

THE UNIVERSITY OF MANITOBA
A DESCRIPTIVE STUDY OF
EX FRONTIER COLLEGIATE STUDENTS

by

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ABSTRACT

The purpose of this study was to identify any causal factors in the success of native students, as perceived by the graduates of Frontier Collegiate Institute. The factors examined were limited to those that fell into the areas of curricula, social values, social adjustment and guidance.

A questionnaire was developed to elicit responses to determine the adequacy of the educational opportunities available to the students. The questionnaire consisted of a total of thirty-three items requiring check-off and/or anecdotal responses. It was distributed to former students of Frontier Collegiate Institute, situated in Cranberry Portage, Manitoba. The majority of the respondents were of native origin.

Each item on the returned questionnaires was analyzed on a percentage basis, with the respondents differentiated for each item on an origin and/or educational stream basis.

On the basis of the data received, the major findings of the study were as follows:

1. The major areas of curricular concern are mathematics and English.
2. A strong desire by both native and non-native respondents for a native oriented curriculum was evident.
3. Native students seem to have had little difficulty in the areas of value conflict and social adjustment, in their terms.
4. Guidance seems to be the weakest area, particularly on a post school basis.
5. The former students felt that there had been few job opportunities

for them near home, or if there were, they did not know how to secure the employment.

6. The Frontier Collegiate Institute and its residence, with the education gained thereof, were held in very high regard.
7. The respondents appeared, in their terms, to have been successful (i.e., they were apparently satisfied with their movement into society).

The overall implication of the study is two-fold. The problems of the students are somewhat different from those commonly held by the school division. Secondly, the Frontier School Division, and its students, together with its curricula should be the subject of a great deal of research to determine possible means of improving the educational opportunities provided by the Division.

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CHAPTER I

THE PROBLEM AND OUTLINE OF THE STUDY

The isolated northern native communities have received a poor standard of education in the past. This has been a result largely of their isolation. This lower standard of education has not helped the native graduate move out of his situation if he so desired. Some provinces in an attempt to improve the quality of educational opportunity have established large school systems encompassing many of these communities. An evaluation of the success of these school systems in part, is accomplished by an analysis of the success of their students.

In order to make such an analysis possible, the causal factors of the success or failure of native students beyond school must be found. These factors must be analyzed in terms of those which prevent or cause cessation of Indian-Metis student participation in the societal mainstream. Secondly, a parallel search for those positive factors which enable graduates of the same background to remain in the dominant society, must be an integral part of such a study.

A goal of any school system should be to provide the child with the necessary background to choose a life pattern suitable for himself. It is a moot question as to whether the grade 1-12 school systems designed for Indian-Metis people provide them with even a partial background, let alone a choice of career and life style.

Studies are necessary to determine the success or failure of the present school systems, society, employer(ees), agencies, etc. responsible

for students of native origin. If these systems are found to be at fault in this study it should enable us to give direction for curricular adaptations, the education of society at large, and some information and aid of value to hiring agencies.

THE PROBLEM

It is not known which factors enable Indian-Metis students, such as those at Frontier Collegiate Institute, to move into the dominant society or prevent them from entering it. Some of these factors may be identifiable by the students. The purpose of this study was to identify some of these causal factors in the success of native students, as perceived by the graduates of Frontier Collegiate Institute. The factors were limited to those which were felt to be within the areas of curricula, social values, social adjustment and guidance.

IMPORTANCE OF THE PROBLEM

The study is significant in that there exists a considerable amount of visceral feeling as to these causes but little in the way of documented research. The statement by A. D. Selinger sets the problem as succinctly as it perhaps has ever been done:

. . . few schools evidence any concern about what happens to the high school student after he graduates, except to brag about the occasional alumnus who achieves some marked success. Out of sight out of mind, best characterizes the attitude of most schools toward their graduates. And yet, without hard, pertinent, reliable data on what happens to the post high school graduate, on what basis can the school really evaluate the effectiveness of its programs?¹

¹Alphonse D. Selinger, "The American Indian Graduate: After High School, What?", North West Regional Education Laboratory: Portland, Oregon, 1968, ERIC 026165.

ASSUMPTIONS

It is assumed that something can be done to reduce the causal effect of the negative factors and to enhance the effect of the positive ones. Further research may be needed to clarify and extend the findings of this study. It is assumed that the reasons for success or failure fall into four non-distinct categories or factor areas:

- (a) curricular adequacy or inadequacy on a K-12₊ basis;
- (b) value conflict or compliance;
- (c) social adjustment or maladjustment;
- (d) guidance presence or non-presence.

Further it is assumed that those factors identified by students although not statistically significant in the strictest sense, represent some conclusive data in an area where none now seem to exist.

DEFINITIONS

For the purpose of this study the following definitions will be held:

1. Graduate -- one who has completed successfully the requirements for school standing in XII University Entrance, XII General, XII Commercial or XI Occupational Entrance.
2. Near graduate -- one who at the time of leaving Frontier had at least partial standing in XI University Entrance, XI General, XI Commercial or X Occupational Entrance.
3. Treaty Indian -- one who has status as such with the Government of Canada.

4. Indian -- one who regards himself as such, usually defined as one whose major origin is Indian.
5. Metis -- one who regards himself as such, usually defined as one of mixed origin; Indian and another.
6. Value -- "denotes any object of any need, attitude or desire."²
7. Curricula -- those activities over which the school system has some degree of control.
8. Guidance -- help which can be given a student, graduate or near graduate.
9. Social or value conflict -- a non-meshing of the values held by culturally different groups.
10. Social maladjustment -- social conflict to the extent that the person is outside the surrounding society mentally if not physically.
11. Participation in societal mainstream, in this study, will mean any attempt by the graduate or near graduate to get a job away from home and hold it for any length of time.
12. Race (racial)(ancestry) used interchangeably to differentiate between Indian and/or Metis people as a group and Euro-Canadians.

DELIMITATIONS

The study is limited to those approximately 250 graduates and near graduates of The Frontier Collegiate from 1966-70. The study is

²The Dictionary of Social Sciences, 1964.

further limited to those of the above available by mail in the period January 1 to March 7, 1971.

LIMITATIONS

The study is limited to the graduates and near graduates of Frontier Collegiate Institute who may not have been representative of all such predominantly native schools. Such factors as offered programs, staffing, plant facilities, etc. may have had a significant effect. The responses represent only a portion of the graduates and near graduates. It is possible that those who did not respond have different problems.

The major concern of the study and the resultant questionnaire was Indian-Metis students. Therefore, the representation of Euro-Canadian students' views were weakened.

The translation of anecdotal comments into categories was affected by the researcher's subjectivity. The questionnaire, as a research tool, is a limiting factor in itself.

The study is further limited in that its results are designed to be suggestive rather than definitive.

CHAPTER II

THE REVIEW OF THE LITERATURE

This chapter is divided into two sections. The first part deals with the literature related to curricula, social values, social adjustment and guidance as they pertain to native education. Secondly, a review of the research in terms of followup studies of Indian student graduates is presented.

REVIEW OF RELATED LITERATURE

A great deal has been written about the education of the native person. The vast majority is American with a recent surge from Canadian sources. The related literature will be limited to and categorized into the four factor areas previously outlined (page 3).

CURRICULA

In that there are a great many definitions of curricula, the following quotation is intended to be illustrative. As Neagley and Evans state,

curriculum should be defined as all of the planned experiences provided by the school to assist pupils in attaining the designated learning outcomes to the best of their abilities.¹

The most widely accepted view of curriculum is that it should meet the needs of the child, allowing him to move from where he is (not should be) to the point where he can, if he so chooses, move into the society

¹Ross L. Neagley and N. Dean Evans, Handbook for Effective Curriculum Development (New Jersey: Prentice-Hall Inc., 1967), p. 2.

at large and proceed to a degree of success by his abilities and fortune.

The problem of curriculum development is multiplied astronomically when the student for whom it is to be developed is from a culturally different surrounding. Educators are, at last, realizing that the curricula developed for the dominant society (Euro-Canadians) do not fulfill the needs of Indian-Metis students. Father Andre Renaud of the University of Saskatchewan, a pioneer developer of Indian-Metis curriculum outlines four guiding principles for this development.

1. "Theory of pegs and gaps" by which he "means that the objectives and content of each unit must be assessed against the on-going life on the reserve in order to identify, on the one hand, an Indian fact, past or present, that can be used as a peg or an illustration and, on the other, the specific gap which needs reinforcement beyond what the regular school program provides. . . ."

2. Taking the knowledge the child brings to school and "(1) reinterpreting it" in terms of the modern dominant society; "(2) extending it beyond the limits" of the home community; and "(3) expanding and enriching it" to as many areas as possible.

3. "A third guiding rule, . . . , is that of functional learning," that is, learning the basic skill tools for survival in the dominant society.

4. "A fourth . . . is selection of content for community

education development."² In other words provide the tools necessary for these students to tackle the problems of community development at home.

The opinions of Renaud are typical of those held by many in this field. The past practice of forcing the dominant curriculum on Indian-Metis students is waning. However, the principles as outlined by Renaud are not yet in practice.

VALUES

Perhaps the greatest problem faced by Indian-Metis people, attempting to move into the dominant society, is that of value conflict. The clash of those values one holds as truths with those held by outer society and presented by the educational system can largely destroy the self-concept necessary to face life.

Bryde, Renaud and Wax and Thomas have written on value conflict and the magnitude of the problem for native students. Renaud compares the educational objectives of Canada to the Indian background as follows:

"EDUCATIONAL OBJECTIVES, CANADA	INDIAN BACKGROUND
Integration	Isolation
Talking Society	Silent Society
Literacy	Observation
Science	Experience
Urbanization	Respect for Tradition

²Andre Renaud, "Education from Within: An Experimentation in Curriculum Development with Children of Indian Background in Saskatchewan." Paper presented at the Ontario Conference on Indian Affairs conducted by The Ontario Division of the Indian Eskimo Association of Canada, November, 1964, London, Ontario, ERIC 026179.

Industrialization
 Commercialization
 Interdependence

Food gathering
 Sharing
 Separation"³

It would seem difficult, if not impossible, to rationalize the use of standard educational methods and materials when dealing with people of such an obviously different heritage.

