PROBLEMS OF THE ISOLATED AND NON-ISOLATED

INDIAN FEMALE STUDENTS IN MANITOBA

by

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ABSTRACT

PROBLEMS OF THE ISOLATED AND NON-ISOLATED
INDIAN FEMALE STUDENTS IN MANITOBA

PURPOSE

The purpose of the study was to report on and compare
the problems of isolated and non-isolated Indian female students.

The study examined the problems of Indian females of
various ages, in various grades, and in various educational
settings. Subjects were also requested to state whether they
desired more opportunities to look at their problems.

STATEMENT OF THE PROBLEM

The problem under investigation was what are the problem
areas and specific problems of female Indian students? Com-
parisons were made on the basis of grade, location of school,
and period of time away from home.

THE SAMPLE

The sample of this study consisted of 64 students
attending federal day schools in their final year, either grade
8 or 9, and 81 students attending secondary schools in
Metropolitan Winnipeg. All students were in regular academic
programs.

PROCEDURE

The Mooney Problem Check List was used to survey the
problems of the subjects. Permission to survey was granted by

the District Superintendent of Education, Department of Indian Affairs and Northern Development. Guidance Counsellors from the Department surveyed the students.

Problem areas and specific problems were obtained from the tabulation of the data.

PRINCIPLE FINDINGS AND CONCLUSIONS

The total Indian female group as well as the isolated and non-isolated groups ranked the "Adjustment to School Work" area first and the "Personal-Psychological Relations" area second in both major and minor responses.

The isolated female Indian groups designated more items in all eleven areas of the MPCL than the non-isolated groups. Isolated girls were especially more concerned with problems in the 'Social-Psychological Relations" area than the non-isolated girls. More cultural differentiation may be experienced by the isolated students along with less facility in the English language may account for the greater concern evinced than the non-isolated.

More cultural differentiation along with less facility in the English language may account for the greater concern evinced by the isolated students than that expressed by the non-isolated students.

The grade 9 girls from isolated communities living in the Winnipeg area for the first year selected the most problems in six of the eleven MPCL areas. Areas selected were concerned with health, recreation, social and personal psychological

relations, courtship and ethical areas. The unfamiliarity of urban living and loss of family and peer group relationships may distress younger students in their first year more than the isolated grade 10 group. This grade 9 group also selected many problems from the school area. Students may find additional hardship at the grade 9 level with the lack of options available. More problems may arise for students who have academic difficulties.

Finances and social-psychological areas were of most concern for the grade 10 isolated group in the urban setting for the first year.

The non-isolated grade 11 students living in the Winnipeg area for two or more years chose the most items of all groups in the school and curriculum and teaching method. It seems that these students feel freer to express their dissatisfaction along lines similar to their classmates. On the other hand, this group indicated the second largest number of problems in the social-psychological relations area. These girls appear more sophisticated but apparently are still very conscious of the reactions of others to their words and actions, as the grade 9 and 10 urban groups were.

Grade 12 groups selected the fewest items of any of the student groups. Isolated grade 12 girls showed some concern with finances, vocational planning and school work. Maturation and familiarity with urban living possibly play their part in the outlook and adjustment of these students.

SUMMARY AND IMPLICATIONS

Female Indian students from isolated areas have more problems than female Indian students from non-isolated areas. Grade 9 girls from isolated communities encounter more difficulties in their first year in an urban environment than the other student groups. Grade 12 students indicate the fewest problems. Female Indian students selected problems in common with findings of studies on non-Indian populations.

Recommendations from implications of these results are:

1. That counsellors be attached to elementary and junior high federal schools to provide services of a preventative rather than crisis nature such as:

assisting the teachers with curriculum adaptation so that students may find their school experiences more meaningful.

assisting the parents and school committee members to take a more supportive role in the education of their children.

assisting the teachers to be more aware of culture variance and its affect on their students not only within their classroom but in more gradual preparation for students leaving home for high school in a different society.

for group and individual counselling pertaining to aspects of concern of the students.

2. That informational services containing guidance resource and reference areas be set up in federal schools for

assisting students in their vocational, educational, and
personal concerns.

3. That parental delegate visitations to students in
the urban area be continued and expanded to provide additional
encouragement and support for their children's education,
especially for the first year away students to help aleviate
their feelings of alienation (as well as the fears of the
parents for their safety). Parents may also become more aware
of vocational opportunities and training available for their
children.

4. That administrators of both federal and provincial
schools ensure that part of the Teacher In-Service Training be
concerned with the study and importance of interpersonal
relationships within a classroom for student growth. A guidance
outlook will correlate with all subjects and encourage the
student "afraid to speak up in class discussions". Cross-
cultural understanding is another important in-service area.

5. That teachers become aware of the vocational
implications of their subjects to the every day life of the
student because the students have indicated they must face a
vocational choice which they are not prepared to meet.

6. That counsellors implement on-the-job work experience
for all students, not only the O. E. C. and grade twelve
business education and industrial students, but also those who
express concern about vocational goals even if at the grade 8

or 9 level. That service clubs and Chambers of Commerce be approached to support and assist in these endeavours.

7. That Indian Affairs Branch and school counsellors in the urban setting maintain a closer liaison with teachers of new students to facilitate better understanding crucial to smoother adjustment.

8. That all school personnel cultivate a more personal concern for newcomers in all aspects of the school program be it curriculum adaptation, variety of teaching methods, remedial work where necessary, or encouragement to join and understand the extra-curricular activities.

9. That the Cross-Cultural Course elective at the Faculty of Education be made a requisite course for all levels of Teacher Training. That the Teaching of Language Arts include a section on the teaching of English as a second language to introduce the idea to all teacher trainees that they will encounter students from non-English backgrounds.

10. Repeat the study utilizing respondents from residential hostels, group homes, students in private home placement in smaller urban centres and towns to see if different settings ameliorate students' adjustment problems.

CHAPTER I

STATEMENT OF PROBLEM AND DEFINITION OF TERMS

I. INTRODUCTION

Indian students attend federal day schools to obtain
their elementary education. Although some of these students
may now be attending provincial schools, the majority are
still in federal schools. Federal day schools, however,
offer a limited education, terminating at grade 6, 8, or 9.
During the last year in the federal schools the students and
parents choose a provincial school where the students will
continue their studies. This means that the students may
attend the provincial school from their home, student
residence or boarding home.

II. THE PROBLEM

The purpose of the study was to report on and compare
the problems of isolated and non-isolated female Indian
students. Comparisons were made on the basis of grade,
location of school, and period of time away from home.

The Mooney Problem Check List, Form Hm, was the
instrument used in this study to describe and compare groups
of Indian students as they responded to instrument.

III. LIMITATIONS OF THE STUDY

The study was limited to students boarding in private homes in Metropolitan Winnipeg and final year students (grade 8 or 9) attending federal day schools in the Eastern Education District. No consideration was given to students living in student residences or final year students (grade 6) attending federal schools or students attending provincial schools from their homes on the reserves.

IV. DEFINITION OF TERMS

The following terms used in this study require defining.

Indian - An Indian is a person of treaty or registered status, as defined by the Indian Act.

Isolated Community - An Indian community not accessible by road.

Non-Isolated Community - An Indian community accessible by road but not in the Metropolitan Winnipeg area.

Home Community - Community in which the parental home of the student is located.

Federal Day Schools - Schools operated by the Indian Affairs Branch.

Private Home Placement Students - Indian students on educational assistance boarding in private homes and attending junior or senior high school in the Metropolitan Winnipeg area.

Urban Students - Indian students in private home placement.

Rural Students - Indian students attending grade eight or nine in federal schools.

Minor Problem - Any problem checked on the first reading of the Mooney Problem Check List will be designated as a minor problem.

Major Problem - Any problem checked on the second reading of the Mooney Problem Check List will be designated as a major problem.

V.   IMPORTANCE OF THE PROBLEM

The primary function of this study was to aid persons associated with Indian students to minimize the difficulties encountered by these students due to a change in environment necessitated by their desire to continue their education beyond the federal system.

This study could aid the in-school guidance program in federal schools. The orientation program for new urban students could be more meaningfully planned with the results of the study in mind.

Administrators, counsellors, and teachers of Metropolitan schools may better appreciate the problems of the Indian student based on the results of the study.

With an increasing number of Indian families moving into Winnipeg the school board could use the information from this study in curriculum planning or adaptation.

The provincial department of education and other
individual school divisions could benefit from this study as
plans are made for the complete integration of federal and
provincial education systems.

VI.   ORGANIZATION

Chapter II contains the Review of the Literature.
In Chapter III the Methodology is presented.   Chapter IV
includes the Results and Discussion.   Summary of Results and
Implications are found in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

There is a dearth of studies pertaining to the Indian people of Canada. Although the Indians are the original citizens of the country, they seem to have been neglected in terms of attempts made to understand them in their present cultural environment. Considerable research is available on the various tribes of the Indian population in the United States. Therefore, a greater part of the review centres on the American Indian.

Two major areas reviewed were:

a) problems of minorities in North America,

and   b) results of studies employing the Mooney Problem Check List.

I. PROBLEMS OF MINORITY STUDENTS

Students of minority groups do not have problems common to all students. With few exceptions students belonging to minority groups pass through the doors of one or more of our educational institutions. However, in the process of educating these students, students' common needs and needs particular to a student's minority group must be met for them to derive full benefit of the educational process. People employed by educational institutions, therefore, must become aware of student's particular needs especially those needs of students belonging to minority groups.

Studies which investigated Mexican-American groups showed that students of this minority group had particular problems steming from many sources.

Howe II (1968) believed that the notion of Anglo-cultural superiority is the big problem in the education of Mexican-American students. Almos at the unconscious level, the white educator inculcates his own values and seems unaware that there are any other values.

Anderson (1968) surmized that in order for Mexican-American students to be successful in the present school system, achievement, motivation, and greater self-confidence were needed.

Hernandez (1967) stated that the philosophy of the Mexican-American is different than the "If you want to, you can do it" philosophy of the dominant society. The Mexican-American believes that "It is in the hands of God" and does not presume to tamper with the Divine.

Elam (1961) showed that Peurto Ricans also experience difficulties in making the move to a white society. She cited that school children were particularily affected for they must have two sets of values operative: one for the home and immediate community and another for the school community. Social values were most affected as Puerto Rican boys and girls are considered by their families to be two distinctly different types of human beings. Almost by decree, boys and girls do not associate with each other very much, while the middle class educational society insists on a co-educational system.

