

THE UNIVERSITY OF MANITOBA

SCHOOL OF SOCIAL WORK

ACADEMIC PERFORMANCE AND PAST LIFE EXPERIENCES

A comparative study of the relationship of
past life experiences to present academic
performance of Indian students in
attendance at urban training
institutions in the City of
Winnipeg in December, 1964.

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ABSTRACT

This study took place in Winnipeg, Manitoba between October 1964 and April 1965, and was focused on designated factors of past life experiences which lead to integration and support of Indian students in their endeavours at urban training institutions.

A sample of 51 Treaty Indian students was chosen from the total number of Indian students in Winnipeg under sponsorship of the Canadian Department of Citizenship and Immigration, Indian Affairs Branch. These students were evaluated in relation to what effect, if any, the selected factors under study had upon present academic performance. The data was obtained by the research group who completed schedules in direct interview with the students and personnel of Indian Affairs Branch, Winnipeg Regional Office.

An analysis of the findings reveal that the majority of those students studied had received considerable exposure to all the factors considered. Because of the homogeneity of the sample, we were unable to differentiate whether specific integrative or support experiences lead to enhanced academic performance.

The selected factors studies included: contact with white settlement areas, the effect of peer and family attitudes toward educational achievement, the effect of the predominant language spoken within the home, access to communication media, attendance in integrated schools, experience in formally organized groups, and academic achievement in past educational achievement. It is hoped that the findings and conclusions of this research will lead to further research of present day Indian education.

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CHAPTER I

INTRODUCTION

In the past two decades there has been an increasing awareness in Canada regarding the role and status of the Canadian Indian, his past and present way of life, and what opportunity the future may offer to members of this cultural entity. There appears to have been limited integration between the Indian and the broader culture in Canada to date. It is our belief that the overall problem, be it an Indian and/or white man's problem, is accentuated by the rapid growth of the Indian population. The 1961 Census of Canada estimates the population of the Canadian Indian at 208,286¹ . . . with a growth rate higher than any other ethnic group.² The fact that the dominant culture is becoming increasingly more complex and industrialized has resulted in even greater distance between the Indian and the white man in general.

This problem may be viewed in terms of the criteria established by Jessie Bernard in Social Problems at Mid-Century.

¹Canada, The Dominion Bureau of Statistics, Library Division, Official Handbook of Present Conditions and Recent Progress, (Ottawa: Queen's Printer, 1963), p. 22.

²Ibid., p. 13.

The criteria include consideration of the humanitarian, utilitarian, and dysfunctional aspects of the situation.³

In considering the problem under study from the humanitarian point of view, it is appropriate to note that "We cannot judge the merits of a situation by the adjustment that people have made to it, for human beings can adjust to almost any stress situation."⁴ Previous intervention by whites has deprived the Indian of his original nomadic culture without replacement by the positive elements of our own technological society. By the standards of our affluent society, the Indian lives in relative deprivation. We should also note, concerning this deprivation, that the criteria of suffering comes increasingly to include "not only the physical pain of illness and hunger or cold, but also the anxiety of status insecurity."⁵

The utilitarian consideration of this problem is that Indians who are not integrated and less able to contribute within the structure of our dominant culture and have, indeed, largely become dependent on it financially. Indians may, as well, pose a threat to the order of the broader society since they are apparently disproportionately represented in correctional institutions. Social and economic waste of talent is also a utilitarian concern of the broader society.

³Jessie Bernard, Social Problems at Mid-Century, (New York: Holt, Rinehart, and Winston, 1961), p. 105.

⁴Ibid., p. 104-05.

⁵Ibid., p. 104.

The extent to which this problem will disrupt the functioning of the larger society is difficult to assess. From the view point of the broader culture, it is certainly not obvious that survival is threatened by the presence of a non-integrated Indian group. From the view of the Indian, lack of integration may be synonymous with deprivation.

Therefore, the problem that is of concern to us in the research project is the integration of people of Indian ancestry into the dominant culture of this country. The Canadian Department of Citizenship and Immigration, Indian Affairs Branch⁶ has stated that its' aim is "to raise the standards of Indian people and to furnish them with skills and education to enable them to integrate fully, if they so desire, in off-reserve life."⁷

A significant media of the integrational process is recognized as improved educational achievement. To implement this aim, an educational program was set up in 1948 by the Indian Affairs Branch to enable Indian children to receive the same educational opportunities as are available to white children. This program includes provision to bring Indian students desiring highschool, pre-vocational and vocational training into urban centers which provide this training. The purpose of this study

⁶From hereon in referred to as Indian Affairs Branch.

⁷Canada, The Department of Citizenship and Immigration, Indian Affairs Branch, The Indian in Transition, (Ottawa: Queen's Printer, 1962), p. 14.

was to determine whether selected factors in their past life experience affected the levels of performance of Indian students in urban training institutions.

The University of Manitoba, School of Social Work, in cooperation with Indian Affairs Branch, Winnipeg office, has undertaken this study. Two other groups of Master's Year students in the 1965 class studied the relation selected factors in the present living situations of these students, and the formal and informal community association of these students as related to present academic performance.

In Chapter II we shall elaborate upon studies and literature pertinent to our project.

This topic was selected to assist planners of the educational program to evaluate and if necessary, to change the educational system now in use, in light of the factors related to the success, failure or indifference of Indian students at urban training institutions. This topic was also of concern to social workers and social welfare agencies since failure of integration may lead to a diversity of social problems which the profession is concerned with at the present time. Ideally, changing needs of Indians which arise from over-all social change, should be seen in perspective and as a whole, and services should be planned and organized to meet these needs.

The focus of this study is specifically on designated factors of their past life experiences which lead to integration and which support the Indian students in their endeavours at urban training institutions.

The physical setting of this study was the various training institutions in Metropolitan Winnipeg in which Indian students were enrolled under the auspices of Indian Affairs Branch, Winnipeg Office. The students in our Sample Group were located in various homes in Metropolitan Winnipeg. This study covers the performance of Indian students during a period of four months - from September 1964 to December 1964.

The study applies to Indian students from rural Manitoba and Saskatchewan who are in Winnipeg attending an urban training institution under auspices of Indian Affairs Branch. Our sample was taken from a population of sixty-nine students, and consisted of fifty-six students ranging from 15 to 25 years of age.

It was felt that the opportunities for integration and the support and encouragement experienced by these students in their past life, were the most important factors of past life experiences related to present academic performance. From our studies and group discussions, the following hypotheses emerged: "the level of performance of Indian students at urban training institutions varies directly with the degree of integration and support experienced in their past life."

From our theory of learning and personal experience, it was felt that an individual will adapt to a new situation more readily if he has had similar experiences in the past. We realized that entry into an urban training school or institution was a new experience for many Treaty Indians. However, it was felt that those students who had some previous contact with the white "way of life" either directly or through communicative media, would be somewhat prepared to adapt and/or cope with the new situation.

We also realized that the culture, values and attitudes of a society subscribe what is desirable, and therefore, something for which to strive. We realized the basic transmitters of values and attitudes to an individual are his parents and peer group.

Relating back to our major hypothesis, the major terms used are as follows:

The levels of performance attained is a measure of the academic and disciplinary standing of the student as graded by the particular training institution attended, and/or the judgment of the two student counsellors employed by the Indian Affairs Branch, Winnipeg Office. Performance is categorized into three levels:

Level I - the Student does not meet minimal requirements;

Level II - the Student meets minimal requirements but no more;

Level III - the Student more than meets minimal requirements.

Urban Training Institutions are formally organized educational settings which, for the purpose of our study, includes high-schools, pre-vocational and vocational training institutions in Metropolitan Winnipeg.

