and summaries of the demographic data is located in Appendix IX.

Readying the Data for Analysis

Prior to statistical analysis, incomplete student scores were removed. Two student scores were removed from the BSET data because the second page of the questionnaire had not been completed. All TSCS tests were properly completed. Although the two students failing to complete the BSET had successfully completed the TSCS tests, their TSCS scores were withdrawn to equalize the two sets of data. This was necessary to perform a SROC between the two tests. Thirty-five paired sets of student scores remained for statistical analysis.

The Instructor Observation Form data were missing one set of student observations obtained with the IOF that were not completed by one teacher. For twelve student-subjects, only one set of scores could be analyzed for the last observation period (Period #3). It was decided to use the lone scores for those twelve students, without averaging, rather than destroy a complete set of observations. When analyzed, the individual scores did not appear to be distinctly different from scores reported by other teacher-observers.

Correlations of TSCS and BSET

Spearman Rank Order correlation between the TSCS and BSET scores for the pre-tests was 0.609, 0.624 for the mid-tests and 0.638 for the post-tests (see Table 1 for the correlation matrix). All three correlations were above the 0.478 value needed to achieve a .01 level of significance. This high positive relationship showed that subjects who scored high on one test, did so on the second test, and subjects who scored low on one test, did so on the other.

Table 1
Matrix of Spearman Rank Order Correlation of Coefficients

	Tenn (1)	Tenn (2)	Tenn (3)
Batt (1)	0.609	0.529	0.380
Batt (2)	0.576	0.624	0.395
Batt (3)	0.526	0.434	0.638

For N=30 $r \geq 0.478$ achieves significance at $<.01$

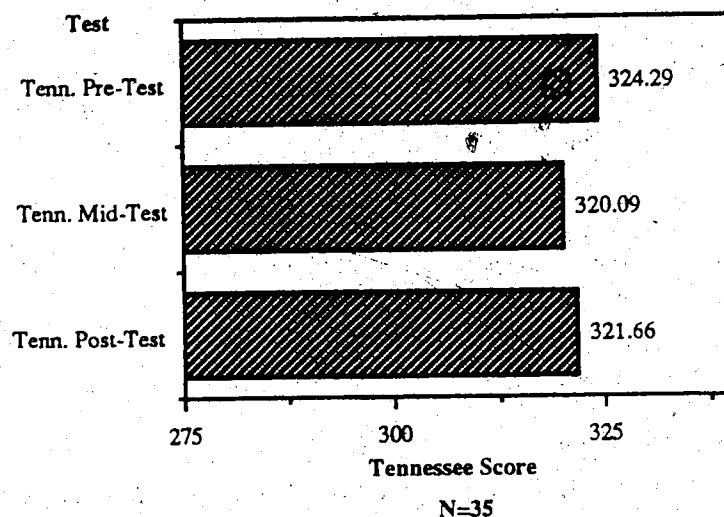
Approximately 4 months passed between each test administration. The highest correlations occurred between the tests that were completed during the same test administration. Correlations between tests completed on different days are less highly correlated. The scores on the two sets of tests also demonstrated higher correlations on each succeeding test administration. This may indicate that the students were becoming more familiar with the test, thus decreasing the chance of error in completing the self-report tests.

High correlation between the two tests established the consistency between the two self-concept tests, thus verifying the internal validity of the TSCS test. The researcher can be assured that the TSCS scores actually reflected the subjects' level of self-concept, as measured by that test.

Tennessee Self-Concept Scale

Statistical analysis was performed on the three sets of TSCS scores that were completed by students throughout the research period. Figure 3 displays the scores achieved by the total group of 35 students.

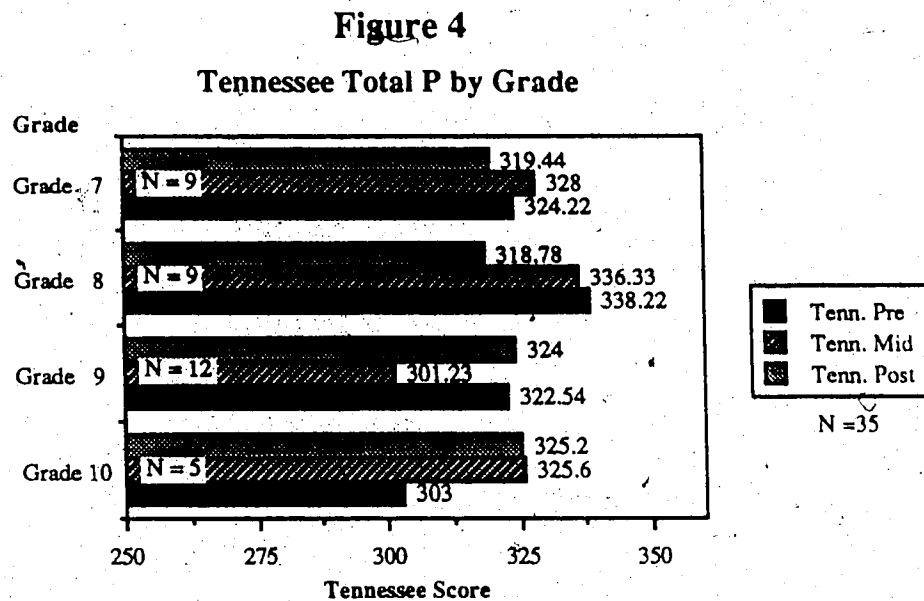
Figure 3
Tennessee Total P Scores for all Subjects



Results indicated a net loss of -2.63 points in the TSCS total P scores for the 35 subjects over the research period, from a score of 324.29 at the pre-test to a score of 321.66 at the post-test. As a group, no significant or consistent change occurred in student self-concept over the research period.

TSCS Scores by Grade

Analysis of the data by grade (Figure 4) showed that the grade 10 students made the largest gains in self-concept (+ 22.2), while the grade 8 students made the greatest losses (- 19.44). Grade 9 scores increased almost 2 points, while grade 7 scores dropped almost 5 points. Very little consistency of scores was demonstrated between test periods, as the grade 8 and 9 students' scores dropped at the mid-point, while grade 7 and 10 students' scores increased at the mid-point. Generally, large discrepancies existed between grade levels scores.



The grade 8 students reported a consistent downward trend in self-concept levels. This drop, when analyzed, was not statistically significant, due in part to the small number of students (N=9). The difference between pre-test and post-test scores for the grade 8 students in the TSCS was minus 19.44, which constituted a drop of 5.75% from the pre-test level.

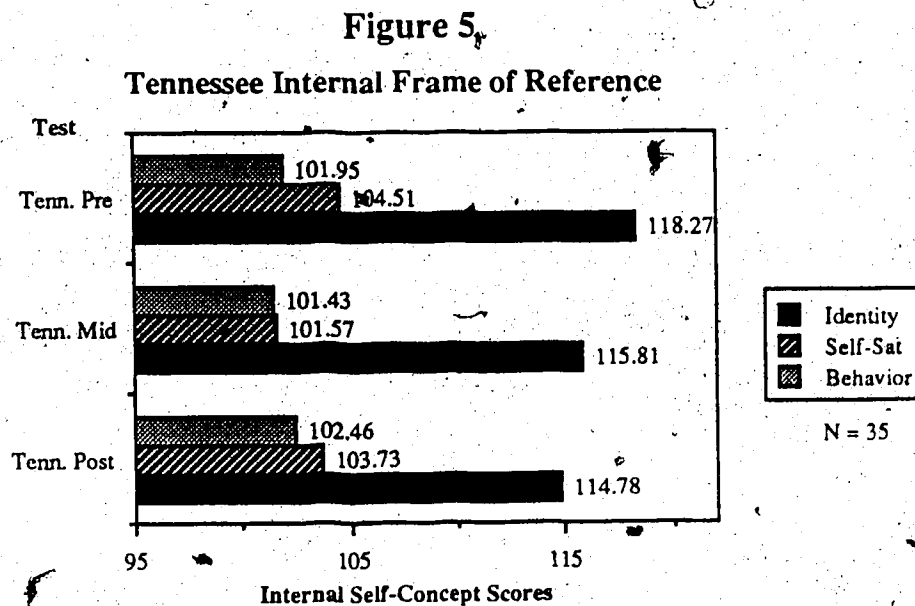
Thompson (1972) reported that age was a factor in the levels of self-concept achieved, with a gradual upward trend noted through the school years. Thompson's research showed that students at secondary schools demonstrated the greatest amount of variation in scores, with the greatest instability occurring at senior high school. The shifting scores portrayed by Figure 4 show the unsettled nature of the self-concept of the students, as suggested by Thompson, with the grade 7 scores remaining most stable from pre-test to post-test, and the grade 10 scores being least stable over the same period.

One cannot assume that exposure to the school setting was the only factor which affected the self-concept scores. While attending the school, many things occurred in

the lives of the students that had no direct relationship with the school or its program. Although the school was relatively isolated from external influences, students were in contact with their families and friends outside the school many times during the school year. The potential for these relationships playing a significant role in defining the students' self-concept must be considered when analyzing the self-concept scores.

Internal Frame of Reference

To provide a more in-depth look at the data, the TSCS scores were analyzed under the three internal frame of reference categories. These categories were identity (what I 'am'), self-satisfaction (what I 'feel about my self'), and behavior (what I 'do'). Figure 5 illustrates the group scores for these items.



For all three test periods, the identity score for the students was considerably higher than the scores for self-satisfaction and behavior. These scores and their relationship

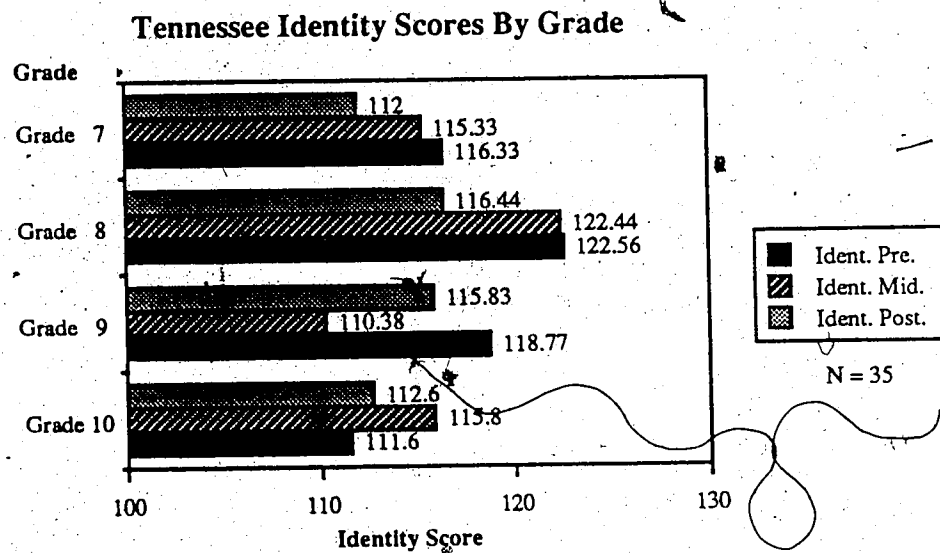
compare closely with the reported scores of Thompson (1972). The identity score dropped over the research period, losing -3.49 points. The self-satisfaction score dropped slightly (-0.78), while the behavior score increased slightly (+0.51). None of these changes were statistically significant.

Identity

Figure 6 illustrates the patterns which appeared in the identity scores of the various grade levels. The grade 8 students exhibited very high perceptions of identity early in the research period. The initially high base-line scores may have pre-disposed the group for a large drop in scores over the course of the research period.

All grades, except the grade 10 group, experienced a drop in identity during the research period. The largest drop in score was experienced by students in grade 8, whose mean score dropped by minus 4.12 points. None of these changes were statistically significant.

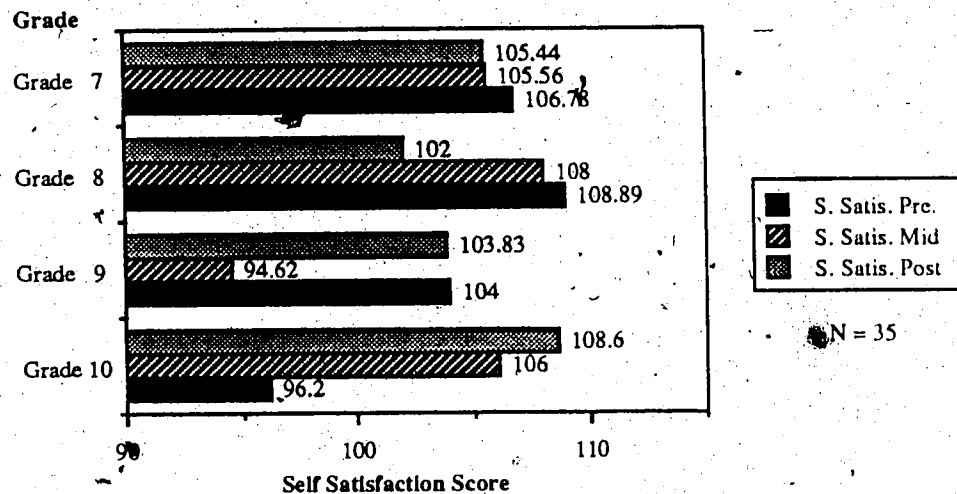
Figure 6



Self-Satisfaction

The self-satisfaction scores (Figure 7) for the new boy students were slightly higher than the norms reported by Thompson (1972). Again the grade 8 scores were higher than other grades at the pre-test period, and fell throughout the research period.

Figure 7
Tennessee Self-Satisfaction Scores By Grade



The self-satisfaction scores for all new boy students dropped only slightly (- 0.78 points). However, the grade 8 students' score showed a substantial drop (-6.89), while the grade 10 scores showed a substantial increase (+12.4) in self-satisfaction score over the same period. Students in grades 7 and 9 did not experience any significant change in personal self-satisfaction from pre-test to post-test.

With the small number of students in the grade 10 group (N=5), several extreme scores could seriously affect the group means. Analysis of student scores showed that two students' scores exhibited large increases from the pre-test to the post-test periods. These two scores accounted for the majority of the reported increases in grade 10 scores. Of the five grade 10 students, two showed large increases in self-concept scores, one

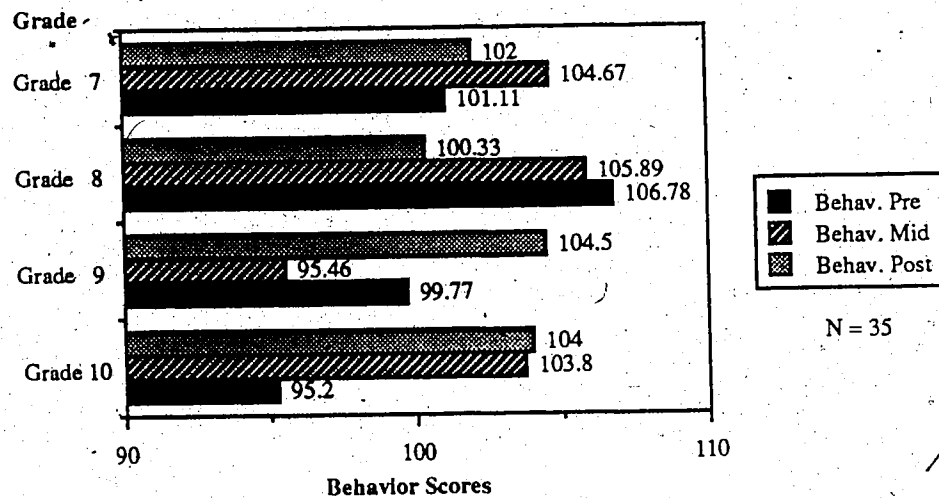
showed a small increase, and two showed a small decrease in scores over the school year.

Behavior

Behavior scores (Figure 8), although slightly lower than TSCS norms (Thompson, 1972), fell within an acceptable range. An increase from pre-test to post-test was recorded for all grades except grade 8. Little positive change occurred in grade 7 scores (+0.89), while grade 9 and 10 scores increased substantially (+4.73 and +8.80 respectively). Statistical analysis indicated that the drop in behavior score for the grade 8 students from pre-test to post-test was significant at the .05 level.

Figure 8

Tennessee Behavior Scores By Grade



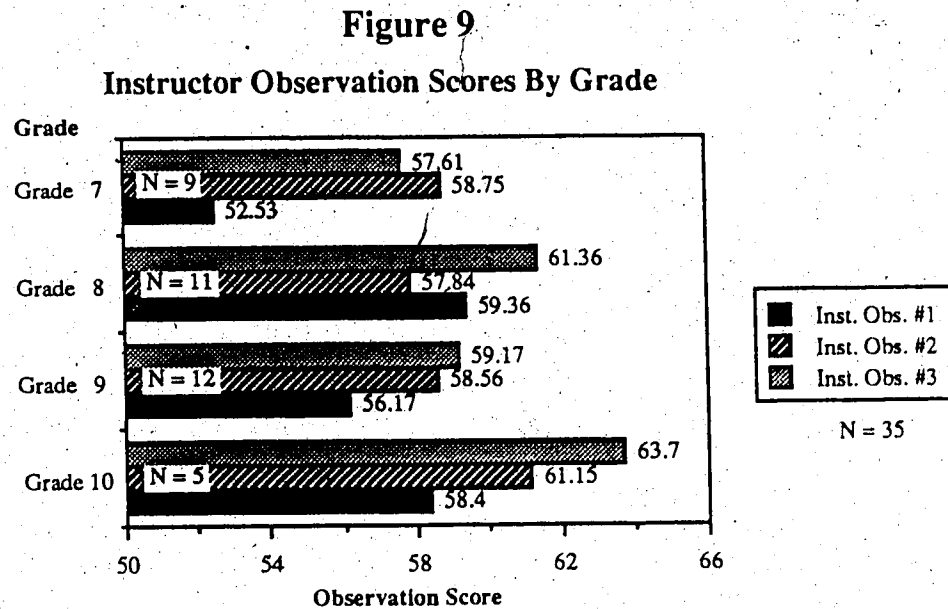
The St. John's School staff expect the behavior of the boys to be maintained within strict boundaries. As many new boys were at the school because they did not cope well at public schools and/or home, and many had been put at St. John's because of inappropriate behavior, one would expect the self-perceptions of their behavior to be

low. The school staff monitor student behavior constantly, and strictly discipline inappropriate behavior. Therefore, the boys must change their usual behavior in order to follow the strict rules of the school. Except for the grade 8 students, it appears that a small (though non-significant) positive increase in self-perception of behavior has occurred over the research period.

Instructor Observation Scores

Data collected with the Instructor Observation Forms [IOF] indicated that a consistently positive change in observed behavior occurred over the research period.

Figure 9 illustrates the changes in observed behavior as reported by the IOF:



In all grades, the observed behavior scores improved from Observation #1 (OB#1) to Observation #3 (OB#3). The teachers, using the observation instrument, indicated increasingly more positive behavior for all grade levels of new boy students. When

statistically analyzed, the change in Instructor Observation scores from OB#1 to OB#3 showed a statistically significant change at the .05 level.

Correlations of IOF and TSCS

A Spearman Rank Order Correlation was performed between the instructor observation scores and the behavior scores of the TSCS. Correlations (Table 2) indicates no statistical relationship between the self-reported behavior score, as measured by the TSCS, and the students' observed behavior, as measured by the IOF.

Table 2

Matrix of Spearman Rank Order Correlation of Coefficient

	Instr (1)	Instr(2)	Instr(3)
Behav (1)	0.296	0.114	0.046
Behav (2)	0.004	0.052	-0.306
Behav (3)	0.214	0.357	-0.164

For N=30 $r \geq 0.478$ achieves significance at $< .01$

The fact that no relationship existed between the two sets of scores supports the claim by Kimball (1979) that a change in self-concept does not necessarily translate into a change in behavior. It appears that the converse may also be true: that a significant positive change in behavior does not necessarily translate into a significant positive change in self-concept. Although Courson (1968) indicated that accurate inferences about an individual's self-concept can be made from limited observations of behavior, these data do not support that claim. Not only were the sets of data uncorrelated, but the scores for each successive observation and test round became less correlated over time.

The observable behaviors of the new boy students, as a group, became more appropriate as the school year continued. Except for the grade 8 students, the behavior self of the new boys increased slightly over that period. However, the actual behavioral change was not internalized into the individual's self-concept in any consistent fashion. The new boys, as a group, behaved properly at school because of its strict environment, but they, themselves, did not perceive that their behavior was much better than before. The scores may indicate that the boys were 'acting', or 'towing the line', while psychologically they realized their 'good behavior' was just that. The highly disciplined environment at St. John's effected a change in behavior, but, it appears, it did not guarantee that the behavior change would become internalized into the self-concept of the new boy student. This puts the permanence of the 'new behavior' in question.

Summary of Internal Frame of Reference

Grade 10 students showed increases in all three TSCS' internal frame of reference scores during the research period, but the small number of grade 10 students cannot allow generalizations to be made.

Trends for the grade 9 students appeared to be slightly downward, except for the behavior self score (TSCS), which increased considerably. The grade 8 scores fell in all three internal self categories, with a statistically significant decrease in the behavior self-concept score.

Grade 7 students, similar to the grade 9 students, showed slight drops in identity self and self-satisfaction scores over the research period, and increased in the behavior self scores.

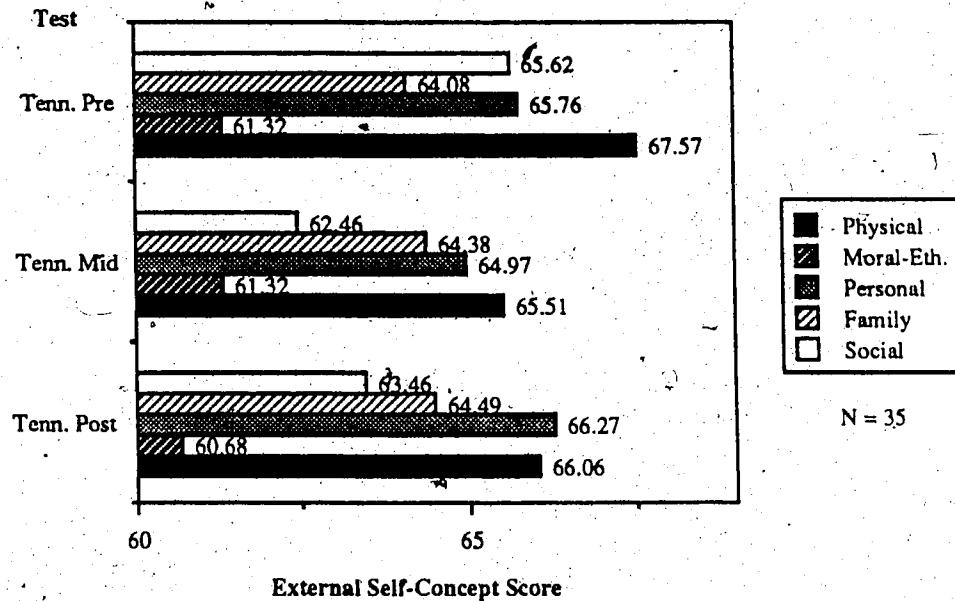
The IOF scores showed a statistically significant ($P < .05$) increase in observed behavior (IOF) for the total group of new boy students. Although a positive increase in

the observable behavior of grade 8 students was reported by the IOF, this behavioral change was not translated into a positive change in behavior as perceived by the students in the TSCS.

Self-reported behavior scores (TSCS) and teacher-observed behavior (IOF) of the new boys were found to be statistically unrelated. This may indicate, as with the grade 8 students, that the new boy students did not internalize their change in behavior into their self-concept.