Wax and Thomas look at the problems that arise from attempted communication between American Indians and white people. They state:

. . . our observations have convinced us that most white people who live in the United States share ideas and practices about proper behaviour that are very different from those shared by most Indians.⁴

They outline the cultural values behind the ways in which Indian people act in communication with white people, which result in the unfortunate stereotyping so common of white attitudes. They conclusively show that these behaviour patterns, that white society do not understand, are the result of values that white society often complains of having lost or never had.

Bryde outlines a solution to the value conflict phenomena, he says:

Adding to the subtlety of the problem is the fact that values, until examined by members of a given culture, usually operate at the unconscious level. For the average Indian student this means that, by teaching or instructing, his values must be brought to his conscious level for examination and prideful evaluation in order to show him 'what makes him tick,' and to show him how to

³ Andre Renaud, Thecla Bradshaw, The Indian Child and Education. Lithograph, Midwest Litho Ltd., 1967.

⁴ Rosalie H. Wax and Robert K. Thomas, "American Indians and White People," The Atlanta University Review of Race and Culture, Vol. XXII, No. 4, 1961, p. 1.

use his values in adjusting to the modern world. It is true, that, in adjusting, he will incorporate some non-Indian values, but, in so doing, he will use his own values as motivations.⁵

Bryde is stating that educators must strengthen the Indian's self-concept to give him the foundation to withstand the move into another culture. The result is that: "he is more Indian than ever because he has learned how to use his values in a new setting."⁶ The point is, that Bryde maintains that these conflicts exist to the point that a whole new approach must be undertaken to ensure some manner of success.

SOCIAL ADJUSTMENT

A great amount has been written on the social maladaptive behaviour of Indian and/or Metis people in the dominant society. The stereotype of the Indian-Metis is common knowledge to all Manitobans of native or Euro-Canadian origin. Much less has been said or written on native people who have adapted to the dominant society. The reason, of course, being that those who adapt are not as readily noticed.

The Spindlers have done much work with the Menomoni Indians of Wisconsin. They identified a group of native people living in a highly acculturated state, largely as standard white middle class. The people had taken on the success and achievement orientation of the Euro-American society, and were psychologically positively adapted

⁵ John F. Bryde, "New Approach to Indian Education," 1967, ERIC 015818, p. 3.

⁶ Ibid., p. 4.

to the dominant society. However:

what is extremely important about this is the fact that it was only when certain Mennomini were able to achieve success on our terms, so that they became acceptable within our system, that a positive psychological adaptation could occur.⁷

Those Indians successful within the dominant social structure had been allowed to be successful in the terms of the power society and then made a positive social adjustment to it. If the dominant society wishes native people to succeed in their terms they must be flexible enough to allow such success.

Members of minority groups often will not admit having suffered prejudice or one of its forms, discrimination. This defense is taken because the admittance of discrimination is seen as subscribing to the belief that one's own group is in some way inferior. Allport, a recognized authority on prejudice, alludes to this, as he states:

But since no one can be indifferent to the abuse and expectations of others we must anticipate that ego defensiveness will frequently be found among numbers of groups that are set off for ridicule, disparagement, and discrimination.⁸

Further on the subject of social maladjustment, some particular stereotypic behaviours of minority groups have received notice. Many writers subscribe to the idea that native people, unless they can achieve a very solid success in a foreign society, often show extremely regressive and self-degrading tendencies to show the preservation of

⁷George D. Spindler, Education and Culture (New York: Holt, Rinehart and Winston, 1965), p. 25.

⁸Gordon W. Allport, The Nature of Prejudice (New York: Addison-Wesley Publishing Co., 1954), p. 139.

their original culture. On the topic of Indian drinking, Nancy Lurie states:

It has a form; getting purposefully and conspicuously drunk under circumstances that tend to reinforce the stereotype of the drunken Indian. . . . Its function is to communicate a message, 'I am an Indian.'⁹

To strengthen the Spindlers' point, then, unless native people are allowed social acceptance they tend to strengthen the image of their "Indianness" in the ways open to them and further spread the social gap between them and the dominant society.

GUIDANCE

The fourth factor area investigated is that of guidance. One comment will suffice to show the depth of the problem in school:

2. The counsellee (the Indian student) is in a state of imbalance between what he is actually experiencing and his concept of himself.¹⁰

However, in school the student is within the cocoon of a system supposedly geared for his benefit. Outside the school he often has nowhere to turn as does his Euro-Canadian counterpart. The dominant society school leaver can, for the most part, rely on the resources of his family and acquaintances for assistance in job placement and help in adjusting to the common work-a-day world. The native student most

⁹Nancy Oestreich Lurie, "A Suggested Hypothesis for the Student of Indian Drinking," Paper presented at CSAS meetings, Milwaukee, Wisconsin, 1969.

¹⁰C. H. Poehlman, "Suggested Techniques in Guidance and Counseling with Indian Youth and Adults," Paper prepared for Nevada State Department of Education, Carson City, Nevada, 1966, ERIC 010750.

often has no such family resource to turn to for aid. The isolation, physical and cultural, of his home almost entirely negates the possibility of his family coming to his rescue as he flounders outside the school gates.

Again, from Poehlman, a statement which outlines the special nature and the magnitude of the problem:

1(b) Counselling 'school-leavers' presents some unique challenges. The counselor has to understand the cultural relationship of the individual to the world of work. In the Western culture orientation, work means a number of things. Some are, economic gains, an expression of individualism, a means of belonging and so forth. To the young Indian leaving school, either through dropout or graduation, this is the dual culture concept again. First, he is faced with a decision about the type of jobs the white man expects him to take, whether or not it fits his own individual needs, his interests, aptitudes, etc. The Indian cultural concepts of work and of establishing himself for his adult life may well be considerably different from what the counselor may expect it would be. It is true that the Indian will probably have to fit into the economic scheme of the times as they exist, but with proper approaches the counselor can be of real help in the most appropriate of decisions.¹¹

Certainly, the problem is a real one and the moves towards its success on the Canadian scene are slight.

A great number of writers concern themselves with the problem of cross-cultural education as a whole. A report of one of these authors serves as a conclusion to this section. Gaarder seems to have tied the thoughts of many into a statement of the problem and a series of recommendations:

. . . the sole disadvantageous difference that matters is the extent of the Indian's lack of self-sufficiency, and that self-sufficiency comes only from self-fulfillment at every age level.

¹¹Ibid., p. 10.

His recommendations are as follows:

1. . . . Indians should run their schools. . . .
2. . . . Indians employed to work with Indians should be of the same tongue. . . .
3. . . . immediately in the first three grades and as soon as possible in grades 4, 5, 6 . . . bilingual instruction should be instituted.
4. . . . publish all aspects of Indian culture in native language.
5. . . . develop strong PTA with Indian parents. . . .
6. . . . encourage development of Indian leaders. . . .
7. . . . develop research center devoted to American Indians. . . .
8. . . . teach English as a second language. . . .
9. . . . don't put Indian children in boarding schools. . . .
10. . . . keep Indians in BIA sponsored schools. . . .
11. . . . remove all religious organizations from Indian education.¹²

The preceding review is by no means exhaustive but is merely presented as a brief overview of some thoughts related to the study. The bibliography will contain a list of the material available to the reader as well as sources of other materials not all of which were researched.

REVIEW OF RELATED RESEARCH

The only directly related research the author was able to read was a study conducted by A. D. Selinger of the Northwest Regional

¹²Bruce Gaarder, "Education of American Indian Children," U.S. Office of Education Report, 1967, ERIC 018299.

Educational Laboratory, Portland, Oregon. The study contacted 287 Indian graduates six years after graduation. Through direct interview their post graduate education and job history was obtained.

Although Selinger's work dealt exclusively with people under the jurisdiction of the Bureau of Indian Affairs, his findings are certainly relevant to the Canadian situation, and the problems (failures) will only be multiplied for the Metis.

Part of the 'Document Resume' of his findings follows:

. . . About 70% entered post high school academic or training programs which approximately one half completed. Employment was frequently unrelated to training. One half of those interviewed were working for pay or profit, while keeping house and unpaid family jobs were the next highest categories of work. . . . The majority of the graduates did not speak of Indian language. Those who participated in school activities tended to enter post-secondary education programs. Many were dissatisfied with their present jobs and felt the need for further education. Indications were that information made available on post high school opportunities was inadequate. Study results suggested that Indians should have direct involvement in the initiation, planning and execution of educational programs designed to aid in their own development.¹³

Although there are parallels between the study of this thesis and Selinger's, the main similarity rests in the purpose. Selinger made little attempt to identify or categorize the factors for success or failure, only that success existed to a given percentage. His main thrust was to identify who has succeeded to the greatest extent, the educational persister or non-persister, male or female. No attempt has been made to fully describe Selinger's work and its full impact may only be apparent on a thorough reading.

¹³Selinger, Op. cit., Document Resume.

Two other similar studies were reported by Berry in his comprehensive survey of the literature. His synopsis of the results is as follows:

. . . Most of the followup studies, however, are less encouraging. Adams mailed a questionnaire to the 1952-64 Indian graduates of Union High School, Roosevelt, Utah, and learned, among other things, that 74% had received some formal education beyond high school, 26% were working full time, and an equal number were housewives: barely 20% were following the vocation for which they had prepared themselves in high school, and the majority of them felt that their high school education had been inadequate. Smith mailed a questionnaire to the Mormon graduates of Intermountain Indian School, who had graduated between 1957 and 1961. He learned that approximately 50% had returned to their reservations, 21% had received further schooling, there was no unemployment among those who had settled off-reservation but the rate was 46.6% for males who had returned, and the marital status of the graduates was far from exemplary.¹⁴

No indication of whether people chose to return to the reserve or were forced to economically is given. This is an evident weakness of the studies. Berry concludes:

. . . The few followup studies which are available reflect little credit upon the effectiveness of the white man's formal education.¹⁵

¹⁴ Brewton Berry, The Education of the American Indian. A Survey of the Literature. U.S. Government Printing Office, 1969.

Adams, Larry L. A Followup Study of Indian Graduates of Union H.S., Roosevelt, Utah, M.E. Thesis, Brigham Young University, 1965.

Smith, Lynn C. An Investigation of the Social Adjustment of L.D.S. Graduates from Inter Mountain Indian School. M.E., Brigham Young University, 1965, p. 24.

¹⁵ Ibid., p. 25.

CHAPTER III

DESIGN OF THE STUDY

RESEARCH PROCEDURES

DATA SOURCE

A brief description of the Frontier School Division will enable the reader to better grasp the data source. Under Section 471D of the Public Schools Act, the Frontier School Division was established by order of Hon. Dr. G. Johnson, Minister of Education on July 8, 1965. The order was reported in The Manitoba Gazette on July 31, 1965.