Integration refers to the maintenance of a separate cultural identity of the Indian with some sharing by them of the values of the dominant culture. "Integration as a social concept means the end of the process which takes place when an outsider becomes an integral part of the community and is accepted by the community."⁸

Past refers to the formal and informal life experiences of the student prior to entering urban training institutions in Metropolitan Winnipeg.

For the purpose of our study, selected factors of past life experiences were limited to those areas relating to the family, peers, group membership, contact with white settlement areas, predominant language spoken in the home, communicative media, past attendance in specific schools, and finally past education achievement. It was felt that these factors were instrumental in determining the educational tradition or lack of same, in the family, and the significance of this tradition to the student. Consequent motivation would indicate the amount of

⁸Rev. James Mullochell, D.M.I., "The Dilemma of Indian Education," The Indian Record, March-April 1963.

success that could be expected of the individual student.

As a concomitant of the main hypothesis our research group refined those factors of past life experience so as to make them more useful for social work practise. We recognized that accessibility to a white settlement area would offer more opportunity for the Indian to come into contact with people of the dominant culture. This we felt, would increase the respondents' perception of the broader culture about him, resulting in his being able to do things that would assist him to cope in a complex setting. Assuming that these communities with which he came into contact would offer integrative opportunities to him and that he would utilize these opportunities, we hypothesized that the level of performance of the student would vary with the frequency of contact he had had with a white settlement area.

In conjunction with seeing the importance of the degree of integration as a factor in effecting a students' level of performance, we also felt that psychological support was a major factor as well. Because of the influence that the home has in shaping a person's ideas and establishing the basis of an individual's philosophy of life, and because of the affect that the values and beliefs of one's peer group can have on the actions and decisions of the individual person, we hypothesized that the respondents level of performance would not only vary with his parents attitude to education but also with the beliefs and

attitudes that his friends had towards education.

Success in any school in Manitoba depends largely upon the ability of the student to think in abstract terms and his ability to express ideas verbally. Hence, a good grasp of the English language is necessary or at least essential for satisfactory school performance. With this in mind, the group hypothesized that the present level of performance of a student would vary with the fact the student had or had not spoken English in his home prior to primary school attendance.

Communication media play a vital part in transmitting to people the ideas and beliefs of Society in General. It is through these media that individuals can see the progress, of society, and what it expects of its members for this progress to be achieved. This led to a sub-hypothesis taking these media into consideration.

A striking factor in the testimony of Indian students of the past and other indigenous leaders of Indian communities is their agreement that an Indian student's success is without doubt affected by the students with whom he attends school. If he attends school with other white children, he may adopt their attitudes to school which may predispose him to success in his academic endeavours. On this basis, we formulated a sub-hypotheses relating to previous experience in integrated schools.

In discussing the effects that organized groups or clubs had upon each of us as members of this research group, we felt that many ideas and attitudes were expressed by group leaders and group members that paralleled or reinforced those experiences in a school setting. As most of these formally organized groups such as school groups, 4H clubs, or church clubs have aims and objectives that orient the group members towards better adjustment in the dominant culture, we hypothesized that membership in any of these groups in the past would enhance present academic functioning.

In terms of experiencing support that would encourage educational achievement, it was felt by the group that a satisfactory and pleasant experience in the past as experienced in consistent academic achievement would have a marked effect on a student's present attitude to his studies. This would be particularly true if his past experiences were affected by stresses from without himself, namely in the environment. Sub-standard facilities and level of teaching would be important factors. On this basis, our research group hypothesized that present performance at urban training institutions would vary with the consistency of past academic success.

Relevant to the foregoing and subsequent to study and discussion, the following sub-hypotheses emerged from the main hypothesis:

- 1) The greater proportion of students performing at Level II and III have had frequent contact with a white settlement area, whereas the greater proportion of students performing at Level I have not had frequent contact with a white settlement area.
- 2) The greater proportion of students performing at Level II and III have had associations with a peer group which valued education, whereas the greater proportion of students performing at Level I have not had associations with a peer group which valued education.
- 3) The greater proportion of students performing at Level II and III have come from a family which valued education, whereas the greater proportion of students performing at Level I have come from a family which did not value education.
- 4) The greater proportion of students performing at Level II and III have come from a home in which the predominant language spoken was English, whereas the greater proportion of students performing at Level I have come from a home in which the predominant language spoken was not English.
- 5) The greater proportion of students performing at Level II and III have come from a family which had access to communication media, whereas the greater proportion of students performing at Level I have come from a family which had limited access to communication media.

- 6) The greater proportion of students performing at Level II and III have attended an integrated school for one year or more, whereas the greater proportion of students performing at Level I have had experiences only in a day and/or residential school.
- 7) The greater proportion of students performing at Level II and III have had experience in one or more formally organized groups, whereas the greater proportion of students performing at Level I have had no experience in formally organized groups.
- 8) The greater proportion of students performing at Level II and III have experienced consistent academic achievement, whereas the greater proportion of students performing at Level I have not experienced consistent academic achievement.

The definitions relating to the supporting sub-hypotheses are as follows:

Formal learning experiences are those derived through a school setting or membership in formally organized groups.

Informal learning experiences are those socializing influences exerted by the family, peers, and significant others in the community.

School setting includes day, residential, and integrated schools adhering to a government established curriculum.

Support refers to educational encouragement from family, peers and significant others toward formal and informal learning experiences.

Frequent contact means three or more visits to a white settlement area per year.

The value of education is the recognition of the significance of educational achievement in relation to material success.

Family is here used to describe the unit of husband, wife and children plus relatives within the household.

Access to communication media refers to the students' accessibility to three or more of the following media; radio, television, newspapers, magazines, and telephone. Limited access refers to two or less of these above mentioned media.

An integrated school is a school located off the Reservation proper, and attended by both Indian and white students.

Formally organized groups are those groups with implicit or stated educational objectives such as church groups, and school organizations.

Consistent academic achievement refers to the ability of a student to progress without failing more than twenty percent of his grades.

For the purpose of this study, the following assumptions were made: that the Indians of Manitoba and Saskatchewan, regardless of their tribal membership, share a common value orientation in which many values and beliefs conflict with those of the white culture;

that the previous teachers of the sample selected had attained a minimal level of teaching qualifications and skills

required by the Department of Education for their respective grades taught;

that all students received uniformed exposure to these qualifications and skills;

and that the formal education of Indian students is directed towards integrating him into the more dominant culture.

The limits within which generalizations may be made from the conclusions reached in the research were determined by the validity of the sample and the reliability and suitability of the method used to measure them. (found in Chapter III) Also, influence of other integrative variables in the past not studied herein, present living conditions and present informal and formal associations were not taken into account. These latter influences are extremely significant in terms of limitations.

The conclusions reached in this study also appeared to be limited by the following factors:

by equating levels of performance of differing skills possessed by the students, for example does an 80% achievement rating in hairdressing equal a similar rating in upholstery?

by the fact that there may be other Indian students pursuing similar programs of study not under sponsorship of Indian Affairs Branch who may be residing in residential schools or other living accommodations;

by the fact that certain students under sponsorship of Indian Affairs Branch are not included in our sample;

and by the fact that the levels of academic performance as of December 31, 1964, may not be indicative of final grades obtained by the students in our sample.

The details of our method shall be discussed in Chapter III. Following the administration of the composite schedule, the Sample Group was divided into three Groups according to levels of performance. Data relevant to our hypothesis was then tabulated in such a manner as to facilitate comparison of past integrative and support experiences. The analysis of the data will be elaborated upon in Chapter IV; evaluation and conclusions will be presented in Chapter V.