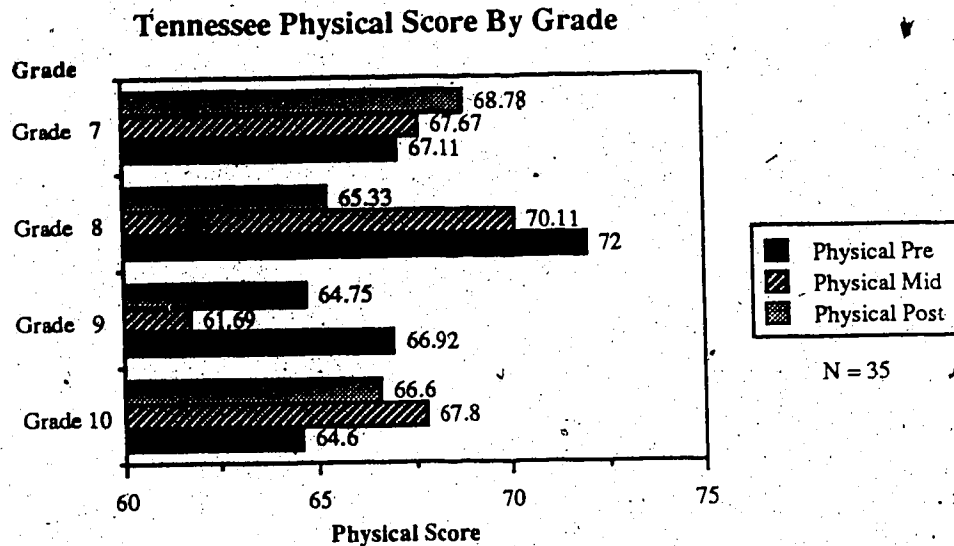
External Frame of Reference

The smallest units of analysis in the TSCS were the external frame of reference scores. These categories are sub-groups of the internal frame of reference items. Shown in Figure 10 are the scores, by grade, for each external self-concept category. External Self-concept scores reflect the individual's perceptions of more external factors... how he sees himself physically, socially, morally, personally and as a family member. For the total group of new boy students, the physical (-1.49), moral-ethical (-0.64) and social (-2.16) sub-self scores all dropped slightly, while the personal (+0.51) and family (+0.41) sub-self scores increased slightly. None of these changes were statistically significant.

Figure 10**Tennessee External Frame of Reference****Physical Self**

The physical self score, as measured by the TSCS, determines the extent to which the students are satisfied with their physical self... their body, their health, their attractiveness and their sexuality. Figure 10 indicated overall, a slight decrease in the physical self for the new boy students. These scores were comparable to those reported by Thompson (1972). Both grade 7 and grade 10 students' physical self scores (Figure 11) increased during the research period, while the grade 8 student scores consistently fell. The grade 9 scores fell only slightly. The physical nature of the school may lead one to expect positive changes in the physical self-concept to occur. For the grade 8 students in particular, who experienced a drop of -6.67 points, the physical nature of the school did not serve as a positive factor

Figure 11



in the the students' physical perceptions. The extent to which the boys experience success in the outdoor and work programs and the extent to which the boys get opportunities to socialize with members of the opposite sex may have implications for the interpretation and discussion of these scores.

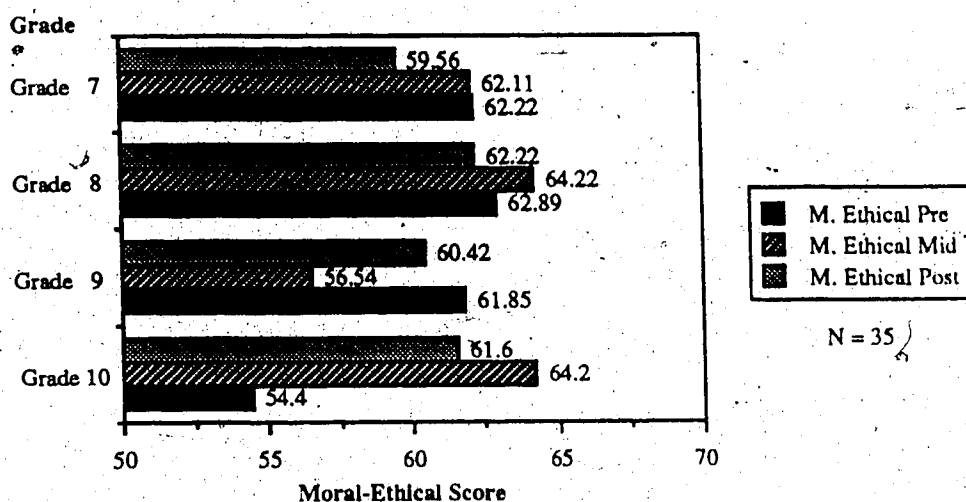
Moral-Ethical Self

The moral-ethical self score for all grades (see Figure 10 above) was the lowest external frame of reference scores reported. This score measures the individual's perceptions of his relationship with God and his perceptions of his moral values. These scores, although appearing low, were comparable to norms found by Thompson (1972). The slight drop in score over the research period (-0.63) was not significant, and could not be attributed to the effects of the school program.

When considering the scores by grade (Figure 12), moral-ethical self scores for grade 10 students increased +6.2 points during the school year, while all other grades decreased slightly during the same period.

Figure 12

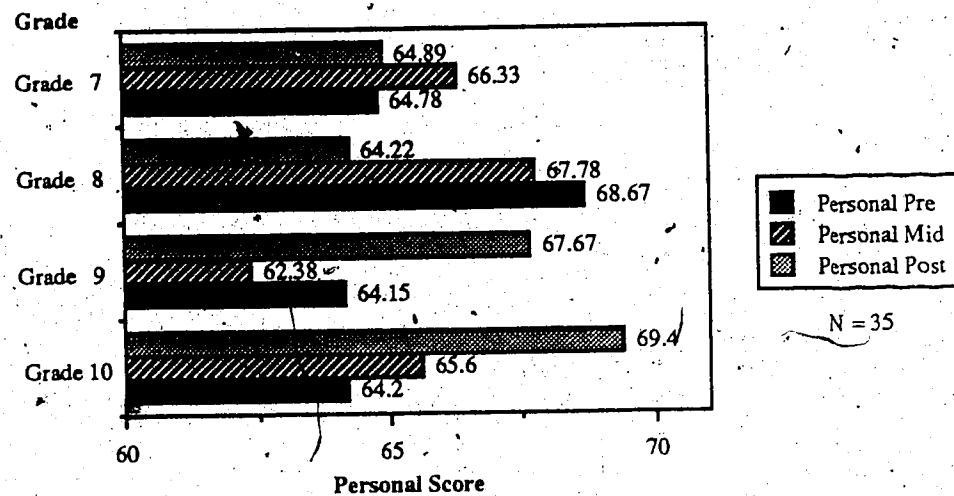
Tennessee Moral-Ethical Scores By Grade



These results may put in question the school's emphasis on the spiritual aspects of the school program. As the school claims to positively affect the moral values of its students, one would expect the students' feelings of morality to be increased. The present data were not able to support that claim, and except for a small number of grade 10 students, the opposite appeared to occur.

Personal Self

The personal self scores are those which express the individual's sense of personal worth and adequacy. These scores were slightly higher than than the norms reported by Thompson (1972), and the overall personal self scores (see Figure 10) increased slightly between pre-test and post-test periods. Personal self scores (Figure 13) for grade 10 students increased +5.2 points during the research period, grade 9 scores increased +3.52 points, and grade 7 students' scores did not change. Grade 8 personal self scores dropped -4.45 points over the school year. No changes were found to be statistically significant.

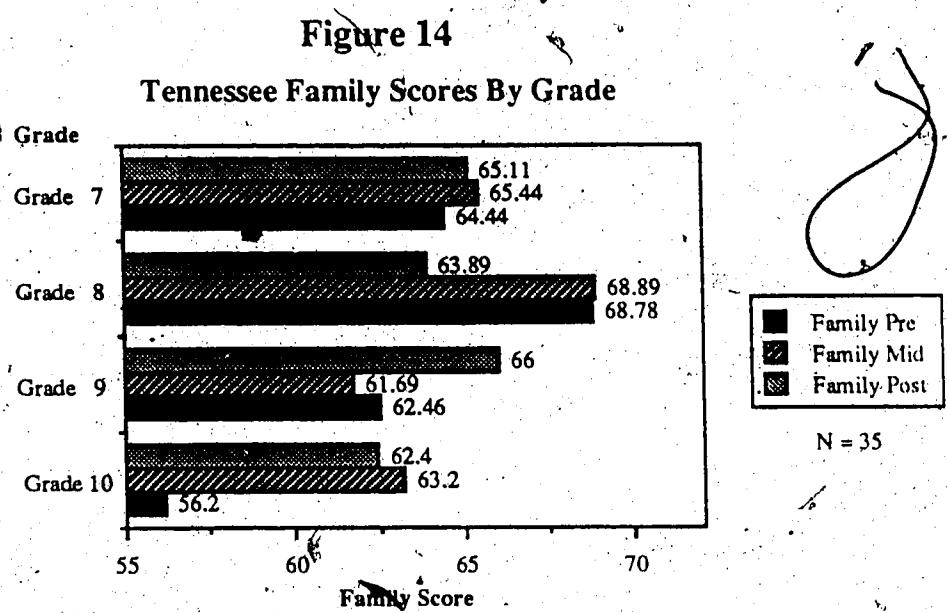
Figure 13**Tennessee Personal Scores By Grade**

The data suggests that only the grade 9 and 10 students felt better about their personal selves following a year of attendance at the St. John's School. The students in the lower grades, however, grade 7 and 8, experienced no change, or negative change in feelings of personal worth and adequacy over the school year.

Family Self

The overall family self scores (see Figure 10), similar to the other sub-self scores, changed little over the research period. These scores reflect the individual's sense of personal worth and adequacy as a family member. The increase in the overall family self score of 0.5 points was not statistically significant, and could not be attributed to program factors.

Figure 14 indicated that slight increases were made by students in grades 7 and 9, and that grade 10 student scores showed an increase of over 6 points. Grade 8 family self scores, following the trend of the other grade 8 scores, dropped -4.89 points.



Once again, a discrepancy existed between the grade 8 scores and the scores of other grade levels. Although the grade 7 students showed little positive change, the grade 9 and 10 students experienced a considerable amount of positive change in feelings of family self.

Social Self

The social self score reflects the person's sense of adequacy and worth in his social interactions with others. Although dropping slightly (-2.16) overall, the change in social self (Figure 15) scores was not significant, and the scores were within the norms as reported by Thompson (1972). The mean scores for grade 7, 8 and 9 students all dropped over the research period, with the grade 7 students showing the greatest overall decrease (-4.11). The grade 10 social self score increased slightly (+2.0).

CHAPTER VII

DISCUSSION

Introduction

The St. John's School of Alberta is a vast setting for research. The wish to 'sum up' is always a consideration in research, and is usually a desire. It is doubtful that the St. John's school can ever be 'summed up'. The self-concept literature, if unanimous about anything, is unanimous in the belief that the factors which affect self-concept change are virtually unlimited. In the St. John's setting, as in other settings, what the person brings into the setting is equally as important as the factors that are school-related. The interaction between the student-related factors and the school-related factors must be the primary focus of attention before an understanding of the dynamics of self-concept change can ever be hoped to be achieved.

The brief discussion will center on two primary factors which were deemed by the writer as 'significant' in the interaction between the student and school's hierarchy. The significance discussed here is from a 'lived' perspective, not from a merely 'statistical' perspective. The relationship between self-concept and behavior is difficult to define, yet it appears that the students at St. John's, as do all people, live with it each day. The relationship between the self-reported behavior of the grade 8 students, and the 'reality' of behavior of those students is an apt example of the paradoxes which exist.

The outdoor experience of the new boy student has uncovered other of the paradoxes that were present. It is with these discussions I will conclude, possibly leaving as many questions as answers.

Self-concept and Student Behavior

At St. John's, students had little choice but to follow school rules. One might expect that students, being forced to behave, would have perceived an improvement in their own behavior over the course of the school year. One might also have expected to see, over time, a subsequent positive change in perception of behavior as measured by the TSCS. The expected positive changes in behavior and perception, although slight, occurred with all grades of new boy students except grade 8.

The behavior scores for grade 8 students, like the other self-scores which they reported, dropped consistently over the research period, indicating that the St. John's environment had negatively affected the way the grade 8 boys felt about their own behavior and about themselves in general. Although the teachers observed and reported a positive behavioral change in the grade 8 students, it was not translated into a perceptual change on the part of the students.

The grade 8 students were not the youngest students in the school, yet, as a group, they did not get privileges greater than the grade 7 students. Both groups participated in basically the same activities in the school program. The grade 8 students were more mature than grade 7 students, and it appeared, were more aware of their low status in the school. The grade 7 students, however, appeared not to readily perceive or care much about their status at the school. They instead, preferred to go about their daily chores, appearing to be oblivious to many things around them. This seemed typical of grade 7 students, at least for someone who has been involved with trying to teach them in a school setting.

As a group, the new boys occasionally enjoyed stepping outside established boundaries of behavior. This was especially so when they were faced with rules which they considered too strict or unnecessary. The swatting and other forms of discipline at

the school were avoided whenever possible, and the rules and discipline played a significant role in controlling unacceptable behavior.

The demographic survey, and interviews with students and parents, indicated that inappropriate behavior of the student, at school and/or home, was a fundamental reason why many students were enrolled at the school. Although the St. John's school policies did not readily allow the acceptance of students with severe emotional problems, many of the students who came to the school were enrolled because of problems at home or school. The positive change in observable behavior and self-perception scores, for most students, was a strong indication that the St. John's School program had significantly influenced the behavior of its new boy students over the one year period. It appeared that the school environment had the desired effect on the new boy students, but it also appeared that the students were clearly aware of their 'school behavior', and knew that it was different from their 'usual' or 'normal' behavior. It is difficult to know, at this time, whether these behavioral changes will be permanent.

Self-concept and the Outdoor Program

The outdoor program at the St. John's school was a strictly controlled environment.. as strictly controlled as the school environment. While participating in the outdoor program, students, in most cases, did as they were told, and did not have to think about the consequences of their actions, that is, as long as their actions were within the rules set down by the school.

While hiking, snowshoeing and canoeing, the students were given little time to come to appreciate the outdoor environment, and little opportunity to make decisions about the outdoors. During the Junior Exploratory was one of the few times that I observed students making decisions about, for example, what they were to eat and how

it was to be cooked. During the other outdoor programs the students were mainly responsible for the maintenance of their 'kit' (clothing, sleeping bag, tent), and in the setting up and taking down of their tent or plastic tarp under which they slept. This is not to say that all new boys should be given total responsibility for themselves while participating in the outdoor program. However, for the sake of structure and efficiency, many decisions and responsibilities that could have been made by the students in the outdoors were made by the leaders. For example, during the Grade 10 Trip of that school year, all meals were cooked by a staff member(s) on the trip. Not only did the staff member(s) cook the food, but also directed the preparation with zealous control. It appeared to the researcher that 15-16 year old students should be able to deal with many of these logistical elements of running a group trip, and that they would gain significant educational and personal value from the experience.

My own observations during many of these outings suggested that the students were being led through the outdoors, and that they did not really have to interact with it. I personally remember hiking along the trail and only being aware of the path I was looking down at and the person I had to stay close to in front of me. I did not, for the most part, get any sense of the trees, the clouds.. the beauty, but only that it would be several hours before setting camp for the night.. and a chance to rest. During the Junior Canoe Trip, my notes described the sullen mood in the canoe on many occasions as the day was wearing long and the 10 minute 'weigh-ups' (rest breaks) each hour were getting shorter. The shoreline that was floating by was not awe-inspiring, but was a place to get to and be able to use the 'washroom' in privacy. It appeared that new boy students who had never had much exposure to the wilderness felt equally, or more oblivious to the beauty around them.

During the outdoor program, the beauty was all around us, but seldom would a leader point out aspects of nature that were interesting, or take time to let the students appreciate it what was around them. The wilderness, it appeared, was not something to be consciously aware of and enjoyed while participating in the program. During Compline (evening prayer), thanks were always given for our safe arrival at the campsite, and the beauty and wonder around us was addressed. But, the pace and structure of the trips gave little time for reflection and appreciation of the natural environment. In a sense, the outdoor program at St. John's was an extension of the regular school curriculum.. you must do it because it's 'good for you'. Mark noted, "...but once you get back to school and you start thinking about it, I think it was pretty worthwhile after all, because of the accomplishment, it was completed". The students were aware of the benefits derived from the outdoor program, but most of the benefits, it appeared, were derived and recognized only after the experience. It was viewed, often, as valuable only in it's purpose..in what was acquired..in the accomplishment, not the doing.

This is not to be construed into meaning that the students did not enjoy the outdoor program. The outdoor program, as other programs at St. John's, were challenging and adventurous. And it was not a program that the students would suggest should be removed from the school. Generally, young boys and men (not to mention girls and women) naturally enjoy these challenges, and often go to considerable lengths to participate in programs such as these, and the new boys at St. John's were no different in their desire to continue outdoor programs at St. John's.

Two points must be considered when discussing the relationship of outdoor programs to self-concept change. One is that challenge alone does not appear to effect a positive change in self-concept. Students need greater opportunities to get involved in

decision-making while participating in the outdoor program, and need to feel that their opinions can make a difference. They need to be more self-reliant in fulfilling some of their basic needs in the wilderness, whether it is deciding what they eat, how much they eat, how they cook it, how to read a map and find their direction and position, and so on.

The second is that challenging outdoor programs can be enjoyable and 'awe-inspiring' while students are being engaged in the programs. Programs do not have to be largely painful, mindless and accomplishment-oriented. Doubtless, the outdoor program is considerably more mindful and painless than the program of 20 years ago. The outdoor program is evolving, probably more than ever before, into a more individually, environmentally and educationally-sensitive curricular activity. However, the research literature indicates that outdoor programs have the potential to effect strong positive change on student self-concept, but if the programs are to realize that potential, they must gear themselves more toward aspects which may effect the greatest change in the self-concept of the students.

The outdoor program did teach the boys their own limits and abilities. Brian was sure about what it had taught him, "it makes your mind and body feel better. It makes you accomplish something". He noted that on the New Boy [Hike], "you get to know people, you get to see people, you get to have some fun, you get to camp out".

Participation in the outdoor program was not a decision made by the students, and was not a decision which bore personal consequences for them. What they learned about themselves was a by-product, and it was not something which they [the students] necessarily had set out to learn. Would it not be better to find a balance that would inspire the individual to learn more, and to put more of themselves into that learning?

Not all students had an enjoyable experience in the outdoors, and many found that the pace and duration of the experience taught them only how weak they really were,

and only what their limitations were. In many cases, it did not demonstrate their individual strengths and potential. It appeared that positive change in self-concept was not linked with powerlessness and lack of personal choice. Could it be that it was more closely linked with the desire to make decisions and choices that affected one's own life, and learning to live with the consequences of those decisions?

Conclusions

Parents will continue sending their sons to the St. John's School of Alberta. If they continue on at the school, they will probably be rewarded for the hard work, dedication, and spirit that is necessary to succeed at the school. Success, as defined by the St. John's school, is inherent in the program, if one is willing to accept that success is synonymous with accomplishment. If the school is to succeed in affecting positive change in student self-concept, it appears that the programs need to involve the students in greater opportunities to make decisions about their own lives.

The St. John's School of Alberta provides many physical, emotional and academic challenges, but it does so in a highly-structured and disciplined fashion. The school has evolved considerably in the past few years, taking advantage of many new ideas and technologies. It has introduced new components to their programs (cycling), has pursued the inclusion of other changes (two-man canoeing), and has experimented with new materials and methods of making wilderness outdoor experiences safer and more efficient. However, it still holds dearly to many traditions and beliefs that, over time, have become difficult to accept by the vast majority of modern educational institutions. This, again, is not to say that they are wrong, but that maybe a balance is essential if the school is to have the effect it proports on the self-concept of it's students.

In a school setting that is so rigidly controlled by the staff for such a significant portion of the students' life, it is undeniable that the teachers and other leaders in the school (significant others) have a strong, and possibly lasting effect on the self-concept of the students. As the students and teachers live, work and play together at the school and during the extensive outdoor trips, the values and beliefs upheld by the school are being acquired by some students and dismissed by others.

It is difficult for a single program to positively affect a change in the self-concept of all participants. Students who willingly returned to St. John's demonstrated that they had acquired something positive from the school and its programs. Those who were forced to attend were obligated, at least at the time of the present study, to endure powerlessness and a lack of personal decision-making. Those who willingly chose to leave, demonstrated that their needs had not been fulfilled or felt that the school's work had been done.

The claim by the St. John's school that its program affects a positive change in the self-concept of its students, at least in the short term, has been rigorously challenged. Whether this claim can be substantiated in the future, or over the long-term, is again in the hands of the staff, administration and the students of the school.

A summary of the research conclusions follows:

1. The SJSA program did not significantly effect self-concept change in new boy students after one year of involvement in the program. Large positive and negative changes in individual self-concept scores indicated that individual variables effected the potential for change in self-concept in relation to the school program. A more individualized program may effect a positive change in the self-concept of more students.

2. The reported improvement in instructor-observed behavior scores (IOF) were possibly a reaction to the highly-structured, disciplined environment of the school. The TSCS behavior self score indicated that the reported positive change in behavior (IOF) was not internalized into student self-concept.
3. The hierarchical, highly-structured nature of the school program may play a role in negating some of the positive self-concept effects of various portions of the academic, work and outdoor programs.
4. The perceived powerlessness of new boy students to make decisions about their own life, except within a tightly controlled environment, may be a primary factor in the neutral/negative change in student self-concept.

Suggestions for further study

1. Due to the complex and temporal nature of self-concept, it is suggested that a longitudinal study be initiated at the school to determine the long-term effects of the school program on student self-concept.
2. It is suggested that the study continue testing student self-concept with the Tennessee Self-Concept Test, and that those results be combined with the results of the present research to provide an extension of a long-term perspective.
3. It is suggested that qualitative data be collected and analyzed over a long-term period by following a number of individual students throughout their St. John's experience, and beyond.

4. It is suggested that experimental intervention be attempted with selected groups of students within the school to determine the effect of other programs designed to effect positive change in self-concept (ie. non-hierarchical organization, increased student decision-making in program planning and operation, etc).

'Self' Reflections

The planning, implementation and writing of this study has been an undertaking far greater than it's initial intent. The temptation to take the easy route has been constantly becoming me, yet convincing me more to carry the study to it's natural and logical conclusion...or starting point, depending on your perspective.

The natural starting and ending point in the study has ultimately been the student, the individual at the St. John's school who has led me to question, and yet applaud the program at the school. The paradoxes that exist within the school have led me to a deeper understanding of the paradoxes that exist in our everyday world...the hunger and the waste, the power within the seemingly weak, and the weak within the seemingly powerful. This was so evident while watching the students pursue their lives at St. John's.

The caring that was evident within the staff of St. John's, and the commitment that they brought to their Christian vocation, has been a stimulant to the questioning my own personal and educational beliefs. The paradox of the 'care enough to discipline' and the 'care enough to control' has made me more conscious of the consequences of my own intentions and actions in respect to the present study. The students' awareness of these paradoxes has given me faith that a balance will eventually be achieved. I wish this document to say, above all, what we all know is in the hearts of the children we teach. The results of the research can never 'say it all', because teaching, like life, goes on.....