Finocchiaro (1954) asserted that compulsory school attendance constituted a major problem for the Puerto Rican in America. She also pointed out that administrators and teachers were very insecure in their relationship to these newcomers.

In a study of the Spanish Americans, Wibarri (1958) found that students had difficulties with the curriculum. "The children that drop out of school do so because the curriculum is not satisfying their needs." (p. 51) Spanish American students, Wibarri continued, mistrust changes and are present oriented which is the exact opposite of the future orientation of the educational system. Also, the system's emphasis on independence appeared contrary to the cultural background of the Spanish Americans who ascribe little value to independence.

Gehlbach (1966) referred to the problems of the American Negroes. She stated that the problems of the Negroes were based heavily on the poor educational facilities, disinterested teachers, and lack of motivation because of the school ineffectiveness. Gehlbach cited other problems including mobility of students, lack of proper diet, and poor home conditions. She concluded that it is within the power of the educational system to alleviate half of these problems.

Gordon (1969) states, "What the black communities are saying to us (and we should really talk about minority group communities) is that their youngsters need to see in their

schools and communities, their people in positions of authority, influence, and leadership, people with whom they can easily identify." (p.5)

Like other minority groups, Indian students appear to have similar as well as unique problems and characteristics.

Bryde (1966) states, "Although cultural variation exists among different tribes of Indians, there seem to be almost universal psychological characteristics of Indians in general." (. 16) He cites from McNickle (1962) "The Dominican monks who in 1544 described Indians as 'not acquisitive' and 'satisfied with having enough to get along on from day to day', were describing traits that are complained of in modern times...." (p. 6)

Bryde (1966) quoted Lesser who noticed traits among the Cherokee and Navajos of "inner Indian feelings about the world and man's place in nature, the same non-competitive attitudes, the same disinterest in the American drive for progress and change." (p. 17)

Bryde (1966) also quoted Lee concerning responsibility in the Dakota value system who reported that "... responsibility arose from feelings of relatedness with the universe. The self was coextensive with the universe, yet completely autonomous...." Coercion and persuasion were unacceptable to them since no person could decide for another. (p. 37)

Hawthorn (1967) states, "All Athapascans may share common characteristics but each small group of Athapascans

scattered throughout the country has features unique to itself." (p. 108) Hawthorn continues that although Indian children and non-Indian slum children exhibit similar behaviour in classrooms the causes differ significantly.

According to Bergan (1959), the solution to the acculturation of the Indian people lies chiefly in the education of Indian students in non-segregated schools. He believes that integrated education would most rapidly bring about the acculturation of Indian students.

In a residential school of Dakota Indian students, Macgregor (1946) found a number of factors which affected the change experienced by these students. Extreme clock orientation of sleep and meals, stress on cleanliness, age-grade retardation, and economical difficulties at home due to the student's absence contributed to the difficulties encountered by Indian students in a residential school.

In a study of the Navaho Indian, Leighton (1948) found several problems that face the Indian student. She noticed that the stress on competition between individuals was quite foreign to the Navaho. A further observation showed that the adult-like demands on children by white educators presented problems as Navahos allow their children to be children. Leighton also found that present-future time orientation differs between the two cultures and Navaho students live in both systems. Then to conclude her article, Leighton showed that confusion existed in the conscience as described by the

white man, and the fear of the supernatural of the Navaho

culture, thus compounding the problems of those students who

live in both cultures.

Poehlman and others (1966) described a value different-

iation; "It is part of Western culture to 'look you in the

eye'.... The Indian youngster, however, has been told in his

home not to look you in the eye but in a gesture of respect

to lower his eyes." (p. 9) They continue, stating that "An

Indian child may be very reluctant to answer questions about

his personal life. Another relevant observation indicated

that permissiveness in the relationships of adults to children

is part of Indian culture...." (p. 6)

Hobart (1968) refers to the influence of school on

acculturation in Greenland. He states:

> When a child grows up in an environment
> in which there is continuity -- in physical
> facitities, living arrangements, language,
> primary group daily associates, patterning
> of interpersonal relationships, skills,
> values, motivations, disciplines, world
> views -- he is able to identify with role
> models, internalize values and disciplines,
> master skills, and grow toward a sequence,
> of goals, some proximate, some more distant.
> (p. 114)

Hobart (1968) found different results in the Canadian

Arctic. Here, the Eskimo Child is frequently removed from

home early in life and transplanted into a middle-class

oriented school and way of life. He is then torn between the

two environments, "...he is two persons, two ways of life."

(p. 115) He leanrs to dislike the Eskimo way of life but is

not white enough to enjoy fully the white way of life. "The
result must be a mounting self-hatred, and a deepening of the
split within himself." (p. 115)

Bryde (1966) quotes Wax and Wax regarding the tensions
of Sioux children in modern white schools.

> Teachers do encounter difficulties in
> conducting their classes, because some
> pupils do not wish to recite publically
> or do not wish to be placed in a com-
> petitive situation with their classmates.
> The difficulty here is not one of direct
> conflict with White and Indian values, so
> much as a struggle between school and
> Indian peer society." (p. 114)

Bryde comments that "the peer group, in turn is sabotaging
the educational process more than parents and teachers
realize." (p. 38)

Salisbury (1966) reported that the natives of Alaska
experienced difficulties in school due to the individual
competition that teachers fostered. These natives have a
background which is strongly group-oriented and competition
between individuals is foreign to their culture. Therefore,
compeition when promoted in the educational system can truly
be an obstacle to learning.

Mickleburgh (1969) feels there is hope in resolving
the problems of Indians. He feels that if teachers

> can learn how to help the Dogrib or the
> Salish child to claim and shape as his
> own the disciplines of inquiry into all
> aspects of reality, without violating
> that child's culture and identity, then
> those teachers will have helped us all

> to solve the same problem for all the
> students we encounter in every school
> in Canada. (p. 5)

A second important change which Mickleburgh mentions refers

to the necessity of changing the image of the Indians as

presented in our courses of study and texts.

Shack (1969) admits there are no hard and fast solutions

which would meet the needs of the Indian pupil presently in

our educational system. She states that the problem must be

tackled at its origin. She proposes nurseries for children

of Indian parents. Here the infant would receive ample

physical nourishment as well as love and childhood experiences.

Competent personnel would provide a counselling service to the

mothers over a cup of coffee. Nursery schools would also be

open at all times to parents. This close contact between

parents and the school or nursery would provide the necessary

background for academic success in our public schools.

Kilbourne (1969) describes the implementation of a

four-year-old kindergarten class on an Indian reserve. She

feels that such a program is the most likely to prevent

failure. Acceptance by parents of the kindergarten program

was readily achieved.

Gordon (1968) paraphrases Bernstein that:

> ...disadvantaged youth often verbalize and
> report high aspirations for vocational
> success (and goals that are often com-
> pletely unrealistic, given their edu-
> cational backgrounds) without apparent
> concern about the mismatch between their
> stated goals and their current positions.
> (p. 136)

Goucher (1967) takes the opposite view to Bernstein. She states that the disadvantaged youth aspired to work similar to their parents and were not motivated to complete high school in order to obtain "better" jobs. These findings were based on results of her study of students from the Gillam, Brochet, and Duck Bay areas.

Poehlman and others (1966) support Goucher in stating that "The Indian youth ordinarily has a very limited knowledge of the world of work, because he identifies with the limited occupational activities of his parents and grandparents." (p. 8)

Leonard, Director of the Developmental Project of Career Guidance for Inner City Youth states,

> Low levels of aspiration, poor self-concepts,
> lack of adequate academic and social skills,
> decelerating scales of motivation: these
> and many other characteristics found among
> youngsters whose lives begin and take shape
> at the bottom of society's social structure
> have been described again and again!" (p. 4)

Leonard asserts that the need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is necessary if they are to participate equally in the advantages of our affluent society.

Goucher (1967) paraphrases the 1962 Alaskan study by Ray.

> Differences between the dropout and the
> stayin are not in intelligence levels nor
> ethnic backgrounds. The dropout in contrast
> with the stayin: a) is socially isolated,
> b) lacks a sense of personal worth neces-
> sary for motivation, achievement and success,

c) does not have a sense of belonging in
school, d) is unable to command the work
habits necessary to succeed, e) is caught
in the cultural conflict between the ex-
pectations of the middle class white
teacher and his own frequently non-verbalized
value system, f) feels a personal sense
of futility, and g) believes that no one
teacher has any personal interest in him
as an individual. (p. 9)

Gordon (1968) in <u>Counselling</u> <u>the</u> <u>Culturally</u> <u>Disadvantaged</u>

quotes Haggstrom stating that

....a poor person may have the necessary
sincerity, intention, and skill to embark
on a course of action but there is so
m much unconscious uncertainty about achieving
psychological returns through success that
the action may never be seriously attempted.
...for similar reasons, (they may) tell to
any powerful person what they believe he
wants to hear. (p. 135)

Gordon (1968) also cites Boutwell's 1962 study

concerning motivation stating that while lower class parents

tended to set high values on education, they also tended to

expect disappointment. Parental behaviour does not lend

support to their verbalized values. "Their children do not

see them reading or writing; there are no books or magazines

in the house; the parents do not enquire about and follow

their children's school progress." (p. 147) The parents

did not always take responsibility for getting their children

to school on time, nor were they always able to provide

enough nourishment to keep their children awake and alert

during school.

Hawthorn (1967) notes, "No sanctions are applied within these (Indian) communities against early school leavers because there are no strongly held convictions about the value of completing high school." (p. 141)

Gordon (1968) also mentions the effects of discrimination on the culturally disadvantaged person who is "...more likely to interpret failures to get a job as an instance of prejudice against himself than he is to entertain the idea that there may have been no positions open in the company." (p. 139) Gordon noted the lack of experience in "...not knowing what to do or how to go about finding out...." (p. 140)

At a conference on Indian education, Forbes (1967) listed several reasons why Indian children do not achieve on the same level as white children: a) inadequate advantages at home, lack of books, lack of privacy, limited vocabulary; b) parental drinking problem; c) inadequate education of teachers of Indians; d) unco-operative administration, hostile teacher attitudes as "Indians are ignorant and lazy"; e) insufficient guidance by men; f) inadequate textbooks; g) lack of realization of problems; h) poverty; i) lack of learning; j) inadequate communication between the races.