CHAPTER II

BACKGROUND LITERATURE AND PERTINENT STUDIES

In studying the effects of past learning experiences upon present academic performance of a select group of Indian students at urban training institutions, an understanding of certain cultural aspects of the Canadian Indian must be considered. Along with this, consideration must be given to what education means or may mean to the Indian and what the objective of education are in our present day society. This chapter shall present comment upon the purpose and value of education with specific focus on problems arising out of a different cultural or value orientation which the Canadian Indian brings into the classroom setting. General studies on the Indian in his environment and in contact with the predominant society shall be referred to as no studies directly dealing with performance in relation to past learning experiences could be located.

The purpose of education in modern day schools has been described in four brief phrases as follows: to assist in the attainment of self-realization, to promote economic efficiency, to promote human relations, and to teach civic responsibility.¹

¹Dr. J. L. Asselstine, "The Exceptional Child", Address to the School of Social Work, University of Manitoba, November 2, 1964. (unpublished).

An industrialized society looks to education to assist in fullfilling the needs arising out of advanced technology and to assist in the maintenance of an acceptable and desircous standard of living for the majority of the populace. Educational institutions must therefore, prepare the student to occupy the prescribed, as well as the preferred roles necessary for adjustment to, and continuity of, a highly mechanized, technology-conscious society. Automation has had the effect of making obsolete the prescribed levels of educational achievement held by the wider community of one decade ago. Failure of educational institutions to prepare adequately, the future adult, represents a social and intellectual waste of potential talent. The general advancement of society to a high level of performance and standard of living, if this is the goal, is dependent upon increased intellectual achievement. An increasing emphasis upon the attainment of advanced technical or academic training for both males and females has become prevalent in this country.

Schools should teach children the knowledge and skills that would fit them for modern twentieth century life. Coloring paper with crayons, making paper flowers and learning folk dances should not be substituted for skills in reading, writing and arithmetic . . . Since children are future adults, schools should provide their future requirements before they leave. Socially, and economically, it is sound for society as a whole to provide adequate training for dependent segments. The total cost to the Society for these people is reduced

by the aid that good education can give to them to become more productive, or less dependent citizens.²

Legasse further states that

In the urban society of which the Winnipeg Indian and Metis have become a part, schooling is used as a means of judging ability by those who control the desirable goods, services, and employment possibilities. For many class-conscious people, formal education is a means of social climbing and of identifying the relative status of others. For the bureaucratically inclined personnel officer, it is an easy method of separating "satisfactory" from "unsatisfactory" prospective employees. For many professional persons such as social workers, educators and physicians who themselves have used the formal education path to achieve their present status, lack of schooling is proof of inferiority. For those prejudiced against a minority, low school achievement can be pointed out as strong evidence to justify the submarginal existence of a people.³

It is a common social heritage that makes for cohesion and solidarity and helps to insure the continuity of group life. In this heritage, each generation finds its value system. People can and do modify their social patterns but when whole cultural entities are perhaps ruthlessly separated from their past, the result is almost always disorganization and deterioration.

This pathetic disintegration and deterioration of many once proud Indian tribes can be easily observed in many parts of Canada.

²Jean H. Legasse, The People of Indian Ancestry in Manitoba: A Social and Economic Study, (Winnipeg: The Department of Agriculture and Immigration, 1959), Vol. 1, p. 121 - 122.

³Ibid., Vol. II, p. 48.

George P. Murdock states that

The adjustment of other elements or cultures to an innovation and of it to them requires time, often years and generations. The period which must elapse between the acceptance of an innovation (such as formal education) and the completion of the integrative adjustment which follows is referred to as the 'cultural lag'. Change is always uncomfortable, and often painful, and people frequently become discouraged with its slowness and even despair of achieving any genuine improvement.⁴

But change and innovation are inevitable and necessary for psychological and economic survival.

"Why do the old ways of Indian life keep them in a state of mind where none are moved to see material opportunities or where they do see them, they feel no desire to take advantage of them?" Dr. Reifel attributes this phenomena to a basic variation or divergence in cultural values between the Indian way of life as contrasted to that of present day American industrialized society. Specific reference to the present (or perhaps even past) orientation of the Indian, the unimportance of time in terms of hours or days, the concept of unselfish sharing and the lack of training to provide and develop work habits characterize the men of the culture. In contrast, the American industrialized values depict future orientation, scheduling of time to its ultimate advantage, saving and hard

⁴G. P. Murdock, "How Culture Changes", Social Change, ed. by J. E. Nordskog, (Toronto: McGraw-Hill, 1959), p. 142.

work for the sake of work and for future gain.⁵

A more complete comparison of differing value orientations is found in an article by Miles V. Zintz. This comparison shows conflicts in ten cultural values between the traditional Navajo child and the middle class Anglo teacher.⁶

Whereas the Navajo child believes in living in harmony with nature, the teacher believes in mastery over nature.

Whereas the Navajo child believes in that his level of aspiration is to follow in the way of his people, the teacher believes the level of aspiration is to climb the ladder of success. Each man is expected to achieve at a higher level than his father.

Whereas the Navajo child believes in cooperation, the teacher believes in competition.

Whereas the Navajo child believes in anonymity, the teacher believes in individuality.

Whereas the Navajo child believes in submissiveness, the teacher believes in socially accepted aggression.

Whereas the Navajo child believes in work to satisfy present need, the teacher believes in work to get ahead.

Whereas the Navajo child believes in sharing wealth, the teacher believes in saving for the future.

Whereas the Navajo child believes that time is always with us, the teacher believes that time lost can never be regained.

Whereas the Navajo child believes in humility, the teacher believes in winning first prize if at all possible.

⁵Dr. B. Reifel, "To Be or To Become; Cultural Factors in Social Adjustment of Indians", Indian Education, (Toronto: April 15, 1957), (Mimeographed).

⁶Miles V. Zintz, "Adjustment of Indian and Non-Indian Children in Public Elementary Schools in New Mexico", 1960 (Mimeographed).

Whereas the Navajo child believes in winning one, then letting others share in the winning, the teacher believes in winning all of the time.

These findings can conceivably contrast the broader Indian culture to the predominant white culture.

Suggestion has been made that the Indian has made certain adjustments and adaptations to a westernized way of life. However, this has not been correlated with accompanying changes in basic Indian attitudes, such as man's place in nature, the non-competitive attitude, and disinterest in the drive for progress and change.⁷

Still greatly handicapped by the predominantly rural situation in an industrialized America, they seek technical assistance and training if they can secure these without sacrificing Indian status that they have and want to keep.⁸

There is no doubt that the whiteman's aggressive drive to civilize and acculturate the Indian has resulted in unexpected problem areas. From the time the whiteman first settled comfortably on this continent, he maintained a superior attitude in all respects in dealing with the Indian.

⁷Alexander Lesser, "Education and the Future of Tribalism in the United States - The Case of the American Indian", Social Service Review, Vol. 25, No. 4 (June 1961) p. 1 - 9.

⁸Ibid., p. 8.