The Division took in the existing school districts of Bad Throat No. 1014, Barrows Junction No. 2298, Cormorant Lake No. 2129, Cranberry Portage No. 2201, Dallas No. 1970, D. R. Hamilton No. 2310, Gillam No. 2250, Northland No. 2199, Norway House No. 1917, Pikwitonei No. 2231, Rice Creek No. 2185, Sunny Valley No. 2027, Thicket Portage No. 2290 and Wabowden No. 2181. In addition the communities of Anama Bay, Barrows, Big Black River, Briggs Spur, Brochet, Crane River, Duck Bay, Fisher Bay, God's Lake Narrows, Golden Acres, Homebrook, Ilford, Island Lake, Loon Straits, Mallard, Matheson Island, Moose Lake, National Mills, Pelican Rapids, Pine Dock, Princess Harbour, Salt Point, South Indian Lake, Wanipigow, Warren's Landing, Wekusko and Westgate. Subsequently, Island Lake was deleted, Waterhen, Grand Rapids and Bissett have been added. The division is one of the largest in the world (geographically) as the map in appendix "A" shows.

The division took over the Mid-Canada Radar Base at Cranberry

Portage, Manitoba and there established the Frontier Collegiate Institute. The Collegiate provided instruction in grades nine through twelve, with kindergarten through grade eight in the home communities. The objective of this acquisition was to provide high school education opportunity in a residential setting for the students of the division.

The division in 1970-71 has approximately 5500 registered students. Of these 480 are registered at the Collegiate. The division also has 50 Treaty Indians on a joint agreement with Indian Affairs at the Collegiate.

The low high school enrolment is attributed to a high drop out rate at or near the completion of elementary school. The practice of non-retention over the last several years is lessening this rate.

The communities which the division serves are primarily populated by treaty and non-treaty Indians and Metis. The division also provides educational opportunity for the families of many northern people of Euro-Canadian origin; civil servants, Hydro employees, Game Branch officials, church workers, etc.

The main data source was those graduates or near-graduates who left the Frontier Collegiate Institute in the period 1966-70. The data consisted of a distribution of responses over years attended, education streams, and Indian-Metis versus Euro-Canadian origin.

At the outset a problem was envisioned regarding the number of returns. A majority of the communities in which the respondents were located are relatively isolated. Mail services to these areas are often unreliable. Some of the respondents would be located in remote

fishing, trapping, logging or construction camps away from their homes. They return home biweekly or less frequently for mail and supplies. The natural reticence of Indian people to the repeated interrogation of investigators compounded the problem. A third factor, in the same light, is the frequent short term migration of the respondents to large urban centers in search of employment or to visit.

Therefore it was decided to allow up to two months for data returns in an attempt to ensure the highest possible number of returns.

PROCEDURE OF DATA COLLECTION

A mailed questionnaire was the main collection instrument. It was sent to all of those above whose address could be obtained from school record research and younger family members. The questionnaire (Appendix "B") was mailed with a covering letter (Appendix "C") on January 5, 1971.¹ A reminder and thank-you letter (Appendix "D") was sent to all possible respondents on January 25, 1971. A second reminder (Appendix "E") with a questionnaire was sent to thirty selected respondents on February 15, 1971.

TREATMENT OF THE DATA

The following is a description of the method in which the responses to the questionnaires were treated.

Each of the one hundred and twenty questionnaires returned in

¹A flowchart of the procedures of the study is included as Appendix F.

the allotted time was given a six digit code number. The number identified the questionnaire (first three digits), gave the number of years spent at the school (digit four), the educational stream (digit five), and the self-perceived racial origin (digit six) of the respondent. The next step was to record the results for each item on a separate sheet of paper using the six digit number. In this manner at a glance one could identify the particular questionnaire for future reference, as well as the educational stream, and the ancestry of any given respondent to a given item. This allowed for a breakdown of the responses to any item choice on the basis of years at the school, stream and race; the latter two being of particular interest.

Each item was then analyzed on a percentage basis on a separate sheet of paper. The frequency and percentage of the total responses to a given item was derived for each possible choice and 'write-in' answer.

Once each item had been analyzed as above, the items were grouped into a number of areas. The areas were not mutually exclusive and some overlap existed. Therefore, it was necessary to arbitrarily place some items in one area despite the fact that they had application elsewhere.

Breakdowns on a racial and/or stream basis were done on a majority of items. The breakdowns were expressed as number totals and percentages.

The first area under which items were grouped was that of demographic information. Into this section the questionnaire (Appendix B) items A 1, 2, 3 and B 1, 3 were placed. In addition the information on the number of questionnaires sent and returned was included.

The remaining four areas were those referred to in the statement of assumptions. Into curricula were placed items B 2, 5 and C 3, 4, 5, 6, 7, 8, 9. The second section, value conflict or compliance contained items B 10, 11 and C 10, 11, 12. Social adjustment or maladjustment was judged to cover items A 4, 6, 7, 8 and B 6, 9, 12, 13. Finally into the area of guidance items B 4, 7, 8 and C 1, 2 were placed. Reports of the written in comments were included where they applied.

The results of the questionnaire responses in the categorization above with appropriate breakdowns on the basis given are presented in the next chapter.

CHAPTER IV

THE DATA AND CONCLUSIONS

The following chapter consists of a presentation of the data. It is in table form with explanation serving only as clarification. The data are grouped into the areas outlined on pages 20 and 21 of the preceding chapter. The tables represent the responses to questionnaire items. It was judged by the writer that breakdowns of respondents on an education stream and/or race basis would provide additional information to the reader. These are included in the tables where they are judged important. Not all percentages are included in the breakdowns; they are omitted where it was deemed that numbers of respondents were not sufficient to make the percentages meaningful.

Interpretation of the data and conclusions are included at the end of each section and at the end of the chapter. The conclusions drawn will be in light of the data only, the implications in the next chapter will reflect the opinions and other knowledge of the writer. However, some observations based on the writer's experience are placed in this chapter only to clarify the data presentation.

DEMOGRAPHIC DATA

On January 5, 1971, a total of two hundred and fifty-one questionnaires were mailed to an equal number of prospective respondents. A reminder and thank you letter was mailed to all possible respondents on January 25, 1971. An additional thirty questionnaires were sent to

thirty selected possible respondents on February 16, 1971. The returns were considered part of the sample if they were returned before March 7, 1971. Table I presents the information regarding the questionnaire returns.

TABLE I
QUESTIONNAIRE RETURNS

Questionnaires Mailed	251
Questionnaires Returned Undelivered	23
Total Possible Returns	228
Returns to March 7, 1971	120
Percentage Return	52.63%

The distribution of the returns over the time allotted is given in Figure 1. It should be noted that mail delivery was available to the return address on a Monday through Friday basis. All returns but one were through the mail.

As Frontier Collegiate Institute was not established until 1965, many of the respondents had received only a portion of their high school education at that school. Some respondents had received part of their high school education by correspondence courses, special schools operated by the Province of Manitoba, one room schools, Indian Affairs Branch residential schools and others. As part of this first section

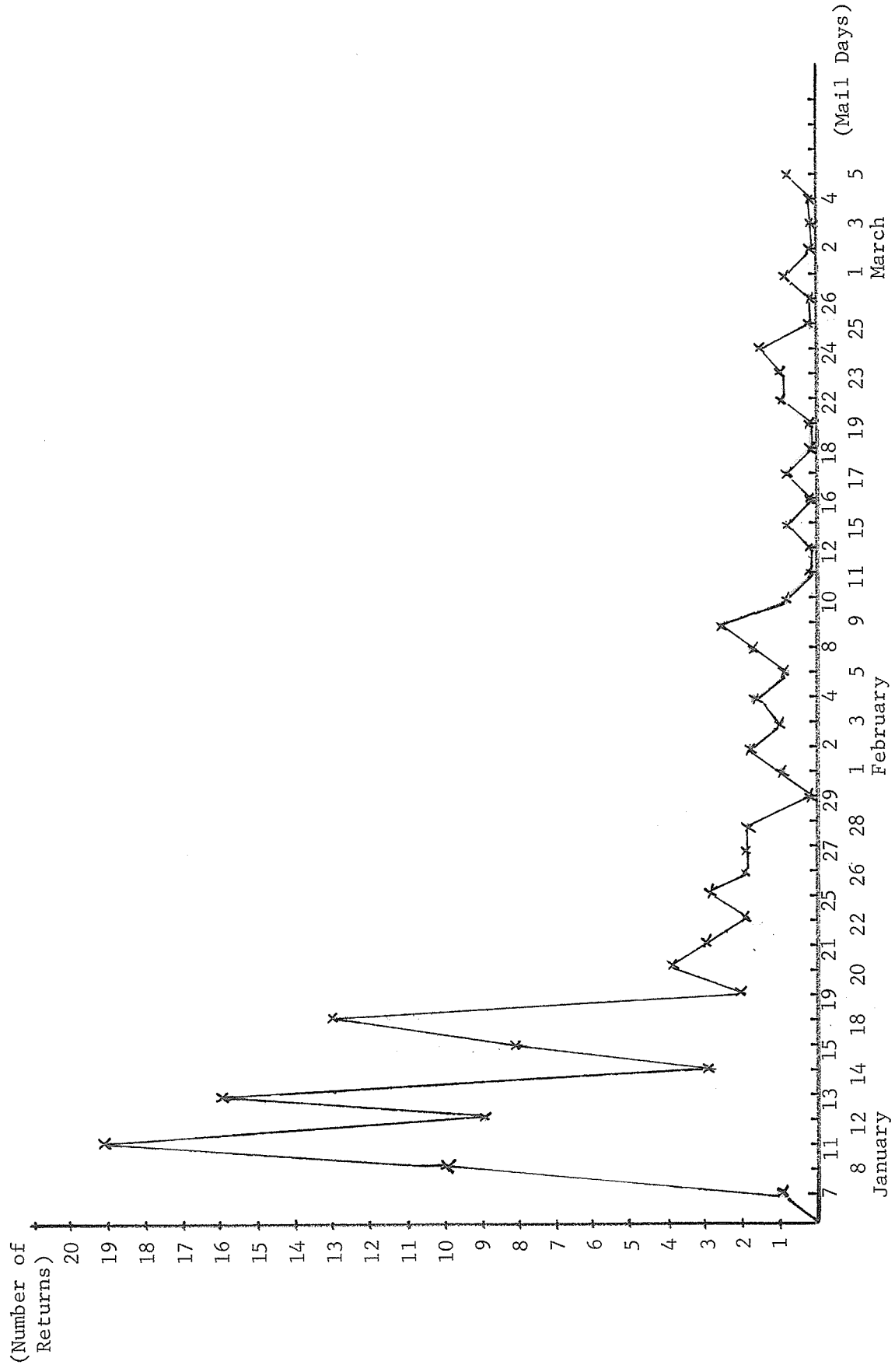


FIGURE 1
DISTRIBUTION OF RETURNS OVER TIME
SOURCE: DAILY RECORD

of demographic information, Table II outlines the distribution of the respondents according to the number of years they attended the school.