Crawford (1967) stated that many Chippewa Indian pupils exerted little personal effort in their educational pursuits. "It's a waste of time, there are more important things to do." (p. 41) He also noticed feelings of futility concerning the future both educationally and vocationally.

Student's attendance in school was not important to the parents.
The decision to attend rested with the individual student.
"Overall, it appeared that the Indian students in these par-
ticular secondary schools had very few successful and satisfying
learning experiences." (p. 42)

Hawthorn (1967) stressed the misunderstandings existing
between parents and school personnel concerning the expected
behaviour of students. For example, parents saw discrimination
when a student was picked out for being late, and failure at
school was seen as a personal relationship failure between the
student and the teacher.

Havighurst (1957) attributes to the different motivation
of Indian students the drop in academic achievement noted as
the students grow older. Owen (1943) testing students of New
York found that mean achievement scores for Indian grade nine
students were below those of the white control students.

Witherspoon (1962) found that separation of academic
achievement of Ute and white students became greater as they
progressed through grade school. Witherspoon also pointed
out that in the moving from one culture to another, predicta-
bility in social relationships is destroyed. Also, Indians
tended to fear non-Indians because they do not know what to
expect about reactions and behaviour of non-Indians.

Kayser (1963) asserted that Ute students showed "peak
performance" in third and fourth grades and white students
progressed more from the sixth grade on. Kayser attributed.

the achievement discrepancy to motivation of the white students toward a more "realizable goal of college attendance".

Townsend (1963) studying reading achievements of eleventh and twelfth grade Indian students asserted that as a group they generally achieved "at least five years below grade level". Townsend, Zintz (1963), Safar (1964), Goucher (1967), and Handley (1966) stressed the importance of teachers understanding the cultural background of their students.

Goucher (1967) concluded that the strongest recommendation derived from her study on dropouts at Frontier Collegiate, Manitoba (Cree, Saulteauz, Metis students) is the securing of qualified teachers, supervisors and administrators. She defined qualified as meaning the teacher

> with the flexibility that will enable him
> to meet the student at his level of ex-
> perience and lead him to acquire the means
> of preparing himself to do what he wants
> to do within the limits of his capabilities
> and to fit into his rightful place in
> Canadian society. (p. 32)

Tabulated reasons for academic failure as seen by the Cree, Saulteauz and Metis students replying to Goucher's (1967) questionnaire were: "...a) lack of teacher encouragement, b) lack of student interest, c) laziness, d) poor teaching, and e) poor attendance." (p. 17)

Hawthorn (1967) would require additional qualifications for teachers. Teachers "should have a knowledge of Indian psychology, of native cultures and of the work situation faced by those who live on the reserve." (p. 174)

Lavallee (1968) sharply criticizes the curriculum used in our present educational system. The image of the Indian in our Social Studies texts must be changed and presented realistically. "The crux of this challenge is to find the authentic Indian and Eskimo and give him back to the Canadians...." (p. 35) She advocates a study of all minority groups in our schools. Indian education was deplorable 20 or 30 years ago. It is responsible, she claims, for the chaos among the Indian adults. Adult education, upgrading, and community development programs are essential in bringing order to the chaos.

Lavallee (1968) also states that more responsibilities need be given to school committees. The committees also need to be educated in what their roles are.

> Education should not be geared to change
> him (Indian student) into a carbon copy
> of someone else but education should enrich
> the personality, the character, and the
> integrity of the individual by taking away
> ignorance, illiteracy and giving back to
> him something of value which he can apply
> to himself, his home, and his community.
> (p. 35)

Both Goucher (1967) and Poehlman and others (1966) stress recognition of the learning factor that English, the language of instruction, is the students' second language. Poehlman also noted that translation may create severe restrictions in the counselling process.

Goucher (1967) emphasized that the students stressed homesickness as the "chief reason for finding their life

in residence difficult. Lack of free time, change in food, and change in kinds of ways of having fun were ranked next in that order as being reasons for discontent in general." (p. 18)

Bryde (1966) utilizing the Minnesota Multiphasic Personality Inventory with Sioux students at Pine Ridge concluded that "Indian eighth graders further revealed themselves as feeling caught and carried along by circumstances beyond their control, hence they were more rejected, depressed, paranoid, withdrawn and alienated from themselves and others." (p. 130)

> Indian twelfth graders showed no significant differences between themselves and all white students in feelings of rejection, general depression, hysteria, psychopathic deviation, paranoia, social isolation, need for achievement, ego strength, dependency, notion of external coercion and emotional alienation. (p. 133)

Bryde affirmed that "the centrality of the concept of alienation is suggested as the integrating pattern explaining the behaviour of the Indian students studied." (p. 133)

Washington (1968) in Counselling the Disadvantaged Youth delineated the difficulties encountered particularily by the girls. She noted,

> An adolescent girl, more often than a male contemporary, has difficulty in choosing occupational roles and committing herself to specific ideals. She is too confused by the contradictory models she sees in her home, her community, her school, her leisure-time contacts, her church and in the mass media by which she is surrounded. (p. 174)

She remarked on the limited relationships that the disadvantaged girl has experienced. The girl's needs of the moment outranked vocational planning for the future.

Head (1961) indicated that lack of success in the educational system, for Navaho children, was due to inappropriate motivation. With the appropriate type of motivation Indian students would achieve equally well as white children.

Thompson (1964) stated that "Well rounded life experiences in home and community must somehow be achieved for Indian children if they are to succeed better academically, and want to stay in school longer". (p. 82) She reported that in one school, run by the Bureau of Indian Affairs, the staff determined, using the SRA Youth Inventory, that the biggest problem was a lack of study skills. Seventy-two per cent of the students checked the item "I wish I knew how to study better".

Bryde (1966) summarized from studies he reviewed that the young Sioux people met the demands of the dominant culture with a passive resistance. However, this in itself caused hostility, withdrawl and a general feeling of rejection. "They cannot turn back and are not motivated to go forward." (p. 39)

Poehlman and others (1966) stipulated that counsellors must remain aware that the basic needs "to receive attention, love, sympathy, understanding, and to have the feeling of being wanted and trusted" are common to Indian and non-Indian children. (p. 4)

In summary, Miller (1968) pointed out that Indian
children have problems just like white children. However,
they have additional problems brought on by the merging of
two different cultures.

II. REVIEW OF STUDIES USING THE MOONEY PROBLEM CHECK LIST

In some of the early research Mooney (1943) claimed
that the check list could shed some light on longer-range
questions such as:

> What are the particular problems of
> minority groups? Do youth from homes
> of minority racial, religious, and
> nationality groups have problems which
> are just about the same as those of
> youth from other groups, or are their
> problems distinctive and especially
> acute. (p. 222)

Smith (1961) surveyed and compared the problems of rural
and urban southern negro children. The three problems that
were of major concern to rural youth were Finances, Living
Conditions, and Employment, Adjustment to School Work, and
the Future, Vocational and Educational. Among urban students
the important problems were Adjustment to School Work,
Curriculum and Teaching Procedures, and Personal-Psychological
Relations. Rural youth ranked Curriculum and Teaching
Procedures least disturbing, whereas urban youth stated that
Home and Family presented the least concerns.

Pupils identified as behaviour problems by teachers were
asked to respond to the Mooney Problem Check List, junior

high form 3, in a study by Amon and Washington (1960). The
boys' greatest concern centered on School, with Money, Work
and the Future ranking second. The girls were most concerned
about Self-Centered Concerns, with School being a close second.

In a comparison study of the problems of certain Anglo-
and Latin-American junior high school students Witherspoon
(1960) found several obvious differences. The area of
greatest difference between the Anglo and Latin girls was in
the problem "Not smart enough" with the Latin girls much more
concerned. The Anglo girls were much more concerned about
"Teachers not practicing what they preach" than the Latin
girls. Between the boys the greatest difference was with the
problem "Getting low grades in school", the Latin boys being
much more concerned. The Anglo boys were much more concerned
about "Teachers not practicing what they preach" than the
Latin boys. Anglo boys were most concerned about grades in
general whereas Latin boys were concerned about getting low
grades. Anglo girls were most concerned about dull classes
while Latin girls were equally concerned about getting low
grades and arithmetic.

Garrison and Cunningham (1952) investigated the problems
of ninth-grade students in several small towns in Georgia.
Again School ranked highest in the number of problems marked
by students. Money, Work, the Future ranked second followed
by Self-Centered Concerns and Boy and Girl Relations. Of
least concern to these students was Home and Family.

Zunich (1962) surveyed 40 junior high school students and their parents. Of the students, girls evidenced a higher frequency of problems. Girls were more concerned with problems of School, Home and Family, Money, Work, the Future, and Boy and Girl Relations than the boys, who had a higher frequency of problems dealing with Health and Physical Development and Self-Centered Concerns. The highest number of problems for the girls appeared in the area of Relations to People in General, and the lowest in the area of Self-Centered Concerns. Boys, on the other hand, had the highest number of problems in the area of Self-Centered Concerns, and the lowest number in the area of Boy and Girl Relationship.

In a study of 128 elementary school graduates Pflieger (1947) found that the problem area with the largest number of responses was School.

Dragan and Derenchuk (1967) observed that the area Adjustment to School Work ranked first for all students in a suburban school division. Personal and social concerns ranked next in importance. Of least concern was the area Future: Vocational and Educational. The item most frequently selected by students was "Not spending enough time in study". One half of the students surveyed indicated that if given the chance, he or she would like to talk to someone about some of the problems marked on the check list.

It appears that studies with minority populations utilizing the MPCL are limited.

CHAPTER III

METHODOLOGY

THE SAMPLE AND PROCEDURE

The Mooney Problem Check List was administered to 81 female Indian students on educational assistance in Metropolitan Winnipeg. It was also administered to 64 final year female Indian students, grade 8 or 9, attending federal day schools in the Eastern Education District.

The students were asked by an Indian Affairs Branch Counsellor to complete the Mooney Problem Check List during the period November 1, 1969, to February 15, 1970. The following instructions were given.

a) The Check List is not a test.

b) Everyone has problems.

c) If there is anything in the Check List you do not understand please ask me about it.

d) Read the instructions on the first page carefully.

The Mooney Problem Check List was handscored. Comparisons between isolated and non-isolated Indian female students were made on the basis of grade, location of schools and period of time away from home. (See Appendix A for copy of MPCL)

INSTRUMENTATION

The Mooney Problem Check List (MPCL), Form Hm, was used. The MPCL groups problems into eleven areas of concern.