The analyzing of quantitative data alongside qualitative data has been, to put it mildly, a struggle. Trying to make meaning out of numbers, while at the same time trying to make sense out of experience, is not a challenge I will soon forget. It has been, for me, a lesson in patience. No doubt, it has also been a lesson in patience for Karen.

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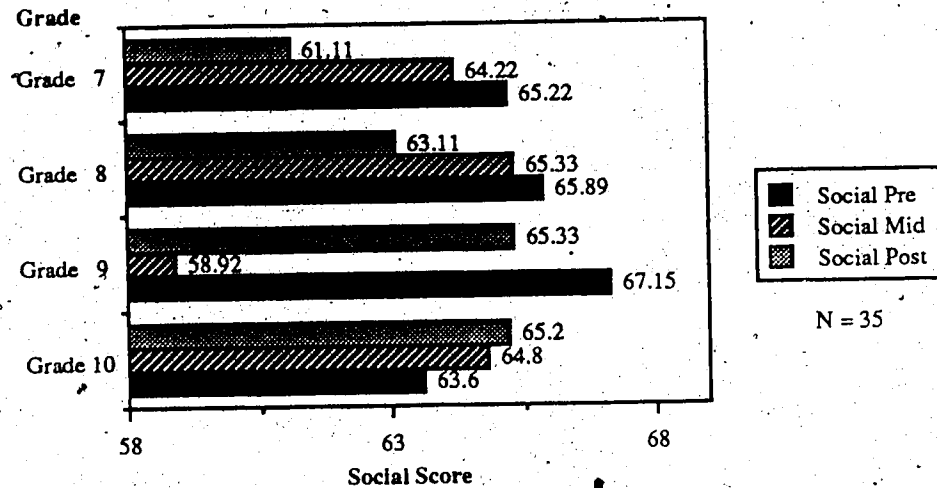
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Figure 15

Tennessee Social Scores By Grade



The students at St. John's get little opportunity to socialize outside of the St. John's school environment. The student's opportunity to meet other friends outside of the school can occur only during the short 'free Sunday' breaks or holiday periods. It would appear that the lack of social opportunity, especially in comparison to the opportunities prior to attendance at St. John's, may account for this drop in social self score.

Summary of External Frame of Reference

In general, group scores for external self-concept demonstrated little change over the duration of the research period. A general drop in score for the whole group was reported for the physical, moral-ethical and social self-concept categories, while family and personal categories increased slightly over the school year. Grade 8 scores declined in all 5 categories of the external frame of reference. No statistically significant change in scores were reported in any of the external self-concept categories for any grade.

Summary of Quantitative Data

As indicated in the review of literature, many factors influence the development and change of self-concept. The age and maturity of the students, their pre-disposition for change, significant others in their lives, their immediate environment and their family relationships, all create a climate for self-concept growth, maintenance or decline. Although self-concept is relatively stable, change can and does occur.

For some individuals, a particular environment may promote large positive changes in self-concept, while in others, the same environment may create large decreases. While, as a group, the quantitative data collected on the new boy students of St. John's did not indicate a statistically significant change in the students' self-concept, deeper group analysis revealed that change was evident.

Grade 10 scores showed a distinct upward trend. This trend, however, was driven by only a portion of the grade 10 students. Grade 7 and 9 scores appeared to be relatively stable and unaffected throughout the research period, with counterbalancing increases and decreases in various dimensions of self-concept.

The most obvious result was the downward trend in grade 8 self-concept scores. The downward trend in grade 8 scores in all sub-categories of the Tennessee Self-concept Scale suggests that the grade 8 students were reacting negatively to the St. John's experience. This negativity was also evidenced by the fact that the grade 8 students made smaller positive gains in observed behavior during the school then did the other grades, as reported by the IOF scores. Although the grade 8 group did not have the lowest IOF scores, the small increase confirmed that teachers perceived the grade 8 students as behaving less appropriately than students in grade 9 and 10.

Table 3 illustrates the number of students in each grade who experienced an increased or decreased change in total self-concept score (TSCS). The data shows that

22 new boy students (59%) experienced a drop in total P score during the year, while 15 new boy students (41%) increased their total P score.

Table 3
Tennessee Self-Concept Scale: Pre-post changes in score by grade

Grade	Increased	Decreased	Difference
7	3	6	-3
8	3	8	-5
9	6	6	0
10	3	2	+1
Total	15	22	-7

Number of students experiencing change in total P score

The grade 8 students experienced a large overall decrease in total P score, with 73% of the students reporting a decline in total P score. This decline in self-concept, reported by the majority of new boy students, must be addressed in light of the school program and the experiences of the students while attending the school.

The analysis of qualitative data will look more closely at the data from an individual level. The TSCS scores will be used in conjunction with the qualitative data to attempt to understand why these changes occurred. The researcher will focus attention on the individual student, his characteristics, and his experiences while attending the school. In this way, the analysis will endeavor to understand the nature of the St. John's program, and why the program has negatively effected a change in the self-concept of so many new boy students.

CHAPTER VI

QUALITATIVE DATA ANALYSIS

Individual Student Data

In all, 37 students comprised the sample for this study, but only a small portion of the individual data will be used in the proceeding analysis of data. The scope of the study cannot merit complete analysis of both individual self-concept scores and the volume of qualitative data. However, a sample of the data will be presented with an effort to provide as accurate a view of the qualitative data as possible.

The individual data presented was disguised by pseudonyms. The qualitative data was drawn from research field notes and interviews with the individuals, staff members, and parents, whenever appropriate. In some cases, individual data was richer in quality and quantity than in others. This was dependant on the extent to which the researcher was able to observe and record the actions of the individual student. The quantitative data was drawn from the TSCS, the IOF and the demographic survey data.

Brian

Brian was a 15 year old, grade 10 new boy student from a single-child family. His parents were living together in their urban home. Brian was enrolled at the St. John's School of Alberta because, in his words, "I cannot really function right at home emotionally-wise and school-wise" (Wood, 1986a).

In an interview conducted in May 1987, Brian elaborated on the problems leading up to his enrollment at St. John's:

Brian (B). I was having some problems with my family, so I went to see a psychiatrist, and I went to a psychiatric program, for about five months, like a live-in place, where you live there. It was suggested by this other guy I went to see, to come to this school because it's really good. I got out of that program and I went back to public school for about two weeks, and I just couldn't handle it. So I had to go back to the treatment program again for a month. The first time I went to the hospital it was for three months, then the treatment program for four months and then we finally got it worked out and I came here, and went on the New Boy hike. But I really came here because I knew the structured program would be good. I was having a lot of problems with other programs.

Interviewer (I). So, how have things been since then, since you've been here? With your family, I mean.

B. Well, we get along. We've always gotten along. But if I stay with them too long I start having problems. So, whenever I go home, like the two week vacation, we really have a lot of fun together. (Wood, 1987a, p. 1)

Brian has also had problems with his friends, especially in competitive situations:

B. I had problems with my friends. I was trying to keep up with them, and there was this guy who was really good at all these things, and I always wanted to beat him, and it was really impossible, because he was running Provincials [track meets]. I would practice a lot, and I ended up almost killing myself. (Wood, 1987a, p.4)

Physically, Brian was slightly larger than average for his age. He was also physically well built and appeared to be considerably physically fit. He has been a member of the Boy Scouts for a number of years, has cycled the Jasper-Banff highway

and other long-distance trips, has skied in the mountains for a number of years, and has twice participated in winter camping. In this respect, he has had much more experience in outdoor pursuit activities and endurance activities than the other new boy students at St. John's. When replying to the demographic survey question about his opinion of outdoor activities, he wrote "I really like the outdoor program and the team challenges, instead of the individual challenges" (Wood, 1986a). He also commented, "Outdoor activity feels very satisfying after activity, but it takes a lot of preparation, organization-wise and list-wise. But, I love the outdoors and feel good in the outdoors" (1986a).

The outdoor and physical aspects of the school program appeared to be very attractive to Brian. His personal involvement in outdoor activities and fitness activities has prepared him for some of the challenges of the St. John's outdoor program. He noted in the interview:

B. ...I find [the outdoor program] really challenging. [the teachers] really push you hard, like the canoe race was really hard. They really pushed you hard.. they didn't stop. They really know you pretty well. These trips really help them know you well. (Wood, 1987a, p. 1)

Further in the interview Brian related:

B. It [the outdoor program] makes your mind and body feel better. It makes you accomplish something, and makes people see that you've accomplished something. It's something that you can put down that you've accomplished, especially the New Boy hike and the snowshoeing.

I. So, what did you enjoy most about the outdoor program? What was the most beneficial, and for the other students as well?

B. Probably the New Boy hike. Because it was, unlike the snowshoeing where you got to just walk around and get sore feet, and accomplish it, the New Boy you get to know people, you get to see people, you get to have some fun, you get to camp out. And cycling wasn't too taxing... if it's too taxing you don't get much out of it. Except accomplishment. (Wood, 1987a, p. 4)

The social aspects of the outdoor program, as well as the feeling of accomplishment appeared to be most important for Brian. His competitiveness in physical activities has caused him social problems in the past, and the team-oriented aspects of the outdoor program at St. John's appeared to have positive social benefits for him. After his difficult experience in competition with his friend, he gave up trying to compete. Lately he has become more interested in getting back into the competitive sports that he once participated in:

B. ...Mr. Young has all these race forms for running races, and maybe I could try. Maybe I can place good. Where as before I wouldn't even try. I'd just go for the 3 km. fun run. Now that he showed me the longer races I'd probably give them a try. (Wood, 1987a, p. 2)

The team aspects of the outdoor program, although often competitive, did not seem to put as much emphasis on individuals to out-perform others. If a team succeeded, or failed, the responsibility rested with all the team members, not just one. Thus, Brian found that he could strive for success without trying to be better than other students. He stated in the interview:

B. There is no best. It's your personal best. It's the team. You put the team ahead. Like the canoeing. And snowshoeing. You just paddle, you just paddle. You say that that guy is doing his best. All moving at the same time. Cycling I can't compare, because no one was trying hard. It wasn't a competition. I find

that trips aren't a competition like they used to be. Competitions, like snowshoeing, that's pretty competitive, but it doesn't burn you out competitively like other things do. (Wood, 1987a, p. 5)

Because the snowshoeing was a team event, individuals (such as Brian) do not get 'burned out' as in other 'individual' events. The psychological stress associated with winning or losing, as well as the burden of individual responsibility was reduced. Thus, Brian was able to perform and compete in this environment, and was able to carry these positive experiences over into his personal need for individual competition in running races.

During the interview I asked Brian how being at St. John's was different from the public school he had attended last year. He replied:

B. ...It's closer than a public school, really closer. You get a different feeling. Just the other day I was thinking while doing your test, I could hear the dogs barking in the kennels. With the public school you hear the freeway going by, not the dogs. So, it's closer. It's more... you have friends, you develop relationships.... I find it easier now. I feel a little better now. School is tense everywhere, but here it's more tense, and you do more work at St. John's. And [it has] 3-4 midterm exams, while in public school we only had one, at the end of the term. So there is a lot more work here. I put more effort in, and I study more because there are more tests, and I get higher marks. (Wood, 1987a, p. 1)

Brian's trouble with developing relationships in other schools appeared to have diminished during the year, in part due to the small size of the St. John's school. He commented that he felt psychologically better than he had before. Although the school work was harder, he was able to put more work into the academics, and received higher marks in return. These feelings of stability, security and success were also evident in

other parts of his experience at St. John's, such as the crew work. Brian commented in the interview:

I. What about the crews? How do you think they fit into the school?

B. They give you a good feeling of accomplishment. They're kind of unfair though, because I've been on kitchen crew for three terms. It's because I was good on kitchen crew, and they made me crew leader. But usually when you're good at something you get to move to something different. But I was already at the top of the kitchen crew ladder. I think that they should change it around a little. But the idea of crews are really good.

I. So it gives you the sense of accomplishment. Does it give you anything else?

B. It teaches you something. Like, I know how to prepare and serve food, wash dishes. I know how to do dogs. I can drive a John Deer tractor now, and some of these things that I can do now...(end of sentence). (Wood, 1987a, p. 2)

Becoming a crew leader as a new boy was not a common occurrence at St. John's. These positions were usually reserved for senior old boys. Because of the small number of seniors, and because Brian had done such an excellent job on the kitchen crew, he was rewarded by being appointed as crew leader. Although Brian felt that he would have liked to have gotten out of the kitchen, seeing that he had been there for so long, he also felt that he had demonstrated success and accomplishment at the school. The crew work has given him an opportunity to experience success and to get hands-on experience with other school chores as well, ones that may be of use to him in the future.

Brian acknowledged that he has changed over the school year at St. John's. He has a very favorable opinion of the school and its programs. His grades have improved, he

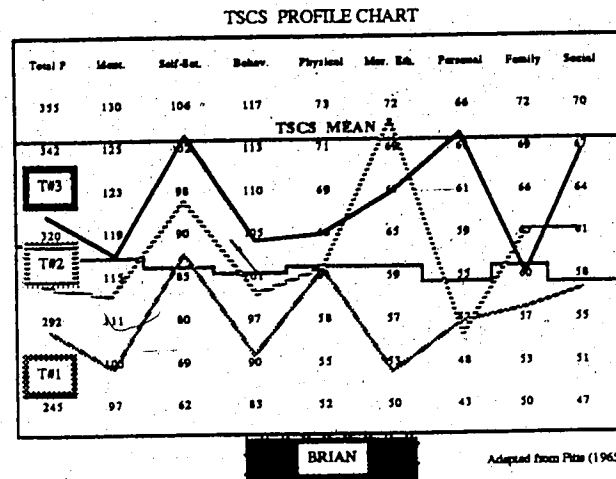
has made friends, he has experienced success and accomplishment, and he has learned things that he could not get in a public school. Although the outdoor trips were hard, they served to draw people closer, and allowed the staff to get to know the students better. The program has relieved Brian of the strain of competition with his former friends, and replaced it with a sense of belongingness and group effort. He sensed that he felt better about himself.

As an only child, Brian may have had to deal with more family pressure to succeed than a boy from a larger family. Unlike the team events at St. John's, at home he may not have been able to transfer some of his responsibility to other people, even for a short time. While participating in the team events at St. John's, Brian preferred not to have to carry the responsibility for success totally alone. As he spoke about his past experiences at school, I sensed his struggle to make and maintain friendships, a loneliness, and a reaching out for close relationships with others. From the interview, St. John's appeared to have fulfilled many of Brian's needs.

The self-concept tests that Brian completed told a similar story. The TSCS profile chart (see Figure 16) of Brian's scores indicated a strong, relatively consistent increase in self-concept scores in all dimensions over the research period. The overall self-concept score, as indicated by the total P score, changed from 274 at the pre-test to 321 at the post-test, showing a change of +10.4% over the research period. The physical and the family self scores showed the least amount of change, while most other scores showed greater than a 10% positive change in score.

The physical self score probably did not show large gains because Brian was already physically astute before enrolling at St. John's, having been involved in marathon and endurance-type activities for a number of years. The family self score, although it increased slightly, did not change to the extent of other scores.

Figure 16



This was probably due to the fact that Brian had been living away from his family in residential institutions for a considerable time. His relationship, as indicated by the interview, had always been good with his family when home for only a short time, and the St. John's program structured home visits in this way.

Instructor observations scores indicated an increase of 8 points from Observation #1 to Observation #3. Notes made on the forms by an observing teacher stated that during:

Period #1: "He voluntarily takes on extra work in the Honey House".

Period #2: "Very well-adjusted already".

Period #3: "Excellent sportsman. Thinks for himself. Is reasonable, mature and has a sense of humor". (Wood, 1987i)

Brian demonstrated a maturity and responsibility greater than his years, and although he has had a difficult social time in the past, he has done well within the St.

John's setting. During the two outdoor trips in which I participated with the grade 10 students, Brian was always quietly present in the background. He was never overly involved in the social aspects, but he was always involved when the time was right. He went about his daily chores without complaining, being forever diligent and meticulous about his tasks. Whenever a bike tire went flat during the grade 10 cycling trip, Brian would immediately get out the repair kit, pull off the wheel and begin repairing it.

Although he was a strong cyclist, he did not like to be at the front of the group while cycling. He preferred, instead, to stay at the back where Mr. Jacobs was stationed. He avoided the competitive tone that several of the stronger cyclist were setting up at the front of the group. Mr. Campbell, always the lead cyclist, usually set a strong pace. He would often challenge the boys to keep up with him, and thus the stronger, more competitive cyclists would stay as close to him as possible, jockeying for the first position behind him. Brian did not seem to want to get involved in that competition.

Based on observations of Brian, and the interview with him, it would appear that Brian was a high-achiever, and someone that when younger, strived to be the best amongst his friends. After realizing that he could not always be the best, and that it required considerable physical and psychological strength to be the best, he burned out. He temporarily gave up that desire to be best, but only after great personal expense. The St. John's School has restored his sense of self, and has allowed him to realize that people have different abilities. He has also realized that success does not have to be achieved at the expense of other people, especially one's friends. Brian self-concept has positively changed, and he has learned much from his 10 month experience at St. John's. Brian made the following comment during his interview, which I feel summarizes much about Brian's experience of St. John's:

It makes you learn a lot. Like all the things you learn about the dogs... bicycling lets you see things, and makes you learn about other people too... that we all have different abilities. We ignore that sometimes. (Wood, 1987a, p. 4)

Arthur

I first observed Arthur, a 12 year old, grade 7 new boy student, on his first day of school, August 30, 1986. After all the parents had left the school, the new boys were given a brief introduction to the school rules, and were then told to get changed into running clothes and footwear. They were to meet outside the school in 5 minutes. This was the start of the new boy 'fun run', which was a 3 mile run around the school grounds. It involved running on fields, roadways, trails through bush, down over steep wet banks, around a weedy, foul-smelling pond of muddy, stagnant water (with the threat of having to swim through it), and finally ending at the school.

This was Arthur's first experience of the physical program at St. John's. From the survey which he completed, Arthur had not had much experience in the outdoors, and judging by his stature, had not had much experience in any type of physical endeavor. The research field notes described Arthur's new boy 'fun run', and are as follows:

Several of the boys found the 'fun run' more than they could handle. The goal was to get everybody back to the school as quickly as possible. One boy in particular, Arthur, was a very overweight, ruddy cheeked fellow. He looked to be in poor physical shape, and prior to the run, some teachers and grade 12's were joking about what they expected him to do on the run. They assigned two grade 12's to stay at the back and to keep everyone running. Walking was not permitted. It turned out that 5-6 of the boys needed

considerable prodding, pushing and beckoning to keep up to the group. The prodding was all done in a positive and supportive way, never being harsh or sarcastic. The grade 12's would say, "Keep going... You're doing great... Keep up to the boy in front of you, etc."

The boys were told prior to the run that it would not be easy, and that some pain would be experienced. The result would be success for that task. Arthur, who was at the very rear after running about a mile, had collapsed several times, and was crying, screaming, swearing, gasping for breath and pleading that his "chest was going to explode". The Grade 12's assigned to the rear, literally dragged Arthur around a large portion of the course, with his legs just doing the mechanics. The seniors were supporting some of his weight, prodding him on with "You can do it, Arthur", and guiding him through the bush. He was not aware where he was for most of the last 20 minutes of the run. He was not allowed to walk, so whenever he started to walk the Gr.12's would drag him. Whenever he sat or lay down to rest, they would pick him up and drag him some more. He arrived back at the school about 30 minutes after the others. The senior students put him through a shower, got him dressed, and brought him to the classroom. He was noticeably flushed and he appeared to be somewhat self-conscious, hanging his head and avoiding eye-contact. (Wood, 1986b, p. 2)

Arthur's experience of the first day at St. John's might not be considered pleasant. The very next morning, the junior new boys set off for their 8-day, 120 km. New Boy Hike in the foothills. These and other experiences at St. John's were to have a future impact on Arthur.

Arthur was one of four children from a family with a single parent, due to his father being deceased (Wood, 1986a). He and his mother decided that he would enrol at St. John's for the school year. His school average was low during the previous year, and Arthur had other reasons for attending St. John's. In an interview conducted in May, 1987, Arthur made these comments:

Interviewer (I). First of all, why are you here at St. John's instead of a regular school?

Arthur (A). I didn't really like public schools.

I. Why not?

A. Ah, there's a whole bunch of things. You've got 30 people to a classroom. I didn't really care for the teachers, because they're not really worried about the students, or I feel they're not. And if everyone passes, all the parents are happy.

I. How is that different from St. John's?

A. Well, let me put it this way. If you screw up, then, in a regular school nothing will happen. If you screw up here then they'll jump down your neck. And they'll bug you until you do better.

I. Why is that good?

A. It makes you do better.

I. Is that what you want?

A. (Head nod in affirmation)

I. So is that why you're here?

A. Well that, and in the regular school you've got all sorts of people, you have to worry about drugs and all that sort of stuff, and you don't have to worry about that here. (Wood, 1987c, p. 2)

Arthur decided to attend St. John's because it was protected and isolated from some of the negative aspects of public schools (drugs, large classes, uncaring teachers), because the teachers cared, and because he wanted to do better in school. It appeared that being forced to do well at his school work was something that he needed.

Although he had been involved in family camping and fishing, he was not well prepared for wilderness living and the challenge of intense outdoor activity. Neither was he well prepared for being away from his family. He responded to the interview question:

I. How did you feel about the school when you first arrived?

A. Well, at first I was homesick, and I didn't have a great New Boy Hike. I had very sore feet. I live in (hometown in another province), and the homesickness really bothered me, and there weren't ...(long pause)... These other people knew that their Mom and Dad were just in Edmonton. But, its kind of different when you don't even hear much from your parents.

I. So how did you cope with that?

A. Well, I just, I don't know. It was hard, and it really got to me. I just let it slide by. I tried not to think about it. (Wood, 1987c, p. 3)

Arthur's opinion of the outdoor program demonstrated the need for him to be pushed into doing the program, as well as his beliefs about the personal benefits which he achieved. The following excerpts come from various parts of the same interview:

I. Are there things [about the school] you don't enjoy?

A. Don't enjoy or don't want to do?

I. Well, both.

A. No one in their right mind would want to go out and snowshoe 25 miles.

I. Why not?

A. Let me rephrase that. No one who doesn't want to, will want to be pushed into it. And here you have to be pushed into things like that.

I. Why do you think it's a part of the program?

A. I don't know why they have it, but I know I didn't want to do it... and I don't know why I even did it.

I. Did you have any choice in it?

A. Well, I had a choice for the interschool, which I went into, which I went to Selkirk for. I had that choice, but I didn't have a choice in the other stuff.

I. Why did you get involved in the interschool, if you knew it was going to be so painful?

A. Because I knew it was going to be good.

I. But you just said that no one in their right mind would do that.

A. Because I'm not in my right mind... The main reason was probably because I had a \$20.00 bet that I wouldn't, that I wouldn't stick it out. And I just had to prove it.

I. Prove it. Prove it to whom?

A. To myself. To people at home. It was funny, because the really athletic people, the hot shots, they dropped out.

I. How does that make you feel?

A. Pretty good. Well, if you're going to go do something, you may as well do it... do it for something.

I. Would you give me your impression of the school's outdoor program?

A. Generally, it's hard... it challenges you, and when you finish it you feel that you can do anything. Like, you just think, how many of these guys can snowshoe 25 miles in 7 hours? How many people can go 120 km. in 8 days, walking? Well, here you're put out, they tell you to go 25 miles, you do it, come back, and like you don't think you can do it, and you end up doing it yourself.