Hawthorne states that

. . . the Indian population in most areas declined drastically after contact with whites principally because it had not adjusted physiologically and culturally to the impact of new diseases. Since the 1930's there has been substantial recovery, as a substantial increase in health measures, in wealth, and a possible growth of natural resistance to disease have played their parts . . . Many pressures can be identified as working for stabilization or for change, for speeding up or for retarding the progress of cultural lag or acquisition. Obvious are those exerted by whites, whose professional commitments compel them to try to substitute special aspects or institutions of white culture for Indian ones. Thus the past century has seen advocates of Christian belief, of literary, of economic and political adaptation putting forward their programme with considerable effort. Less obvious but of great importance are the informal influences that come from all contacts with whites, and those which, streaming from advertisements, fiction, and movies, intentionally or unintentionally, work to form tastes and values. All of these have influenced every generation, though not each generation equally.⁹

In relation to the influence of the family, the previous study referred to states that

we assume . . . that the patterns of family life influence more or less directly all other aspects of culture. Within the family the child acquires many of his goals, his fundamental habits of thought and action, and much of the learning he puts to use in growing up and in later life.¹⁰

Life on the reserve has maintained the family as the major socializing and educational force or transmitter and has not prepared the Indian for changes he is forced to make. As a result, when Indian students arrive at schools they face problems not common to other pupils. They differ in cultural orientation

⁹H. B. Hawthorne; C. S. Belshaw, and S. M. Jamieson, The Indians of British Columbia; A Study of Contemporary Social Adjustment. (Toronto: University of Toronto Press, 1958), p. 272.

¹⁰Ibid., p. 274.

if not to their peers, than to their educators, they must adjust to a rigid school system, they exhibit a language problem, malnutrition may be prevalent and work patterns are not developed to fit into the competitive atmosphere of the school. As a result, the aim of Indian education, which appears to be one of providing the Indian child with the same curriculum as the white child, may not stimulate the child to achieve at an "acceptable" level.

The aim of the Indian Affairs Branch is to raise the standards of living of Indian people and to furnish them with skills and education to enable them to accept and integrate fully, if they so desire. The policy is directed towards the provision of the same academic, social and economic opportunities to Indians as are available to non-Indians. "The fundamental aim of Government policy towards Indians is the gradual integration of our countries fastest growing ethnic group into the Canadian economy. The chief agency of this integrative process appears to be education."¹¹

This pamphlet goes on to say that integration of Indians and non-Indians is a voluntary process and cannot be forced or hurried but must proceed in a pace acceptable to the non-Indian.

¹¹Canada, The Department of Citizenship and Immigration, Indian Affairs Branch. The Canadian Indian, (Ottawa: Queen's Printer, 1957), p. 10.

It is through the school, the church or other such organizations that the integrative process and acculturation comes about.

Certain adjustments within the school system may be required.

The problem of Indian education is, in reality, one of cultural contact between a group of employees representative of the middle-class values of a free enterprise system on the one hand, and on the other, the remnants of a tribe which, wherever it leaves the shadows of Government sustenance, must find itself among the under-privileged of that system.¹²

Education, however, is a major method of facilitating the integrational process. Its importance is reflected in the Federal Government's expenditure on Indian education which rose from \$1,850,450 in 1943, to \$8,648,327 in 1953, to \$28,954,295 in 1963. Indian students in Manitoba are less successful than other Canadian students. Legasse further reports that "while 19.4% of the Canadian school population is enrolled in Grade 9 or better, only 4.98% of the Indian pupils are in this category."¹³ The successful use of education as a facilitating method demands an examination of those factors related to the Indian's success or failure in school. This understanding is the first step towards constructive change. Opportunities for contact with the dominant culture would seem to be important if Indians are to succeed in post-secondary education as well as secondary education. These opportunities can best be facilitated through the school

¹²Erik E. Erickson, Childhood and Society, (New York; W. W. Norton and Company, Inc., 1963), p. 154.

¹³Jean H. Legasse, op. cit., Vol. I, p. 119.

environment.

This background information will provide the framework within which it is possible to examine the factors which are related to the level of academic performance of Indian students in vocational training institutions.

CHAPTER III

METHOD

As stated in Chapter I, ours was a project relating present educational performance of Indian students to selected past life experiences. Eight selected areas were chosen as being the most significant. To avoid ambiguity, the principle terms used in this research and the selected factors under study have been defined in Chapter I. It should be remembered that our specific project was part of a larger study relating to those factors which affect present academic performance of Indian students in general.

Our specific research group, composed of 20 students, decided that the most efficient manner of testing our main hypothesis and eight supporting sub-hypotheses was to prepare and to administer a schedule to the selected group of respondents, and then analyse the data therein collected. We had originally considered obtaining specific data relating to school performance in the past from these student's files at the Indian Affairs Branch, Winnipeg Office, as a supplement to our schedules. Much of the information sought was not recorded in these files, and this idea was abandoned. We received data from the counsellors of the Indian Affairs Branch, Winnipeg Office, relating to the present academic performance of the respondents, as a supplement to our schedule (in Appendix A).

Because of the nature of the data sought, personal interviews with the respondents were necessary. Each member of the total Master's year class at the School of Social Work, numbering 56 students, interviewed face-to-face, one student presently studying in Winnipeg under sponsorship of Indian Affairs Branch. Each interviewer undertook not only to administer the schedule prepared by his own research group, but also to gather data for each of the other two groups by administering their respective schedules. This had an obvious time saving advantage, and meant each respondent had only to meet one interviewer, instead of three. Because of the length of the composite schedule, it was necessary in some instances, to meet with the respondents on two separate occasions to complete the entire schedule.

Interviewing occurred between January 3 - 14, 1965.

Data relating to the student's level of performance as of December 31, 1964 will be referred to later in the chapter.

Our respondents were chosen by the Research Committee prior to the study, through the cooperation of Indian Affairs Branch, Winnipeg office personnel. 56 of a possible 69 Indian students under governmental sponsorship were selected on the basis of the following criteria:

(1) all were Treaty Indians presently in Winnipeg under Indian Affairs Branch sponsorship and supervision;

- (ii) all were receiving room and board within the perimeter of Metropolitan Winnipeg;
- (iii) all were attending one of the following urban training institutions; highschool, commercial school, a qualified hair-dressing school, or the Manitoba Institute of Technology.

The sample was composed of ten boys and six girls at commercial schools, three boys and six girls at highschool, nineteen boys at the Manitoba Institute of Technology, three girls in hairdressing schools, and five boys and four girls in upgrading courses, totally 56 students.

This sample did not include Indian students in convents, in attendance at the University of Manitoba, residing in institutional residences, in courses in which only one person was enrolled, and in any socially oriented up-grading course as opposed to basic educational up-grading. The size of the sample was considered a limitation. It was restricted by a very limited population from which to choose. Approximately 78% of the total population was interviewed.

Letters from the Indian Affairs Branch, Winnipeg office were sent to each prospective respondent in early December, 1964 bespeaking the respondent's cooperation. In December, each student interviewer was given the name and address of one member of the sample group, and was responsible to meet with the respondent prior to the actual administration of the schedule.

Female respondents, by preference, were interviewed only by female interviewers. The purpose of this meeting in December was to form an initial relationship, further explain the purpose of the study, determine whether the Indian student would participate, and finally establish a date in early January 1965 on which to administer the composite schedule. This initial meeting proved to be a useful technique in the majority of cases.

The schedule contained questions designed to test the eight sub-hypotheses, relating to the eight factors of past experience we had chosen to study. Those questions relating to family occupation and education were asked to indicate support or lack of support the students had experienced in their educational endeavours prior to their present training. It was felt by our research group that older sibling's educational achievements would be influential in terms of the respondents attitude towards education. This would be indicative of the families' general values toward education. The questions relating to peer group influence and academic performance were asked to determine what, if any, influence the peer group had in promoting or regating motivation toward educational attainment, and what values this group, in general, had toward education.

It was felt that Students having some knowledge of the English language prior to entering grade-school had a definite

advantage, therefore questions to reveal this were asked. The proximity questions and certain of the school questions were formulated to measure contact with the broader culture.

Upon completion of our first draft, the composite schedule was tested in December on ten respondents who were former students in Winnipeg under sponsorship of Indian Affairs Branch.