TABLE II
YEARS ATTENDED FRONTIER COLLEGIATE

Years (Number)	All Respondents	
	Number	Percentage
1	23	19.17%
2	17	14.17
3	31	25.83
4	40	33.33
5	9	7.50
Totals	N = 120	100.0

Source: Item A - 1

The past and present students of Frontier Collegiate are as a student body of mixed racial origin. A very large percentage of them have some Indian ancestry. The respondents were asked to identify the fraction of Indian blood in them. Table III describes the results for the respondents but not necessarily for the student body as a whole.

As an extension of the information given in Table III and to facilitate breakdowns and interpretations on a racial origin basis, it is necessary to separate those with some Indian blood as opposed to none. Table IV describes the respondents' racial origin in these terms.

TABLE III
 FRACTION¹ OF INDIAN BLOOD IN RESPONDENTS

Fraction Choice	All Respondents	
	Number	Percentage
All	16	13.34%
3/4 to all	13	10.83
1/2 to 3/4	13	10.83
1/4 to 1/2	25	20.83
Less than 1/4	12	10.00
None	41	34.17
Totals	N = 120	100.00

Source: Item A - 3

¹Self-perceived.

TABLE IV
 RESPONDENTS' RACIAL ORIGIN

Origin	All Respondents	
	Number	Percentage
Some Indian Origin	79	65.83%
No Indian Origin	41	34.17
Totals	N = 120	100.0

Source: Item A - 3

It should be noted those in 'some Indian origin' category include all those respondents who claimed some fraction of Indian blood. Also, a study of the total school population over 1965-70 would indicate a higher percentage of Indian origin students than that shown by the respondents. This observation is based on the experience of the writer.

The school offered only the University Entrance stream during 1965-66. The optional General Course and Occupational Entrance Course streams were added in 1966-67. The Commercial or Business Education Course stream was first operated as a separate option in 1967-68. Table V outlines the respondents by educational stream. A breakdown on the basis of racial origin is included. The inclusion was made in attempt to discern any possible differentiation on the basis of race.

TABLE V
DISTRIBUTION OF RESPONDENTS BY EDUCATIONAL STREAM

Stream	All Respon.		Ind-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
University Entrance	43	35.83%	18	41.86%	25	58.14%
General	41	34.17	30	73.13	11	26.83
Commercial	11	9.17	7	.	4	.
Occupational Entrance	25	20.83	22	88.00	3	12.00
Totals	N = 120	100.00	77	.	43	.

Source: Item A - 2

An attempt was made to discover any difference between the racial perception the respondent held of himself opposed to that he perceived the government (authority) held of him. (One considering research in this area is advised to consult the work of Gleason.)¹ The thrust was obviously toward those of mixed racial origin. Those who had no Indian blood or were treaty Indians have no possible difference to report. It should be noted that treaty Indians may be of mixed origin but the questionnaire items (A 4, 5) allowed them no opportunity to so indicate. Therefore the results in Table VI must be viewed in this context.

TABLE VI
PERCEPTION OF RACE: GOVERNMENT vs. SELF

Perception	All Respondents	
	Number	Percentage
No Difference	108	90.00%
Different	12	10.00
Totals	N = 120	100.00

Source: Item A - 4, A - 5

The twelve respondents who reported a difference in perceptions of their racial origin were all Metis or white.² Of these, six respondents

¹Aileen May Gleason, A Study of the Relationships that Exist Between the Deceleration Achievement of Indian Children Integrated in the Separate Schools of Fort Frances, Ontario, M.Ed. Thesis, University of Manitoba, 1970.

²The term white was used on the questionnaire to avoid confusion over the term Euro-Canadian.

indicated a government perception of Metis but saw themselves as non-treaty Indians and two respondents said the government thought them white but they considered themselves to be Metis. Two of the twelve did not know their government classification but saw themselves as Metis and white³ respectively. Of the last two, one, a Metis (government), felt constrained to identify himself as a Canadian and the other considered white⁴ (government) could not or did not classify himself.

The preceding material in anecdotal form, was taken from the responses to items A4 and A5. Once again the reader is cautioned to consider these results in the terms that the total possible response to 'some difference' was limited to those of mixed origin and not the total possible response.

As a further section of the demographic information the study attempted to determine the activities at which the students had been spending the majority of time since leaving school. The next table (VII) outlines the results. A breakdown on a stream and racial origin basis is included for further clarification where sufficient numbers merit such treatment.

The final inclusion in this section is information regarding the job types of the respondents. The jobs reported include summer employment as well as post school activities. A racial breakdown is included with the total respondent results in Table VIII. Percentages are not

^{3,4}It should be noted that these two respondents are considered in racial breakdowns as white. Therefore, the total number of Indian-Metis becomes 77 and the total number of whites becomes 43 as in Table V.

TABLE VII
 MAJORITY OF TIME SPENT SINCE LEAVING SCHOOL

Majority of Time	All Respondents		Ind.-Metis		Euro-Can.		Stream			
	No.	%	No.	%	No.	%	U.E.	Gen.	Com. O.E.	
Working for pay	79	60.77	52	65.82	27	34.18	21	30	12	16
Family work	6	4.61	4	.	2	.	.	.	.	.
Voluntarily idle	5	3.85	5	.	.	.	.	.	.	.
Housewife	7	5.38	4	.	3	.	.	.	.	.
School or training	33	25.39	16	48.48	17	51.82	20	9	.	4
Totals	130	100.0	81	.	49	.	.	.	.	.

Source: Item B - 1

Multiple responses increases total.

TABLE VIII
JOB TYPE OF RESPONDENTS

Type	All Respondents		Ind.-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Clerk-Service	47	32.50	30	63.83	17	36.17
Labour	39	39.17	25	64.10	14	35.90
Traditional or housewife	10	8.33	10	.	.	.
Trade or Professional	12	10.00	5	.	7	.
In-Training	9	7.50	4	.	5	.
No job or training	3	2.50	3	.	.	.
Totals	N = 120	100.00	77	.	43	.

Source: Item B - 3

included where numbers do not merit it in order to prevent as much misrepresentation as possible.

The material including Tables I - VIII, Figure 1, and anecdotes constitutes the demographic information drawn from the questionnaires. The map in Appendix A shows the home communities that serve the Collegiate. Many of the returns also came from these communities.

The demographic information provided by the respondents allows some conclusions to be drawn, with interpretation. The study of Table III and Table IV could lead to an incorrect impression of the number of

non-native students in the school. The actual fraction of non-native students in the school would probably average less than fifteen per cent of the total population. This observation is based on the experience of the writer.

The decided preference of non-native students for the University Entrance stream (Table V) has been thought to result from better language facility, parental pressure, and higher status value placed on this stream by students. Only in this stream are the natives (as in the larger society) in the minority.

There seems to be a relative consistency in the self concept (Table VI) of the respondents as to origin. However, only eighty-two (Table IV) respondents could have a difference as the thirty-eight (Table IV) white students had no choice. Therefore, the twelve "differents" represents 15.19% (12/79) which is an important portion of the total.

It would appear from Table VII that the graduates and near-graduates of the Collegiate who answered the questionnaire have spent their time profitably since leaving school. In fact, on the basis of the data, 96.15% have spent the majority of their time engaged in work or further training. Further reference to these conclusions will be made in the next chapter.

Finally, the majority of job types (Table VIII) held by the respondents seem to be of a non-professional type. That is, the jobs held at some time by the students are largely of a labour or clerk-service nature. Also, there appears to be no difference of job type on the basis of racial origin.

CURRICULA

The following section, bearing the above information in mind, contains the data categorized as curricular. Overlap into other areas will be apparent. However, in order to bring the material into focus, some placement of items into areas that could be disputed was necessary.

The reasons respondents had for not attempting further training were concluded to be at least partially a curricular responsibility. Table IX presents the reasons outlined by the respondents and a racial separation for each item.

TABLE IX
NON-TRAINING REASONS

Reasons	All Respond.		Ind.-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Did not want to or decided to work	34	25.19	20	58.82	14	41.18
No money	20	14.81	14	70.00	6	30.00
Pregnant or Married	7	5.19	5	.	2	.
Got in Trouble	3	2.22	2	.	1	.
Could not get in	9	6.66	8	.	1	.
Did not know where to go	8	5.93	8	100.00	.	.
No help	10	7.41	10	100.00	.	.
Miscellaneous	5	3.70	4	.	1	.
In Training	39	28.89	.	.	.	.
Totals	N = 135	100.00	.	.	.	.

Source: Item B - 4

Further to the preceding, respondent-perceived difficulty in obtaining jobs was held to be within the scope of the curriculum. Table X states the reasons felt by the former students in total and separately on the basis of racial origin. It must be stressed that the reasons given may or may not be the actual ones and they must be considered in the light of their source.

TABLE X
JOB DIFFICULTY REASONS

Reason	All Respond.		Ind.-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Not enough schooling	6	4.44	6	.	.	.
Not enough training	19	14.07	13	68.40	6	38.58
No work near home	18	13.33	15	83.33	3	16.67
No job liked	11	8.16	10	90.91	1	9.09
Would not hire Indian-Metis	.	.	.	.	.	.
No difficulty	18	13.33	13	72.22	5	27.78
No job of any kind available	10	7.41	9	90.00	1	10.00
No answer	53	39.26	.	.	.	.
Totals	N = 135	100.00	.	.	.	.

Source: Item B - 5

The respondents who gave no answer to this item would naturally include those who were still in training and/or who had never attempted to find a job.

Two conclusions on an overall or general curricular basis seem possible. Specific curricular conclusions will follow Table XVIII.