That's it. Like you never know you can do this stuff. (Wood, 1987c)

Arthur's impression of the outdoor program was mixed with pain and pleasure. It was hard, but it made him do things and accomplish things that he never thought possible before. The feeling of accomplishment was a common one throughout many of the new boys' experience, and one which the school has maintained as a fundamental teaching. I asked Arthur about how he felt he had changed over the school year:

A. Well, before I didn't care about my homework, and here, if you don't really care about your homework, then you get swatted for it. But, you find out how much the time is worth, because in the public school they just base most of your marks on the final exams.

I. So are you more successful in your work?

A. Well, I had a 52% final average last year in the public, but now I've got it shot up to honor roll now, which is a 75% average with no mark below 60%.

I. Other than academics, have you observed other ways that you've changed?

A. I've lost more than a few pounds.

I. How much is that? Make a rough guess.

A. Not enough. Close to 35 lbs.

I. How do you feel about that?

A. Well, I feel a lot lighter. I've got a better sense of balance.

I. Do you feel any difference health-wise?

A. I feel that I don't have to go and worry about people saying, "Look at that guy rolling down the street".

I. Did you worry about that before?

A. Before, I cared what other people think, but here, you don't mind it. If these guys think that you must weigh 3 billion pounds, than let them think that.

I. Has your relationship with your Mother changed since you've been here?

A. Not really. We're still close, but I don't really depend on her as much any more. I depend more on myself. If I want something done right, I can't really tell Mom that I need this and this and this.

I. How's your confidence in yourself?

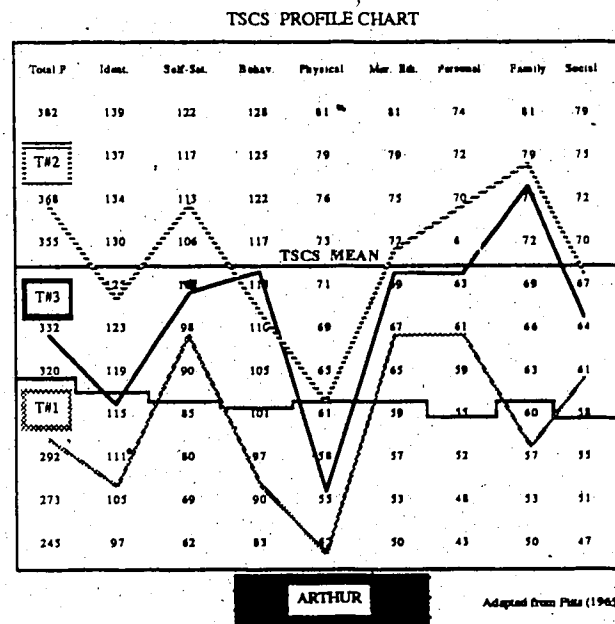
A. Well, I feel I'm more confident than I was before, because before I just sat there and vegged in class, and didn't think, and now, if I'm sitting there, I'll do something else. I'll think of something else to do myself. (Wood, 1987c, p. 5)

Again, Arthur expressed the fact that he has undergone certain changes since coming to the school. He felt he was more confident about his abilities, and was less self-conscious about his size. He had lost a considerable amount of weight over the year

and his marks had improved greatly. Despite (or because of) the difficult time he experienced with the 'fun run' and the New Boy Hike, he has progressed significantly during the year. To further demonstrate some of these changes, quantitative data on Arthur will be included below:

A substantial increase occurred in Arthur's total P score (see Figure 17) from August, 1986 to June, 1987. However, the post-test score dropped slightly below the mid-test score, creating an upward-downward trend.

Figure 17



The most significant change in Arthur's TSCS scores occurred in the family self and behavior scores. Both scores increased at the mid-test point, and were repeated at the post-test point. It appeared that Arthur's feelings of self-esteem and acceptance within his family increased greatly during the first term of the school year, and that these feelings continued through to the end of the school year. Arthur's successes at St.

John's may have been partially responsible for the improved family environment reported by him.

Arthur, at first, was considered a 'whiner' and a 'wimp'. Over a period of time at the school, students and staff became aware of Arthur's ability to bear a considerable load, and not whine about it. Arthur's perseverance in making the Interschool Snowshoe Team during the winter was a clear indication to the other students of his fortitude. The change in behavior score indicated that Arthur felt his behavior was more acceptable within the school rules and the student social code. As Arthur sensed a greater acceptance for his behavior among the students and staff, it appeared he began to feel better about himself.

The IOF score showed an upward trend at the midpoint of the school year, but during the second half of the year the score fell back to its original level (Period #1 = 57.5, Period #2 = 66.0, Period #3 = 57.5). This indicated a positive change in Arthur's behavior up until January, and then a downward trend in behavior from then until June. Teacher comments made on the IOF were:

Period #1: No comments

Period #2: "This student did very well in the Junior Interschool snowshoe program. He persevered to the end. He did not find it easy."

Period #3: "This student has [personal] problems related to anger and stress. A very bright student who does not see the importance of doing work during the term."
(Wood, 1987i)

Although Arthur had lost a large amount of weight, had shown strength and determination in the snowshoe program, and had increased his academic average considerably over the year, it appeared that this was still not enough. A teacher wrote that Arthur was not taking full advantage of his academic abilities at the school. The

IOF scores followed an upward-downward trend, as did the TSCS score presented above.

Considering that Arthur had had considerable positive experiences during the snowshoe program, and had succeeded well in his academics, one would expect his self-concept score to have remained high, or to have possibly climbed even higher. This, however, did not happen, and the teacher's comment about Arthur's personal problems brought about by stress may be a key to understanding the regression of the scores during the winter/spring of the school year. The pressure to do well in the Interschol Race and to make the honor roll was considerable. This may have contributed to the personal problems encountered by Arthur, resulting in a lowering of the TSCS scores.

Arthur reported overall positive change in self-concept scores, but his lived experiences were occasionally less positive. During the Junior Canoe Trip, Arthur had to be cared for by other members on several occasions. At times he would be completely unconcerned about the condition of himself and his equipment, and a staff member or grade 12 student would have to assist him in doing tasks, or help him care for his equipment. As the excerpt below indicates, Arthur's independence during parts of the Junior Canoe Trip was questionable:

An orange tent fly belonging to a Canadian Tire-variety tent was set under a small tree in the long wet grass. This boy, Arthur, had everything he owned soaking wet, including his sleeping bag. He was lying under the fly, asleep, unconcerned that supper was ready. When asked to come and eat he said he wasn't hungry. Mr. Kendall went over to his tarp, got him out and made him eat some supper. After he ate, Mr. Kendall made him get his sleeping bag, and just about everything else, around the fire, and with Mr. Kendall's help,

dried it all sufficiently to be able to use it tonight and tomorrow.

(Wood, 1987b, p. 9)

Although Arthur stated in the interview that he felt more confident and felt he didn't need his mother's help as much as before, I often wondered about his level of independence prior to attending St. John's. I sensed that his enrollment at St. John's was done primarily to get him out from his mother's apron strings... to force him to be more independent.

Changes in Arthur were evident over the school year, both psychologically and behaviorally. He became more sociable and involved with other students, as indicated by his interview. The other students appeared to accept him more, and this allowed his personality to shine through. Arthur's increased self-concept over the school year was evidenced by an increase in all self-concept dimensions, as measured by the TSCS. These increases in self-concept were generally followed by positive changes in behavior, as evidenced by the teacher's observation scores and comments.

Arthur was aware of changes within himself, and he appeared to relish them. He was also aware of some of the negative aspects of the school program, and he realized that although he had many successes at St. John's, being successful at the school was not easy. Because of his physical stature, Arthur had to work much harder to achieve the same results as others in the highly physical environment of St. John's. In a discussion of his intentions for the following school year, Arthur had mixed feelings:

I. Are you returning to St. John's next year?

A. My Mom is leaving the decision up to me, and I'm not sure yet. I'm not really sure what to do in that area.

I. Do you want to come back?

A. I'm not sure about that either.

I. Why? There seems to be a few benefits to being here [at St. John's].

A. There are benefits, but there are also things that you don't want. Like you don't really want two hours of study every night, you don't really want to get swatted any more. You want to be at home. (Wood, 1987c, p. 8)

Arthur was unsure of next year, and he had reasons not to attend, as well as reasons to be at St. John's. His increased self-concept may affect his decision to continue at St. John's. Having seen many positive changes in himself, Arthur may have felt that he was now able to continue these changes outside of the structured environment of St. John's. The St. John's School has had a significant impact on Arthur. Whether he returns to St. John's remains to be seen.

David

David was 13 years old and was a grade 7 new boy student. His home was in a large city environment, and he had a younger brother. His parents both lived at home and both worked as well. David's reasons for attending St. John's were, "Because I have problems co-operating with other children, to learn respect for my elders, and because I have trouble with academic studies" (Wood, 1986a). David was aware that his enrollment at the school was an attempt to overcome problems he has had socially and academically. He failed grade 6 two years prior to being put at St. John's, and his academic average for repeating grade 6 was 70%. He (and likely his family) felt that his behavior at public school necessitated his being placed at St. John's for the school year. St. John's was, therefore, the means by which David would learn to respect his elders,

and would learn to cooperate with others, as well as a means to performing better academically.

David was physically small for his age, and he was the smallest new boy in the school. Weighing just 79 lbs. in August, 1986, he had gained only 1 lb. by June, 1987. Although the other boys in his grade were much bigger than him, he proved to be a significant challenge to most students. His sharp tongue and obstinate character was a source of conflict between him and other students, and occasionally the school staff. During the Junior Exploratory (winter camping trip) in February, 1987, David was involved in numerous conflicts with his peers at the campsite. The other boys appeared to enjoy baiting him, or physically challenging him, probably because of his small size and quick temper. His aggressive manner, when challenged, was both abusive and cutting. This was his nature, and was likely one of his major problems in attending public school.

St. John's prides itself on its ability to deal with student problems. In many cases, the student is disciplined with the 'stick' in order to get the student to follow the rules, and to behave in a more civil and cooperative manner. These methods of discipline are not usually permitted in the public school system. An example of David's behavior and the school's response to it was provided during the Junior Canoe Trip, and was recorded in the research field notes below:

One boy, David, refused to eat, and his bowsman was instructed by Mr. Cole to make sure that he ate. It was quite a commotion, with David refusing to eat, the bowsman yelling at him, and finally Mr. Cole threatening David with the stick. With still no success, Mr. Cole took him away from the camp and gave him the stick. David came back and ate a little, only to throw it up a minute later. The staff decided then that he probably was better without it at

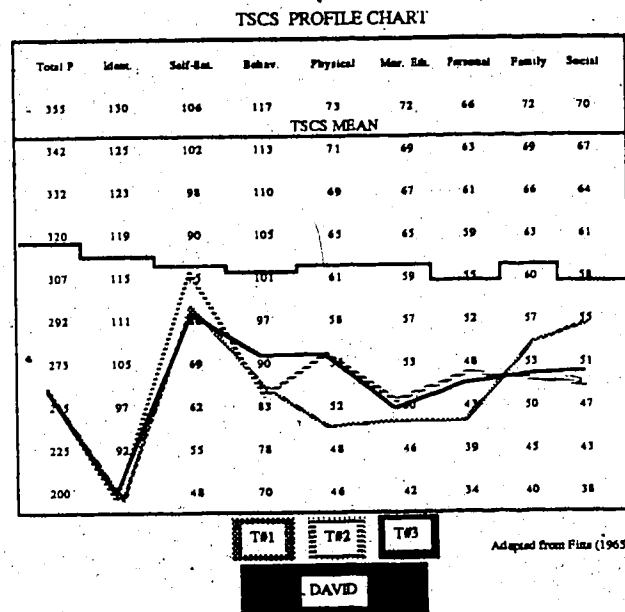
this time, and to monitor him tomorrow. The bowsman was told to stay with him during the next day at mealtimes to be sure that he ate. David spent that evening, like most days and evenings, alone...quiet and aloof. (Wood, 1987b, p. 6)

David felt the sting of the stick on many occasions, but from observation, it did not seem to change his attitude greatly. The above event occurred in early June, a full nine months after being enrolled at the school. During the next five days that we were to spend canoeing together (I was paddling in the same canoe with David, one seat ahead of him), David spoke very little, and seemed to be content to himself. Occasionally he would participate in a conversation with his seat-mate, and would occasionally share candies that he had stowed away in his duffle bag. Mostly he was quiet, pensive, and even glum at times. When we reached the shore for camp, David would hustle to get his chores done. He would then get his fishing rod or wander around in the woods alone. Occasionally he would spend time with William, his duffle partner, and they would fish together quietly. David's fire and sparkle would emerge occasionally during conversations around the campfire, and often he could be seen getting into minor mischief around the campsite. His tendency to fight with other boys, however, was much less evident.

The TSCS profile of David (Figure 18) demonstrated negligible change in self-concept over the research period. Total P remained constant, as did identity, with very little change in the other self-concept dimensions. A slight increase was indicated in behavior self, physical self, moral-ethical self and personal self, while the self-satisfaction, family self and social self scores all indicated a slight decrease. What was most noticeable in David's self-concept profile was that his scores were the lowest

scores recorded in the total new boy sample, and were approximately two standard deviations below the standardized mean for the TSCS.

Figure 18



As suggested by Thompson (1972), the reported self-concept of junior high school students tends to be lower than the TSCS standardized mean, and one would expect David's score to be somewhat lower than the TSCS mean. However, David's total P score of 250 was not only considerably below the standardized TSCS mean, it was also considerably lower than the mean of the new boy students as a whole ($P=322$) and the mean of the other grade 7 new boy students ($P=324$).

The instructor observation scores for David increased slightly (from 49.0 to 54.5) at the mid-point of the school year, but dropped below the first observation score to 44.0 on the third observation period. At this time, David had the lowest IOF score of all the

new boy students, as well as the lowest TCSC scores of all the new boy students.

Observing teachers commented on the IOF during each observation period:

Period #1: "This student is new to the school. He has had difficulty with his temper, especially when dealing with senior students. Early days yet."

Period #2: "This student has a temper problem that affects his relationship with others. The loss of temper is less frequent. Temper tantrums occur primarily between himself and the other students rather than staff."

"David has been involved in numerous fights with other students."

Period #3: "This student has emotional and psychological problems not related to the school. He has come a long way in his time here. He has a better relationship with some students and does not lose his temper as often as he once did." (Wood, 1987i)

Although the teachers wrote of positive changes in David's behavior during the school year, the behavior scores indicated that, overall, David's behavior had become less positive. His tendency for fighting probably diminished during the school year because the school rules did not allow fighting, and severe discipline, in the form of swatting, was administered. One would expect a student to attempt to avoid swats, and David's reduced inclination to fight could be anticipated.

The IOF instrument allowed the teacher to observe and record a wide variety of behaviors associated with self-concept, and David's IOF score indicated no positive change in observed behavior over the 10 month period of residence at the school. Although his tendency to fight diminished and he became more cooperative [as indicated by the teacher comments], his overall behavior [as indicated by the IOF scores] actually worsened.

The extremely low TSCS score, the drop in the Instructor Observation scores, and the problems that David was still experiencing at the end of the school year, all

indicated that this boy did not have an experience at St. John's that significantly effected his self-concept, or his behavior. David was a disturbed boy, and being sent to a school where authority was demanded and enforced, did not appear to have made much of an impact, at least at this point.

David had a tendency to react very negatively to being told what to do, as evidenced by his fighting with senior students. At St. John's, as senior students have considerably more power than junior students, especially new boy students (see Student Hierarchy in Appendix VIII), these students took opportunities to wield their power over David. Being physically smaller, feisty and aggressive when provoked, David was a prime target for senior and junior students alike. Over an extended period of time, the hierarchical structure of the school may have been able to grind away at David enough to shape his behavior in line with the school policies, but it is doubtful whether it would do much in the way of making David feel better about himself.

It appeared that David did not choose to be at St. John's, and his being placed at the school forcefully demonstrated his powerless position. For an individual who sought to gain power over his daily life, being placed at St. John's served only to reinforce his position of weakness. As David spends more time at St. John's, it will become more apparent whether the decision to place him in the school was wise.

Mark

Mark was a 15 year old, grade 9 student at St. John's during the research period. His family lived in a large city in Alberta, and he had a younger brother and sister. His parents were both living at home. When asked on the student survey (Wood, 1986a) why he was attending St. John's he wrote, "I didn't have any choice. I was sent here in exile". It was later learned during an interview the reasons for his being at the school:

Interviewer (I). How come you came here in the first place, to St. John's?

Mark (M). Well, my parents weren't really happy with my marks and how I was doing in school, so they said, "You're going to a private school". Yeh, right! And they looked around all different private schools and found this one and came out in July sometime and looked at it and my parents said, "O.K. , you're going there".

I. So did you say that it was fine with you? Did you want to do it?

M. I didn't want to do it. I was totally against it right till the last day. I was mad and I just about took off from them the last day, but I didn't.

I. So do you appreciate your family even though you were sent here?

M. I think you do, because you're not seeing them all the time....you got to get caught up on what happened during the six days that you were away.

I. So, do you feel any closer to your family?

M. A bit... ah. You find that you don't rely on them so much, but you feel that you owe them a lot more, because you're away so long, you have to get back to make sure that they're O.K., and all that, where normally you wouldn't have to....(end of sentence).

I. Would you have felt better about a [private] school closer to [your home city]?

M. Yeh. Still, they don't offer what this one would, in relationship to the outdoor program, the closeness of it and where the teachers are right in there. And the other thing is the setting, where it's out away from other things, because I was usually going out to [a local mall], rather than staying home and doing

homework. Out here I can't go out to [the mall], and I have to do my homework.
(Wood, 1987d, p. 14)

The interview indicated the reasons his parents sent him to St. John's. They wanted to provide a close, isolated, structured school environment. This would keep him out of the mall located close to his home and would serve to get his academic average higher. Mark indicated on the student survey (Wood, 1986a) that his academic average for the school year prior to enrollment at St. John's was 57%. I asked Mark about his academic performance since coming to St. John's:

I. How do you feel about your school work, since you've been here?

M. Ahh, I can't really say. I think, what I am doing is, I'm doing good, but before I used to do the odd assignment, you know, just to keep my average up, where here I'm doing every assignment to keep the stick away. There was no really (pause) reason for doing it when you were back home, but here there is.

I. So, have your marks improved?

M. They have. Where my average was 50.6% last year (this contradicts survey information), I've got a 70% or 64% average this year, so it's gone up a fair bit.

I. Are the classes the same size as the ones you had last year?

M. No. My class last year, it was 28 kids, and there's 16 in the class this year. The teacher to student time, the ratio is a lot better, like there's more time that you can get and spend with the teacher, where in the other school you can only spend a couple minutes, and there's a whole bunch of other kids waiting, where here you can spend 5-10 minutes of the class actually with the teacher, asking him about it. (Wood, 1987d, p. 13)

Mark felt his academic performance had improved considerably since coming to St. John's (despite the discrepancy in his reported average for last year). He attributed the improvement to the school's enforcement of study hall, his desire to avoid 'the stick' by completing all his assignments, and the small classes where teacher-student ratios allowed for more individual attention. It appeared that the goal of improving his grades was achieved, and his relationship with his family had improved as well.

Mark was asked about his physical changes since coming to the school:

I. How have you changed physically since you got here in August?

M. I've lost weight. I think when I came here I was 160, and last time I weighed in I was about 145.

I. Is that good?

M. In one sense it is, because I still have the muscles left over from 160, and I'm only pushing 145, so you get a little bit of an extra spurt.

I. So do you feel stronger, or anything?

M. Yeh. This school, the physical activities and all that sort of strengthen your whole body, like you really do participate, where in other schools, when we did running I just sat back and yah, ha, ha, blaa, and here you have to run so you try to keep up and sort of get your muscles in shape. (Wood, 1987d, p. 11)

Records kept at the school indicated, contrary to Mark's perceptions, that he weighed 140 lbs. in August, and that his weight had increased to 145 lbs. by June, an increase of just 5 lbs. Mark, however, was under the impression that he had lost considerable weight over the school year and that he had still maintained his musculature. His feelings of increased strength were likely a result of his increased fitness level through involvement in the endurance-oriented outdoor program. He also

made note of the fact that he had to run at St. John's, whereas in other schools he did not participate in the running activities.

Mark noted on the survey (Wood, 1986a) that he had no experience in outdoor activities prior to his involvement at St. John's, and he felt that the outdoor program at St. John's "...may turn out to be challenging". During the interview I asked him about the program, now that he had experienced parts of it:

I. Now the outdoor program is a very big part of the school. What do you think of that?

M. Personally I think it's O.K....ahh, some of the things seem sort of to me, like you go out and you're just out there and you get cold and all that, such as on the New Boy we had snow and we weren't ready for it, and we went into the mountains on the Exploratory, and we got snow and we were supposed to be ready for it, and we had it pretty good, but you don't really like it when you're there, because you're cold and you're wet and all that, but once you get back to school and you start thinking about it, I think it was pretty worthwhile after all, because of the accomplishment.... it was completed.

I. Has it taught you anything about yourself?

M. It sort of teaches you your limits. You really don't know before what your limit is, and you think, oh well, I can only do this much, but like say, the New Boy, when I first heard about it and I thought, yeh, right, I'm gonna do that much, and it ended up we did about 100 kilometers. We did 20 kilometers a day or something like that, and I thought, yeh, right, I couldn't do that, no way. And after completing it, you look and you say, "Wow, I did it. That was easy. I want to go and do it again". (Wood, 1987d, p. 5)

Mark indicated that he did not particularly like the outdoor activities while he was participating in them, but he found, when they were over, that they were worthwhile. In particular, he noted the fact that once completed, the good feelings of accomplishment was foremost in his mind. This echoed the earlier sentiments of Brian and Arthur, who both indicated a feeling of accomplishment following their involvement in the outdoor program.

Another area pursued in the interview was Mark's perception of the discipline at the school:

I. What do you think about the discipline here at the school?

M. The discipline is good. Some people I don't think are disciplined enough, but, on a whole, I think the school does a pretty good job of it. There are some things it's hard to discipline against, and there are some people that are hard to discipline. I think teachers find it the hardest to discipline the people who don't really care. Some students they just get swatted and they laugh ha, ha, ha. Another one, and mark it up on the wall, and they don't really care. Where other students it hurts and they learn something from it. I think you have to look at the individual case.

I. Do you agree with swatting?

M. In some senses, yes. When I'm getting swatted, I don't. Why, I don't want to get swatted. But the whole idea of it I think is good. It's not that you're being punished for something you did wrong, you're getting, you're just getting told in a different manner that you did something wrong. And getting reminded, a reminder, say that you get for two minutes, or three minutes....

I. So, you've been swatted a few times?

M. At the beginning of the year it was sort of like just about every class I was down there (the Asst. Headmaster's office), but I think after the first report card, and the second report card, they sort of laid back, they just, they really don't want to swat you, they sort of say, "O.K., we think that swatting isn't really the problem". (Wood, 1987d, p. 6)

Mark indicated a strong support for the discipline policy at the school. Although he did not like to get swatted, he felt that it was appropriate in certain, individual cases. His reference to having to "look at the individual case" will be discussed later.

When asked whether he had noticed or experienced other changes in himself he replied:

M. Not really. My parents were saying that coming out here would affect my language, and how I behave and all that, but I find it really hasn't changed. The only things to me that's changed is that I appreciate more when I go home, like for five days, or for Sunday, I appreciate my time at home more than I usually would. Like my parents, they thought I would.... like I used to swear a lot, and my parents they thought I would stop doing that, that I'd come home and I'd be just, everything like, nice boy, but I don't think I've changed. My friends say that I haven't changed.... still the same, but, I find you enjoy things that you regularly put off... you enjoy it more and you take part, and you enjoy it.