All ten in this group were involved in programming conducted by the Neighborhood Service Centers of Winnipeg. It was felt that these people closely represented our study sample.

This testing was administered by three members of each research group plus one member of the Research Committee after they had met and interchanged rationale behind their respective section of the overall schedule.

From this pre testing, it appeared that our group's section of the schedule was operative and provided the required information in most instances. Because of the judgmental nature of several questions, and to aid in recall, a number of questions were modified. With these changes for clarity, the revised schedule emerged. A copy of this is located in the Appendix.

The composite schedule was arranged in such a fashion as to begin with the least threatening, most easily answerable questions. Thus, the respondents answered sections in terms of past life experiences (Research Group I) present living arrangements

(Research Group II) and present group associations (Research Group III).

Our schedule (Research Group I) proved to be self-limiting to a degree in that the respondents could not give precise answers to certain questions. This was eliminated as much as possible by refraining from the use of open-end questions.

Once the data had been collected, it was classified, through use of tally sheets, in the major areas of present level of performance, frequency of contact with a white settlement area, peer and family attitudes towards education, predominant language spoken in the home, access to communication media, type of school attended, group membership, and past academic achievement of the respondents.

The criteria for the categories of performance follows.

Levels of performance were originally established on the basis of the standards published by the various educational institutions. This had been done on the understanding that each institution reported regularly in writing to the Indian Affairs Branch with respect to each student's progress. This, however, proved not to be the case especially with respect to those students enrolled at the Manitoba Institute of Technology. Reports from this institution are received verbally by the Indian Affairs Guidance Counsellors who have frequent contact with each of the instructors. Similarly with students in upgrading courses.

Thus, in a general way the criteria reflect the standards required by each school, but for students at the Manitoba Institute of Technology the criteria are in terms of reports received verbally from the Guidance Counsellors. Thus the data may be subject to limitations due to the necessity of relying on the Counsellor's ability to recall verbal reports and also due to the possibility that the Counsellor's might in some instances report performance in terms of what might be a satisfactory level for a particular student even though he was not altogether meeting the minimum standards set by the school. On the other hand these factors may be less limiting than they at first appear. Certainly the particular interest and concern of the counsellors is likely to mean that they are very much aware of those students who fail to meet minimum standards.

Nevertheless with these possible limitations in mind, specific criteria were established as follows:

Level I:

If at a business college:

Academic and technical - the student had a "Failing" or "Incomplete" grade in any one subject and/or his performance at typing and shorthand are reported as presenting a severe problem, and/or

Discipline and relationships with other students - as above.

If at a hairdressing school:

As for Manitoba Institute of Technology excepting with the addition of relationships with customers - a student is considered to be performing at this level if these relationships are reported as a problem likely to threaten her failure or suspension.

If at high school:

Academic - the student's average mark is less than 50 or if the student has a mark of less than 50 in each of three or more subjects other than Art or shops, and/or

Discipline - attendance is less than 80% or the student behaviour is reported as unsatisfactory with respect to punctuality, compliance with rules, or as disruptive in the classroom and/or

Relationships with other students - these have been reported to be such as to threaten the suspension of the student.

In general a student at any school was considered to be performing at this level if he/she was reported to be "on Probation" for reasons of academic failure, discipline, etc.

If at Manitoba Institute of Technology or in upgrading courses:

The counsellor reported the student's performance to be unsatisfactory for any one or more of academic, technical skills or discipline.

Level II:

At any institution excepting high school and Manitoba
Institute of Technology:

Academic and technical - No failing or incomplete grade
in any subject and a passing performance in technical areas, and:

Discipline - no major problems reported in any areas -
attendance 90% or above, behaviour reported as satisfactory with
respect to punctuality, compliance with rules, in classroom,
shop, etc.

Relationship with other students (and, where applicable,
with customers) no problems reported.

If at high school:

Academic - an average mark above 50 but below 75% with
a mark below 50 in no more than two subjects, and:

Discipline and relationships with other students - no
major problems reported.

If at Manitoba Institute of Technology or in upgrading courses:

The counsellor reported the student to be satisfactory
but not above average with respect to both the academic and
technical areas and reported no major discipline problems.

Level III:

At any institution excepting high school and Manitoba
Institute of Technology:

Academic and technical: any of: (1) an average mark of

70 or above and an above average performance in technical subjects or (2) an average mark of 70 or above and a passing performance on technical subjects or (3) an average mark of 50 to 70 and an above average performance on technical subjects,

Discipline, relationships with other students, etc. - no major problems reported.

At high school:

Academic - an average mark of 75 on all subjects and a mark no lower than 60 in any one subject.

If at Manitoba Institute of Technology or in upgrading courses:

The counsellor reported the student as above average in either one or both of the academic and technical areas and reported no major discipline problems.

As this was a comparative study, students in Level II and III formed one group for purposes of initial analysis.

In order to test our first sub-hypotheses, the respondents were divided into two categories, those having frequent contact with a white settlement area, three or more visits per year, and those with infrequent contact.

In order to test our second sub-hypotheses the respondents were divided into two categories, those whose peers valued education and those whose peers did not value education. The former category was composed of respondents with peer associations

who had remained in school until at least 16 years of age and had completed at least grade 9, and on the basis of a positive evaluation by the respondent in terms of whether his peers encouraged him to continue school. This evaluation was the basic criteria used. The latter category was composed of students whose peer associations did not meet the above requirements.

In order to test our third sub-hypotheses, the respondents were divided into two categories composed of those students whose families valued education and those whose families did not value education. The former category was composed of respondents who felt their parents had encouraged them towards academic achievement. Consideration was also given to school grades achieved by elder siblings, using the same criteria as for the peer group. The latter category was composed of students whose family did not meet the above requirements.

In order to test our fourth sub-hypotheses, the respondents were divided into categories composed of those whose family language was predominantly English and those whose family language was not English. Consideration was also given to the parents ability to read, write, and speak English and the respondents' knowledge of English when he entered grade one.

In order to test our fifth sub-hypotheses, the respondents were divided into two categories, those having access to

communication media, those not having this access according to our definition in Chapter I.

In order to test our sixth sub-hypotheses, the respondents were divided into two categories, those who had attended an integrated school for one or more years (not considering success or failure in this interim of time) and those who did not attend an integrated school as defined.

In order to test our seventh sub-hypotheses, the respondents were divided into two categories, those having had experience in formal groups and those not having this experience as defined in Chapter I.

In order to test our final sub-hypotheses, the same process was followed resulting in two groupings, those who had experienced consistent academic achievement in past school contact and those who had not experienced such achievement as defined.

Cross classifications between the levels of performance and the eight areas noted, concluded our basic analysis.

Our findings from the data obtained in the schedules will be more fully analysed in the following chapter.

In assessing the applicability of findings in this study, it must be remembered that our initial sample was drawn from a limited population. Findings, therefore, cannot be expected to apply to the entire population of Indian students.

Furthermore, this Study did not attempt to prove that all students who had experienced a single integrative or supportive experience would automatically fall into one level of performance. Instead, this Study attempted to view objectively some of the common patterns of past experiences of those students who had attained a specific performance level. We acknowledge that other variables, not studied by our particular research group, could intervene. This study is therefore comparative and descriptive in nature.

CHAPTER IV

ANALYSIS OF DATA

Of the original sample of 56 students, only 51 students were interviewed. Five schedules were incomplete as a result of the Students' withdrawal from their respective courses prior to the date the schedules were administered. In preparing and in utilizing analysis of a study of this nature, it must be borne in mind that far reaching conclusions and impressions cannot be definitely arrived at due to the numerical limitations of the Sample with which we are dealing. With this plus other noted limitations in mind, let us proceed with the actual analysis of the results of our study concerning past integrative and support factors as related to present levels of performance within an urban training institution.