Health and Physical Development	HPD
Finances, Living Conditions and Employment	FLE
Social and Recreational Activities	SRA
Courtship, Sex and Marriage	CSM
Social-Psychological Relations	SPR
Personal-Psychological Relations	PPR
Morals and Religion	MR
Home and Family	HF
The Future: Vocational and Educational	FVE
Adjustment to School Work	ASW
Curriculum and Teaching Procedure	CTP

"The Mooney Problem Check List is not a test. It does not yield scores on traits or permit any direct statements about adjustment status of the person who made the responses." (Krugman, 1953, p.133)

Jones (1953) in Buros The Fourth Mental Measurement Yearbook, states that "...no normative or correlational data are supplied, it cannot be assessed with regard to the usual concepts of reliability and validity. Chief attention is directed to the individual items as the significant data." (p. 132)

"The (MPCL) manual is painstakingly exhaustive especially concerning misinterpreting results." (Burgess, 1965, p. 318)

"...the validity of the instrument is difficult to ascertain since this is in part a function of the interpreter (the interpreter is in the midst of the process) yet I know of no alternative or comparable instrument designed for the same purpose." (Lentz, 1949, pp. 119-120)

"The judgment of experts in the classification of problems into general areas is to be respected as a valuable tool too infrequently used ... the increased precision which results from statistical analysis is essential for maximum interpretative value." (Bedell, 1949, p. 118)

"As an independent instrument it has value mainly for research purposes." (Krugman, 1953, p. 333)

The MPCL is a learning experience. It allows the student to respond as a "self-initiating controller" of the quantity of material he will reveal.

RESEARCH DESIGN AND STATISTICAL PROCEDURE

With the data obtained from the MPCL, isolated and non-isolated Indian female students were compared on the basis of grade, location of school, and period of time away from home.

The items most frequently responded to by the students were tabled giving the number of the item, the item description, the number of responses, the percentage, and the

corresponding problem area of MPCL.   Comparisons of responses made by 40% or more of isolated and non-isolated students, the item numbers, the item description, the number of responses, the percent and the corresponding problem area, were also considered.

The responses indicated by 40% or more of the students on the eleven problem areas of the MPCL were compared.

Major and minor responses were rank ordered under problem areas.

Chi square was utilized on the yes-no answers.

General comments made by the students were categorized according to the eleven areas of the MPCL.

CHAPTER IV

RESULTS AND DISCUSSION

The results of this study were presented and discussed by tables and descriptions. Major and minor responses to the Mooney Problem Check List (MPCL) were considered for the total Indian female group of students from isolated and non-isolated communities. Items selected by the forty percent or more of the students were grouped in a similar manner for consideration. The items selected from the eleven problem areas of the MPCL were tabulated and inspected by grade, location of school, and period of time away from home. The Chi Square Comparison Test was utilized on the yes-no answers and observations were made. Cateogrization of summary remarks made by students were examined.

An inspection of Table 1 revealed that isolated, non-isolated, and total student groups, in both major and minor responses ranked the ASW area first and PPR area second. This is in agreement with the findings of Dragan and Derenchuk. (1967) based on the non-Indian Transcona-Springfield junior and senior high school population.

The total student groups both ranked the FLE, SRA, MR and CTP areas the same. In the major responses selected by the total group the SPR area ranked fourth while for minor responses the same area ranked eighth. Possibly this may mean that although the isolated students were very concerned with the SPR area the same concern was not exhibited by the non-isolated students.

TABLE 1

RANK ORDER OF MAJOR AND MINOR MPCL AREA
RESPONSES CHECKED BY ISOLATED,
NON-ISOLATED AND TOTAL FEMALE
INDIAN STUDENT GROUPS

Areas	Major Responses					
	N = 71 Isolated	Rank Order	N = 74 Non-Isolated	Rank Order	N = 145 Total	Rank Order
HPD	137	4	72	3	209	4
FLE	132	4	79	4	211	3
SRA	132	5	59	5	191	5
CSM	87	10	58	6	145	8
SPR	151	3	58	6	209	4
PPR	158	2	75	2	233	2
MR	101	7	56	7	157	7
HF	98	8	45	8	143	9
FVE	105	6	59	5	164	6
ASW	217	1	134	1	351	1
CTP	96	9	42	9	138	10

Areas	Minor Responses					
	N = 71 Isolated	Rank Order	N = 74 Non-Isolated	Rank Order	N = 145 Total	Rank Order
HPD	389	5	282	6	671	6
FLE	406	3	337	3	743	3
SRA	367	7	335	4	702	5
CSM	341	8	222	8	563	9
SPR	391	4	211	10	602	8
PPR	528	2	355	2	883	2
MR	389	5	269	7	658	7
HF	286	10	217	9	503	11
FVE	387	6	321	5	708	4
ASW	572	1	523	1	1095	1
CTP	320	9	196	11	516	10

The isolated students could be experiencing the clash between their life experiences of limited contact with the non-Indian society. The isolated students may not know what is expected of them in their new environment and temporarily retreat within themselves. Perhaps the use of English as a spoken language causes the concern in this area or fear of ridicule over grammar slips and accent. Both Goucher (1967) and Poehlman and others (1966) stressed the significance of the English as a second language.

The top thirteen items responded to by 40% or more of the students, as observed on Table 2, showed that three items each were selected from the ASW, FLE and PPR areas, and one item each from the FVE, SRA, MR and SPR areas. No items were chosen from the HPD, CSM, HF, or CTP areas. It appears that school, finances and personal concerns were shared with the Negro students of Smith's (1961) study and Garrison and Cunningham's (1952) data on non-Indian grade nine students from small towns in Georgia.

The item 116, "Wanting to earn some of my own money", appeared second on Table 2 and was ranked third by non-Indian students in the Dragan and Derenchuk (1967) study. Other items from Table 2 common to those responded to by the non-Indian students were 30, "Worrying" (a great national passtime), 117, "Wanting to buy more of my own things", and 211, "Trouble with mathematics". Witherspoon (1960) found that Latin girls indicated most concern with the problems of arithmetic and

getting good grades. Therefore, "Trouble with mathematics" may be a problem to all students.

TABLE 2

RANK ORDER OF THE TOP 13 ITEMS, THE NUMBER, DESCRIPTION AND
AREA FROM THE MPCL NUMBER OF RESPONSES AND % CHECKED
BY 40% OR MORE OF THE FEMALE INDIAN STUDENTS

Rank Order	Item No.	Description	Item Area	Number	%
1	105	Afraid to speak up in class discussions	ASW	93	64.3
2	116	Wanting to earn some of my own money	FLE	81	55.9
3	45	Wanting advice on what to do after high school	FVE	71	49.0
4	14	Trouble in keeping a conversation going	SRA	69	47.7
5	30	Worrying	PPR	69	47.7
6	31	Not going to church often enough	MR	64	44.1
7	324	Afraid of failing in school work	ASW	64	44.1
8	299	Finding it hard to talk about my problems	SPR	62	43.0
9	117	Wanting to buy more of my own things	FLE	61	42.1
10	61	Too few nice clothes	FLE	60	41.5
11	138	Afraid of making mistakes	PPR	60	41.5
12	83	Forgetting things	PPR	58	40.1
13	211	Trouble with mathematics	ASW	58	40.1

As seen in Table 3, 40% or more of the isolated students checked twenty-nine items. Seven items were selected from the PPR area, five items from the SPR area, four items from the ASW and FLE area, two items from the SRA, MR, and HPD area, and one item from FVE, CTP, and HF area. No items were chosen from the CSM area. Feelings of alienation and insecurity could be surmized by the preponderance of responses made to the PPR area. The concern expressed in both the PPR and SPR area possibly were reactions to finding themselves as a minority group member for the first time, without the supportive family or familiar peer group relationships.

Table 4 indicated that 40% or more of the non-isolated students chose nine items. Three items were chosen from the ASW area, two from the FLE and one item from FVE, SRA, PPR and MR areas. No items were selected from the HPD, CSM, SPR, HF or CTP areas. It is interesting to note that there were more than three times the number of items responded to by the isolated students in comparison to the non-isolated students.

The first two items 105, "Afraid to speak up in class discussion", and 116, "Wanting to earn some of my own money", were chosen by both isolated and non-isolated groups. Item 45, "Wanting advice on what to do after high school", was common to isolated and non-isolated groups. It appears that both groups may need vocational information due to unfamiliarity with types of work not performed by their parents, relatives and friends. Restricted job opportunities in their home

TABLE 3

ITEMS CHOSEN ON THE MPCL BY 40% OR MORE ISOLATED FEMALE INDIAN
STUDENTS GIVING ITEM NUMBER, DESCRIPTION, AREA, NUMBER
OF RESPONSES IN DESCRIPTION ORDER OF %

Item No.	Item Description	Area Item	Number	%
105	Afraid to speak up in class discussions	ASW	52	73.2
116	Wanting to earn some of my own money	FLE	44	61.9
299	Finding it hard to talk about my problems	SPR	41	57.7
14	Trouble in keeping a conversation going	SRA	39	54.9
30	Worrying	PPR	39	54.9
138	Afraid of making mistakes	PPR	39	54.9
132	Being timid or shy	SPR	38	53.5
45	Wanting advice on what to do after high school	FVE	37	52.1
324	Afraid of failing in school work	ASW	37	52.1
102	Unable to express myself in words	ASW	36	50.7
108	So often feel restless in classes	CTP	35	49.3
28	Being nervous	PPR	34	47.8
31	Not going to church often enough	MR	34	47.8
117	Wanting to buy more of my own things	FLE	34	47.8
190	Having feelings of extreme loneliness	SPR	34	47.8
196	Can't forget some mistakes I've made	MR	34	47.8
83	Forgetting things	PPR	33	46.5
137	Trouble making up my own mind about things	PPR	33	46.5
211	Trouble with mathematics	ASW	33	46.5
81	Daydreaming	PPR	32	45.1
140	Sometimes wishing I'd never been born	PPR	32	45.1
76	Wanting a more pleasing personality	SPR	32	45.1
134	Getting embarrassed too easily	SPR	31	43.6
150	Death in the family	HF	30	42.3
5	Tiring very easily	HPD	30	42.3
57	Weak eyes	HPD	30	42.3
61	Too few nice clothes	FLE	30	42.3
234	Wanting to improve my appearance	SRA	30	42.3
119	Needing to find a part time job	FLE	29	40.8

TABLE 4

ITEMS CHOSEN ON THE MPCL BY 40% OR MORE NON-ISOLATED FEMALE
INDIAN STUDENTS GIVING ITEM NUMBER, DESCRIPTION, AREA,
OF RESPONSES, IN DESCENDING ORDER OF %

Item No.	Item Description	Area Item	Number	%
105	Afraid to speak up in class discussions	ASW	41	55.4
116	Wanting to earn some of my own money	FLE	37	50.0
45	Wanting advice on what to do after high school	FVE	34	45.9
50	Not spending enough time in studying	ASW	34	45.9
158	Not interested in some subjects	ASW	31	41.9
14	Trouble in keeping a conversation going	SRA	30	40.5
30	Worrying	PPR	30	40.5
31	Not going to church often enough	MR	30	40.5
61	Too few nice clothes	FLE	30	40.5

communities may also be a factor. Aspirations for jobs
traditionally viewed as "White man's" with no examples of Indian
people performing in that same capacity may automatically dismiss
that job from consideration by Indian students.