(Wood, 1987d, p. 2)

I was also interested in Mark's views on his confidence in himself and his abilities after being involved in the school programs, in particular the outdoor and work programs:

I. ...do you feel... more confident about your own abilities...?

M. Ahh, not really. I think I've lost some of my confidence and some of my abilities.

I. Why is that? How is that?

M. My Dad has a truck, and we were driving from here to Vancouver, and I used to drive some of the way, like not in the mountains, but I'd drive, and like I got back over the Christmas break and I was doing some driving, and I found it harder to do what I used to do. I found that it was second nature [back then]. But I've sort of lost now.

I. How about things like... decision-making. Do you feel you're independent about that?

M. Not really, because here all your decisions are made for you, where out in the outside world you had to make your own decisions.

I. How about out camping?

M. There's decisions out there that you have to do by yourself, and I find that it's harder for me to make up my own mind, even out there then it was. Before I could go out and I'd just do something.... (inaudible)... but now I find that I have to have somebody there to reassure me, to tell me I'm doing it right, or else I don't feel that I'm doing it right. (Wood, 1987d:12)

Prior to living at the school, Mark had had opportunities to do things such as driving of his father's truck. He was also responsible for making decisions in regard to many other portions of his life, such as whether to study or to go to the mall instead. Although Mark's past experience of school established the fact that he was probably not mature enough to make that decision before, it was still his decision. Mark, while attending St. John's, was living within a very controlled environment, and in most cases,

decisions were either previously made for him, or his decisions could be made only within very specific limits. One of many examples of this can be found in the research field notes taken during the Grade 10 Trip:

There appears to be a conflict here between being given a lot of freedom and the opportunity to initiate action (ie. taking care of oneself), and the following of orders. For example, Nelson (a Grade 10 student) was asked to cut up a 4 lb. block of cheese into pieces so that it would melt easily into the macaroni. He didn't know how big the pieces should be, or how many to make. So, instead of deciding himself, he waited, looked puzzled and then asked again "How big?", until Mr. Campbell came over, took the knife, cut up a few pieces into the right size, and said, "Now, like that!". With that, Nelson went to work cutting up the cheese into pieces exactly that size. Rather than make a mistake and risk a put-down from Mr. Campbell, he waited until told exactly what to do. This removes much of the creativity and decision-making from the students. These boys are in Grade 10, and need opportunities for decision-making, especially at this level of simplicity. (Wood, 1987e, p. 5)

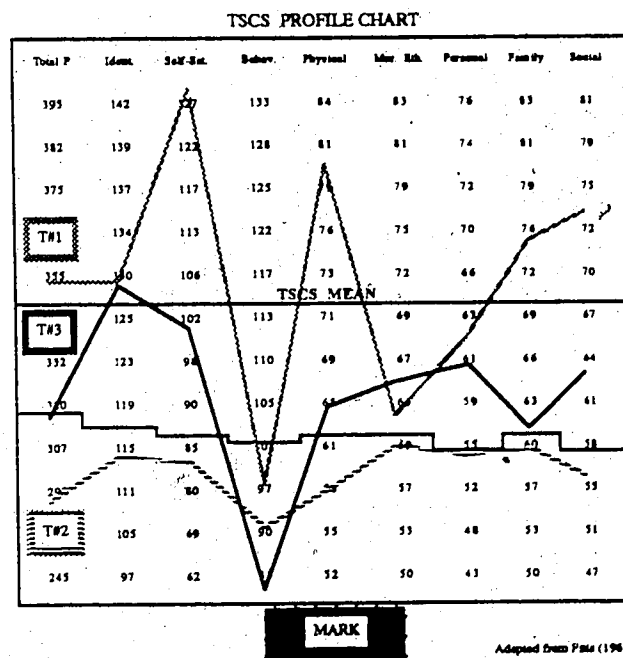
Mark's experience of not being able to make decisions, or to be able to even ask questions, was not an isolated one. His experiences may help in understanding the quantitatively-derived self-concept and behavior scores reported by him during the school year.

The interview data collected indicated both positive and negative aspects of Mark's perceptions of St. John's and its program. Mark felt that his academic average had improved considerably, his relationship with his family had improved and he that felt he

was stronger and more physically fit than prior to his year at St. John's. Although he did not like being swatted, he felt that it was a necessary part of the school discipline policy. There were also, however, areas that were not positive. Mark and his parents thought that some of his 'bad habits' such as swearing would be positively affected during his school attendance. This did not occur. As well, Mark felt that his own confidence was failing within the school program. He attributed this to the lack of opportunity for personal decision-making.

Mark's individual TSCS profile (see Figure 19) indicated a definitive drop in overall self-concept (total P score) during the research period. For the first period, Aug. 1986 to Dec. 1986, Mark's total P score dropped from P=353 to P=259. During the second test period, Dec. 1986 to June 1987, his total P score regained some of the initial loss, with an increase to P=300.

Figure 19



During the school year Mark's self-concept score had changed from an initial level which was 'much better than average' for his peers to a level which was 'much lower than average'.

Large drops in all self-concept dimensions occurred in Mark's TSCS scores, except for family self, which actually showed improvement, and social self, which dropped only slightly. This contrasted sharply with Brian and Arthur's profiles, who demonstrated consistent increases in self-concept.

The data indicated that Mark completed the school year feeling less confident and less positive about his own abilities than when he had started 10 months prior. During the interview with Mark, I asked him about his intentions for the following school year. He responded to my question:

I. So, what are you going to do next year?

M. I'm going to see if I can get back into [home city], into a school [there]. Just before I leave on my canoe trip, I'm going to send in some applications, because if I came from this school I might have a good chance I'll get in.

I. What about St. John's?

M. I haven't thought of it. Next year I'm going to go over to [a city school] for Grade 10, and we'll see if I do fit back in, and if I can get back into the regular school after coming here and see how I do, and if I can't really fit back in, I'm going to be back here [at St. John's] to do Grade 11.

I. Is this your choice, or your parents choice?

M. It's my choice. That's what I'm going to be doing, I don't know, my parents, my mother and my dad don't want me to do it. He says you're goin' out there

next year. And my Mom says, well, it's up to you, so I think I'm goin'a try.

(Wood, 1987d, p. 15)

Mark has decided to go back to a public school for next year, despite the many positive changes he had perceived in himself during the school year at St. John's. This appeared to duplicate the sentiments of Arthur in respect to his intentions for the next school year.

The IOF scores for Mark demonstrated a consistent drop in scores as over the research period. The first of Mark's IOF scores, reported in October, 1986 was 65.25. The second, in February, 1987 was 61.0, and in May, 1987 was 60.75. Although the drop in observed behavior was not a statistically significant change in score, it contradicted the final comment made by an observing teacher. The teacher commented as follows:

Period #1: He is not an academically able boy. Although he wants to do well, he lacks the quickness, organization and discipline to do so. He is very "nice": polite and eager to please; not well-liked perhaps, but definitely not a troublemaker.

Period #2: This student is perhaps a bit too compliant yet. Though he has stayed out of trouble and is unfailingly polite, he as yet to assert his independence and identity. He suffers from chronic headaches which suggests inner turbulence. However, his academics have improved.

Period #3: He has come a fair way, quietly. (Wood, 1987i)

The teacher's written comments indicated a recognition of positive change in Mark's behavior, but the IOF scores did not indicate this. As well, the teacher made note that Mark experienced inner turbulence manifested by chronic headaches. This turbulence may have been caused by the conflict between the high academic expectations of the school and Mark's own limited ability to excel academically. Mark

noted in his interview that he had completed all his school work to avoid getting 'the stick', and the threat of being swatted for poor quality work may partly have been a source of his psychological stress.

The teacher also made reference to Mark's compliance, his eagerness to please and his inability to assert his independence and identity. These are very 'loaded' comments about the psychological state of this student. The teacher indicated that he expected Mark to assert his independence and identity within the school. This appeared to contradict many of the observations made by Mark in his interview. Mark commented that he felt he had little independence because the school did not allow him the opportunity to make decisions. It appeared that the school (staff) expected Mark to be assertive while being a very powerless member of a repressive environment. The contradiction must have been difficult for Mark to understand.

Summary of Individual Data

The individual data, both qualitative and quantitative has indicated a wide variety of student reactions to the St. John's environment. Each of the four boys discussed above has had a different experience of living at the school, and each has indicated both positive and negative aspects of their experience of the school program. At this point the writer will attempt to shed light on portions of student life at St. John's. It is this writer's intent to provide the reader with empirical data relevant to the observed and self-reported changes in new boy student self-concept.

The Experience of 'Living' at St. John's

Preamble

Reference has been made on many occasions within this document about the hierarchy which exists at the St. John's School of Alberta. Having spent a considerable amount of time at the school, the hierarchy within the school caused me much concern. Being in the unenviable position (status) of 'new man' during the New Boy Hike, the effect of the hierarchy on my own feeling of competency and adequacy was, at times, dramatic. It occurred to me that if I, an adult dealing with other adults, could feel so 'put down', how must a young boy feel, especially a boy who has not had considerable success at school in the past.

With these thoughts in mind, I attempted to come to some understanding of the hierarchy as it exists at the school, and to bring this information to the attention of the reader, in the hope that it may bring to light possible reasons for the decline in self-concept scores for a majority of the new boy students. The material below is based on observations and field notes recorded by the writer during 600 hours of involvement at the school. It is but one writer's perspective on life at the school, and is not intended to be the only, or the complete perspective.

The Hierarchy

Life of the new boy student at St. John's is one of powerlessness. Within the school there exists a clear 'pecking order'. This order, or vertical hierarchy, extends from the Board of Directors down to the 'new new boy'. Although the hierarchy is not always clearly expressed, nonetheless it clearly exists. A diagrammatic representation of the

student hierarchy can be found in Appendix VIII, showing the lines of responsibility and privilege.

The hierarchy is appropriately based on the British educational model, with the use of terms such as Headmaster, Dormmaster and Dutymaster. These terms indicate that there exists a master, and likewise, a servant or follower. Within the system, there are leaders who direct crews. The students who belong to a particular crew are responsible to the crew leader, who is similarly responsible to the crewmaster. In this way, much like the model used in the military, work can progress and be monitored in an orderly way. As well, individuals must be responsible for their work, and can be held accountable for their performance.

The Crew Structure

The crew structure is used in almost all aspects of St. John's life. The work crews are responsible for performing work around the school, such as cleaning the buildings, maintaining the grounds, working in the kitchen, repairing vehicles, and processing honey.

When the students participate in the outdoor program, the students and staff are divided into crews to take responsibility for the running of the 'trip'. Common duties are performed by the cook crew, latrine crew (usually only one person), and the radio crew, while all remaining members of the trip are responsible for collecting firewood for the cooking and drying fires (firewood crew).

Each crew has a crew leader, who is often a senior student, usually a grade 12 student. Directly above the crew leader there is a staff member who is ultimately responsible for the work. The crew approach is also used for the honey sale which occurs at a number of times during the year. During the honey sale, the student body is

divided up into crews with crew leaders, and the crews compete for prizes in relation to the amount of money they bring in from the honey sales.

The crew system is also evident in many of the competitive outdoor activities that occur during the school year. The dog-team Race, the snowshoe race and the Drayton Valley canoe race are all based on the crew or 'team' approach to competition.

Privileges

The hierarchical structure of the school creates a 'class' structure within the school. This structure is based on the notion that "all are not equal" in the eyes of the school. This writer believes, in light of the many hours of his interaction in the St. John's environment, that the merit or worth of the individual within the school is reflected by the individual's inherent qualities, but also by his ability to do as he is told and his ability and willingness to complete assigned tasks as directed. In the philosophy adopted by the St. John's School, the student is expected to earn his keep. The *Orientation Manual for New Staff Members* notes that, in the words of St. Paul, "If any should not work, neither should he eat" (SJSA, 1985, p. 3.21). Based on his ability to perform, the student is rewarded with privileges.

Depending on the grade of the student, that student is permitted privileges, but only in relation to his conferred or demonstrated responsibilities. While grade 7 students must share a large open dormitory with little privacy, older students get increasingly smaller and more private rooms. The grade 12 students have a private room, with a door, or share a small room with one other student. One may ask why one student can merit privacy while others do not.

During the New Boy Hike, all students except the grade 12 students who were along to assist the staff in running the trip, were required to walk in single file along the

path, and were required to stop and start on command from the leader. The senior students, however, usually sauntered along a short distance from the group, making their own way in their own time. New boy students were required to carry only school-specified items in their pack, and were required to return from the trip with a clean, unworn pair of socks which they carried for the length of the hike. The new boys were not permitted to carry a watch, a map or their own food. The senior students and staff were able to carry, and did carry, extra clothing, personal food and other amenities to make their life on the trail more comfortable. One may again ask, "Why is it that young, inexperienced individuals in the outdoors are required to endure greater personal sacrifice and unnecessary discomfort than more-capable adults?" Is it fair that new boys be treated so differently because they are new and inexperienced?

Responsibilities

Along with privileges come a duty... a responsibility. The senior students are expected to become crew leaders, to assist the staff in the running of the school, and are expected to demonstrate trustworthiness.

The senior students have, in most cases, been through much of what the younger students are now experiencing at the school. They can, therefore, help the students in the performance of their tasks at the school, and make their life more comfortable. The senior students are also expected to be role models for the younger students. They are responsible to uphold the various rules and values that the school promotes, and are thus considered, by most, to be performing many of the same functions and roles as a staff member.

During the New Boy Hike, I personally experienced an example of the hierarchy within the school. The excerpt below describes the extent to which the school maintains control over the lives of the new boy students:

I committed the 'new boy' crime today. I asked Mr. MacLean and Mr. Campbell several 'new boy' questions. New boy questions are ones that the staff feel are too silly, irrelevant or immature to necessitate an answer, and basically represent the 'insignificant nature' of the new boy student. I asked Mr. Campbell where he thought we would be camping tonight. The response was "You'll know when we get there", followed by a smile, meaning: "Don't ask such stupid questions, you 'new man' ". I found out from this encounter, that even new men did not ask questions such as these. I received the 'new boy smile', meaning: "Do you really want to know that? It really doesn't matter and it's none of your business!". I, like the new boys and new men, had to learn to control the urge to ask questions.

There seems to be a distinct division (a hierarchy) between members of the group: those who have the privilege of knowing information about the trip (the staff), and those that don't (the rest of us). The boys on the trip are not permitted to wear wrist watches, because presumably, the watches remind them of how late it is, how long it has been since they last ate, and how tired and hungry they should be. I think that there might be a need to curtail hundreds of redundant and irrelevant questions, but the attitude taken by some of the staff resists the asking of any question, be it trivial or not.

(Wood, 1986c, p. 5)

The new boy students at the St. John's appear to accept these responsibilities and privileges. A student commented during an interview: "I think [the Grade 12's] deserve [the privileges] because they have been here for, they've worked their way up to it, you see...some of them for 6 years. I mean, I wouldn't mind having those privileges" (Wood, 1987h, p. 5). The students realize that the senior students play a major role in the running of the school, and should be rewarded for their work and dedication. The privileges are something to look forward to, and are, to some extent, a 'carrot' for students who are dedicated enough.

Discipline

With the hierarchy of the school comes the power to discipline students. Because students lived at the school for most of the school year, and because staff members lived on-site, the staff members had the potential to exert extreme power over the students. When a student was enrolled at the school, the parent agreed to turn over all responsibility for the discipline of the student to the school. If the student should leave the school during the school year, the parents would forfeit the remainder of the tuition fees. This administrative decision may have reduced student attrition and may also have reinforced the potentially powerful position of the staff.

Discipline at St. John's takes many forms. The most direct form, and also the one which received most attention, was the swat. I asked a student to describe the swat. He said, "You have to bend over. You hear the air sort of swishing behind you, and crack, right on your butt" (Wood, 1987a, p. 3). The swat was used very frequently during the early part of the school year. This was done to reinforce the school rules early in the year, and to reduce chances of students taking the school policies lightly. As the year progressed, the swatting was reduced, and by the end of the school year, was a very

infrequent occurrence. The same student noted: "Well it's mellowing out now. It was a little less mellow [before]. It used to be a stick for everything, but now it's used a little less" (1987a, p. 3).

In an interview with a school staff member, the teacher noted: "I think that the discipline is changing somewhat. The stick is being used much less now, maybe because it's later in the year and the students are better behaved" (Wood, 1987f, p. 2).

The swat was used as discipline for most infractions at the beginning of the school year, but was almost nonexistent by the end of the school year. The high usage by some teachers, especially for small rule infraction, was not greatly appreciated by most students, and even some staff members. Comments made by several students were:

Like, some occasions when you're walking down the hall with no socks on or something, and you get swatted... well I don't think that's needed. (Wood, 1987g, p. 1)

See, spanking is good I think when it's not done unfairly, if there is a reason, if there is a really good reason... not for something like not taking your shoes off or something. That should be push-ups or something, but if you lip off to a teacher.... then yes. It's when it's used in the wrong way that's bad. (Wood, 1987a, p. 3)

The issue of whether swatting should be used at the school for discipline drew differing opinions, but the vast majority of students interviewed felt that swatting should remain as a form of discipline, but only for extreme cases. A student commented:

The discipline is good.. Some people I don't think are disciplined enough, but, on a whole, I think the school does a pretty good job of it. There are some things it's hard to discipline against, and there are some people that are hard to

discipline. Other students it hurts and they learn something from it. I think you have to look at the individual case. (Wood, 1987d, p. 6)

Another student took a philosophical stance against swatting:

Student (S). Well, I disagree with it, but I disagree with it because I feel that, I think that if they have to use a stick to get a point across, there's something wrong. They shouldn't have to use a stick to prove to somebody a point or something.

Interviewer (I). Why do you think they use the stick?

S. Well it's, so they say, because it's quick and efficient. They say that you can just forget once you walk out of the room, but you can't. It's easy for them to just forget it... (Wood, 1987h, p. 7)

Several students and staff members spoke about teachers abusing the swat as a form of discipline. Comments were made by students in several interviews:

S. Here they still use the stick. I think that they kind of get off on spanking the students.

I. Do you think that's good? Do you agree with using the stick?

S. Yeh. But in moderation.

I. Has it been used in the wrong way?

S. Yeh, all the time. But not now, earlier in the year (Wood, 1987a, p. 3).

Another student commented:

I. How do you feel about the discipline at the school?

S. Well, I think it has its ups and downs. It's been abused a couple times, and things like that, but I think it should stay in for the kids that really get out of hand... (Wood, 1987g, p. 4)

A staff member responded to my question:

I. Have you had to swat a student?

T. Yes, three times. It wasn't any pleasure. I'm not too excited about having to swat these boys. Some teachers though, seem to take some pleasure from it. Actually, I don't think they really take pleasure from it, but they certainly do use it a lot. In fact, I'd say they abuse it. And when it's used too often, I don't think it's very effective then. It should be the last resort, not the first resort. (Wood, 1987f, p. 2)

The issue of swatting as a form of discipline has many sides. Most students and staff would agree, however, that swatting, as an ultimate deterrent, should remain in the school. There seemed to be concern as to when it was appropriate, and when it was not. Because teachers have had the power to make the decisions about how and when a student is to be disciplined, abuse has occurred, and both students and teachers were aware of this. In most circumstances, however, the swat was not abused, and was used fairly. It was also evident throughout the school year that there was some discontent amongst some staff members about the frequent use of the swat, and that, it appeared, the discipline policies and procedures were being reviewed.

It is most unfortunate, however, when a student is abused, feels that he has been wronged, but cannot do anything about the situation. A student commented to my questions:

I. Do you think that the stick makes you think twice before you do something wrong?

S. I don't think it really does for me, because I just get mad, unless I am in the wrong, and sometimes I am, lots of times, but sometimes I think its really bad, it sucks if you have to get swatted and you're in the right. (Wood, 1987h, p. 7)

Corporal punishment, much in keeping with the physical nature of the school, has been accepted by the school's philosophy as a necessary form of control. Just as the students learned to modify their behavior to avoid the swat, they trained for the Snowshoe Race to be able to complete the race with as little pain as possible. In this process, students also gained certain secondary benefits. The modified student behavior made their life at the school more pleasant, and accomplished the goals of completing homework, passing tests and reducing student conflicts.

Other, less common forms of discipline at St. John's were also used to modify behavior, within the school and while participating in the outdoor program. Students were often required to perform a set numbers of push-ups when they broke minor rules. The 'think position' was used at times when the student did something careless and the teacher wanted him to 'think' about it. A student described it as:

...where you go down flat on the floor and put your elbows on the floor and you rest your chin in you hands... you lift up your backside, sort of and you just stay there...on you toes. (Wood, 1987h, p. 8)

Sweat sessions had also been known to occur to the whole school body when things had gone missing at the school, and was described by a student as:

What they do is get you all clothed up, you got to get on just about all your clothes, and your parka, and you sit in the dining room, and then they turn the

heat up, and you can't talk, can't do anything, you just have to sit there. You can't fall asleep, and they just let you sit there until someone gets up and goes out and tells. (Wood, 1987d, p. 8)

A fairly frequent form of discipline used was running. This was usually decided by the individual teacher, who would set a required distance to run. A student noted:

If the teacher finds that the swatting isn't working with you, he'll put you on a running program where you run like 25 miles over 5 days or something like that.

So you run 5 miles each day. That can get monotonous. (Wood, 1987d, p. 9)

Although staff members may not have considered taking away free Sundays as punishment, but rather, an opportunity for the student to catch up on his work, the loss of a free Sunday for the student was a large loss. The students were at school, away from their families for a week or longer, and the loss of the Sunday visit at home was cause for much concern by the students. This form of discipline/behavior modification, however, accomplished its task of keeping the students up on their studies.

Assigning extra work crew duty is another common discipline method used when students are late for their crew shift, do shoddy work on their crew or do not get the work done that they were assigned for the shift.

During the grade 10 cycling trip, students who did not make curfew, or were careless while cycling, were fined sums of money from their allowance, and were thus unable to buy things during the 'town break'. During the Junior Canoe Trip the staff threatened to refuse town breaks if the students did not work as hard as necessary to complete the distance for the day.

The various modes of discipline used at the school demonstrated the real and potential power that the staff had over the students. The boys were, in most cases, powerless in the school environment, and were physically and psychologically isolated

from their families. The school has affirmed that this control is essential in order to bring about the needed changes in the boys. The traditional forms of discipline at St. John's, it appeared, relied partly on negative reinforcement strategies (swatting, push-ups, running, sweat sessions, fines) and to a lesser degree, on positive reinforcement strategies (using Sundays for remedial school work, double-duty for shoddy crew work).

The Paradox

The hierarchy at St. John's, like any hierarchy, is in place to serve a purpose. The school is well organized, and much of this organization can be positively attributed to the clear hierarchy that has been established. When the school initiated an event, whether it was an award ceremony, the New Boy Hike, the Snowshoe Race or a meal for the school, it ran with remarkable efficiency. The hierarchy not only allowed activities to proceed with efficiency and due regard for the safety, but, at times, also allowed for concern and care of the students and staff to become evident. An example of this has been taken from the research field notes of the New Boy Hike:

After the firewood had been collected and the shelters built, Mr. MacLean told everyone to go down to the creek, wash their hands, feet, socks and sneakers, and for the new boys to come to him immediately afterward for inspection. As the boys finished washing their feet, they lined up in front of Mr. MacLean to get their feet inspected for sore spots, chafing or blisters. Mr. MacLean, sitting on the ground, would carefully take each student's foot and inspect it closely, checking between the toes, at the back of the heel, the soles, and finally the tops of the toes. If there was any soreness or chafing, he would advise the student to see him at medical call in the morning.