Initially, there appears to be an inadequacy in the curricula for native students who strongly indicated (Table IX) that their reasons for not pursuing further training were "couldn't get in," "did not know where to go," and "no help." One might say these are typical native responses (excuses). However, if that is so, the curriculum is again inadequate in not affecting such an attitude.

Secondly, the high percentage of native responses for "no work near home," "no job liked," and "no job of any kind," in terms of difficulty in obtaining work may indicate a weakness in the curriculum. The students were not adequately prepared to move away from home. However, it may also indicate a lack of suitable employment near native communities.

In order to establish any specific curricular areas of difficulty a number of items requested indication of definite subject troubles. The design was to discover specific weakness encountered in further training and at home. The following table (XI) shows the subjects which caused concern in training beyond high school. The total responses in each area are separated on a race and educational stream basis.

The large responses for the choice of no difficulty is caused in part, by the number of respondents who did take post high school training.

TABLE XI

SUBJECT AREA DIFFICULTY IN TRAINING

Subject	All Respondents		Indian-Metis		Euro-Can.		Stream			
	No.	%	No.	%	No.	%	U.E.	Gen.	Comm.	O.E.
Math	23	16.79	18	78.26	5	21.74	6	10	2	5
English	12	8.76	10	83.33	2	16.67	3	3	.	6
Business Skills	11	8.03	6	.	5	.	.	.	.	.
Industrial Arts	2	1.45	1	.	1	.	.	.	.	.
Home Economics	.	.	.	.	.	.	.	.	.	.
Science	13	9.49	8	61.54	3	38.46	5	6	1	1
History or Social Studies	6	4.38	5	.	1	.	.	.	.	.
None or No answer	70	51.09	.	.	.	.	.	.	.	.
Totals	137	100.00	.	.	.	.	.	.	.	.

Source: Item C-3, C-4

A large number of students move more or less directly from the school to a home situation. It was therefore necessary to discover which courses taken in school were of the most benefit at or around home. With a separation on a stream and race criteria, Table XII relates the responses in this context.

TABLE XII
SUBJECT AREA MOST HELP AT HOME

Subject	All Respon.		Ind.-Metis		Euro-Can.		Stream			
	No.	%	No.	%	No.	%	U.E.	Gen.	Com.	O.E.
Math	32	20.26	21	65.63	11	34.37	7	17	.	8
English	27	17.09	22	81.48	5	19.52	6	4	2	.
Bus. Skills	26	16.46	18	69.23	8	30.77	8	8	4	6
Indus. Arts	10	6.33	7	.	3	.	1	6	.	3
Home Econ.	9	5.69	7	.	2	.	1	3	.	5
Social Studies	1	.63	1	.	.	.	.	.	.	.
Science	3	1.90	1	.	2	.	.	.	.	.
All of above	4	2.53	1	.	3	.	.	.	.	.
No answer or None	46	29.11	.	.	.	.	.	.	.	.
Totals N =	158	100.00	.	.	.	.	.	.	.	.

Source: Item C - 5

Included in the responses to the choice of "none," or giving no answer are those who had remained in residential institutions where most

services were provided.

The majority of students noted that they did not have a weak area at home. The contrast in this regard is exhibited in Table XIII.

TABLE XIII
SUBJECT AREA WEAKNESS AT HOME vs. NONE

Choice	All Respondents	
	Number	Percentage
Some Weak Area	43	35.83%
None or No Answer	77	64.17
Totals	N = 120	100.00

Source: Item C - 6

The large number of responses (although a minority) for some weak area warrants examination of same by subject area. The distribution of difficulty is displayed by Table XIV for the forty-three respondents who so indicated.

Respondents were asked if they felt that the information they lacked was available to them in school, but had not been acquired by them. The indication requested was whether the knowledge could have been gained by a more diligent effort in school or not. Table XV specifies the results with the inclusion of racial and stream breakdowns.

TABLE XIV
WEAK SUBJECT AREA AT HOME

Subject Area	All Respondents	
	Number	Percentage
Math	5	11.63%
English	10	23.26
Business Skills	12	27.91
Industrial Arts	8	18.60
Home Economics	3	6.98
Social Studies	4	9.30
Science	1	2.32
Totals	N = 43	100.00

Source: Item C - 6 written comments

TABLE XV
STUDENT PERCEPTION OF NECESSARY KNOWLEDGE TAUGHT IN SCHOOL

Choice	All Respon.		Ind.-Metis		Euro-Can.		Stream			
	No.	%	No.	%	No.	%	U.E.	Gen.	Com.	O.E.
Yes	72	60.00	49	68.06	23	31.94	18	26	7	21
No	48	40.00	.	.	.	.	.	.	.	.
Totals N =	120	100.0	.	.	.	.	.	.	.	.

Source: Item C - 8

In direct association with the above information the sample members were given opportunity to make specific suggestions as to course material they would like to see as curricular options. The results of this opening are given in Table XVI. The response which contained some suggestion were of a nature that they could be categorized into several areas. The types of suggestions made and the weight of responses for each are given by the following table.

TABLE XVI
CURRICULAR ADDITION SUGGESTION

Choice	All Respondents	
	Number	Percentage
Some Suggestion	55	45.83%
None	65	54.17
Totals	N = 120	100.00

Source: Item C - 8

The writer exercised some discretion in the placement of some suggestions; an obvious outcome of requesting an anecdotal comment.

The value of the residential school has been debated at great length. It was felt that the sample of this study could give a valuable opinion on the matter. The result of the request is given in Table XVIII. A breakdown on a racial basis was felt to be inappropriate in that nearly all residence students are of native ancestry.

TABLE XVII
 TYPES OF CURRICULAR ADAPTATIONS SUGGESTED

Type	All Respondents	
	Number	Percentage
More Guidance	14	25.45%
Study Indian-Metis Problems	8	14.55
More English and/or Oral English	9	16.36
More Industrial Arts	1	1.82
Tighter Control on Students	2	3.64
On-the-job Training	16	29.09
Business Skills	5	9.09
Totals	N = 55	100.00

Source: Item C - 8 written comments

TABLE XVIII
 RESIDENCE HELP IN STUDENT DEVELOPMENT

Type of Help	All Respondents	
	Number	Percentage
Get Job Away From Home	44	17.46%
Keep Job Away From Home	38	15.08
Get Along With Strangers	73	28.97
Live With Strangers	68	26.98
No Help	29	11.51
Totals	N = 252	100.00

Source: Item C - 9

In addition the possible choice of no help includes the students from the town of Cranberry Portage who lived at home. These students usually make up about ten per cent of the school population.

In addition to the information supplied by Table XVIII, the following should be noted. A total of thirty-six of a possible one hundred and twenty respondents, or 30 per cent, indicated that residence helped in all choices open to them.

This material completes the data assigned to the area of curricula.

The preceding data (Tables XI-XVIII) allow some specific conclusions in regard to curricula, contrary to what many would predict of the approximately one-quarter of the respondents who took further training, Table VII. Mathematics is perceived (Table XI) to be much more of a problem in further training than English. However, English quite naturally is more of a problem for native students than non-native (Table XI). Business skills (partially business mathematics) and science receive essentially the same weight as English (Table XI) as areas of difficulty in further training.

With reference to curricular inadequacy in preparation for home life, mathematics and business skills (math, income tax, etc.) appear (Tables XII-XIV) to be major curricular weaknesses. English is a major problem, again more so for the native student. In addition, the lack of skills which would fall under the Industrial Arts program would seem to be a concern.

Respondents, only in terms of a small majority, felt (Table XV)

the necessary material had been taught in school. Almost one-half of the respondents (Table XVI) suggested some curricular additions. The main recommendations (Table XVII) were on-the-job training and more guidance. The lesser indications for the study of Indian-Metis problems and more English language training maybe important in their lack of support.

One of the most definite conclusions one can draw from the data (Table XVIII) is the overwhelming support for the residence as an integral part of the school. This refutes common belief and would thus appear to be a very important part of the curricula on a total basis. In fact, if town students were omitted on this item the support for residence life once the student has left the institution approaches (approximately 98 per cent) one hundred per cent.

VALUE MANIPULATION

The second area of concern was that the value manipulation or non-manipulation. An effort was made to determine if respondents had consciously or unconsciously refused to manipulate values. The attempt was made in full cognisance of the difficulty of such measures. In light of the respondent's ability to move into the dominant social order, it was considered valuable if there was evidence of manipulation or no evidence of manipulation. Table XIX gives the results of the item and includes, necessarily, a racial breakdown.

Parallel to the previous search one was made for those values which the respondent had manipulated. The item was phrased to elicit

TABLE XIX
RESPONDENTS REPORTED VALUE NON-MANIPULATION

Value	All Respon.		Ind.-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Took Holidays	14	9.15	11	78.57	3	21.43
Felt Competition	7	11.11	10	58.82	7	41.18
Late for Work	8	5.23	8	100.00	.	.
Broke Too Soon	33	21.56	27	81.82	6	18.18
Felt You Were Different	30	19.61	22	73.33	8	26.67
Enough Money So Quit	3	1.96	3	.	.	.
Needed at Home	5	3.27	4	.	1	.
Other	2	1.31	2	.	.	.
No Answer	41	26.80	.	.	.	.
Totals	N =	153 100.00				

Source: Item B - 10

those responses the sample member felt were necessary for job survival. The following table (XX) outlines the results and included a racial breakdown to separate the Indian-Metis respondents.

It was felt that value manipulation by a minority group member was necessary for survival within the dominant group. It would probably be facilitated by a more prominent use of Indian-Metis historical and cultural material in the school. Therefore, the respondents were asked their opinion as to the merits of inclusion of the teaching of native

TABLE XX
RESPONDENTS REPORTED VALUE MANIPULATION

Value	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Work on Time	27	17.88	18	66.67	9	33.33%
Not Take Holidays	18	11.92	12	66.67	6	33.33
Compete With Fellows	10	6.62	7	70.00	3	30.00
Keep Working When Had Enough Money	14	9.27	9	64.29	5	35.71
Interfere With Fellows	3	1.99	3	100.00	.	.
Do Jobs Before Ready	18	11.92	11	61.11	7	39.89
Miscellaneous	2	1.33	2	.	.	.
None or No Answer	59	39.07	.	.	.	.
Totals	N = 151	100.00	.	.	.	.

Source: Item B - 11

history and language in the school. Table XXI presents these opinions in total and as a racial breakdown. It should be noted that the third and fourth choices were written in by the respondents.