Goucher (1967) supported the suggestion that Indian and
Metis students aspired to work similar to that performed by
their parents. Gordon (1968) summarized Bernstein's opposing

view that disadvantaged youth often verbalize high vocational
aspirations which he termed completely unrealistic considering
their educational background.

Another common item, 14, "Trouble in keeping a
conversation going", could be related to item 105 which may
stem from difficulties where English is a second language.
Perhaps the difficulty here is compounded by colloquial slang
usage, insufficient knowledge or the practice in the "social
graces" of the majority society, for example, topics of interest,
or small talk (other than boys!).

"Worrying", item 30, is another problem chosen by both
groups as was item 61, "Too few nice clothes", and item 31,
"Not going to church often enough".

The isolated group indicated item 299, "Finding it hard
to talk about my problems", ranked third while the item did
not appear as a problem for non-isolated students. Neverthe-
less, this item placed sixth on Table 2 of the total students
responses. The isolated group may again find the language
barrier a problem. Possibly not having their family or own
personal friends in whom they confide available is a large
factor. The non-isolated student is able to visit home and
friends readily throughout the school year whereas the isolated
student may be fortunate to return home for Christmas holidays
throughout that same period.

The non-isolated group had concerns in common with the
non-Indian student findings reported by Dragan and Derenchuk

(1967) on item 50, "Not spending enough time in study", and item 158, "Not interested in some subjects". It appeared that the non-isolated group, possibly as a result of more exposure to the dominant society through personal contacts and the T. V. media, responded to these items, while the isolated group did not.

Perhaps the isolated students experience a much greater degree of cultural conflict than the non-isolated students. For example, individual competition is not an ingrained Indian value. Wax and Wax quoted by Bryde (1966) considered a competitive situation in the classroom not so much an Indian-White value conflict "as a struggle between school and Indian peer society". (p. 114) However, Leighton (1948) and Salisbury (1966) reported that school fostered individual competition was foreign to both Navaho and native Alaskan cultures.

Another value differentiation was described by Poehlman and others (1966) where the Indian youngster is taught to lower his eyes as a gesture of respect as opposed to the Western culture admonition to look someone in the eye.

Reluctance to answer personal questions or question adult actions are perhaps both sides of the same coin in the Indian value of personal autonomy of both children and adults. Students on the other hand are expected to ask questions in order to learn in the educational discovery method. Both Poehlman and others (1966) and Crawford (1967) noted that permissiveness was the child rearing practice of Indian parents.

Crawford (1967) noted that decision to attend school was a child's prerogative.

The HPD area as observed from Table 5 indicated that isolated rural students and the isolated first year urban group designated item 57, "Weak eyes", as a common problem. Difference in childhood diet may partially account for this concern. Visits by eye specialists are rare in isolated areas. This coupled with the distance and type of mail service available for sending out glasses are perhaps pertinent as well.

Items were checked by all isolated student groups except the grade 12 group. The isolated grade 9 group in the urban location for their first year selected the most items. Four of the non-isolated groups did not indicate problems in this area and of the three non-isolated groups, who did, only five items were selected.

An examination of Table 6 disclosed the FLE area as one containing problems selected by all groups of students. The item 116, "Wanting to earn some of my own money", was checked by all but the non-isolated urban grade 12 group. "Wanting to buy more of my own things", item 117, was chosen by six of the seven isolated groups and two non-isolated groups.

Of the four rural groups the rural non-isolated grade 9 group and six of the urban groups chose item 61, "Too few nice clothes", as a problem. Half of the urban groups checked item 119, "Needing to find a part-time job now", while the item was not checked by rural student groups. Finances concerned

TABLE 5

ITEMS FROM THE HEALTH AND PHYSICAL DEVELOPMENT AREA OF THE
MPCL CHOSEN BY 40% OR MORE OF THE ISOLATED AND
NON-ISOLATED INDIAN STUDENTS GROUPED BY
GRADE, SCHOOL LOCATION, AND PERIOD
OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		111,3,276,57	4
Non-Isol	Gr. 8	6	Rural		166	1
Isol	Gr. 9	16	Rural		5,57,113,170	4
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	5,56,57,170,4,166 1,111,168	9
Non-Isol	Gr. 9	6	Urban	1		0
Isol	Gr.10	11	Urban	1	5,166,57	3
Non-Isol	Gr.10	11	Urban	1		0
Isol	Gr.10	6	Urban	2+	166,112	2
Non-Isol	Gr.10	6	Urban	2+	111,113	2
Isol	Gr.11	7	Urban	2+	2,3,112,170	4
Non-Isol	Gr.11	12	Urban	2+	166,276	2
Isol	Gr.12	3	Urban	2+		0
Non-Isol	Gr.12	11	Urban	2+		0

TABLE 6

ITEMS FROM THE FINANCES, LIVING CONDITIONS AND EMPLOYMENT AREA
OF THE MPCL CHOSEN BY 40% OR MORE OF THE ISOLATED AND
NON-ISOLATED INDIAN STUDENTS GROUPED BY GRADE,
SCHOOL LOCATION, AND PERIOD OF TIME
AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		116,117	2
Non-Isol	Gr. 8	6	Rural		116	1
Isol	Gr. 9	16	Rural		6,117,174,9,116	5
Non-Isol	Gr. 9	22	Rural		6,117,61,116	4
Isol	Gr. 9	8	Urban	1	61,116,119,6,117 120	6
Non-Isol	Gr. 9	6	Urban	1	9,61,62,116	4
Isol	Gr.10	11	Urban	1	116,62,119,120,7 8,61,117,171,281	10
Non-Isol	Gr.10	11	Urban	1	61,9,62,116	4
Isol	Gr.10	6	Urban	2+	116,117	2
Non-Isol	Gr.10	6	Urban	2+	116,117,119,64 173,174	6
Isol	Gr.11	7	Urban	2+	119,7,61,116,120	5
Non-Isol	Gr.11	12	Urban	2+	61,116,119	3
Isol	Gr.12	3	Urban	2+	9,61,116,117,119	5
Non-Isol	Gr.12	11	Urban	2+	174	1

both isolated and non-isolated students. The scarcity of job opportunities in the rural areas may be relevant here with the students lack of experience, poor interviewing skills, and scarcity of contacts in the business world.

In the SRA area, as shown by Table 7, both isolated and non-isolated student groups indicated problems. Both grade twelve groups did not. The grade twelve students may be better adjusted to urban living, the various types of recreation available, and the school setting. Item 14, "Trouble in keeping a conversation going", was the most common item selected by five isolated groups and three non-isolated groups. Rural grade 8 groups did not view this item as a problem. Perhaps being younger students in a familiar environment has some bearing here. Of the five groups placing item 14 first, 14 was selected by three of the first year students groups in private home placement.

Table 8 revealed that the CSM area was not considered a problem area by six of the non-isolated student groups. It is interesting to note that item 71, "No suitable places to go on dates", was selected by the youngest non-isolated rural grade 8 group and the isolated rural grade nine group. Parental permission for dating may not have been extended to this age group. Also in isolated communities the fact that everyone goes to the dances or movies may pose an additional concern here.

The isolated grade nine group living in Metropolitan Winnipeg for the first time checked the most items. Changed dating practices, less parental control, and separation from

TABLE 7

ITEMS FROM THE SOCIAL AND RECREATIONAL ACTIVITIES AREA OF THE
MPCL CHOSEN BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL LOCATION,
AND PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		69,12,231	3
Non-Isol	Gr. 8	6	Rural		70,178	2
Isol	Gr. 9	16	Rural		14,70,286	3
Non-Isol	Gr. 9	22	Rural		234	1
Isol	Gr. 9	8	Urban	1	14,234,232,11,121 233	6
Non-Isol	Gr. 9	6	Urban	1	14,122	2
Isol	Gr.10	11	Urban	1	14,11,234,67	4
Non-Isol	Gr.10	11	Urban	1	234	1
Isol	Gr.10	6	Urban	2+	286,69	2
Non-Isol	Gr.10	6	Urban	2+	14,67,69,70	4
Isol	Gr.11	7	Urban	2+	12,14,234,11,67,121	6
Non-Isol	Gr.11	12	Urban	2+	11,234,14,233	4
Isol	Gr.12	3	Urban	2+		0
Non-Isol	Gr.12	11	Urban	2+		0

TABLE 8

ITEMS FROM THE COURTSHIP, SEX AND MARRIAGE AREA OF THE MPCL
CHOSEN BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL LOCATION,
AND PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural			0
Non-Isol	Gr. 8	6	Rural		71	1
Isol	Gr. 9	16	Rural		71,130,237	3
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	295,130,182,237,17 75,183,238	8
Non-Isol	Gr. 9	6	Urban	1		0
Isol	Gr.10	11	Urban	1		0
Non-Isol	Gr.10	11	Urban	1		0
Isol	Gr.10	6	Urban	2+	295	1
Non-Isol	Gr.10	6	Urban	2+		0
Isol	Gr.11	7	Urban	2+	18,128,295	3
Non-Isol	Gr.11	12	Urban	2+		0
Isol	Gr.12	3	Urban	2+		0
Non-Isol	Gr.12	11	Urban	2+		0

friends may be relative here. Possibly discrimination and White stereotypes of "squaw" may be added to the concern evinced by this group. Also, arranged marriages in certain isolated communities may cause difficulties that relate to "Courtship, Sex and Marriage".