All the boys were instructed to dry their feet thoroughly before supper, to put on clean, dry socks and to wear their other dry footwear. The footwear from today was to be dried thoroughly tonight before bed. The fire was blazing, with plenty of heat to dry socks and shoes.

The boys must have felt a little odd at first, having a teacher closely inspect their feet. But, it must also have had a positive impact on the boys, as they could see the caring and concern the teacher had for their well-being, especially a teacher they had known for only two days.

This scene contrasted sharply with the almost military precision and uniformity with which the group was marched along the trails. While hiking, an almost total disregard for the needs of the individual is established, as hunger, pain and discomfort are ignored until the lunch spot or campsite is reached. In this setting, removed from the confines of the school, the boys are able to see many different sides of their teachers. (Wood, 1986c, p. 4)

The students' experience of Mr. MacLean inspecting their feet is not a common one in most school settings. But neither is the long march along the trail. Herein lies the paradox.. the paradox of the hierarchy. The control over the lives (experiences) of the new boy student rests in the hands of the staff. Under the school philosophy of structure and caring, the formula "love + structure = discipline" (SJSA, 1985, p. 2.13) was promoted for new staff at St. John's. The staff care enough about the students at the school to go, at times, to no end to provide structure.. a structure which could be considered, by some, as stifling.

The new boy students had little opportunity for decision-making about their own lives. They ate what the school provided, they learned what the school taught, and did what the school said to do. In order for the self-concept of the student to grow, it must

have room to grow.. to allow the student to arrive at a sense of who he is. Because of the highly-structured nature of the school program, it appeared that the students had little opportunity for this to occur during their new boy experience. At times, structure was applied necessarily (such as enforcing a safe distance between canoes while canoeing during the Junior Canoe Trip), and at other times, unnecessarily (such as limiting students to the exact same ration of food per student, regardless of the students' size and caloric needs). The need to structure the experiences of the the new boy has, in many instances, increased the efficiency of the process, but has reduced the likelihood of more positive, individual outcomes in the growth of self-concept of some new boy students.

Changes of self-concept in the new boy students have occurred over the school year, but in most cases, these have not been positive changes. The students have learned how to behave, how to follow rules, and how to conform. Students have learned much about themselves, and about other people who are in similar circumstances. The camaraderie of St. John's is strong, but, it appears, it is strong in the sense that 'we're all in this together'.

There is no doubt that learning has occurred within the new boy students. Brian has learned to make friends and has learned that everyone has different abilities, both weak and strong. Arthur has learned that it was possible to lose weight, and that with a great deal of effort, it was possible to achieve some success in a demanding physical environment. David has learned that he could take on the 'biggest and the best of of them'. He has also learned that he could make friends and could maintain his integrity and his personality, despite his powerlessness. And Mark learned that discipline in his own life could be good. He also learned his own limits (or lack of limits), and that he

needed the opportunity to make his own decisions. Mark learned something about the outdoors as well. In his interview he commented:

One thing I've learned by doing all these outdoor programs is.... you only go out when the sun is shining, don't go out for more than 3 days, because the sun will stop shining during the 3 days, definitely, you're gonna get snowed on and rained on, you'll be caught in numerous things, and you'll get wet.

(Wood, 1987d, p. 5)

Each boy has learned something about himself and others around him, and this is as it should be in a school environment. Each boy has also brought with him to the school, different goals and needs, and has experienced having some needs addressed while others ignored. The need for structure and order has, at times, detracted from and contradicted the concern and caring. As well, the caring and concern has, at times, surmounted the deleterious effects of zealous order and structure. The world of the St. John's new boy, it appears, is a paradox, but it is indeed, no different than the paradoxes which exist in the world outside the St. John's school.

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APPENDIX I

LETTER OF PERMISSION TO PARENTS OF STUDENTS

Dept. of Physical Education and Sport Studies
University of Alberta
Edmonton

August 27, 1986

To : Parents/Guardians of students attending Saint John's School during 1986/87.

From : Gregory Wood Graduate student in Physical Education
University of Alberta

Re : Student participation in a six to eight month study of the Saint John's School Program.

Students go through a large number of changes in any school institution, whether they be living at home or enrolled in a boarding school environment such as Saint John's. Because of the unique nature of this school program, and particularly with it's emphasis on the outdoor program, I am interested in studying what changes occur in the students over a period of time.

Much conflicting research has been published concerning the value of programs such as Saint John's. Many programs have been determined by researchers to positively affect self-image and self-esteem. The Saint John's School states in it's literature that a positive change in self-concept is one of it's major goals. The degree to which this change occurs, if at all, is the nature of my study.

You, as parents, obviously feel that this program can offer something regular school programs cannot. It is my intention to attempt to identify what changes actually occur. This will involve a series of self-concept and self-esteem tests, regular reports by instructors, observations by the researcher and journal entries by the students. Collectively this process should establish base-lines and changes that occur to the student over the duration of the study.

I hope to be able to make a comparative study with another school in the Edmonton area. This will establish whether the changes observed are unique to the Saint John's School or are common trends of all educational institutions.

Thus, I am requesting your permission to allow your child to participate in this study. Absolutely no individual results will be released to staff, students, university officials, etc. Any reference to individuals will be coded to avoid identification. The keeping of a journal will allow further reflection by the student and his identity within the school and it has the opportunity to aid individual growth. I hope you will consent to my request. Thank you.

If you have any questions or concerns now or in the future, please do not hesitate to call me at the following numbers :

Graduate Student : Gregory Wood Home (438-3104) Office (432-2934)
University Advisor : Dr. L. Lanier Office (432-2759)

.....tear off here.....

We, the undersigned, agree to participation in the above described study by _____ and acknowledge that we may withdraw this permission at any time during the course of the study. We also acknowledge reading and accepting the above information.

Parent Signature _____

Student Signature _____

APPENDIX II

DATA COLLECTION AND ANALYSIS

Organization of Data

Research Logbook

Time Log for Data Collection and Management

St. John's School of Alberta - Organization of Data

Qualitative Data

Researcher Field Notes
 Student Interview Transcripts
 Teacher Interview Transcripts
 Parent Interview Transcripts
 Interview Notes
 Instructor Observation Forms
 Student Demographic Surveys
 Teacher Demographic Surveys
 School Documents

Quantitative Data

TSCS Scores
 BSET Scores
 Instructor Observation Forms
 Student Demographic Surveys
 Teacher Demographic Surveys

Data	Research Question	Control	Contemp Issue	Used at St. John's
Case Study	How, Why	Yes/No	Yes	Yes
Experiment	How	Yes	Yes	Yes
Survey	Who, What, Where How Many, How much	No	Yes	Yes
Archival	Who, When, What	No	Yes/No	Yes
Historical	How, Why	No	No	Yes

Adapted From:
Yin, Robert K.

Case Study Research, 1984

Research Logbook
St. John's School of Alberta

Date	Description of Activity
June 86-Aug. 86	Completed research arrangements with St. John's
Aug. 29, 1986	Meeting with Headmaster
Aug. 30, 1986	Collect permission forms / Pre-test for Grades 7 and 8 / New boy run
Aug. 31, 1986	Pre-test for Grades 9 and 10 / Junior New Boy Hike begins
Sept. 1, 1986	Senior New Boy Hike begins - Leave for Ram River
Sept. 8, 1986	New Boy Hike ends for all
Sept. 11, 1986	Met with teachers to discuss Inst. Observ. Forms
Sept. 17, 1986	Administered surveys to students / Observed classes and lunch
Oct. 3, 1986	Observed classes, work crews, supper and study hall
Oct. 9, 1986	Collected journals, talked to various students, met with Peter
Oct. 11, 1986	Observe awards ceremony given at school / Spoke with parents
Oct. 22, 1986	Met with Headmaster / Gave observ. forms to teachers for 1st. round
	Collected journals from boys
Oct. 31, 1987	Met with Headmaster and Assist. H. / General observation- Halloween
Nov. 5, 1986	Met with teachers individually / Collected Observ. forms
	Observed crews
Dec. 18, 1986	Mid-test for all grades / Collected journals / Gave out new forms (ob)
Jan. 21, 1987	Met boys to cancel journals / Spoke to indiv. teachers re: Obs. forms
Feb. 13, 1987	Met H.M. / Collected school documents / Collected Observ. forms
	Arranged student interviews
Feb. 20, 1987	Junior Exploratory at Prairie
Feb. 21, 1987	Returned to Edmonton
Feb. 27, 1987	Student interviews / Arranged teacher interviews
Feb. 28, 1987	New boys at U of A for discussion session
Mar. 23, 1987	Observation and discussions with students and staff / Study hall
Mar. 31, 1987	Home and School meeting for SJSA
Apr. 8, 1987	Teacher interviews / Met H.M. / Delivered observation forms
	Discussed junior canoe trip and cycling trip
May 6, 1987	Met with teachers / Interviewed teacher / Observed students at work

May 7, 1987	Classroom observation
May 14, 1987	Interviewed parent
May 16, 1987	Joined Senior cycling trip in Bowden
May 24, 1987	Senior trip ends at St. John's
May 26, 1987	Interviewed parent
May 28, 1987	Interviewed students / Collected last observ. forms
	Distributed teacher survey forms / Finalized Junior canoe trip
June 4, 1987	Post-test for all students
June 6, 1987	Junior canoe trip leaves
June 8, 1987	Join canoe trip at Obed
June 13, 1987	Leave Junior trip at Smith

Time Log for St. John's Data Collection and Management

Activity	Data Collected	Method	Time Involved
Outdoor Field Trips:			(496 hrs.)
New Boy Hike	Field Notes	Part.-Observ.	160 hrs.
Junior Exploratory	Field Notes	Observation	26 hrs.
Senior Cycle Trip	Field Notes	Part.-Observ.	158 hrs.
Junior Canoe Trip	Field Notes	Part.-Observ.	152 hrs.
Student Observation at School	Field Notes	Observation	54 hrs.
Interviewing Students, Staff etc.	Transcripts	Interviews	14 hrs.
Meetings/Management	N/A	N/A	22 hrs.
Testing	Test Scores	Written Tests	12 hrs.
Attending Related Functions	Field Notes	Observation	3 hrs.
Total Research Hours			601 hrs.

APPENDIX III

TEST INSTRUMENTS

Tennessee Self-concept Scale (TSCS)

Battle Culture-Free Self-esteem Inventory (BSET)

Instructor Observation Forms (IOF)

Pages 175-184 have been removed due to the unavailability
of copyright permission.

Contained within the pages were:

Tennessee Self-concept Test items (Fitts, 1965)

Battle Culture-Free Self-Esteem Test forms A and AD (Battle, 1981)

Instructor Observation Sheet

Student # _____ Instructor # _____ Date _____

Please rate the student in the following areas :

Academic :

1. Motivation to Succeed Academically

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------
2. Present Academic Achievement

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

Social :

3. Getting Along With Peers

Never	1	2	3	4	5	Always
-------	---	---	---	---	---	--------
4. Liked By Peers

None	1	2	3	4	5	All
------	---	---	---	---	---	-----
5. Willingness to Lead/Help Others

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------
6. Outgoing

Never	1	2	3	4	5	Always
-------	---	---	---	---	---	--------

Physical :

7. Present Fitness Level

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------
8. Willingness To Tackle Physical Work

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------
9. Physical Toughness

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

10. Mechanical/Practical Dexterity

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

General :

11. Cooperativeness In Doing Chores/Activities

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

12. Willingness To Take Responsibility

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

13. Willingness To Initiate Action

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

14. Mental Toughness

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

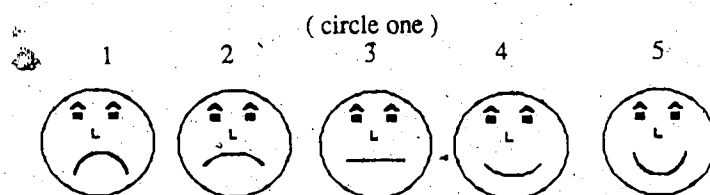
15. Relating Well With Authority

Low	1	2	3	4	5	High
-----	---	---	---	---	---	------

16. Adjustment To School Routine

Poor	1	2	3	4	5	Excellent
------	---	---	---	---	---	-----------

17. This Student Is Generally



18. Further comments or observations about this student

APPENDIX IV

STATISTICAL DATA

TSCS Pre/Mid/Post Statistics for all Subjects by Grade

TSCS Pre/Post Statistics for all Subjects by Grade

TSCS Pre/Post Statistics for Grade 8 Behavior Self Scores

IOF Pre/Post Statistics for all Subjects by Grade

TSCS Total P and IOF Statistics Table

TSCS Behavior Statistics for Grade 8 Subjects and all Subjects

Published Reliability Statistics for TSCS (Fitts, 1965)

TSCS Pre/Mid/Post Statistics for all subjects by Grade

Number of Cases Processed: 35

Dependent Variable Means

Total P (1)	Total P (2)	Total P (3)
324.286	320.086	321.657

Univariate and Multivariate Repeated Measures Analysis

BETWEEN SUBJECTS EFFECTS

Test for Hypothesis called: Grade

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	1521.806	1	1521.806	0.537	0.469
Error	93554.517	33	2834.985		

WITHIN SUBJECTS EFFECTS

Test for Effect called: Constant

Single Degree-of-Freedom Polynomial Contrasts

Degree	SS	DF	MS	F	P
1	1465.525	1	1465.525	2.352	0.135
Error	20563.698	33	623.142		
2	311.604	1	311.604	0.617	0.438
Error	16675.253	33	505.311		
Error	403.205	33	12.218		

Univariate Repeated Measures F-Test

Source	SS	DF	MS	F	P
Hypothesis	95.588	2	47.794	2.785	0.069
Error	1132.712	66	17.162		

Multivariate Test Statistics

Wilks' Lambda = 0.818
F Statistic = 3.567 DF = 2, 32 Prob = .004

TSCS Pre/Post Statistics for all Subjects by Grade

Number of Cases Processed: 35

Dependent Variable Means

Total P (1)	Total P (3)
324.286	318.514

Univariate and Multivariate Repeated Measures Analysis

BETWEEN SUBJECTS EFFECTS

Test for Effect called: Grade

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	1606.942	3	535.647	0.276	0.842
Error	60232.858	31	1942.995		

WITHIN SUBJECTS EFFECTS

Test for Effect called: Constant

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	97.696	1	97.696	0.153	0.699
Error	19846.747	31	640.218		

Test for Hypothesis called: Grade

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	2829.338	3	943.113	1.473	0.241
Error	19846.747	31	640.218		

TSCS Pre/Post Statistics **Grade 8 Behavior Self**

Number of Cases Processed: 11

Dependent Variable Means

Behavior Self (1)	Behavior Self (3)
108.273	99.909

Univariate and Multivariate Repeated Measures Analysis

WITHIN SUBJECTS EFFECTS

Test for Effect called: Constant

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	384.727	1	384.727	6.573	0.028 *
Error	585.273	10	58.527		

* Significant at < .05

IOF Pre/Post Statistics for all Subjects by Grade

Number of Cases Processed: 35

Dependent Variable Means

IOF (1)	IOF (3)
57.207	59.843

Univariate and Multivariate Repeated Measures Analysis

BETWEEN SUBJECTS EFFECTS

*Test for Hypothesis called: Grade

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	480.374	3	160.125	1.475	0.240
Error	3364.551	31	108.534		

WITHIN SUBJECTS EFFECTS

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	133.209	1	133.209	5.065	0.032 *
Error	815.365	31	26.302		

Test for Hypothesis called: Grade

Test of Hypothesis

Source	SS	DF	MS	F	P
Hypothesis	133.156	3	44.385	1.688	0.190
Error	815.365	31	26.302		

* Significant at < .05

**Statistical Data
for TSCS Total P and IOF Scores
for all subjects**

Statistic	TSCS Total P Scores			Instructor Observation Scores		
	Tenn.# 1	Tenn.# 2	Tenn.# 3	OB.# 1	OB.# 2	OB.# 3
Number of Cases	35	35	35	35	35	35
Min.Score	255.00	255.00	251.00	39.50	45.00	42.50
Max.Score	389.00	412.00	386.00	74.50	71.50	81.50
Mean	324.29	320.09	321.66	57.21	59.17	59.84
S. D.	30.95	41.21	35.98	8.31	6.18	8.49

Statistics for all Subjects

TSCS Behavior Statistics for Grade 8 subjects and all subjects

Statistic	TSCS Behavior Self-Concept Statistics for all Subjects			TSCS Behavior Self-Concept Statistics for Grade 8 Subjects		
	Behav. # 1	Behav. # 2	Behav. # 3	Behav. # 1	Behav. # 2	Behav. # 3
Number of Cases	35	35	35	11	11	11
Min. Score	84.00	85.00	82.00	86.00	85.00	84.00
Max. Score	131.00	138.00	129.00	131.00	125.00	129.00
Mean	101.20	101.31	102.71	108.27	105.46	99.91
S. D.	11.60	12.78	12.94	12.30	11.80	14.20

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Contained within the page was:

Tennessee Self-concept Test published reliability statistics (Fitts, 1965)

C

APPENDIX V

INTERVIEWS

INTERVIEW QUESTION SHEETS

Student Questions

Teacher Questions

Parent Questions

INTERVIEW SAMPLE

Student Interview # 8

STUDENT INTERVIEW SHEET

(NOTE: Clarify any details unclear on demographic survey sheet.)

1. What do you think of the school?
2. Do you think you have changed in any way since being at the school?
3. How do you feel about your family after being away for such long time periods? Has there been any change in your feelings about your family since being at Saint John's?
4. What do you think about the workload at the school?
 - a. homework
 - b. crews/duties
 - c. teacher/class expectations
5. What do you think about the outdoor program at the school? ie: hiking, snowshoeing, canoe trip etc.
6. How do you feel about the discipline at the school?
 - a. extra chore/homework/running etc.
 - b. spankings
7. What part does the church/religion play in the life of the school? Has it made any difference in how/what you think about God?
8. How are you getting along with your dorm mates? Any problems? Do you feel accepted by the other students and staff?
9. What do you think about the social activities that the school offers for the students?
10. How do you feel about your body with the physical emphasis at the school?
11.
 - a. Do you feel more confident/effective/assured about your own abilities after being at the school?
 - b. Does the school limit your decision-making, making you more dependent on the school or staff?
12. Would you return to Saint John's next year if you were given the choice?
13. How do you feel about your success with your school(academic) work?
14. Would you like to add anything else?

Teacher Interview Sheet**Questions:**

1. Why have you joined the Company of the Cross, and why are you teaching at the school?
2. What, in your mind, are the real benefits that the boys acquire as a result of attending the Saint John's School?
3. How does the school (ie. it's program and structure) affect the boys view of himself?
(Physical, social, family, moral-ethical etc.)
4. What is it about a Grade 12 student that allows him to finish the program at SJSA?
5. Do you think the school is evolving? Has it changed much in philosophy since you've been here? In what ways? Do you support that change or lack of change?
Why?
6. Would you like to add anything else?

PARENT INTERVIEW SHEET

1. Why did you decided to enroll you son at the Saint John's School of Alberta?
2. I'm interested in knowing if you have seen any changes in your son over the past eight months. What changes have you see in the following areas:
 - a. Physically:
 - b. Academically:
 - c. Emotionally:
 - d. Socially:
 - e. Family relationships/closeness/getting along:
 - f. Your son's independence, confidence, manners, respect, cooperativeness, etc:
3. After seeing your boy at the school for this period of time, how do you feel about the school?
4. Do you feel that the school has met your needs and the needs of your son? Explain.
5. Do you intend to enroll your son at the school next year? Comments...
6. Do you have anything else to add ?

Interview #8

May 28, 1987

Student # 7

I. I'm interested in knowing why you're at the school?

S. Well, the reason that I'm at the school is because we were having family problems at home. The family was upset, my marks weren't very good, teachers weren't getting along well with me and I was getting sick lots, so we thought we'd try a boarding school. So, we got in touch with this girl, a friend who told me about it, we got information, had an interview, and then I got accepted, and here I am now.

I. You were sent here, but it was part of your own wishes as well?

S. Yeh. I had a little say in it.

I. What do you think of the school since you've been here?

S. Well. Alright. Academic-wise, it's really good for me. I've improved. I'm passing my subjects. I'm doing O.K. For physical activity I think it's great getting out there, working, and all that's really good for a kid. And the discipline... some times I think it shouldn't be used and sometimes I think it should be used.

I. What should be used?

S. Well, for homework and things like that, yeh, I think it should be used then.

I. What should be used?

S. The swat, the stick. Some occasions when you're walking down the hall with no socks on or something, and you get swatted....well I don't think that's needed.

I. O.K. On the New Boy hike, that was your first exposure to St. John's. Looking at yourself then, and now, how do you think you've changed since then?

S. Well, feelings toward others. You have to be able to get along with them to do that....to just get along, to live with each others feelings. At time it's like one big family. At times it really helps us out, in the wilderness, to be able to survive out in the wilderness for a couple weeks, for a week or so, for hiking and that, you really lose weight fast.

I. Have you lost any weight?

S. Well, I lost quite a bit. About 5-6 pounds this year.

I. How else have you changed?

S. Attitude-wise, I go home and the friends around my parents notice that there's something different about my attitude. I'm growing up. I'm more manly. I think twice, and I'm more caring. I'm not as stupid as I used to be. I don't say things. I think twice before I do something.

I. Why do you think that is?

S. Well, I don't know. Being here, with the reputation of the school, and the way they run things, you have to, we're here on our own, and we have to look after ourselves and do without mommy and daddy to pamper us any more.

I. And how are you getting along with your family now that you're away?

S. Well, I don't know. It's basically still the same thing, the same way we were before. Some days we straighten it up and in some ways it gets worse. They're still drifting apart, and soon they'll drift apart and that will be that. They'll go their own way.

I. Is it better that you're here, away from it so that you can do your own thing?

S. I think it was good to come here, but it's both good and bad. It was bad because I was needed at home, to help out. But it was good because I was stuck at home, and laid around sick.

I. How were you sick?

S. I had pneumonia and was real sick and run down. I was in the hospital twice.

I. Was that because of your family problems?

S. Yeh.

I. Have you been sick much this year?

S. No, except the occasional cold or flu like everyone else.

I. How have you changed physically other than the loss of some weight?

S. I'm taller and I've got broader shoulders now. Mr. X. said that I can take on other people's problems now as well as my own, to sort of help other people out, who need help. I can do my share of the work and then some.

I. How's your physical endurance, your endurance to keep going?

S. Well, I get out there as good as I can, and there's two weeks until the end of (inaudible).

I. Is there anything else you've noticed?

S. Well, a lot of people have noticed that my manners are changed, better table manners, etc.

I. How do you get along with the boys at school?

S. I don't know.. a lot of them I feel like pounding the living daylights out of them, but, if I did that I'd have a bad reputation, and I would get put down even more, but like I say, you have to just get down there and try to get along with each other. It's hard, but you have to.

I. Did you find it more difficult in the fall than you do now, to get along with people?

S. Back then I thought that it was we sort of grouped together, and now we're drifting apart. Right now everyone is on everyone else's case.

I. What do you think about the extra work around the school, in terms of the chores and so on?

S. I think that's pretty good, because when we go home, Mom doesn't have to tell you to do the dishes, or cleaning up the yard, you don't have to be told. It comes naturally, it's your own job, like you're working on your own, and you have to go to work every day. So if you can manage yourself, and you can get out there and work, then it's really good for yourself.

I. How do you feel about the discipline at the school?

S. Well, I think it has its ups and downs. It's been abused a couple times, and things like that, but I think it should stay in for the kids that really get out of hand, but when (inaudible) and stuff like that I think it's too much.