Closely allied to the above information was an item designed to discover the respondents who thought the study of native cultural values would be of assistance to future students. The Indian-Metis respondents are separated in the following table (XXII) to show the weight of their opinion with special regard to this area of values.

TABLE XXI
 VALUE OF TEACHING INDIAN-METIS HISTORY AND LANGUAGE

Choice	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Yes	80	66.67%	62	77.50%	18	22.50%
No	19	15.83	12	63.16	7	36.84
Yes, but not Compulsory	8	6.67	3	.	5	.
Yes, but only for Indians	8	6.67	.	.	8	100.00
No Answer	5	4.16	.	.	.	.
Totals	N = 120	100.00	.	.	.	.

Source: Item C - 10

TABLE XXII
 MERIT OF THE STUDY OF NATIVE VALUES

Choice	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Yes	92	76.67%	55	57.78%	37	42.22%
No	9	7.50	2	22.22	7	77.78
Should be Optional	4	3.33	1	.	3	.
Only for Indians	1	.83	.	.	.	.
No Answer	14	11.67	.	.	.	.
Totals	N = 120	100.00	.	.	.	.

Source: Item C - 11

There is a considerable following of the belief that native peoples do not highly value the education provided them by the dominant society. The respondents were asked if they did or did not value the education they had received. The results are shown in Table XXIII.

TABLE XXIII
RESPONDENTS VALUE OF EDUCATION

Choice	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Yes	90	75.00%	61	67.77%	29	32.23%
No	22	18.33	12	54.55	10	45.55
No Answer	8	6.67	4	.	4	.
Totals	N = 120	100.00	77	.	43	.

Source: Item C - 12

The preceding completes the data placed in the area of value manipulation.

A number of conclusions can be drawn about value manipulation. They seem to run contrary to the evidence in the literature (Wax and Thomas, and Bryde).

Native respondents, generally perceive (Tables XIX, XX) that they have little trouble with value manipulation or the job. Their apparent indication of being financially embarrassed before their non-native counterparts may well be just a symptom of youth and human nature.

The supposed values (with the exception of being late for work) that natives have most trouble with on the job appear to be a source of concern for non-natives as well.

The possibility of teaching native history and language received (Table XXI) substantial (84.03 per cent) support. It is of no small importance that the non-natives supported this concept is essentially the same proportion they represented in the sample.

The strong indication (Table XXII) in favour of studying native values in school has much significance. Again, the large support by non-natives is perhaps the most important aspect.

The very considerable (75.00 per cent in favour) value attached to their education by all respondents (Table XXIII) refutes other indications to the contrary in other studies. It may be safely concluded that the native people in this study have a very high regard for education.

SOCIAL ADJUSTMENT

The next section of material consists of the data which indicate the degree of social adjustment of the sample members. All the tabulated material contains racial separations to differentiate responses on that basis.

Initially, the effort of the research was to ascertain the social adjustment of the individual in regard to the choice of community in which to live. The study tried to determine any difference in community choice on leaving school compared to the time of replying to the

questionnaire. The respondents were asked to give their original home community to facilitate the analysis. Table XXIV shows how the respondents viewed their choice of living place. The "do not know" choices were written in by the respondents.

TABLE XXIV
RESPONDENTS COMMUNITY CHOICE

Community Choice Leaving FCI vs. Now	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Home and Home	42	35.00%	27	64.29%	15	35.71%
Home and Away	10	8.33	10	100.00	.	.
Away and Home	4	3.33	3	.	1	.
Away and Away	33	27.50	17	51.52	16	48.48
Away and Don't Know	6	5.00	3	.	3	.
Home and Don't Know	8	6.67	4	.	4	.
Don't Know and Don't Know	6	5.00	3	.	3	.
Misread or No Answer	11	9.17	10	.	1	.
Totals	N = 120	100.00	77	.	43	.

Source: Items A - 6, 7, 8

The ease or difficulty encountered in keeping a job was termed to be an indication of social adjustment. Table XXV demonstrates the students' perceived reasons for leaving employment voluntarily.

Of the seven respondents who indicated that they had been fired

TABLE XXV
JOB KEEPING DIFFICULTIES

Reason	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Wanted Holiday	7	5.51%	6	85.71%	1	14.29%
Enough Money	3	2.36	3	.	.	.
Had to Compete	2	1.58	2	.	.	.
Treated Badly	.	.	.	.	.	.
Didn't Like Job	22	17.32	18	51.82	4	19.18
Too Hard Work	5	3.94	4	.	1	.
Back to School	8	6.29	6	.	2	.
Other	7	5.52	5	.	2	.
No Answer	73	57.48	42	57.53	31	42.47
Totals	N = 127	100.00	86	100.00	41	.

Source: Items B - 6a

from some employment, five gave self-perceived reasons. Two were fired because of health problems, one was too lazy, one took a holiday from work and one had a conflict with a superior. The source for this information was item B - 6b.

The feeling on the part of the respondent of having suffered discrimination may also be a measure of his social adjustment. The former students were requested to verify whether or not they had felt

prejudice and if so to give the reasons why they felt that way. Table XXVI displays the information given by the results.

TABLE XXVI
PREJUDICE FELT BY RESPONDENTS

Choice	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Yes	13	10.83%	10	76.92%	3	23.08%
No	107	89.17	67	62.62	40	37.38%
Totals	N = 120	100.00	77	.	43	.

Source: Item B - 9

The reasons given by the three white respondents were that Indians were given preference over them. All native respondents felt that attitudes changed once it was discovered they were of Indian ancestry.

The study attempted to determine if loneliness on jobs (training) away from home was a concern of the members of the sample. The item was directed toward Indian-Metis respondents which must be taken into consideration in the analysis of the results as follows in Table XXVII.

An item was included in an attempt to discover the degree of difficulty experienced by former Frontier students in getting along on the job or in training. The perceptions they held of their ability to

TABLE XXVII
LONELINESS OF RESPONDENTS

For Whom	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Indian-Metis Friends	10	7.81%	10	100.00%	.	.
Girl or Boy Friend	28	21.88	23	82.14	5	17.86
Understanding of Indian-Metis ways	6	4.68	6	.	.	.
Miscellaneous	1	.78	.	.	.	.
Home and Family	6	4.68	.	.	.	.
None or no answer	77	60.17	.	.	.	.
Totals	N = 128	100.00	.	.	.	.

Source: Item B - 12

socialize with fellow workers and students follows.

TABLE XXVIII
ABILITY TO GET ALONG ON JOB OR IN TRAINING

Ability Perception	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Easy to Get Along	95	79.17%	62	65.26%	33	34.74%
Difficult	7	5.83	7	.	.	.
No Answer	18	15.00	8	44.44	10	55.56
Totals	N = 120	100.00	77	.	43	.

Source: Item B - 13

In addition, the perceptions of the treatment respondents received from colleagues were requested. The attempt was again to find any felt prejudice or discriminatory treatment.

TABLE XXIX
TREATMENT OF RESPONDENTS

Treatment Type	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Good	103	85.83%	66	64.08%	37	35.92%
Bad	7	5.83	7	.	.	.
No Answer	10	8.34	4	.	6	.
Totals	N = 120	100.00	77	.	43	.

Source: Item B - 13

The preceding eight portions of tabulated material constitute the data judged to measure social adjustment or maladjustment. There appears to have been little difficulty for the graduates and near graduates adjusting socially. However, this conclusion is based only on sample members who responded.

Initially, respondents seem to be split (Table XXIV) evenly on community living choice between the security of the home situation and the attraction of a new area. Some natives (8.33%) who on leaving school wanted to go home now appear to want to move away.

With regard to job keeping difficulty the only substantial

factor seems to be (Table XXV) a strong indication (17.32% of total sample of which 51.82% are native) by natives that they did not like the job.

The almost complete lack of prejudice (10.83% admitted some) experienced (Table XXVI) is encouraging. However, the fact that native people rarely admit discrimination because they feel it is conceding inferiority must here be a consideration.

Loneliness appeared (Table XXVII) to be a factor for only a minority (39.83%). However, of those so affected, the native respondents seem to have experienced the greatest difficulty.

Finally the graduates purport (Table XXVIII) to have experienced very little anxiety about succeeding on the job. This finding holds regardless of origin; generally the respondents appear to have been treated well on the job situation once employed.

GUIDANCE

The final section of data concerns the guidance services available to the students both in school and post school. The initial section deals with the job information the student found available. Table XXX outlines the sources of information used by the student to find out about the existence of a job.

It should be noted that the choice "own initiative" was written in by the twenty-eight respondents who indicated that as a source of information.

Associated with the information above is the aid respondents

TABLE XXX
JOB INFORMATION SOURCES

Source	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Newspaper	9	6.82%	4	.	5	.
Friend	43	32.58	32	74.42	11	25.58
Family	16	12.12	11	68.75	5	31.25
Radio-T.V.	1	.76	1	.	.	.
Man Power	9	6.82	5	.	4	.
Comm. Dev.	2	1.52	2	.	.	.
Indian Affairs Br.	3	2.27	3	.	.	.
Newstart	1	.76	1	.	.	.
Own Initiative	28	21.21	14	50.00	14	50.00
Frontier	10	7.57	6	.	4	.
No Answer	10	7.57	.	.	.	.
Totals	N = 132	100.00	.	.	.	.

Source: Item B - 7

received in getting a job once information about it was found. This information is outlined below (Table XXXI), the racial breakdown is included to determine any difference on this basis.

Respondents were requested to indicate if they could have used more help in securing employment. If they answered affirmatively, the

TABLE XXXI
HIRING AID SOURCE

Source	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Friend	27	21.60	19	70.37	8	29.63
Teacher	13	10.40	11	84.62	2	15.38
Family Member	13	10.40	7	53.85	6	46.15
Indian Affairs Br.	2	1.60	2	.	.	.
Miscellaneous	4	3.20	.	.	.	.
No Help	66	52.80	.	.	.	.
Totals	N = 125	100.00	.	.	.	.

Source: Item B - 8

specific type of aid was requested. The results of this search are contained in the following table (XXXII) and subsequent comment.

TABLE XXXII
AID WANTED

More Aid	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Yes	51	42.50	36	70.59	15	29.41
No or No Answer	69	57.50	.	.	.	.
Totals	N = 120	100.00	.	.	.	.