It was determined that 9 students were performing at Level I, 25 students at Level II and 17 students at Level III.

The analysis of data shall follow the order in which the sub-hypotheses are listed in Chapter I. The first step of analysis relating to each sub-hypotheses was basically the same; that of cross-classifying levels of performance with the integrative or support factor measured through our schedule.

Levels of performance were cross-classified with the number of contacts students had with white settlement areas in

a period of one year. (Three or more contacts per year were arbitrarily chosen to depict frequent contact; two or less contacts per year were considered infrequent contact with a white settlement area). Our findings indicate that for those students performing at Level I, 7 of 9 students or 77.77% had frequent contact with a white settlement area. For those students performing at Levels II and III, 30 of 42 students or 71.42% had frequent contact with a white settlement area. These figures (correct to one decimal place) indicate that a greater percentage of Students performing at Level I than at Levels II and III combined, had been exposed to this integrative factor. This is contrary to what had been anticipated in sub-hypotheses I.

Levels of performance were cross-classified with the supportive factor relating to whether the students' peer group valued education. (This was determined on the basis of the respondents' answer to question 2, part III of our schedule). Our findings indicate that for those students performing at Level I, 4 of 9 students or 44.44% had peers who valued education. For those students performing at Levels II and III, 19 of 42 students, or 45.23% had peers who valued education. These figures indicate that a slightly higher percentage of those students performing at Levels II and III has association with peers who valued education. This information was further corroborated by the fact that 26 of 41 students, or 63.41% performing

at Levels II and III had peer associates who had completed Grade 9 or above; whereas 4 of 9 students, or 44.44% performing at Level I had peer associates who completed Grade 9 or above. (Grade 9 was chosen as the significant grade here as it indicated positive motivation to continue formal education past the most common age (16 years) - grade (8) level at which a student could quit school if he so desired). These figures indicate that a greater percentage of students performing at Levels II or III had the supportive experience of association with a peer group which valued education. This affirms what had been anticipated in sub-hypotheses 2.

Levels of performance were cross-classified with the supportive factor relating to whether the students' family valued education. (This was determined on the basis of the respondents answer to question 5, part I of our schedule). Our findings indicate that for those students performing at Level I, 9 of 9 students, or 100% had families which valued education. For those students performing at Levels II and III, 32 of 42 students, or 76.19% had families who valued education. This is contrary to what had been anticipated in sub-hypotheses 3. This was further corroborated by the fact that for those Students performing at Level I, 3 of 6 students, or 50.00% had come from families in which at least one half of the older siblings had achieved Grade 9 or better. (Three of the students

in Level I were the eldest child in the family therefore could not be considered in this data). For those Students performing at Levels II and III, 14 of 36 students, or 38.88% had come from families in which at least one-half of the older siblings had achieved Grade 9 or better. (Ten of the students in Levels II and III were the eldest child in the family).

However, from the data analysed, it is interesting to note that of the 35 students who had older siblings and felt they had received family encouragement for education (irrespective of the performance level at which they were performing), 16 of 35, or 45.71% had siblings who achieved Grade 9 or better. Of 7 students who had older siblings and felt they had not received family encouragement for education, only 1 of 7 or 14.28% had older siblings who attained Grade 9 or better.

Levels of performance were cross-classified with the factor relating to whether the predominant language spoken in the home was English. Our findings indicate that for those students performing at Level I, 4 of 9 students or 44.44% came from homes in which English was the predominant spoken language. For those Students performing at Levels II and III, 14 of 42 students or 33.33% came from homes in which English was the predominant spoken language. This is contrary to what had been anticipated in sub-hypotheses 4, and was further corroborated by the fact that 8 of 9 students or 88.88% of those Students

performing at Level I could speak English prior to entry into grade-school, whereas only 23 of 42 students or 54.76% of those students performing at Levels II and III could speak English prior to entry into grade-school.

Levels of performance were cross-classified with the accessibility to communicative media. (Access was defined as having 3 or more of the designated media in the home; limited access was defined as having 2 or less of the designated media in the home). Our findings indicate that for those students performing at Level I, 4 of 9 students, or 44.44% had access to communicative media. For those students performing at Levels II and III, 23 of 42 students, or 54.76% had access to communication media. This affirms what had been anticipated in sub-hypotheses 5.

Levels of performance were cross-classified with whether the student had attended an integrated school for one or more years. Our findings indicate that for those students performing at Level I, 5 of 9 students, or 55.55% had attended an integrated school for one or more years. For those students performing at Level II and III, 21 of 42 students, or 50.00% had attended an integrated school for one or more years. This is contrary to what had been anticipated in sub-hypotheses 6. It is significant to note that 33 of 42 students, or 78.57% performing at Levels II and III attended integrated schools in which the majority of

the students were white; whereas, only 6 of 9 students or 66.66% performing at Level I attended integrated school in which the majority of the students were white.

However, if students performing at Level I are compared to those in Level III, it was found that the former category contained 5 of 9 students or 55.55% whereas the latter category contained 11 of 17 students or 64.7% who had attended integrated schools.

Levels of performance were cross-classified with membership in formally organized groups. Our findings indicate that for those students performing at Level I, 6 of 9 students, or 66.66%, had experienced membership in formally organized groups. For those students performing at Levels II and III, 26 of 42 students, or 61.90% had experienced membership in formally organized groups. This is contrary to what had been anticipated in sub-hypotheses 7.

Levels of performance were finally cross-classified with the factor consistent academic achievement as defined in Chapter I. Our findings show that for those performing at Level I, 8 of 9 students or 88.88% had experienced consistent academic success. For those students performing at Levels II and III, 37 of 42 students, or 88.09% had experienced consistent academic success. This neither confirmed or negated what had been anticipated in sub-hypotheses 8. It is however significant to note the following:

8 of 9 students or 88.88% performing at Level I did homework prior to entry in an urban training institution, as opposed to 39 of 42 students or 92% performing at Levels II and III who had previously done homework.

2 of 7 or 28.55% of those students performing at Level I attended kindergarten, as opposed to 10 of 39 students or 25.64% performing at Levels II and III who had attended kindergarten.

2 of 7 or 28.55% of those students performing at Level I experienced 3 or more school changes in any one year, as opposed to 7 of 35 students or 20.00% performing at Levels II and III who experienced 3 or more school changes in any one year.

It appeared as though our major hypotheses had not been substantiated.

Chapter V of this research shall deal with a summary and conclusions resulting from the analysis of our collected data.

CHAPTER V

CONCLUSIONS

The focus of this research was on the effect of past integrative and support experiences on present academic performance of a selected group of 51 Treaty Indian students studying at training institutions in Winnipeg.

Those past integrative and support experiences studied include contact with white settlement areas, association with a peer group which valued education, association with a family which valued education, whether the predominant language spoken in the parental home was English, access to selected communicative media, attendance in an integrated school, experience in formally organized groups, and consistent academic achievement in past educational endeavours.

The major hypothesis tested was that "the level of performance of Indian students at urban training institutions varies directly with the degree of integration and support experienced in their past." This hypothesis was not substantiated by our findings, and shall be discussed in relation to each sub-hypotheses. A table of our total findings is located in the Appendix.

It should be stated initially that because of the slight variance in percentage differences between the Levels compared (Level I in relation to Levels II and III), our results more closely represent findings of an inconclusive nature, rather than

those of an affirmative or negative nature. This is due, in the main, to the limitations under which this study occurred, and because our sample proved to be a rather homogeneous group of students.

Several major considerations were overlooked by our research group including the fact that our findings were based on recall questions, many difficult to answer in an objective manner.