Inspection of Table 9 showed that all the isolated student groups selected items from the SPR area. Three non-isolated groups checked items from this area. Five of the six isolated student groups responded to item 299, "Finding it hard to talk about my problems". Perhaps the students not only miss their families and friends but also find that discussion of their problems is a value conflict. It could be that the problems they are encountering are not understood by their parents or those they come into contact with in the schools or counselling facilities or boarding homes in this culture conflict. The ability to express their thoughts and feelings and opinions in a second language probably is a confining element. The non-isolated grade 11 groups selected item 299 as well.

As observed from Table 10, the PPR area concered all student groups except the non-isolated rural grade 9 group. Item 138, "Afraid of making mistakes", was checked as the greatest problem by rural isolated students.

Six of the seven isolated student groups checked item 137, "Trouble making up my mind about things". This concern was shared by one non-isolated group, the grade 11 urban group. Cost of air fare and distances from home could conceivably pose

TABLE 9

ITEMS FROM THE SOCIAL-PSYCHOLOGICAL RELATIONS AREA OF THE MPCL
CHOSEN BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL LOCATION,
AND PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		299,132,190,78,134	5
Non-Isol	Gr. 8	6	Rural			0
Isol	Gr. 9	16	Rural		76,134,190,132	4
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	190,299,76,132,133 22,244,78,134,186	10
Non-Isol	Gr. 9	6	Urban	1	25	1
Isol	Gr.10	11	Urban	1	76,299,23,131,132 190,244	7
Non-Isol	Gr.10	11	Urban	1		0
Isol	Gr.10	6	Urban	2+	76,299	2
Non-Isol	Gr.10	6	Urban	2+	76,190,241,242	4
Isol	Gr.11	7	Urban	2+	78,299,131,132,134	5
Non-Isol	Gr.11	12	Urban	2+	299,78,133	3
Isol	Gr.12	3	Urban	2+	132,133	2
Non-Isol	Gr.12	11	Urban	2+		0

TABLE 10

ITEMS FROM THE PERSONAL-PSYCHOLOGICAL RELATIONS AREA OF THE
MPCL CHOSEN BY 40% OR MORE OF THE ISOLATED AND
NON-ISOLATED INDIAN STUDENTS GROUPED BY GRADE,
SCHOOL LOCATION, AND PERIOD OF TIME
AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		138,83,28,30,81 137,195	7
Non-Isol	Gr. 8	6	Rural		28,30,81,140	4
Isol	Gr. 9	16	Rural		138,85,137,140,30	5
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	136,30,81,83,303,28 137,138,301,85,139 195,246,250,302	15
Non-Isol	Gr. 9	6	Urban	1	83,28,140	3
Isol	Gr.10	11	Urban	1	30,140,26,28,81,83 137	7
Non-Isol	Gr.10	11	Urban	1	26,30	2
Isol	Gr.10	6	Urban	2+	30,137,250	3
Non-Isol	Gr.10	6	Urban	2+	140,192	2
Isol	Gr.11	7	Urban	2+	140,28,81,139,250,193	6
Non-Isol	Gr.11	12	Urban	2+	30,81,29,137,246,27 83,138,193,250	10
Isol	Gr.12	3	Urban	2+	28,30,137	3
Non-Isol	Gr.12	11	Urban	2+	30,83	2

problems for the isolated students who may wish to consider the advise of their parents. It may be that parents through inexperience in the urban environment are unable to advise students in many of the decisions they must make. Lack of adequate information or experience in decision making of this nature could also create a problem.

The isolated grade 9 students living for the first year in the urban location selected the most items from this area. It is interesting to note that the non-isolated urban grade 11 students were very concerned about this area as well.

As shown in Table 11, the seven isolated student groups all designated items in the MR area. The isolated grade 9 students living for the first year in private home placement responded to the most items. The non-isolated students living at home and the grade 12 urban group did not select any items.

Eight of the ten urban groups responded to item 31, "Not going to church often enough", while none of the rural groups selected this item. Half of the urban groups responded to item 196, "Can't forget some mistakes I've made", but only one rural group responded to this item. It appears that students living in the city encounter more difficulties. This may be the result of encountering more "temptations" or needing their own more supportive family and community stability.

TABLE 11

ITEMS FROM THE MORALS AND RELIGION AREA OF THE MPCL CHOSEN
BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL
LOCATION, AND PERIOD OF
TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		196	1
Non-Isol	Gr. 8	6	Rural			0
Isol	Gr. 9	16	Rural		145,199,89	3
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	31,141,196,309,251 306	6
Non-Isol	Gr. 9	6	Urban	1	31	1
Isol	Gr.10	11	Urban	1	31,251,89	3
Non-Isol	Gr.10	11	Urban	1	31,196,251	3
Isol	Gr.10	6	Urban	2+	196,89	2
Non-Isol	Gr.10	6	Urban	2+	31	1
Isol	Gr.11	7	Urban	2+	31,89,196,197	4
Non-Isol	Gr.11	12	Urban	2+	31,89	2
Isol	Gr.12	3	Urban	2+	31,196	2
Non-Isol	Gr.12	11	Urban	2+		0

The HF area as shown on Table 12 revealed that six of the seven isolated student groups, and four non-isolated groups, responded to items. Five groups responded to item 36, "Worried about a member of the family". Three groups selected item 91, "Not living with my parents". It is possible that the urban students could have responded to this area in two ways by considering their own home and family and their boarding family.

As observed from Table 13, items from the FVE area were chosen by all student groups but the non-isolated grade 9 urban first year group. Nine groups selected item 45, "Wanting advice on what to do after high school". The students may need vocational information and actual work experience or observation in a work setting in order to broaden their horizons due to restricted employment in their home communities. Restricted employment at home may be further complicated by students selecting a rural or urban working environment.

In the ASW area, as shown by Table 14, all student groups indicated several problems. The five isolated grade groups selected more problems than the comparable non-isolated groups. The position was reversed for the non-isolated second year grade 10 and the non-isolated grade 11 groups.

The non-isolated urban grade 11 group responded to the most items in the ASW area. It is interesting to note that this group of students also responded to the most items in the PPR area. Perhaps the school and personal difficulties are two way streets. Both isolated first year urban groups checked the

TABLE 12

ITEMS FROM THE HOME AND FAMILY AREA OF THE MPCL CHOSEN BY 40%
OR MORE OF THE ISOLATED AND NON-ISOLATED INDIAN STUDENTS
GROUPED BY GRADE, SCHOOL LOCATION, AND
PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Number by Rank	Items Items Checked
Isol	Gr. 8	20	Rural		39	1
Non-Isol	Gr. 8	6	Rural			0
Isol	Gr. 9	16	Rural		36	1
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	36,91,315	3
Non-Isol	Gr. 9	6	Urban	1	95	1
Isol	Gr.10	11	Urban	1	36,39,204	3
Non-Isol	Gr.10	11	Urban	1		0
Isol	Gr.10	6	Urban	2+	91	1
Non-Isol	Gr.10	6	Urban	2+	313,36,150	3
Isol	Gr.11	7	Urban	2+		0
Non-Isol	Gr.11	12	Urban	2+	91	1
Isol	Gr.12	3	Urban	2+	258	1
Non-Isol	Gr.12	11	Urban	2+	36	1

TABLE 13

ITEMS FROM THE FUTURE: VOCATIONAL AND EDUCATIONAL AREA OF THE
CHOSEN BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL LOCATION,
AND PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		210,45,43	3
Non-Isol	Gr. 8	6	Rural		45	1
Isol	Gr. 9	16	Rural		45	1
Non-Isol	Gr. 9	22	Rural		45,151,97	3
Isol	Gr. 9	8	Urban	1	317,45,210,97,154	5
Non-Isol	Gr. 9	6	Urban	1		0
Isol	Gr.10	11	Urban	1	97,45,316	3
Non-Isol	Gr.10	11	Urban	1	45	1
Isol	Gr.10	6	Urban	2+	317	1
Non-Isol	Gr.10	6	Urban	2+	43,45,96,151,316	5
Isol	Gr.11	7	Urban	2+	98,42,44,263,264 319	6
Non-Isol	Gr.11	12	Urban	2+	98,265,100,316	4
Isol	Gr.12	3	Urban	2+	43,42,45,96,98,262 316	7
Non-Isol	Gr.12	11	Urban	2+	100	1

same number of items, which proved to be second to the non-isolated urban grade 11 group.

Item 105, "Afraid to speak up in class discussions", was chosen by twelve of the fourteen student groups. Item 211, "Trouble with mathematics", and item 102, "Unable to express myself well in words", were each checked by eight student groups. Perhaps the lack of continuity and experience of the teaching staff has ramifications here. The fact that the training of qualified teaching personnel may be inadequate in that there is no exposure to, for example, cross-cultural studies or the teaching of English as a second language. Parental support or interest in academic proficiency may be non-existent or minimal as Deutcher suggested the parents do not know how to be supportive to the school program. Discrepancy between parental education and student achievement may appear adequate to the parent and student but inadequate to the business world or training institution. Hawthorn (1967) noted that neither the Indian community nor parents nor students were convinced of the value of completing high school.

From Table 15, the CTP area was disclosed as a problem area by all the isolated groups and three non-isolated groups. Four non-isolated groups did not respond to any items.