Source: Item C - 1

The types of help wanted were easily categorized into three areas of essentially equal response. They were job information, contacts to help secure better jobs and on-the-job training in school.

Finally, the respondents were given a choice of several specific types of assistance in gaining employment. The response to these choices is outlined in total and on a separation of racial origin basis in Table XXXIII.

TABLE XXXIII
RECOMMENDED EMPLOYMENT AID

Type of Aid	All Respon.		Indian-Metis		Euro-Can.	
	No.	%	No.	%	No.	%
Job Placement	47	23.73%	36	76.60%	11	23.40%
Training in School	52	26.26	41	78.85	11	21.15
More Guidance	3	1.52	2	.	1	.
Jobs could leave tem.	22	11.11	20	90.91	2	9.09
Jobs near home	41	20.71	32	78.05	9	21.95
Don't want help	3	1.52	.	.	.	.
No Answer	28	14.14	.	.	.	.
Miscellaneous	2	1.01	.	.	.	.
Totals	N = 198	100.00	.	.	.	.

Source: Item C - 2

The preceding four tables and their anecdotal supplements complete the section of data assigned to the guidance area.

As an initial conclusion, in the guidance area, the contention that native people can not rely on family and friends for job information is somewhat denied by the respondents (Tables XXX, XXXI). The Indian-Metis respondents have relied heavily on family resources for information about jobs. The same data (Tables XXX, XXXI) indicate that the resources of Manpower have not fulfilled the students' needs, which would imply that their services are inadequate and/or that guidance for the use of their services has not been provided by the school. Finally, the strong indication that jobs were found and secured on their own initiative by both natives and non-natives is most important.

The substantial minority (42.50%) who indicate (Table XXXII) the desire for more aid in seeking jobs would demonstrate the need for stepped-up activity in both school and post school guidance. The specific types of aid wanted (Table XXXIII) by respondents center most heavily around a job placement office attached to the school (23.73%) and job training in the school (26.26%).

A final indication is that native respondents must be able (Table XXXIII) to leave jobs on a temporary basis to go home or that there must be more work near home. This information strengthens an earlier (Table IX) conclusion and leads to an implication in the following chapter.

A number of over-all conclusions are possible and will be presented as a conclusion to this chapter. However, the reader is cautioned that the conclusions drawn are solely on the basis of the data. The experiences of the writer, both actual and vicarious, will be used to

extend the conclusions into implications in the succeeding chapter.

In the area of curricula, Mathematics and English are definite sources of concern. Business skills, including business mathematics, are felt to be lacking by non commercial stream students. There is a strong indication of a need for native oriented curriculum by all respondents. That is, the school should offer courses in native history, languages and social values; despite the apparent lack of social maladjustment by Indian-Metis.

Guidance is a weak area particularly in terms of post school activities. It would also seem evident, in terms of the data, that guidance to the use of employment services or the services themselves need improvement.

The information of the lack of employment near native communities and/or jobs geared to the native necessity of going home at times arises out of the study. This characteristic may also be a decided curricular responsibility in the preparation of students for continuing employment away from home.

The school (with the residence) and the education thereof is held in high esteem by the respondents but especially by the Indian-Metis. These beliefs are held by former students five or less years away from the institution.

The heavy response, considering the population of the sample, would indicate the strong concern by native and non-native northerners alike for participation in education.

On the basis of the respondents, the Frontier students of native

origin generally have not encountered the great social difficulties the literature would indicate. The approximately forty-seven per cent of the sample who did not respond may very well have had such difficulties.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of the study was to determine the adequacy of the educational opportunities available to the former students of Frontier Collegiate. The educational opportunities were viewed as some of the causal factors in the post school success of the students. The factors to be identified by the former students were limited to those within the areas of curricula, social values, social adjustment and guidance facilities.

MAJOR FINDINGS

The major findings of the study show inadequacies, as perceived by the students in two of the above areas. Mathematics and English were recognized by the students as the major curricular concerns. There was a strong desire for a native oriented curriculum in general.

The guidance facilities of the division were strongly criticized. The emphasis was on a lack of job information and assistance in getting jobs.

The respondents perceived little difficulty in terms of value conflict and/or social maladjustment. They felt, in general, that they fit well into their social milieu.

The respondents felt that the job opportunities near their home communities were poor. This contradicts their contention of social mobility. However, it is a criticism of the employment opportunities

in northern Manitoba outside of the large mining communities.

Finally, the Frontier Collegiate Institute and its residence, and the education thereof were held in very high regard by former students. The former students, as represented by the respondent sample have been, in their terms, successful. The success must be qualified by the parameters of jobs and social adjustment.

IMPLICATIONS

The study was designed to be exploratory and some areas show a need for further research. The following recommendations are based on the data results and the author's experience.

The reader is cautioned that although the conclusions of the previous chapter would indicate that the graduates and near-graduates of Frontier Collegiate have done well in terms of securing employment, taking further training, etc., further study is recommended. In the light that the study may only have heard from those who did well or that the 'majority of time' concept held by the respondent differs from the researcher, further research is necessary. Accurate longitudinal contact with all graduates and near-graduates would allow the school the only true assessment of its success.

A study of the reasons why native students, particularly, do not attempt further training would be valuable. The school system needs to know if, "couldn't get in," "didn't know where to go," "no help," and like responses are a valid criticism of the curriculum or cover-up excuses for some other problem. Secondly, the job market in

or near native communities needs analysis by up to date research by the school system and this, as well as later information, points to a direct responsibility of the school for post graduation opportunities.

In that mathematics seems to be a major curricular area of concern for graduates, an in-depth study of the mathematical needs of the students is warranted. It appears, in the opinion of the students, that the mathematics curriculum in terms of everyday working needs such as Income Tax, unemployment insurance, budgeting, credit buying, interest, etc. is lacking.

Although English is certainly an area of weakness for the Indian-Metis student, perhaps it is a different problem than that imagined by many. It could well be that the graduates and near-graduates have a definite capability for the language of the job. If most are moving (as the results indicated) to labour and service level jobs where they will be in contact with a common English usage, the goal of creating a high degree of capability in written English may be unrealistic for the majority of the students. This study recommends a sophisticated research of the language needs of all the students in terms of their actual post school activities.

The respondents definitely imply a need for a work-study type program as part of the curriculum. The need is probably most acute in a socialization sense. There is a need for students to become gradually accustomed to the atmosphere of permanent employment. The extension of this implication might involve testing the socializing influence of a work study type of program on a student.

The study strongly implies the desire to study Indian languages, history and culture as an integral part of the school program. It is further recommended that the material be more relevant to the students rather than the 'foreign' nature of the history of the Aztecs or Mayas.

The research results indicate a successful social adjustment of most students in their terms. The implication for a complete picture, would be to study the social adjustment of the students in the opinion of the people they come in contact with.

The study definitely implies a thorough review of the guidance facilities available to the student. The most definite recommendation is the school's responsibility for post school guidance. The establishment of a subsystem of the school organization whose sole responsibility would be the guidance of the students on a K through twelve plus two years basis is a logical extension of the findings. Such a subsystem would be concerned with training, employment and socialization toward the job or training situation.

A further recommendation is that the Frontier School Division establish an organization within the division, dedicated to research and planning. The present study has uncovered the need for investigation in some areas and the possible benefits to be derived for students from research, and resultant curriculum adaptation.

The overall implication would appear to be not that the Frontier School Division is a success or failure in its education of Indian-Metis students, but that the problems may be different than those imagined by the Division to be the key ones.

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SELECTED BIBLIOGRAPHY

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- (a) works cited;
- (b) sources consulted; and
- (c) bibliography of bibliographies.

The second and third sections should be of particular interest and value to anyone wishing to extend the work of this thesis.

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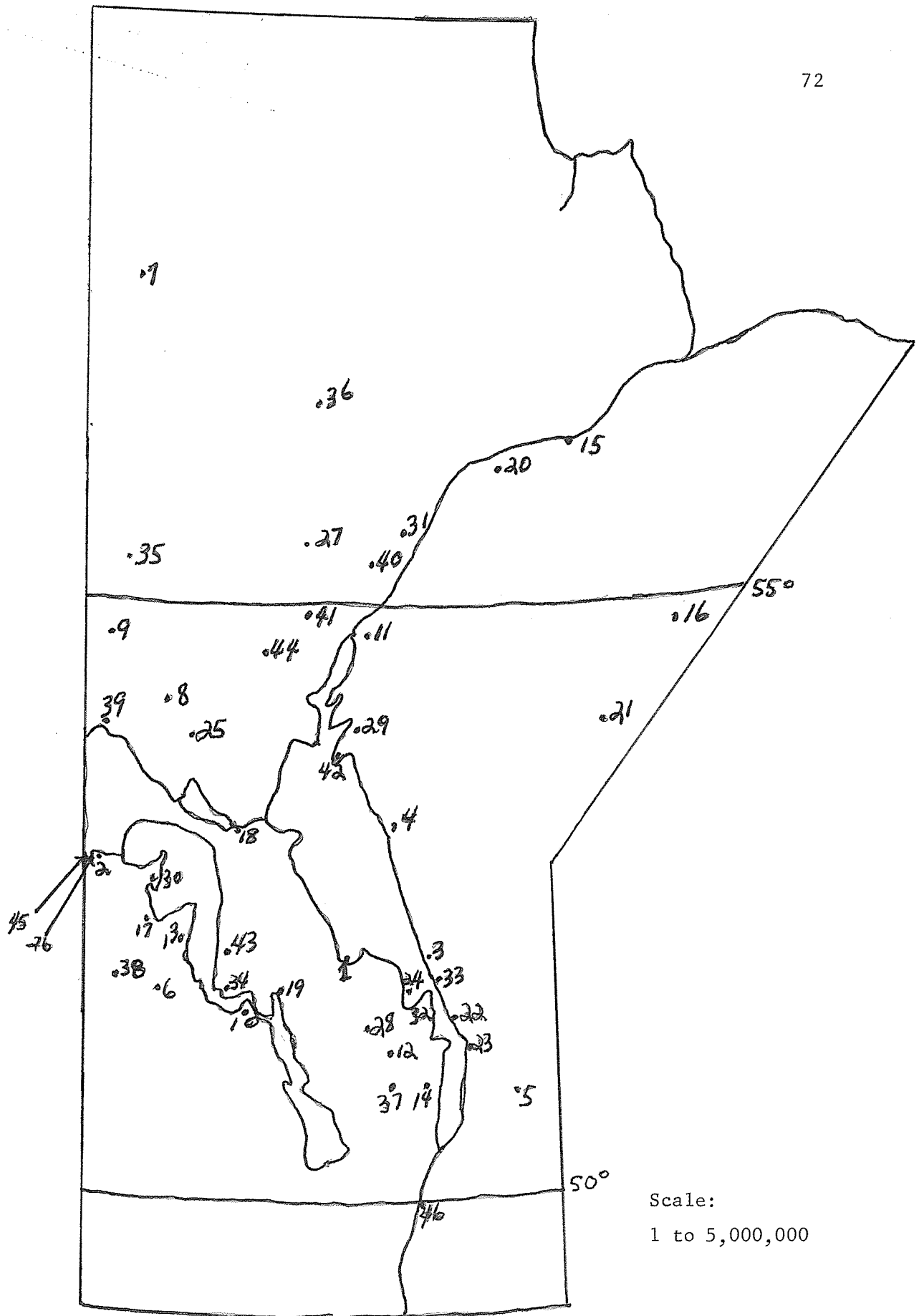
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APPENDIX A