I. You're still talking about the swats, are you?

S. Yeh.

I. What about the other types of discipline?

S. Push-ups. I think that's pretty cool. Good for the arms, but kind of tiring, but, pretty good. Another discipline I like is they take away free Sundays. I'm hearing, if you're on a town break and you can't get out, and that's really getting to me. I think that's really stupid. Taking away free Sundays....you're there for six days of the week and you want to see your parents, I think you should get that free Sunday. I think they should take away your off-duty periods to make up for the free Sundays.

I. Does that make you behave yourself a bit better? Will it make you think twice?

S. Yeh, it does and it doesn't. Sometimes I think if you do this to me I'll just get even with you. I've had a couple situations like that, and it wasn't very good.

I. What do you think about the outdoor program?

S. Overall, I think it's quite good for the students. I had a chance to be a snowshoe captain this year, I got to work on a team, I was the boss, I had to make the decisions about what we should and shouldn't do. There was a couple time when I thought, you guys think you know what you're doing, you take over. It's good for kids, and I like getting out there with my buddy and doing all the trips. They seem impossible for a normal kid, but when you come here you just do it and you feel big. When I think back at the number of kilometers I've put on these old runners, it's not real difficult.

I. Do you get a feeling of responsibility when you're on these trips, being a captain, being on a crew and so on?

S. I feel really good, like I'm the boss, and I have to make sure everything goes right, that there's nothing goes wrong, or that there's no fighting, and everything is equal for everybody. It's really neat

for a kid to get out there and have a responsibility like that. It sort of feels like you're in the teacher's shoes.

I. So how has that affected your confidence in your own abilities?

S. It makes you feel even more confident. You sometime feel a little scared, but then sometimes you feel confident. If everything is going well, and you feel you're with your team, or your crew, and you're doing a good job....that's all that's that matters.

I. Do you get much support from your teachers or staff in the school for those type of things, for doing a good job?

S. I think we do. If we get out there and they feel that we're trying then, there's support.

I. Are you going to be returning to St. John's, given the choice?

S. Yeh, I've got my name into for next year, and there's a good chance that I'll be continuing on through to Grade 12. Personally, those years ahead of me look pretty good. I'll know what to do next year. I'll start fresh, and I'll know what to do.

I. You don't want to be a New Boy again, eh?

S. No. That's good. I'll be an Old Boy.

I. And you'll be given more responsibilities next year?

S. Well, there'll be New Boys coming in and some of them will probably look up to you and say, Hey, I need a hand, I need some help. I'll like that.

I. Anything else you want to tell me about the school, or do you have a story to tell me that you'd like to fill me in on?

S. Something that bugged me during the last few days, was that teachers have a weird temper... there's a couple teachers here, Mr. X, Mr. Y and Mr. Z, who have a temper that really bothers me. I think they should be able to control their temper better. They need a lesson about controlling their temper.

I. Did you get a lesson about controlling your temper since you've been here?

S. Yeh, One time Mr. M was talking to me, that my temper was getting out of hand, and he was wondering what was happening to me.

I. What was the worst experience you've had at the school?

S. The only thing that comes to mind is about the fall, around Christmas time, my Grandpa was sick, and I was worried sick, and I couldn't concentrate or work, and I was getting in trouble lots. My marks went down and finally I talked to some teachers, and I settled down, and then I was O.K. I learned how to deal with that responsibility.

I. Now, what was your best experience?

S. It would have to be the snowshoeing. I've never had that much responsibility before, having a man team and I had to lead them through the race, when we should run, when we should walk, all that,

so I really enjoyed that. We had the competition, we pulled right through there, and kept on going there, and we won the race. That makes you feel real good. We won. That was my best moment.

I. And that's one of the things that makes you want to come back?

S. Yeh, that's one of the things. The academics, the outdoor program, the annual football game where the students get the chance to wipe out the teachers, I think that's pretty good too.

I. Well, that's all. Thanks.

APPENDIX VI

SAMPLE FIELD NOTES

Classroom observation #1

Senior New Boy Hike (Exerpt)

Grade 10 Trip (Exerpt)

Junior Canoe Trip (Exerpt)

Classroom Observation #1

St. John's School of Alberta

Mr. Kendall's Grade 8 Homeroom Class, May 7, 1987

Mr. Kendall came into the classroom at 9:00 am. The small classroom had 16 desks and a teacher's desk at the front. Three windows were at the back of the room, and a blackboard on each of the other three walls. A set of open storage shelves, divided up onto numerous compartments, that they called lockers, were located at the left back of the class. This is where the students stored their notebooks, pens and texts. The students were responsible for keeping their locker neat and tidy, with no loose paper or garbage in it. As Mr. Kendall walked in the boys stood up and then sat down again, as Mr. Kendall bid them good morning. They responded with an unrehearsed chorus of good morning. Just as this was finished, two boys, Yetman and Drover arrived and rushed through the door. They explained that that they were in the dorm getting something. Mr. Kendall promptly requested them to each do thirty push-ups on the floor. As they were busy doing push-ups Mr. Kendall announced that they were going to have a 'Fashion Show'. The 14 boys appeared began chatting and buzzing, and seemed get a little enjoyment out of this suggestion.

I had no idea what it was, and thought maybe it was specially organized for me. I still think that my presence made the fashion show an attractive activity for five minutes, instead of the mundane activity which usually fills the time before the start of the first period.

I soon realized that the 'Fashion Show' as a check for proper dress and cleanliness, for the persons, their lockers, and the classroom. In particular, the method was most entertaining. As the teacher called the boy's names, they stood up for inspection. The teacher is checking for loose shirt-tails or torn clothing, and in particular, checking to see that the boys are wearing their school uniform. It consists of gray flannel pants, white-collared shirt, and burgundy colored sweater, with inside shoes or sneakers. Following personal inspection of hands, face and neatness of hair, the boy is asked to produce his bible, and then shows his locker to Mr. Kendall. If the locker is neat and tidy, the boy is awarded points. Mr. Kendall records the points as they are accumulated. If the student is not properly dressed, or cannot find his bible, or has a messy locker, points are deducted from the possible 20 points for the day.

As the fashion show continues, the boys are chatting to each other, and commenting on student success or failure in the inspection. It is very light and comic, but eventually the comedy comes to an end. One student gets a total deduction of 25 points, which puts him down to - 5 points. He is

instructed to do 30 push-ups to compensate for the extra 5 points. As he does his push-ups, Mr. Kendall reminds the students to keep their lockers and persons clean and neat, and that it is their responsibility.

I found out shortly afterwards that at the end of the week each boys points for the week are accumulated, and if a boy does not reach a minimum number of points that week he must complete a penalty run, usually a distance of 10 kilometers. Other penalties are doled out as seen fit, such as loss of free Sundays, or loss of free-time during work crew.

The fashion show was over, and the first class was about to begin. The boys appeared to enjoy the show, at least the students who did not get deductions. The boys seemed to enjoy seeing the other students in the 'hot seat' and being made 'fun of' in the class. As well, the boys who were being disciplined did not appear to mind it too much, and accepted it as their own fault.

Senior New Boy Hike - Day 5

Friday, September 5, 1986 (Foot of Ranger Pass)

It's Mr. Young's birthday! It was also a short day. We started late because of the snow and the cold. The skies were cloudy with hints of blue in the background. We hiked along the trail until we met the juniors coming the other way. We stopped and chatted for about 15 minutes. The juniors appeared to be in good spirits. We left and crossed the COLD Ram River, then waited for a half-hour until the leaders found the trail. We hiked hard, going up and down through mud, slush and creeks. We had a cold lunch of granola cheese and juice. Then we hiked again up and down, through some beautiful valleys and mountains. The boys were very strong. We camped at the base of Ranger Pass, at about 6800 ft. It was sunny during most of the afternoon and evening, with glittering sun and high peaks all around. There was an open valley behind us, and very cold brook where many washed their clothes, hair, and some even washed their bodies. The tarps were set on rocky ground.

I was shocked when Mr. McLean instructed the boys to spread out and collect firewood for the evening. Each day that we have been hiking, a huge pile of firewood has been collected by the boys as soon as we get to the campsite. The terrain around those sites have been, however, heavily wooded and at sub-alpine elevation. So the boys had little problem collecting the wood. This site, however, was in a sensitive area of alpine vegetation, and the boys, on this evening spread out and walked as far as two hundred meters away from the site, picking up, and pulling up everything that was combustible. Johnson was knocking down standing dead trees with karate kicks, and then dragging them across the vegetation to the firesite. Other boys were dragging whatever they could to the site, as firewood was in relatively short supply here compared to other camping areas we had been in. After about 30 minutes there was a huge pile of firewood collected, with lots of scars left on the ground. It was hard to participate in this activity, and I walked around and picked up only sticks and twigs that I could carry back to the site, trying to appear busy but not being very efficient at wood collection. It was interesting to note later how, during the compline service, the leaders talked about the beauty of the environment, and thanked God for caring for them and helping them on the trail. The pillage that was rendered to the beautiful environment did not demonstrate concern and appreciation.

We had a late supper of soup, scalloped potatoes, bannock bread and coffee. Spirits are very high tonight, as everyone is looking forward to climbing up the pass tomorrow morning. It will be a very cold night, as the temperatures are dropping (-10 C). We sang Happy Birthday to Mr. Young, and Brown (Grade 12 student), on a bet from the staff (and me), immersed his body (except his head) in the ice-cold stream for 1 minute. It cost us \$5.00 each, but it was worth it. The Grade 9 and 10 students were in awe to see him do it, and then get out and stand around the fire with only shorts on, and the air temperature being -10 C.

It's time to go to sleep. Good-night.

Grade 10 Trip -Day 7

Paddle to Drayton Valley and the Race

On the N. Saskatchewan R. somewhere between Drayton Valley and Saint John's School

Saturday, May 23, 11:00 pm

I awoke at 7:00 am to shouts of "Get that canoe in the water" and "Load the canoes". I was lying in my warm sleeping bag in my tent, hoping that this was a nightmare. I listened again to hear other zippers being yanked open and people rushing around with duffle bags, and tents dropping as fast as flies. "What's going on?", I thought, not wanting to verbalize a New Boy Question. It appeared that the group was moving out, and I was still in my sleeping bag. I must be a real new boy to have missed the wakeup call, as one is done each morning with a shake of the tent. I jumped out of the bag and began stuffing things into my duffle as fast as possible. With sleep still oozing from my face I threw everything out of the tent, dropped the tent, stuffed it into the duffle bag, and ran to our canoe where the bowsman was stowing duffles quickly and efficiently into the Father Lacombe. I thought, "Aren't we going to have breakfast?", still aware of the NBQ content. Today, it appeared, we were on a different trip. No more languishing around the fire, sipping porridge. Today we were going to paddle until lunch time on a empty stomach, just to see how tough we are! But, no. Mr. Jacobs had decided that all the gear, except for cups and spoons was to be stowed and ready to go before anyone got breakfast. Breakfast, the usual assortment of porridge and PB and Honey sandwiches, was enhanced by hashbrowns which we still had left from the Clearwater River campsite. It was another long affair, much longer than the rush to get up and away would have suggested. After everyone had eaten, there was at least 40 minutes before everything was ready to, with the pot cleaning, stowing of other gear, morning service and so on. I could have had a good sleep-in if only I had known. There was also another change in bowsmanship and steersmanship before we left. We got underway at about 10:00 am.

The day paddling was much like the previous day, although the river was not moving quite as fast. Our new steersman seemed a little more confident and tended to control the canoe better and make more decisions about our direction. This was undoubtedly a result of having spent half a day steering a canoe the day before. The boys learn fast when actually given the responsibility over the canoe. The responsibility was not just over the canoe's direction, but also over its speed, and in motivating the crew to perform efficiently and without creating conflict. The leadership role here is one of very direct control, by giving a precise set of instructions (commands) to a group of peers, and having them follow them out precisely. Also, the leader must be able to make corrections and/or commendations to the group and to

individuals concerning their behavior and performance. This responsibility is not an easy one to accept and exercise by a student of 16 - 17 years old.

During this day Mr. Cambell was much less directive, and allowed the steersman more space for decision-making. If the canoe was going in the wrong direction he would let it continue until the boy realized this and made corrections. He would, however, not let the boy take the canoe and its occupants into a dangerous situation, and always reacted with plenty of time for the boy to make corrections well ahead of danger. I found that this day went much better in this regard, and the crew as a whole were more relaxed and enjoyed the day better. We knew that we were soon approaching Drayton Valley, and we kept paddling through lunch, stopping only for a drink, a small snack such as a candy, or when someone had to "go" over the side. This is one situation where your manliness is definitely put on display.

If a boy has to urinate there are only two choices. Hold until we go to shore, which could be as much as 3 - 4 hours away, or to do it over the side of the canoe during a weigh-up, which occur usually each hour. The boy asks permission to "go" over the side, permission is granted, and the boy kneels up on his seat, close to the gunwales, and does it into the river. This is possibly not too bad when you're sitting in the back, with only one other person watching, but when you're up front, the whole canoe can see. Without doubt, the first time I tried it nothing happened. Nervousness had shut down the system, and I had to shamefully sit back down in my seat, knowing that everyone knew I was too nervous or embarrassed to do it. Another guy got up and goes over the side with no problem. Obviously he's done it before. After another hour of paddling and mental preparation for the next weigh-up gave me the desire to try it again, and this time with success (Phew). I won't ever let myself get caught at wanting to pee in the canoe again. I'll make sure that before I get into the canoe I'll force myself to 'go' while still on dry land, and bushes are available.

We arrived at the Drayton Valley bridge at 3:00 pm, to find groups of students from St. John's carrying canoes and duffles and food boxes down to the shore. There were already six canoes turned over on the beach. We hauled up, carried all our gear up to a flat place high on the beach, and Mr. Campbell started a fire and made spaghetti with tomato sauce and spaghetti with cheese sauce. It was windy and cool on the beach, with occasional spurts of rain. We all lay around, resting up for the canoeing that lay ahead in a few hours. At about 4:30 a trailer load of canoes arrived and a bus load of people. There were now between 15-20 canoes on the beach, and literally hundreds of people, dressed in all sorts of costumes and colours. The students of the school always invite parents, friends, alumni, etc. to take part in the Drayton Valley Race. The non-students always paddle together in canoes that are supposed to referee the race. Each referee canoe is assigned a position in the race (we were to follow the fifth student canoe, which put us in eighth place overall), and were to remain there for the entire race. The race was to begin at 6:00 pm, and then race until 8:00 pm, when all boats were supposed to be off the river and set up camp

for the night. The race is to resume at 8:00 am tomorrow morning, and continue until reaching the St. John's School sometime during the day.

The people kept coming down unto the beach, everyone donning lifejackets. There were many parents and alumni there, each assigned to a particular canoe. I was assigned to the MacDonald Garth, a 26' Centennial Canoe, with nine other people, several of which were staff of the school. Once everyone was sorted out, rules were explained, information given out, and prayers were held. We all boarded our canoes and paddled a short way down the river where all the canoes were gathering for photographs taken by the lead canoe, and for the start of the race. All of the 15+ canoes were lined up across the river, the bright red and white canoes clashing with the bright green, blue, aqua and mauve colours of the various articles of clothing adorning the paddlers. It was quite an impressive sight, steersmen giving orders, bowsman trying to keep the canoes in line in the moving water, and everyone in a good mood. After a considerable time getting ready, the canoes were asked to begin paddling slowly forward so that it could be put on video film. Many canoes could not resist the temptation to go full out, splashing each other by mistake, and ruining it for the cameraman. After the third try, it was given an O.K., and with a yell, the race began. Some canoes had trouble getting away as they were so close together that they could not paddle properly, and couldn't paddle without splashing other canoes. Several canoes were moving in a diagonal direction, cutting other canoes off, causing bumping, some foul language and general chaos. Some canoe crews were grumbling that the staff canoes were getting in the way and that they shouldn't be there, and that they were going to get us, etc. Most of this was in fun and good humor, although some individuals were noticeable peeved because they did not get the good start that they thought they would. The paddling began in earnest, with canoes vying for an early lead, steersmen shouting and prompting crews to get in stroke, and bowsmen pumping away at a furious pace, hoping that the crew behind them were in stroke. We had difficulty figuring out where we were supposed to be, trying to decide which canoe we were supposed to follow as they constantly changed places. Slowly the canoes spaced out and we had no trouble keeping up with the pace, being that we were in a canoe with 7 paddlers, mostly grown men who had paddled before, and an experienced staff steersman and bowsman.

The student canoes were broken up into crews consisting of a Grade 12 steersman, a Grade 11 bowsman and a mixture of Grade 7-10 paddlers. The Grade 12's were constantly pushing the boys to stay in stroke and to keep up a fast pace. They only had to paddle for two hours tonight, with a 12 hour rest, and they wanted to get as much done as possible, and to be as far ahead of the others as possible when they make camp tonight at 8:00 pm. The canoes were very competitive, with comments being shouted back and forth to each other when they got close enough together, such as "Look at the girls in the other canoe!", and "Give way gently, boys!" (referring to the other canoe), a play on the common command used by the steersman when wanting the boys to paddle harder to go around an obstacle, "Give way hard

!". There was a lot of baiting each other, intentional splashing of other canoes, cutting off other canoes, coming alongside and pushing forward off another canoe's gunwales and even some intentional ramming. I wasn't sure if any of this constituted rule-breaking in this race (seeing as we were supposed to be referees), but I figured that if the staff were not saying anything, I certainly wasn't about to interfere.

At 7:55 pm the staff canoes warned the students what they had 5 minutes to get off the river. When the student canoes were all safely ashore, the staff canoes gathered and paddled a couple miles downstream to set up camp for the night. We settled on a sandy point of beach which had a huge pile of driftwood on it. The staff/alumni/parents etc. were instructed to get firewood, and like all the other evenings spent at a site with St. John's, the first concern was the collection of a pile of firewood, invariably much too big to burn in one night. Following the making of a fire, several staff began boiling water taken from the river, with which we each made a Cup a Soup. Tonight it was Cream of Leek, full of garlic and other spices. This is about the tenth cup of Cream of Leek I've had this week. Yuck! Following the soup came double cheeseburgers, the meat and cheese individually wrapped in tinfoil for heating over the fire. Buns were distributed, as were catsup, mustard and relish, all in individual serving packets. There appeared beer, wine and some liquor around the fire, and most everyone had something to drink. Mr. Mahoney made a few comments about the tradition of the race, and then we all introduced ourselves to the group. Following the introductions, compline was held. Soon afterwards, everyone began to relax and stories were told and songs were sung under the clear evening sky. The people there were genuinely having a good time, with the campfire, the good weather, and the comradeship and the purpose of why they were there. I spoke to several parents and relatives about the experience, and all were extremely pleased with this experience for their son or nephew. They felt that all boys (and girls) should be able to experience what the boys of St. John's were experiencing. One parent was surprised that her 12 year old son was at a campsite several miles away, in the bush, with no supervision other than a Grade 12 student. She was pleased that the school had as much faith in the Grade 12 student to supervise her son, and to actually trust these boys to stay out of trouble. This was the first time that her son had ever spent a night anywhere (let alone out in the woods) without adult supervision. She had visions of bears in the campsite, students burning themselves or falling into the river, or just getting lost in the woods. She was surprised to know that the students set up their own tarp or tent and sleeping bag and spend the night. She says that her son will definitely be at the school for at least 3 years.

The staff party continues on into the wee hours of the evening, but not for me. Goodnight.

Junior Canoe Trip - Day 2

Oldman Creek, Athabasca River

Tuesday, June 9, 10:30 pm

This has been a very busy day. We arose at 7:30 am to a sunny day and a breakfast of left-over wieners and buns, instant porridge and bread and jam. The canoes had to be loaded before breakfast could be had, and the bowsmen were busy hustling the boys to get their gear in the boats. Everything had to be perfectly waterproof, so it took longer than usual, everyone knowing that the canoes would be capsized shortly with all aboard. Several pairs of tent/duffle mates were busy trying to stuff all their gear into the one duffle bag, with difficulty. The pairs took turns helping other pairs to stuff their duffle by supporting one student (the biggest and heaviest) who would stand on the open end of the duffle and jump up and down trying to stuff it all in by shear compression. Some of the plastic bags inside the duffle bag were sealed with air still inside them and refused to compress any more, which meant taking it all out again, sucking all the air out of the bag, re-sealing the bag, and again using the jump technique to stuff the duffle. I did not have a duffle like the rest of the crew, but instead a cotton Duluth pack, large and square in shape, making the packing of it easy, but the stowing of it into the canoe a chore. As it would not fit under the seat, I therefore had to have it under my feet during the trip.

After breakfast we had morning service and Mr. Cole explained the schedule for the day, though being careful not to say where we might be camping so as not to excite the boys in the event of a change of plans. At 9:30 am we paddled down to the eddy downstream of the bridge, dressed in swimming shorts, T-shirt and sneakers without socks. Again, like at Crimson Lake with the Grade 10's, the steersmen and bowsmen decided in secret the order of the canoe dumping so as to surprise the paddlers and to provide some extra excitement. We paddled around the eddy for about 10 minutes and then suddenly there was a canoe tipped over. Our canoe paddled hard to the scene (we were about 50 m. away), braked hard and then towed the paddlers of the swamped boat, who were by now in a huddle, to shore. A second canoe pulled the canoe to shore while the third canoe picked up the loose gear, which was only the paddles. All the duffles stayed in the canoe. The crew who towed the canoe, and the crew of the swamped canoe pulled the canoe up on shore, emptied it out, and then the crew re-entered the canoe, ready for the next dump. There was no fire to warm up with and some of the boys were shivering, but after they began to paddle again, they warmed up quickly. This process continued three more times until all the canoes and their crews were dumped into the cold, silty water. After this exercise we spent 15 or 20 minutes

practicing paddling into the eddys that formed behind the pillars of the bridge and practicing ferrying the canoes across the current to the other side. Then we began the short but demanding paddle back to the campsite, about 200 m. upstream. The current was quite fast, and on the first attempt only one canoe made it, although our canoe would have made except Mr. Cole decided to turn around and try it again. He said that we had to do it again because we didn't work hard enough the first time, but I think he wanted to stay behind to make sure that Mr. Booth, who was not an experienced steersman, made it safely back to the campsite. There was a high risk of overturning the canoe in the current and there would not have been a canoe back there to perform a rescue in case one or more of the boys took in water and panicked. One of the boys began hyperventilating during the practice moments ago and had to be taken into a rescue canoe. So after Mr. Booth's canoe made it up through the fast water under the bridge (after three attempts), we followed. By this time it was lunch time, so we had a quick lunch of granola and cheese, put away the rest of the gear, and began paddling. We were in relatively calm water, with occasional faster water containing standing waves. Shoals were scattered along the way, and we skirted these without difficulty. The water was moving at about 15 kph, so we made excellent time. We saw a couple deer on the river bank, and lots of ducks and geese. Mr. Edward swept the river bank several times, coming close to capsizing the canoe, and Mr. Booth was having problems keeping the canoe travelling in a straight line. He was over-correcting the canoe most of the time and was having a difficult time keeping up with the rest of the Brigade because he ended up paddling much further than we did.