Six of the seven isolated student groups indicated concern in item 108, "So often feel restless in classes". Only the non-isolated second year urban grade 11 group responded to item 108 as well as choosing the most items in this area. Four

TABLE 14

ITEMS FROM THE ADJUSTMENT TO SCHOOL WORK AREA OF THE MPCL
CHOSEN BY 40% OR MORE OF THE ISOLATED AND NON-ISOLATED
INDIAN STUDENTS GROUPED BY GRADE, SCHOOL LOCATION,
AND PERIOD OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Number by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		105,211,324,102 156,159,214,50	8
Non-Isol	Gr. 8	6	Rural		211,269,158,324	4
Isol	Gr. 9	16	Rural		105,46,50,324,69	5
Non-Isol	Gr. 9	22	Rural		105,50,158,160	4
Isol	Gr. 9	8	Urban	1	324,105,211,102,158 159,323,47,269,325	10
Non-Isol	Gr. 9	6	Urban	1	105,270,50,102,269 324	6
Isol	Gr.10	11	Urban	1	105,324,102,160,211 323,48,157,159,270	10
Non-Isol	Gr.10	11	Urban	1	105,50,159,158,211 321,324	7
Isol	Gr.10	6	Urban	2+	101,105,159,323	4
Non-Isol	Gr.10	6	Urban	2+	101,157,159,211,268	5
Isol	Gr.11	7	Urban	2+	105,102,158,211,268 323	6
Non-Isol	Gr.11	12	Urban	2+	158,211,269,323,102 105,157,160,325,47, 50,103,159,266,321, 324	16
Isol	Gr.12	3	Urban	2+	102,105,215,268,269 322,158	7
Non-Isol	Gr.12	11	Urban	2+	50,102,105	

TABLE 15

ITEMS FROM THE CURRICULUM AND TEACHING PROCEDURE AREA OF THE
MPCL CHOSEN BY 40% OR MORE OF THE ISOLATED AND
NON-ISOLATED INDIAN STUDENTS GROUPED BY
GRADE, SCHOOL LOCATION, AND PERIOD
OF TIME AWAY FROM HOME

	Grade	Number	Location	Time Away	Item Numbers by Rank	Total Items Checked
Isol	Gr. 8	20	Rural		52,51	2
Non-Isol	Gr. 8	6	Rural		161	1
Isol	Gr. 9	16	Rural		109,108	2
Non-Isol	Gr. 9	22	Rural			0
Isol	Gr. 9	8	Urban	1	108,107,220	3
Non-Isol	Gr. 9	6	Urban	1		0
Isol	Gr.10	11	Urban	1	108,216	2
Non-Isol	Gr.10	11	Urban			0
Isol	Gr.10	6	Urban	2+	108,162	2
Non-Isol	Gr.10	6	Urban	2+	54	1
Isol	Gr.11	7	Urban	2+	108	1
Non-Isol	Gr.11	12	Urban	2+	54,108,162,216	4
Isol	Gr.12	3	Urban	2+	54,108	2
Non-Isol	Gr.12	11	Urban	2+		0

non-isolated groups did not check any of the items. It seems
that the older students in Metropolitan Winnipeg grade 11 and
12 felt that item 54, "Made to take subjects I don't like",
was a problem. Mathematics has already been pinpointed as a
problem. Possibly History would be hard to accept from the
slanted textbook evaluation of Canadian History. Business
fundamentals may be another problem subject. This course would
have a foreign vocabulary and a concern with banking, income
tax and credit buying that may never have been heard of before.

TABLE 16

A CHI SQUARE COMPARISON TEST OF YES, NO RESPONSES MADE BY
ISOLATED AND NON-ISOLATED FEMALE INDIAN STUDENTS
TO QUESTION I ON THE MPCL

Question	Yes Answers		No Answers				
	fo	fe	fo	fe	Total	x^2	P
Isol	61	62.2	6	4.8	67		
Non-Isol	67	75.8	4	5.1	71		
Total	128	128	10	9.9	138	1.54	NS

P.05 = 3.84 for 1df
P.01 = 6.64 for 1df

As noted from Table 16, there was no significant
relationship in the answers of isolated and non-isolated students
as related to the question "Do you feel that the items you have
marked on the list give a well-rounded picture of your problems?"

TABLE 17

A CHI SQUARE COMPARISON TEST OF YES, NO RESPONSES MADE BY
ISOLATED AND NON-ISOLATED FEMALE INDIAN STUDENTS
TO QUESTION 3 ON THE MPCL

Question	Yes Answers		No Answers				
	fo	fe	fo	fe	Total	x^2	P
Isol	36	29.3	26	32.7	62		
Non-Isol	24	30.7	41	34.3	65		
Total	60	60	67	67	127	5.67	.05

P.05 = 3.84 for 1df
P.01 = 6.64 for 1df

The data in Table 17 indicated a significant relationship for isolated female Indian students at the .05 level of confidence when compared to the non-isolated girls on yes-no responses to the question 3, "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?"

Significantly more isolated students answered "yes" to this question. The differences in responses between the isolated and non-isolated groups may be a result of differences in experience with the dominant society. Non-isolated students may have visited an urban setting during week ends or for holidays or had more social contact with non-Indian society not only in their home communities but through more vicarious experiences related by their families and friends.

TABLE 18

A CHI SQUARE COMPARISON TEST OF YES, NO RESPONSES MADE BY
ISOLATED AND NON-ISOLATED FEMALE INDIAN STUDENTS
TO QUESTION 4 ON THE MPCL

Question IVa	Yes Answers		No Answers				
	fo	fe	fo	fe	Total	x^2	P
Isol	54	46.6	13	20.4	67		
Non-Isol	42	49.3	29	21.6	71		
Total	96	95.9	42	42	138	7.46	.01

P.05 = 3.84 for 1df
P.01 = 6.64 for 1df

From Table 18, it was observed that there was a significant relationship for isolated students at the .01 level of confidence when compared to the non-isolated girls on the yes-no responses to question 4, "If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?" The isolated students indicated they would like to talk to someone about their problems. Perhaps the fact that there are no counsellors attached to federal schools is relevant because the parents may not be able to anticipate the students problems.

TABLE 19

A CHI SQUARE COMPARISON TEST OF YES, NO RESPONSES MADE BY
ISOLATED AND NON-ISOLATED FEMALE INDIAN STUDENTS
TO QUESTION 4 ON THE MPCL

Question IVb	Yes Answers		No Answers		Total	x^2	P
	fo	fe	fo	fe			
Isol	25	24.3	37	37.7	62		
Non-Isol	22	22.7	36	35.3	58		
Total	47	47	73	73	120	.06	NS

P.05 = 3.84 for 1df
P.01 = 6.64 for 1df

Table 19 disclosed that there was no significant
relationship in the way isolated and non-isolated students
responded to the second part of question 4, "If so, do you have
any particular person(s) in mind with whom you would like to
talk?"

TABLE 20

CATEGORIZATION, BASED ON THE ELEVEN MPCL AREAS, OF THE SUMMARIES MADE BY ISOLATED AND NON-ISOLATED FEMALE INDIAN STUDENTS TO QUESTION 2, "HOW WOULD YOU SUMMARIZE YOUR CHIEF PROBLEMS IN YOUR OWN WORDS?" OF THE MPCL

	Isol Rural	Isol Urban	Non-Isol Rural	Non-Isol Urban	Total Isol	Total Non-Isol	Total
HPD	3	1	3	1	4	4	8
FLE	2	2	3	4	4	7	11
SRA	3	1	0	4	4	4	8
CSM	1	0	2	1	1	3	4
SPR	1	0	1	1	1	2	3
PPR	8	4	2	17	12	19	31
MR	0	1	0	1	1	1	2
HF	6	1	5	7	7	12	19
FVE	2	1	4	6	3	10	13
ASW	4	4	2	13	8	15	23
CTP	1	0	0	1	1	1	2
Total	31	15	22	56	46	78	124
No Response	17	7	12	22	24	34	58
N	36	35	28	46	71	74	145

As observed from Table 20, not all students summarized their problems. Of the 145 students who did, both isolated and non-isolated students described problems from the PPR area as bothersome. The ASW area was indicated by both groups as the

second problem area and the HF the third most troublesome one.
Almost twice as many responses were made by the non-isolated
group whereas on the check list portion, the reverse results
were noted. The total group of students mentioned being worried,
timid and shy, unable to express their feelings, and the desire
for a more winsome personality. Fear of failing, poor grades,
and not being able to speak up in class discussions were
prominent among the school difficulties. Some of the students
stated that their problems did not "bother" them so much, or
did not state the main ones. Others felt they had delineated
their problems on the check list.

CHAPTER V

SUMMARY AND IMPLICATIONS

Chapter V will present a summary of the study and implications from the results.

The broad purpose of the study was to discern what problems Indian female students were concerned about when moving from their home community to attend high schools in an urban location and the implications for counsellors working with these students.

The sample of this study was comprised of 145 female Indian students, of whom 64 girls were at home attending grade 8 or 9, their final year in federal schools, and 81 girls who were living in private boarding homes attending grade 9 to 12 in various schools of Metropolitan Winnipeg. The students were grouped by grade, location of school, and the period of time spent attending school away from home.

A review of literature covering two main areas included problems of minority groups in North America and studies of junior and high school students utilizing the Mooney Problem Check List.

Rank order for major and minor responses made by the isolated, non-isolated and total group of Indian female students to the Mooney Problem Check List (MPCL) were tabled. Items selected by 40% or more of the girls similarily grouped were

tabled. Yes - no answers were compared using the Chi Square test. Summaries in the girls own words were categorized according to the eleven problem areas of the MPCL.

Results indicated that the Indian female group, as well as isolated and non-isolated groupings ranked the "Adjustment to School Work" area first and the "Personal-Psychological Relations" area second for both major and minor responses. This finding is consistent with other studies on non-Indian populations such as Dragan and Derenchuk's (1967) results on the Transcona-Springfield suburban population.

Smith's (1961) study with Negro students and Garrison and Cunningham's (1952) data from grade 9 students from small towns in Georgia corraborated the 40% or more female Indian students concern with school, finances and personal problems as indicated by their responses to the top 13 items from the MPCL.

Isolated girls designated more items in all eleven problem areas of the MPCL than the non-isolated student groups. The isolated students were especially more concerned with difficulties in the Social-Psychological area than the non-isolated students. Less contact with the dominant society and less facility in the English language are possibly the greatest distinctions accounting for the preponderance of concern expressed by the isolated students.

The grade 9 girls from isolated areas living in the urban location for their first year selected the most items in six

of the eleven problem areas. The areas chosen were "Health and Physical Development", "Social and Recreational Activities", "Courtship, Sex and Marriage", "Social-Psychological Relations", "Personal-Psychological Relations", and "Morals and Religion". The wrench from the family unit and cultural variance may cause more distress to students who are younger or to those students who have a history of academic difficulties. It may be that the lack of options available at the grade nine level causes additional hardship.

The isolated grade 10 students living in the urban environment for their first year were second to the isolated grade nine group expressing concern in the "Socail-Psychological Relations" area. The isolated grade 10 group chose the most of any of the groups in the financial area.

The non-isolated grade 11 group living in the urban setting for the second year or more designated the most items checked by the students in the "Adjustment to School Work", and "Curriculum and Teaching Procedure" area. These students perhaps are not as intimidated by their changed environment and feel freer to express their dissatisfaction with the school setting much along the lines of the Anglo girls in Witherspoon's (1960) study. This grade 11 group tied with the isolated grade 10 group in selecting the second most items in the "Social-Psychological Relations" area. It appears that while these students may feel free to express themselves on scholastic problems they are still very conscious of how other people regard their words and actions, as were the isolated grade 9 girls.