Many of the responses from the schedule were liberally interpreted by the research group itself, whereas other information obtained was completely disregarded. We did not take into account any factors relating to present circumstances which presumably have a noticeable affect upon a student's present performance level.

A further study amalgamating the overall data of the three individual research groups (past life experiences, present living situations, and present organized activities and community services) could very possibly determine more conclusive material.

Sub-hypotheses One stated that "the greater proportion of students performing at Level II and III had frequent contact with a white settlement area, whereas the greater proportion of students performing at Level I have not had frequent contact with a white settlement area." It was concluded that 77.77% of those

students performing at Level I had frequent contact with a white settlement area, whereas 71.42% of those students performing at Levels II and III combined had frequent contact. It appears that frequent contact with a white settlement area in the past is not an integrative experience which directly influences the student's present level of academic performance. Our criteria of 3 visits per year was a limiting factor in that we did not determine the nature, purpose, or quality of interaction within a white community.

Sub-hypotheses Two stated that "the greater proportion of students performing at Level II and III have had associations with a peer group which valued education, whereas the greater proportion of students performing at Level I have not had associations with a peer group which valued education." It was concluded that 44.44% of those students performing at Level I had association with a peer group which valued education, whereas 45.23% of those students performing at Levels II and III combined had associations with peers who valued education. These findings are definitely inconclusive. However, the collaborating data indicated a positive relationship between level of performance and peer group values. 63.41% of those students performing at Levels II and III combined had friends who achieved Grade 9 or better, whereas only 50.00% of those performing at Level I had

friends in this comparable academic category. The difference in results were explained by the fact that the latter question was specific, whereas the former was more general and prone to individual interpretation.

Sub-hypothesis Three stated that "the greater proportion of students performing at Level II and III have come from a family which valued education, whereas the greater proportion of students performing at Level I have come from a family which did not value education." It was found that 100.00% of those students performing at Level I had received family encouragement, whereas 76.00% of those performing at Levels II and III combined had felt their family encouraged them to attain higher education. This seemed to indicate that parental and family encouragement was not a differentiating supportive factor relating to performance. However, our basic criteria was wholly subjective and we questioned whether students in general would negate their familie's encouragement. Students performing at Level II and III, on the other hand, were in a much better position academically, to say they attained through self-initiative and without encouragement of family. The facts were further limited in that no data determining the quality or degree of encouragement was collected. It was determined that of the 35 students with older siblings who felt they had received family encouragement, 45.71% had siblings who achieved Grade 9 or better. Of 7 students with

older siblings who felt they had not received family encouragement for education, only 14.28% had older siblings who attained Grade 9 or better.

Sub-hypothesis Four stated that "the greater proportion of students performing at Level II and III have come from a home in which the predominant language spoken was English, whereas the greater proportion of students performing at Level I have come from a home in which the predominant language spoken was not English." It was found that 44.44% of those students performing at Level I stated English was the predominant language spoken in the parental home, whereas 33.33% of those performing at Levels II and III combined, complied to this factor. English in the parental home did not appear to be a direct factor relating to present academic performance. It was significant to note that 66.66% of the total sample came from homes in which a language other than English was predominant. We were not precise enough in asking our questions here relating to the fluency of English. Finally, it appeared to be extremely difficult to recall if one could talk a second language prior to entering school. It would have been more significant to determine the ability to overcome this initial handicap as related to performance in elementary school.

Sub-hypothesis Five stated that "the greater proportion of students performing at Level II and III have come from a family which had access to communication media, whereas the greater proportion of students performing at Level I have come from a family which had limited access to communication media." It was found that 44.44% of those students performing at Level I had access to the prescribed communication media, whereas 54.76% of those students performing at Levels II and III combined, had similar experiences. This indicated that access to specific communicative media was both an integrative and support experience directly affecting present academic performance. The criterion used in determining this conclusion was very specific and precise.

Sub-hypothesis Six stated that "the greater proportion of students performing at Level II and III have attended an integrated school for one year or more, whereas the greater proportion of students performing at Level I have had experiences only in a day and/or residential school." It was found that 55.55% of those students performing at Level I had attended an integrated school, whereas 50.00% of those performing at Levels II and III combined, had experienced schooling in an integrated setting. The findings appeared to negate this sub-hypothesis due to the limited criterion used. If Level II students are compared to those in Level III, a greater proportion in the latter group attended integrated schools. This may indicate that there was a trend

towards the top students having more experience in integrated schools than the average students.

Sub-hypothesis Seven stated that "the greater proportion of students performing at Level II and III have had experience in one or more formally organized groups, whereas the greater proportion of students performing at Level I had had no experience in formally organized groups." It was found that 66.66% of those students performing at Level I had been members of formally organized groups, whereas 61.90% of those in Levels II and III combined, had been members in similar groups. The findings negated this subhypothesis. Had we asked questions relating to whether white students belonged to these groups, we would have added depth to the information sought.

Sub-hypothesis Eight stated that "the greater proportion of students performing at Level II and III have experienced consistent academic achievement, whereas the greater proportion of students performing at Level I have not experienced consistent academic performance." It was found that 88.88% of those students performing at Level I had experienced consistent past academic success, whereas 88.09% of those in Levels II and III combined, had experienced this factor in the past. The findings were definitely inconclusive. This was partly due to the fact that our sample had been pre selected. We had initially assumed

that any student meeting qualifications for urban training institutions, regardless of how long it had taken this student to attain the level, was acceptable for sponsorship under Indian Affairs Branch. This was not true, therefore our rationale was incorrect. It was however, interesting to note that the majority of grades failed occurred at the high school level.

The reader should not conclude that the factors studied were not integrative or supportive in nature. The fact that significant numbers of our sample had experienced the majority of these environmental factors disproves this assumption. Because of the numerous limitations discussed, our findings were inconclusive.

Further research refining our mistakes, and taking into consideration personality development factors, could lead to conclusive data useful to both the education and social work professions.

APPENDIX A

SCHEDULE NUMBER _____

PART I: RECORD OF STUDENT'S PERFORMANCE:

A: General: (Please print)

1. Schedule completed by _____
2. Student's name _____ Band _____
3. City Address _____
4. School Attended _____ Course/grade _____
5. Date course commenced _____
6. Date of last report on file _____

B: Academic and technical grades:

1. Academic: (Complete (a) ONLY if marks are reported for individual subjects and (b) ONLY if individuals marks are not reported. Note: In (a) write "F" beside each mark which is a failure mark)

(a) Marks (Write actual marks in spaces provided)

| | | | |
|-------------|------------|--------------|--------------------------|
| (i) _____ | (iv) _____ | (vii) _____ | (x) _____ |
| (ii) _____ | (v) _____ | (viii) _____ | (xi) _____ |
| (iii) _____ | (vi) _____ | (ix) _____ | (xii) Average mark _____ |

- (b) General statement (Check that category which most closely describes what is reported about the student's academic performance)

- (i) A failing or unsatisfactory _____
- (ii) Passing or satisfactory only _____
- (iii) Passing or satisfactory and above average _____

Part I

2. Technical skills (Applicable only to students taking trades or vocational training. Check that category which most closely describes what is reported about the student's level of technical skills - i.e. in typing, shop work)

(i) Unsatisfactory _____

(ii) Satisfactory _____

(iii) Satisfactory and above average _____

G. Discipline:

1. Attendance (Complete (a) ONLY if actual number of days is reported and (b) ONLY if actual days are NOT reported)

(a) Write in: (i) Number of possible days _____
(ii) Number of days absent _____
(iii) Days absent as % of possible days _____

(b) Check appropriate category:

(i) Attendance unsatisfactory _____

(ii) Attendance satisfactory _____

2. Punctuality (Complete (a) ONLY if actual number of days is reported and (b) ONLY if actual number of days is NOT reported)

(a) Write in: (i) Number of possible days _____
(ii) Number of times late _____
(iii) Times late as a percent of total possible days _____

(b) Check appropriate category:

(i) Punctuality unsatisfactory _____

(ii) Punctuality satisfactory _____

3. Behavior in classroom, shops, etc. (Check that category which most closely describes what is reported about student's behaviour)

(a) Unsatisfactory _____

(b) Satisfactory or not mentioned _____

Part I

D. Relationships with other students (Check that category which most closely describes what is reported)

1. Unsatisfactory _____
2. Satisfactory or not mentioned _____

E. Relationships with customers (complete only for those students whose training - as for example in hairdressing requires direct contact with customers)

1. Unsatisfactory _____
2. Satisfactory or not mentioned _____

F. For office use only -- DO NOT COMPLETE

Overall rating of performance: (check Level I ___ II ___ III ___)

NOTE: This rating is also to be transferred to the appropriate space in each of Parts II, III and IV of the schedule)

Schedule Number _____

Level of Performance _____

Interviewers Initial _____

Research Group I

Part II Prior Life Experiences

- Introductory Questions:
- 1) How old are you? _____
 - 2) Are you married or single? _____
If married, Date of Marriage _____
 - 3) What type of school you attending at present (e.g. Hi-School, Vocational or pre-vocational) _____
 - 4) What was the last year you completed _____

I Family

- 1) How many members are there in your family? _____
Who are they? a) father _____ age _____
Mother _____ age _____
others _____
Ordinal position of respondent? _____
- 2) a) What did your father (or head of household) do for a living? _____
- b) If father's occupation was away from home, did whole family go with him? _____
- 3) a) If your mother went to school, in what grade was she when she left school? _____
- b) If your father went to school, in what grade was he when he left school? _____
- 4) What grade did your older brothers and sisters complete at school, or if still in school, in what grade are they at present? List _____

- 5) Did your parents encourage you to go to school? _____

II General:

- 1) a) Why did you want to go to (hi-school, prevocational, vocational) school? _____
- b) Did anyone in particular encourage you to go to (hi-school, prevocational, vocational) school? (if so, list)
 - i) siblings _____ ii) peers _____ iii) father _____
 - iv) mother _____ v) other (specify) _____

Part II

III Peer Group:

1) How long did most of your friends at home go to school?

2) Did your friends encourage you to go to school?

IV Language:

1) What language was spoken most in your home? _____

2) a) Did your mother read _____ write _____ speak _____ English?

b) Did your father read _____ write _____ speak _____ English?

3) Could you speak English before you went to school? _____

V Communication:

1) Which of the following did you have at home?

- i) TV _____
- ii) Radio _____
- iii) Newspaper _____
- iv) Magazines _____
- v) Telephones _____

VI Proximity:

1) How often did you get to a white settlement?

How many times a week? _____

How many times a month? _____

How many times a year? _____

2) What was the name of the settlement? _____

3) Did you ever live in a white settlement? _____

If so, why _____

How long _____

Part II

VII Groups:

1) a) Did you have an opportunity to belong to any groups?
(e.g. 4H, Boy Scouts, Church activities, etc.) _____

b) If so, how many _____ What kind? _____

VIII School:

1) Did you ever attend

a) boarding school? _____ how long? _____

b) day school on reserve? _____ how long? _____

c) public school off reserve? _____ how long? _____

(If respondent answers "c" ask following question) Were you
living in a boarding school residence while attending public
school off the reserve? _____

2) How many schools did you attend? _____

Where were they? _____

3) Did you ever change schools during any one school year?

4) Were you ever absent from school for more than 30 days during
one school year? (not necessarily consecutive days) _____

If so, for how long? _____ Why? _____

5) Did you ever attend kindergarten? _____

6) How old were you when you started school? _____

7) Did you like school? _____

Part II

8) If you had had your choice, what type of school would you have preferred to attend?

a) residential _____

b) day _____

c) integrated _____

Why? _____

9) Were there white children in the schools that you attended?

_____ If so, were most of them white? _____

10) Did you do homework prior to coming to Winnipeg? _____

If not, why? _____

11) Did you fail any grades? _____ If so, which ones? _____

12) Did you come to (hi-school, prevocational, vocational) school immediately after you left grade school? _____

If no, what did you do in the meantime? _____

APPENDIX "B"

TABLE I

SUMMARY OF TOTAL DATA FROM ALL SUBHYPOTHESIS
IN RELATION TO LEVELS OF PERFORMANCE

| Level of Performance | Level I | | Level II | | Level III | | Level II & III | |
|--------------------------------|---------|---------|----------|---------|-----------|---------|----------------|---------|
| Number of Students | 9 | | 25 | | 17 | | 42 | |
| Subhypothesis | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| <u>I White Contact</u> | | | | | | | | |
| (a) Frequent | 7 | 77.8 | 18 | 72.0 | 12 | 70.6 | 30 | 71.4 |
| (b) Infrequent | 2 | 22.2 | 7 | 28.0 | 5 | 29.4 | 12 | 28.6 |
| <u>II Peer Associations</u> | | | | | | | | |
| (a) Valued Education | 4 | 44.4 | 11 | 44.0 | 8 | 47.1 | 19 | 45.2 |
| (b) Did not value Education | 5 | 55.6 | 14 | 56.0 | 9 | 52.9 | 23 | 54.8 |
| <u>III Family Associations</u> | | | | | | | | |
| (a) Valued Education | 9 | 100.0 | 20 | 80.0 | 12 | 70.6 | 32 | 73.8 |
| (b) Did not value education | 0 | 0.0 | 5 | 20.0 | 5 | 29.4 | 10 | 26.2 |
| <u>IV English Spoken</u> | | | | | | | | |
| (a) Predominant | 4 | 44.4 | 7 | 28.0 | 7 | 41.2 | 14 | 33.3 |
| (b) Not Predominant | 5 | 55.6 | 18 | 72.0 | 10 | 58.8 | 28 | 66.7 |

TABLE I (con't.)

| Level of Performance | Level I | | Level II | | Level III | | Level II & III | |
|------------------------------|---------|---------|----------|---------|-----------|---------|----------------|---------|
| Number of Students | 9 | | 25 | | 17 | | 42 | |
| Subhypothesis | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| <u>V Communication Media</u> | | | | | | | | |
| (a) Access | 4 | 44.4 | 16 | 64.0 | 7 | 41.2 | 23 | 54.8 |
| (b) Limited Access | 5 | 55.6 | 9 | 36.0 | 10 | 58.8 | 19 | 45.2 |
| <u>VI Type of School</u> | | | | | | | | |
| (a) Integrated | 5 | 55.6 | 10 | 40.0 | 11 | 64.7 | 21 | 50.0 |
| (b) Segregated | 4 | 44.4 | 15 | 60.0 | 6 | 35.3 | 21 | 50.0 |
| <u>VII Organized Groups</u> | | | | | | | | |
| (a) Membership | 6 | 66.7 | 18 | 72.0 | 8 | 47.1 | 26 | 61.9 |
| (b) Non-Membership | 3 | 33.3 | 7 | 28.00 | 9 | 52.9 | 16 | 38.1 |
| <u>VIII Academic Success</u> | | | | | | | | |
| (a) Consistent | 8 | 88.9 | 21 | 84.0 | 16 | 94.1 | 37 | 88.1 |
| (b) Inconsistent | 1 | 11.1 | 4 | 16.0 | 1 | 5.9 | 5 | 11.9 |

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