While paddling Mr. Cole spent a lot of time talking to the crew, telling them some of the history of the river, how to read the river and to get the most out of the current, and dangers to be aware of. He also talked about other canoe trips and how they were different or alike this trip. I think that most of the boys were entertained and enlightened by much of the talk, and they asked questions readily. The time past quickly and enjoyably in the sun. We paddled for 50 minutes and then took a ten minute break, often waiting up for the other canoes, and then gunwaling up to them for a chat or to share candy. At about 5:30 pm we rounded a corner and eddyed into a small, clear river called Old Man Creek. It was beautifully clear, and about 10 degrees warmer than the Athabasca River. The contrast between the grey silty water of the Athabasca and the clean creek water was amazing. All the canoes pulled into the creek, although Mr. Booth almost missed the entrance and had to paddle upstream a ways to get in. The current outside was very swift. Mr. Cole, knowing that the creek was just around the bend, prepared in advance of the corner by turning the canoe around and facing upstream, letting the current take us backwards around the corner. As soon as we were in front of the creek eddy we paddled about 5 strokes forward and drifted into the eddy slowly and neatly. The boys could hardly wait to get out of the canoes, and as soon as we docked Mr. Cole had to warn the boys to wait until told to get out of the canoe. Once all the

canoes were into the creek we disembarked from the canoe. It was a beautiful camping spot that had been used before. There were several cooking circles in the area, soft mossy flat spots to set up tents, and it was right on the point between the creek and the river, so we were almost surrounded by water. The boys were sent to get firewood, the latrine crew went to do their work, the radio crew set up the antennae, and the cook crew brought water and prepared a campfire.

After the chores were done the boys were set free to set up their tents or tarps. Mr. Young and I set up my tent in the middle of a flat meadow, surrounded by trees and open for a breeze to rid the area of mosquitos. The others set up in various sites, with the Gr. 12's off in the furthest point closest to the water. They built a small campfire in the firecircle there to roast marshmallows and to dry wet socks and sneakers. When that was done the boys began swimming in the creek, washing their hair, and some boys were on the bank fishing, but down at the point where they would not interfere with the swimmers. I quickly stripped off and swam. The water was amazingly warm and refreshing, after paddling for 5 hours. Some boys were using life jackets to float around the creek. Another boy had a mask and snorkel, and spent most of his time underwater. The sun was warm, the air was still. Beautiful!

Supper was called shortly after, and the boys lined up for scalloped potatoes with wiener pieces and soup. Hot chocolate was reserved for later. One boy, David, refused to eat, and his bowsman was instructed by Mr. Cole to make sure that he ate. It was quite a commotion, with David refusing to eat, the bowsman yelling at him, and finally Mr. Cole threatening him with the stick. With still no success Mr. Cole took him away from the camp and gave him the stick. David came back and ate a little, only to throw it up a minute later. The staff decided then that he probably was better without it at this time, and to monitor him tomorrow. The bowsman was told to stay with him during the next day during mealtimes to be sure that he ate. David spent that evening, like most days and evenings, alone....quiet and aloof.

After supper more of the boys went for a swim, as did most of the staff. Mr. Booth and I took the latrine shovel and walked up a trail to try and find some earthworms for fishing. None of the boys had caught anything earlier. No doubt the commotion in the water did not help the fishing. When we got back, after digging a can full of worms in a weedy spot with dark, rich soil, the boys were winding down, some going to their tents for the night, others sitting around the boys campfire on the point. It had clouded over and was beginning to rain by this point, so Mr. Cole called the boys together for compline. After compline, with the rain pouring down, the boys dispersed into their tents for the night. Mr. Booth and I went back to the creek, with borrowed fishing rods and tackle, put a worm on our hook and began to fish. The rain was drying up again, and was soon over. After 10 minutes of fishing I got a bite on my line, and a few minutes later pulled in a beautiful 10 inch rainbow trout. We tried fishing some more,

once losing the lure that I had borrowed to a log on the creek bottom, but it was getting dark. I put the trout in a pail of water to keep it fresh for breakfast.

Mr. Booth and I sat and chatted for a while, with all others turned in to bed. We turned in at 11:30 pm. Good Night.

APPENDIX VII

DEMOGRAPHIC SURVEY DATA

Demographic Survey Questionnaires

Student Survey Form

Teacher Survey Form

Summary of Demographic Survey

Student Data Summary

Teacher Data Summary

PARTICIPANT SURVEY

A. Individual information :

1. Subject number _____ 2. Date of Birth D _____ M _____ Y _____
 3. Age _____ 4. Grade _____ 5. Place of Birth _____

B. Family information

6. Town or city of family residence _____ 7. Population _____
 8. Number of brothers and/or sisters

Boys _____ Ages _____
 Girls _____ Ages _____

9. Are both parents living at home ? Yes _____ No _____ (check one)
 10. What is your parent's present marital status ? (check one)
 Single _____ Separated _____
 Married _____ Divorced _____ Other _____
 11. Father's occupation _____
 Mother's occupation _____ (include homemaking)

C. Academic information :

12. What was your school average during your last school year ? _____ %
 13. Have you ever failed any school grade ? If so, which one(s) ? _____
 14. What was the approximate enrollment of the school you were last enrolled in ?
 (check one) 1. Less than 100 _____ 2. 100-300 _____ 3. 301-500 _____
 4. 501-1000 _____ 5. More than 1000 _____

15. What are your three favorite and worst school subjects ?

Favorite	Worst
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

D. Interests/ Outdoor experience :

16. What sports are you most interested in ?

1. _____	2. _____
3. _____	4. _____
5. _____	6. _____

17. What interests / activities do you have that are not sports related ?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

18. What experience did you have in outdoor activities such as camping, hiking, skiing, fishing, etc. before coming to the Saint John's School ? Give some idea as to what activities and for how many years you have done the activity.

19. Where and with whom did you take part in these activities? (check any below)

- | | | |
|-----------------|-----------------------------------|--|
| 1. Alone _____ | 2. With a friend or friends _____ | 3. With your family _____ |
| 4. School _____ | 5. A club _____ | 6. Town or city recreation program _____ |

20. What is your personal opinion of outdoor activities such as hiking, snowshoeing, dog-sledding and canoeing ?

21. In your own words, why is it that you are enrolled in the Saint John's School for this school year ?

Staff Survey

Saint John's School of Alberta

June 1987

Name _____ Age _____ Sex _____

Position at Saint John's _____

Number of years with Saint John's _____ (include other St. John's Schools)

Number of years with Alberta Saint John's _____

Present duties at Saint John's

Educational background

Secondary Level: Highest grade achieved _____

Post-Secondary: College _____ Years Diploma/Certification(s) _____

University _____ Years Degree(s) _____

Universities or colleges attended or graduated from and the years:

Outdoor background

Indicate your experience in the outdoors, both formally and informally. Outline types of activities in which you have participated and the number of years of involvement in each activity.

Indicate why you are presently working at the Saint John's School of Alberta.

What benefits that you have observed are the students acquiring from their attendance at the Saint John's School of Alberta? Explain.

ST. JOHN'S SCHOOL OF ALBERTA STUDENT SURVEY

Father's Occup.	Prof.	Manage.	Sales	Trade/Ser.	Priv. Bus	Other	Total		
	10	7	1	5	6	2	31		
Mother's Occup.	Prof.	Manage.	Sales	Trade/Ser.	Priv. Bus	HomeMak.	Other	Total	
	11		2	5	4	9	3	34	
Born	Alberta	B.C.	Sask.	Man.	Ontario	Quebec	Maritimes	Yuk./NWT	Out. Canada
	16	6	1	2	2	1	1	0	5
Reside	Alberta	B.C.	Sask.	Man.	Ontario	Quebec	Maritimes	Yuk./NWT	Out. Canada
	27	4	1	0	1	0	0	2	1
Age	11	12	13	14	15				
	1	7	9	10	10				
Grade	7	8	9	10					
	9	11	12	5					
Number of Br.	0	1	2	3	4		Only Child	Only Male	No Sisters
	14	15	4	3	1		4	10	7
Number of Sis.	0	1	2	3	4				
	12	18	6	1					
Parents at Home	yes	no							
	28	9							
Marital Status	Single	Married	Separated	Divorced	Other				
	2	24	0	5	4				
Academic Avg.	<30	30-39	40-49	50-59	60-69	70-79	80-89	90>	
	0	0	4	7	12	10	3	1	
Failed ?	Yes	No							
	10	27							
Which grade failed ?	1	2	3	4	5	6	7	8	9
	2	0	0	0	1	2	3	3	1
School Enroll.	<100	100-300	301-500	501-1000	>1000				
	1	14	12	8	1				
Outdoor Experience : Students have little or no outdoor experience, other than short family camping trips. Few overnights									

Student Demographics Survey Responses

- Question: Why are you at the St. John's School of Alberta ?
1. I need the discipline and I need to lose weight
 2. To improve my respect and behavior
 3. My brother was here about two years ago
 4. Because I have problems cooperating with other children
To learn respect for my elders
Because I have trouble with academic studies
 5. Because I am having trouble with my Dad
My Mom also wants me to become more independent
 6. Because my Mom wants me to have an education
 7. So I can do well in school
 8. Because my parents forced me and I wanted to get better marks
 9. I feel that school the school should be fun, exciting and something new
Also, my parents made me
 10. Because my parents wanted me to come here, so I did it to please them
 11. By my own decision. I chose to come here because of the non-distracting environment for working and the outdoor program
 12. Because I felt like going; to get in shape and to take over where my brother left off
 13. So I can learn to put my thoughts into important things
 14. I wanted to come to this school
 15. To boost my grades
 16. To improve academically
 17. I was having trouble at home and had to get away from it.
I was a little bit on the bad side
 18. Because I wanted the experience
 19. For something to do.
 20. I really enjoy this school because I want to be pushed hard and with kids my own age
 21. All the schools in Edmonton are no good
 22. I wanted to try something different
 23. So that I can live with my Dad
 24. A new experience... a change
 25. I enrolled in St. John's because I needed better marks and it would be an experience
It is what the Lord has called me to do
 26. Because I cannot really function right at home, emotionally-wise and school-wise.
I really like the outdoor program and the team challenges
 27. Because I needed to get away from the negative temptation of the city and I want to get into better physical shape
 28. I didn't have any choice. I was sent here in exile
 29. Because I have to
 30. Because I am unorganized and I don't get along well with people
 31. Because my parents forced me to come here
 32. For better study habits to keep organized, and for sport activities
 33. I didn't want to come... my parents made me
 34. I was enrolled here because I thought it would be good for me
 35. Because my parents made me
Because I was getting into too much trouble and getting bored at normal school

ST. JOHN'S STAFF DEMOGRAPHIC DETAILS

1986-87

Position	Age	Gender	# years S.J.	High school	Yrs. College	Yrs. Univ.	Degree(s)	Alma Mater	When
Ass. Headmaster	34	M	6	12	0	5	B. Com./MBA	Dalhousie	71-76
Teacher	44	F	4	12	0	4	B.Ed.	U.A./U.T.	51-55
Teacher	34	F	11	12	0	4	B.Sc./B.Ed.	Ohio/B.G./U.A.	71-85
Headmaster	36	M	16	12	0	3	B.A.	U.Man.	
Teacher	22	M	4	12	0	4	(B.Ed.)	R. R./U.Win.	83-86
School Nurse	39	F	1	12	1	2	B.N./Dip.N.	McGill/Van.G.	73-82
Teacher	23	M	1	13	0	4	B.Sc.	U. Western	82/86
Teacher	30	M	2	12	1	8	B.A./M.A.	U.B.C./Queen's	74-85
Dean (Academics)	27	F	6	12	0	4	B.A. (Hons.)	U. Wales	77-81
Teacher	25	M	2	12	0	4	B.A. (Hons.)	U.C./Queen's	81-85
Teacher	25	M	2	12	0	3	B.A.	U.A.	79-83
Total Years	339	M=7	55	12	2	45	B.A.=3		
Average Years	31	F=4	5			4	B.A. Hons.=2		

1986-87 ST. JOHN'S SCHOOL OF ALBERTA STAFF OUTDOOR EXPERIENCE

Position	Age	Gender	Canoeing	Camping	Snowshoeing	Hiking	Dog-sledding	Cycling	Skiing
Ass. Headmaster	34	M	5	6	6	5	4	0	0
Teacher	44	F	0	0	0	0	0	0	0
Teacher	34	F	1	1	1	0	0	0	0
Headmaster	36	M	19	19	19	15	15	2	0
Teacher	22	M	4	4	7	1	4	0	0
School Nurse	39	F	0	4	0	4	0	0	0
Teacher	23	M	1	1	1	1	0	0	0
Teacher	30	M	2	10	2	10	0	1	5
Dean (Academics)	27	F	1	2	1	2	0	0	0
Teacher	25	M	10	1	2	10	0	3	0
Teacher	25	M	3	3	3	3	3	0	0
Total Years	339	M=7	46	60	42	51	26	6	5
Average Years	31	F=4	4	5	4	5	2	1	0

APPENDIX VIII

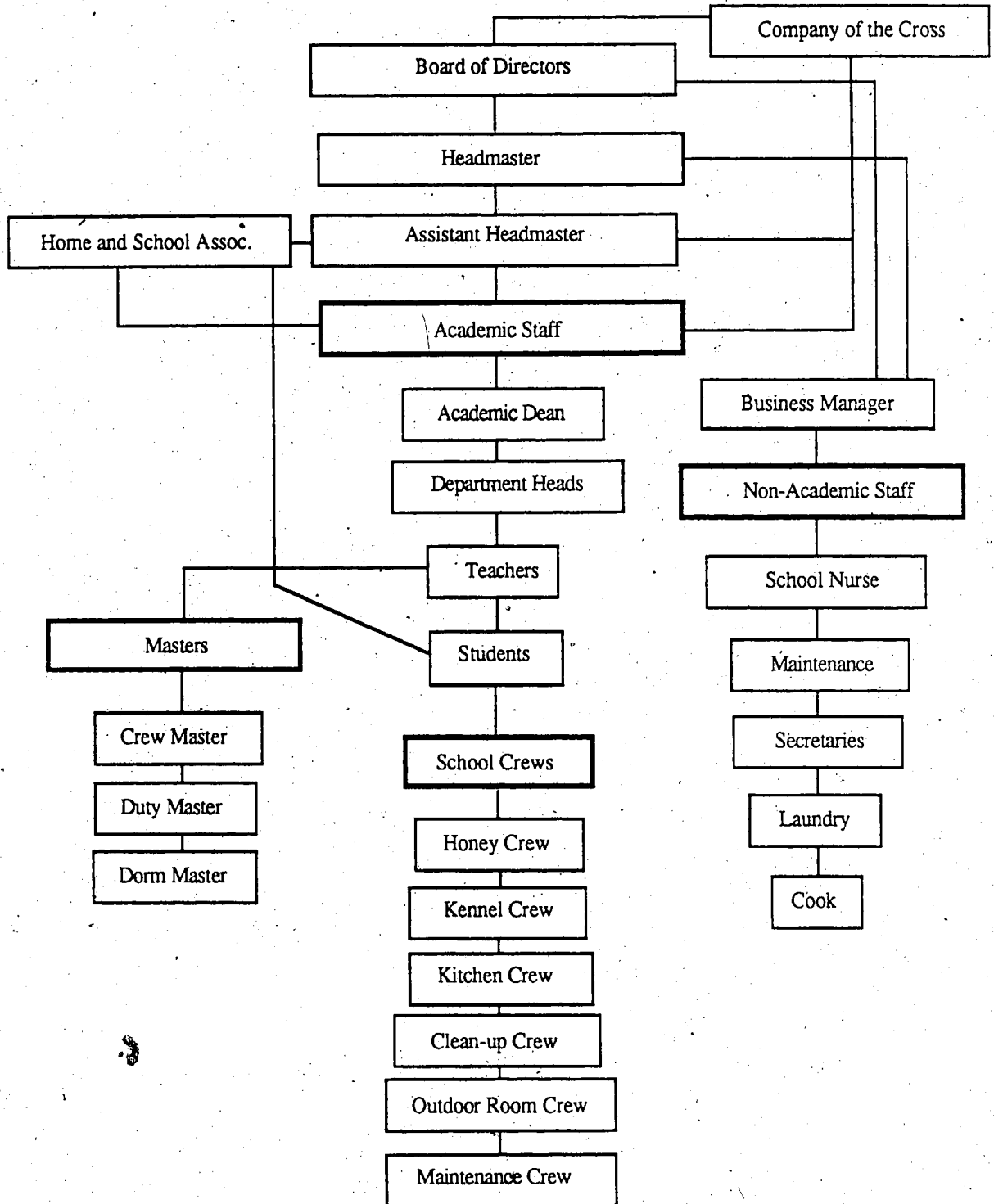
ST. JOHN'S ORGANIZATION

STUDENT HIERARCHY AND ORGANIZATION

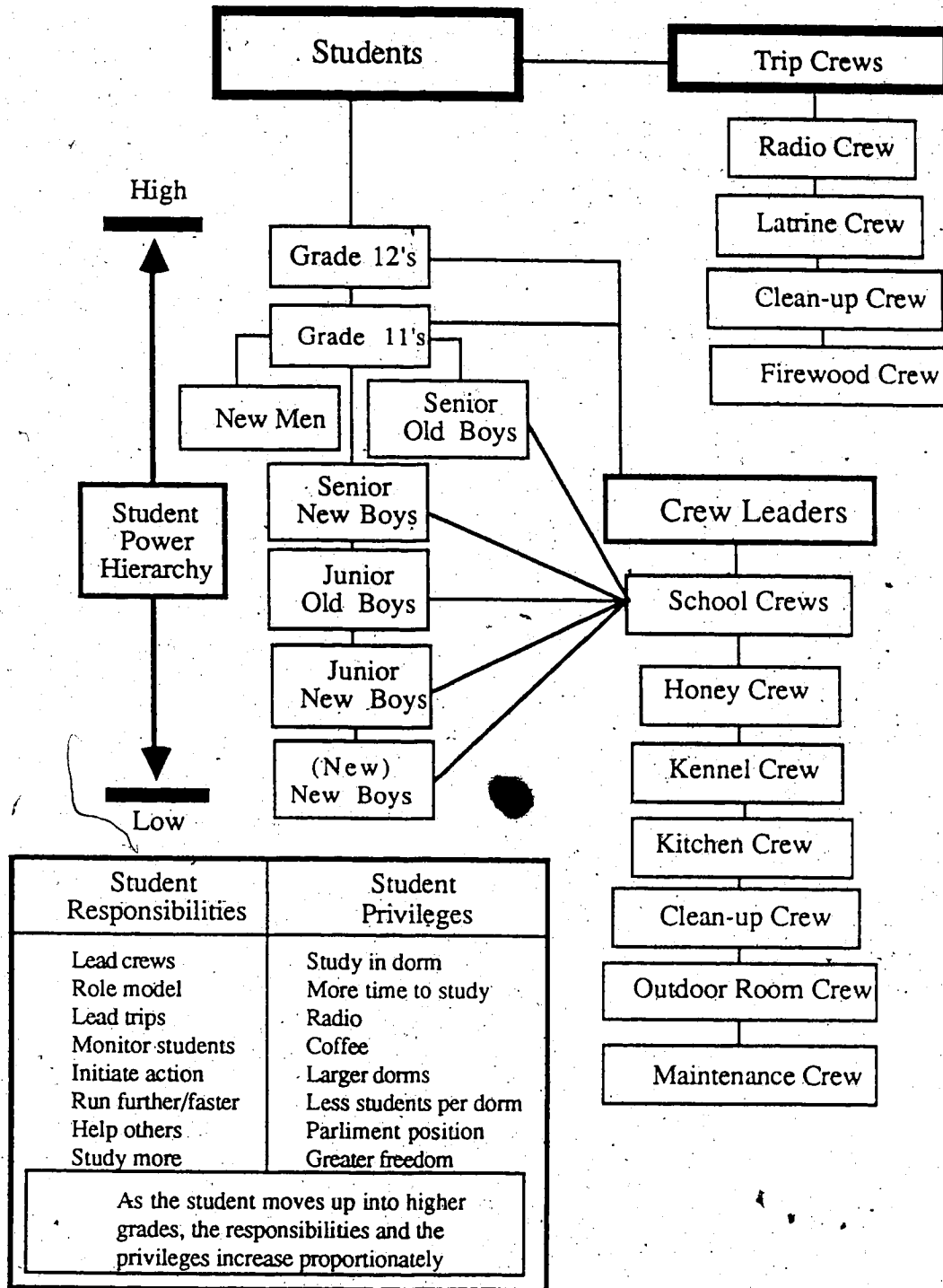
SCHOOL DISCIPLINE POLICY

St. John's School of Alberta

Organizational Chart



St. John's School of Alberta Student Hierarchy and Organization



St. John's School of Alberta

Orientation Manual for New Staff (1985)

DISCIPLINE POLICY

Background Statement

Love + structure = discipline. A child needs it in the home as well as at school. At St. John's home is school for 10 months of the year. Staff at the school play an important role as parental models. Discipline is not negative, rather it is the outward sign of everyone's need: to be loved for and cared for enough even to the point of correction and criticism, where there has also been praise and encouragement.

Love and structure in life also demands consistency. You can not enforce a rule one day and remove it the next, dismissing it as superfluous. By contrast, love does not harbor a list of wrongs.... of a person's transgressions, but rather, meets that person where he/she is with concern and compassion. Love keeps on loving. When you don't love, you don't care and when you don't care, you don't discipline. The old adage "Spare the rod and spoil the child" is as true today as it has always been.

Discipline and Punishments

At St. John's the students learn that their actions have consequences and that they must be responsible for their actions, be they good or bad. The school is structured both in its classrooms and out of them. Students must stand up when a member of staff or visitor enters the room... they must raise their hand when they wish to ask a question; they must wear the school dress code at certain times... all of these rules make up the structure of life for a student at St. John's. Being on time and in the right place... doing a good job on your crew... keeping your notebooks neat and in an organized fashion... being polite and helpful... working to work with others; these build the character of each

student as he learns to be accountable for all he does and says and thinks AND for all he does not say or do or think.

Discipline must be fair without show of favoritism, sarcasm, spite, revenge or anger. It must be administered with an explanation of the wrongdoing, but should not involve discussion. Punishments must try to fit the crime, e.g. throwing food = an hour's work in the kitchen in a student's free time; snowballs in the dorm = shoveling the rink.

Discipline often requires great use of the imagination!

Types of Punishment

1. Spanking
 - is always recorded in a book by the one who administers the spanking
 - is effective as long as it is used consistently by all staff
 - usually occurs more in the first half of the school year as new students are acquainted with the school's day-to-day operations and the expectations of their teachers
 - is used for:

class work not handed in	x 2
class work not done	x 3
minor misbehavior	x 1 or x 2
eg. late for duty	
major misbehavior	x3
eg. disrespect, swearing	
larger problems	x4 - x10
eg. lying, smoking, stealing and running away	

(dealt with by Headmaster and his Assistant only)

2. Running

- the "running club" has been used for students caught smoking or for miscreants running in the hallways, etc.
- staff always run with them
- serves to keep them fit and to expound energy
- whole school ran every Monday- those who did not make their time ran again

3. Extra Work

- a. Academic
 - incomplete homework must be done
 - staff work with the student or supervise him; getting help from staff is encouraged
- b. Manual
 - if crew work is incomplete or shoddy then it can be redone or completed in free time
 - staff may work on a small project with a student with whom their relationship has been difficult; similarly, any students who have difficulty getting along, may be assigned a task together as a dual punishment

4. Free Time

- this may be a free Sunday when the student must stay at the school; he may have infringed the rules for being away the

Sunday previous or he may need to work with a teacher on a particular subject. Again the teacher stays with the student

- it may be in a student's off-duty time or 1/2 hour before wake-up or 1/2 hour after lights out

5. Double Duty / Breakfast Duty

- this is usually for insufficient standard on a crew or for tardiness
- double duty means that a student works on both crew days instead of on his regular day only