"Courtship, Sex and Marriage" and "Morals and Religion" difficulties were concerns for isolated students much more than for non-isolated students. Both these areas were of most concern to the new urban grade 9 group. It may be one thing to practise what you have been taught under the parental eye and quite another to try to follow the same principles in the more tempting urban location. Loneliness and desire for independence may also lead to more experimentation away from home.

Isolated and non-isolated grade twelve girls did not indicate problems in the health, recreational or boy-girl relations. Isolated grade 12 students saw finances, vocational planning and school work as problem areas. Both grade twelve groups indicated the fewest items selected by the Indian female students. It may be that familiarity with city living eliminated some problem areas and relegated other areas less formidable. Maturation and sophistication seem to be factors in the outlook and adjustment of these older students. Bryde (1966) noted that feelings of alienation, as indicated by grade nine students, were barely noticeable in the better adjusted grade twelve Sioux students. Goucher (1967) stipulated similar feelings of alienation were one of the causes of dropouts in Cranberry Portage.

It appears that the female Indian students have problems in common with findings of studies on non-Indian populations. Isolated students have more problems than non-Isolated students.

Overall the problems are similar but the numbers sharing the problem seem greater to more isolated than non-isolated students.

The writer sees implications from the results for the following recommendations:

1. That counsellors be attached to elementary and junior high federal schools to provide services of a preventative rather than crisis nature such as:

assisting the teachers with curriculum adaptation so that students may find their school experiences more meaningful.

assisting the parents and school committee members to take a more supportive role in the education of their children.

assisting the teachers to be more aware of culture variance and its affect on their students not only within their classroom but in more gradual preparation for students leaving home for high school in a different society.

for group and individual counselling pertaining to aspects of concern of the students.

2. That informational services containing guidance resource and reference areas be set up in federal schools for assisting students in their vocational, educational, and personal concerns.

3. That parental delegate visitations to students in the urban area be continued and expanded to provide additional encouragement and support for their children's education,

especially for the first year away students to help alleviate their feelings of alienation (as well as the fears of the parents) for their safety). Parents may also become more aware of vocational opportunities and training available for their children.

4. That administrators of both federal and provincial schools ensure that part of the Teacher In-Service Training be concerned with the study and importance of interpersonal relationships within a classroom for student growth. A guidance outlook will correlate with all subjects and encourage the student "afraid to speak up in class discussions". Cross-cultural understanding is another important in-service area.

5. That teachers become aware of the vocational implications of their subjects to the every day life of the student because the students have indicated they must face a vocational choice which they are not prepared to meet.

6. That counsellors implement on-the-job work experience for all students, not only the O. E. C. and grade twelve business education and industrial students, but also those who express concern about vocational goals even if at the grade 8 or 9 level. That service clubs and Chambers of Commerce be approached to support and assist in these endeavours.

7. That Indian Affairs Branch and school counsellors in the urban setting maintain a closer liaison with teachers of new students to facilitate better understanding crucial to smoother adjustment.

8. That all school personnel cultivate a more personal concern for newcomers in all aspects of the school program be it curriculum adaptation, variety of teaching methods, remedial work where necessary, or encouragement to join and understand the extra-curricular activities.

9. That the Cross-Cultural Course elective at the Faculty of Education be made a requisite course for all levels of Teacher Training. That the Teaching of Language Arts include a section on the teaching of English as a second language to introduce the idea to all teacher trainees that they will encounter students from non-English backgrounds.
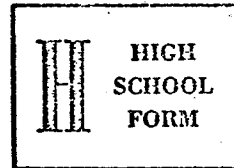
10. Repeat the study utilizing respondents from residential hostels, group homes, students in private home placement in smaller urban centres and towns to see if different settings ameliorate students' adjustment problems.

APPENDIX A

MOONEY PROBLEM CHECK LIST

Ross L. Mooney
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III HIGH SCHOOL FORM

Age............Date of birth..Boy............Girl............

Your class, or the number
  of your grade in school..

Name of school..

Name of the person to whom
  you are to turn in this paper..

Your name or other identification,
  if desired...

Date...

DIRECTIONS

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

First Step: Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

Second Step: When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems *by making a circle* around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item,

like this, " (1.) Being underweight."

Third Step: When you have completed the second step, answer the summarizing questions on pages 5 and 6.

(Ψ)

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
CTP	
TOTAL	

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

Page 2

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily

6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)

11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette

16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates

21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"

26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying

31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs

36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home

41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school

46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study

51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life

56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight

61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work

66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself

71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex

76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability

81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough

86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice

91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home

96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own

101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions

106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

111. Not as strong and healthy as I should be
112. Not getting enough outdoor air and sunshine
113. Not getting enough sleep
114. Frequent colds
115. Frequent sore throat

116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
118. Needing money for education after high school
119. Needing to find a part-time job now
120. Needing a job during vacations

121. Nothing interesting to do in my spare time
122. Too little chance to go to shows
123. Too little chance to enjoy radio or television
124. Too little chance to pursue a hobby
125. Nothing interesting to do in vacation

126. Disappointed in a love affair
127. Girl friend
128. Boy friend
129. Deciding whether to go steady
130. Wondering if I'll find a suitable mate

131. Slow in making friends
132. Being timid or shy
133. Feelings too easily hurt
134. Getting embarrassed too easily
135. Feeling inferior

136. Moodiness, "having the blues"
137. Trouble making up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born

141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die

146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family

151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade

156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively

161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict

166. Poor complexion or skin trouble
167. Poor posture
168. Too short
169. Too tall
170. Not very attractive physically

171. Living too far from school
172. Relatives living with us
173. Not having a room of my own
174. Having no place to entertain friends
175. Having no car in the family

176. Not being allowed to use the family car
177. Not allowed to go around with the people I like
178. So often not allowed to go out at night
179. In too few student activities
180. Too little social life

181. Being in love
182. Loving someone who doesn't love me
183. Deciding whether I'm in love
184. Deciding whether to become engaged
185. Needing advice about marriage

186. Being criticized by others
187. Being called "high-hat" or "stuck-up"
188. Being watched by other people
189. Being left out of things
190. Having feelings of extreme loneliness

191. Afraid to be left alone
192. Too easily moved to tears
193. Failing in so many things I try to do
194. Can't see the value of most things I do
195. Unhappy too much of the time

196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes

201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home

206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college

211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports

216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers

	Cir.	Tot.

221. Trouble with my hearing
222. Speech handicap (stuttering, etc.)
223. Allergies (hay fever, asthma, hives, etc.)
224. Glandular disorders (thyroid, lymph, etc.)
225. Menstrual or female disorders

226. Parents working too hard
227. Not having certain conveniences at home
228. Not liking the people in my neighborhood
229. Wanting to live in a different neighborhood
230. Ashamed of the home we live in

231. Wanting to learn how to dance
232. Wanting to learn how to entertain
233. Wanting to improve myself culturally
234. Wanting to improve my appearance
235. Too careless with my clothes and belongings

236. Going with someone my family won't accept
237. Afraid of losing the one I love
238. Breaking up a love affair
239. Wondering how far to go with the opposite sex
240. Wondering if I'll ever get married

241. Wanting to be more popular
242. Disliking someone
243. Being disliked by someone
244. Avoiding someone I don't like
245. Sometimes acting childish or immature

246. Being stubborn or obstinate
247. Tending to exaggerate too much
248. Having bad luck
249. Not having any fun
250. Lacking self-confidence

251. Sometimes lying without meaning to
252. Swearing, dirty stories
253. Having a certain bad habit
254. Being unable to break a bad habit
255. Lacking self-control

256. Clash of opinions between me and my parents
257. Talking back to my parents
258. Parents expecting too much of me
259. Wanting love and affection
260. Wishing I had a different family background

261. Lacking training for a job
262. Lacking work experience
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job

266. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations

271. Teachers not considerate of students' feelings
272. Teachers not practicing what they preach
273. Too many poor teachers
274. Grades unfair as measures of ability
275. Unfair tests

276. Poor teeth
277. Nose or sinus trouble
278. Smoking
279. Trouble with my feet
280. Bothered by a physical handicap

281. Borrowing money
282. Working too much outside of school hours
283. Working for most of my own expenses
284. Getting low pay for my work
285. Disliking my present job

286. Too little chance to do what I want to do
287. Too little chance to get into sports
288. No good place for sports around home
289. Lacking skill in sports and games
290. Not using my leisure time well

291. Thinking too much about sex matters
292. Concerned over proper sex behavior
293. Finding it hard to control sex urges
294. Worried about sex diseases
295. Needing information about sex matters

296. Being too envious or jealous
297. Speaking or acting without thinking
298. Feeling that nobody understands me
299. Finding it hard to talk about my troubles
300. No one to tell my troubles to

301. Too many personal problems
302. Having memories of an unhappy childhood
303. Bothered by bad dreams
304. Sometimes bothered by thoughts of insanity
305. Thoughts of suicide

306. Sometimes not being as honest as I should be
307. Getting into trouble
308. Giving in to temptations
309. Having a troubled or guilty conscience
310. Being punished for something I didn't do

311. Friends not welcomed at home
312. Family quarrels
313. Unable to discuss certain problems at home
314. Wanting to leave home
315. Not telling parents everything

316. Not knowing what I really want
317. Needing to plan ahead for the future
318. Family opposing some of my plans
319. Afraid of the future
320. Concerned about military service

321. Getting low grades
322. Just can't get some subjects
323. Not smart enough
324. Afraid of failing in school work
325. Wanting to quit school

326. School activities poorly organized
327. Students not given enough responsibility
328. Not enough school spirit
329. Lunch hour too short
330. Poor assemblies

HPD
FLE
SRA
CSM
SPR
PPR
MR
HF
FVE
ASW
CTP

TOTAL....

Second Step: Look back over the items you have underlined and circle

Third Step: Pages 5 and

Third Step: Answer the following four questions.

QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?
...........Yes. ....No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? ....Yes. ....No. Please explain how you feel on this question.

4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? ....Yes. ....No. If so, do you have any particular person(s) in mind with whom you would like to talk? ....Yes. ....No.

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