OUTLINE MAP OF PROVINCE OF MANITOBA

MAP and KEY of locations of Frontier Schools and Home
Communities; Including Some of Those
of Indian Affairs Branch Students



Scale:
1 to 5,000,000

MAP LOCATION KEY

- | | |
|---|---------------------------------|
| 1. Anama Bay | 24. Matheson Island |
| 2. Barrows Junction | 25. Moose Lake |
| 3. Berens River | 26. National Mills (Rice Creek) |
| 4. Big Black River | 27. Nelson House |
| 5. Bissett | 28. Northland |
| 6. Briggs Spur | 29. Norway House |
| 7. Brochet | 30. Pelican Rapids |
| 8. Cormorant Lake | 31. Pikwitonei |
| 9. Cranberry Portage | 32. Pine Dock |
| 10. Crane River | 33. Princess Harbour |
| 11. Cross Lake | 34. Salt Point |
| 12. Dallas | 35. Sherridon (Cold Lake) |
| 13. Duck Bay | 36. South Indian Lake |
| 14. Fisher Bay | 37. Sunny Valley |
| 15. Gillam | 38. Swan River |
| 16. God's Lake | 39. The Pas |
| 17. Golden Acres | 40. Thicket Portage |
| 18. Grand Rapids | 41. Wabowden |
| 19. Homebrooke | 42. Warren's Landing |
| 20. Ilford | 43. Waterhen (Mallard) |
| 21. Island Lake | 44. Wekusko |
| 22. Loon Straits | 45. Westgate |
| 23. Manigotogan (Wanipigow,
Badthroat) | 46. Winnipeg |

APPENDIX B

APPENDIX B

Part A. Home and School History

1. What years were you at Frontier Collegiate? Please circle.

1965-66 1966-67 1967-68 1968-69 1969-70

2. Circle the grades you took in those years.

9	10 U.E.	11 U.E.	12 U.E.
9 O.E.C.	10 O.E.C.	11 O.E.C.	
	10 Gen.	11 Gen.	12 Gen.
	10 Comm.	11 Comm.	12 Comm.

3. As closely as you can, circle the part of your blood which is Indian.

All 3/4 to All 1/2 to 3/4 1/4 to 1/2 Less than 1/4
None

4. Does the Government say you are? Circle one.

Metis Treaty Indian (non-treaty) White Other _____

5. What do you consider yourself? Circle one.

Indian (Treaty) Indian (non-treaty) White Metis
Other _____

6. What community did you come from when you came to F.C.I.?

7. Where did you want to live when you left Frontier? Please circle or fill in.

Hometown Winnipeg Thompson The Pas _____

8. Where do you want to live now? _____

Part B. Job and Training History

1. Please show what you have spent most of your time at since you left Frontier. Check one.

- _____ (1) working for pay
 _____ (2) working steadily with family
 _____ (3) voluntarily idle
 _____ (4) as a housewife or mother
 _____ (5) in school or training

2. If you took further training or schooling after leaving F.C.I. please fill in the place, type and time spent below.

<u>Place</u>	<u>Type</u>	<u>Time</u>
e.g. The Pas	Cooking	4 months
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. If you worked for pay for any length of time over one month please fill in the place, type of work and time below.

<u>Town or Place</u>	<u>Type of Work</u>	<u>Time</u>
e.g. Thompson	Mine Labour	2 months
_____	_____	_____
_____	_____	_____

4. If you did not take training beyond high school which of these reasons kept you from doing so?

- _____ 1. didn't want to
 _____ 2. no money
 _____ 3. got pregnant or married
 _____ 4. got in trouble

- _____ 5. could not get into training
- _____ 6. did not know where to go
- _____ 7. nobody to help you get to training
- _____ 8. no friends there
9. _____
10. _____

5. If you had difficulty getting a job, what were the reasons?

- _____ 1. not enough schooling
- _____ 2. not enough training
- _____ 3. no work near home or where you wanted to live
- _____ 4. could not find any job you liked
- _____ 5. could not find any kind of job
- _____ 6. employer would not hire Indian or Metis
7. _____
8. _____

6. If you had difficulty keeping a job what were the reasons?

Note: If you quit, do this column.

If you were fired, do this column.

- _____(a) wanted a holiday
- _____(b) had enough money
- _____(c) had to compete against someone else
- _____(d) were not treated well
- _____(e) did not like job or boss
- _____(f) had to work too hard
- _____(g) _____
- _____(h) _____

- _____(a) late for work
- _____(b) came to work drunk
- _____(c) could not do job
- _____(d) took a holiday
- _____(e) _____
- _____(f) _____

7. In getting a job or jobs, how did you find out about it? Check one.

- _____ 1. newspaper
- _____ 2. friend told you
- _____ 3. family member told you
- _____ 4. radio or T.V.
- _____ 5. Manpower
- _____ 6. Community Development Officer
- _____ 7. Indian Affairs Branch
- _____ 8. Other _____

8. In getting a job did you receive help from anyone?

Yes. _____ No. _____

If so, who?

- _____ 1. friend
- _____ 2. teacher or former teacher
- _____ 3. family member
- _____ 4. Indian Affairs Branch
- _____ 5. Other _____
- _____ 6. wanted help but could find no one

9. Do you feel that in applying for any job or training program you experienced prejudice or discrimination?

Yes. _____ No. _____

If so, exactly what made you feel this way?

10. On any job you were on, did you (check more than one if you wish).

- _____ 1. take holidays when you weren't supposed to
- _____ 2. feel you had to compete with fellow workers
- _____ 3. show up late for work often
- _____ 4. spend all your pay too soon and be broke before next payday
- _____ 5. feel you were interfering by telling someone else what to do or feel that someone else was interfering by telling you what to do
- _____ 6. had enough money so quit
- _____ 7. needed at home to hunt or fish
- _____ 8. _____

11. On a job or jobs did you purposely do things you did not want to, to keep your job?

- _____ (a) show up for work on time nearly all the time
- _____ (b) not go home when you wanted to help or for a rest
- _____ (c) compete with fellow workers
- _____ (d) tell other workers what to do or interfere
- _____ (e) keep working when you felt like quitting because you had enough money
- _____ (f) do jobs before you felt you were good at them
- _____ (g) _____

12. On any job or in training were you lonely for:

- _____ 1. Indian or Metis friends
- _____ 2. a girl or boy friend
- _____ 3. someone who understood Metis or Indian ways
- _____ 4. _____

13. In any job or in training did you.

- (a) _____ 1. find it easy to get along with non-Indians
 _____ 2. find it difficult to get along with non-Indians
- (b) _____ 1. find you were treated well by fellow workers
 _____ 2. feel you were not treated well by fellow workers

Part C.

1. In looking for jobs and getting them could you have used more help?

Yes _____ No _____

If yes, exactly what type of help? _____

2. Would any of the following be of any help? Check the ones you think are most important.

- _____ 1. people whose job it is to help you find jobs
- _____ 2. more training in school
- _____ 3. jobs near where you want to live
- _____ 4. jobs that you could leave for awhile to go home to help or to visit
5. _____
6. _____

3. In any further training that you took after high school in which of the following areas did you have the most difficulty?

- _____ 1. Mathematics
- _____ 2. English
- _____ 3. Business skills (typing, adding machines)
- _____ 4. Industrial Arts (machine operating, electrical work)

_____ 5. History or Social Studies

_____ 6. Science

_____ 7. Home Economics

_____ 8. None

4. Which, if any, of the above areas did you feel weak in, in any training you took?

Write in _____

5. In any jobs you have held or around home which of the areas in #3 or any others helped you the most?

6. In any job(s) you held or around home which of the areas in #3 or any other did you feel weak in?

7. In questions 3, 4, 5 and 6 do you think you could have got the knowledge you needed by working harder in school?

Yes _____ No _____

8. What suggestions would you have for courses or actual things you would like taught to your younger family members at Frontier? Be as exact as possible.

9. Did living away from home (at Frontier) help you in any of the following ways?

_____ 1. going away from home to get a job

_____ 2. keeping a job away from home

_____ 3. getting along with strange people

_____ 4. learning to live with strange people

_____ 5. did not help at all

6. _____

10. Do you think the teaching of Cree or Saulteaux history and language in school is a good thing?

Yes _____ No _____

Why? _____

11. Do you think a course in school that studied Metis and Indian values and way of life is a good thing?

Yes _____ No _____

Why? _____

12. Because you have a complete or part high school education, did you find it easier to get a job than other people you know who dropped out after grade 5 to 8?

Yes _____ No _____

Why? _____

APPENDIX C

APPENDIX C

Hello Former Frontierite:

Let me begin by introducing myself: my name is Kevin Van Camp. I taught at Frontier Collegiate from 1967 to 1970. This year I am attending University and will be returning to Frontier next year.

As part of my courses this year I am doing a study of former Grade XI and XII students at the Collegiate. I want to know their opinions on things about the school. Also, I want to know the difficulties they have had after school and how well they have done. It is my hope that the information gained from these will lead to some worthwhile changes in the school program.

I am asking you to answer the five pages of questions enclosed, for me. Everything you put down is important and although it may not help you, it might help a younger brother, sister, cousin, or son or daughter. I have not meant any question to insult or anger anyone and I hope none does.

It is important for everyone to answer these questions; please do so right away. Once done, mail it back in the envelope provided. You do NOT have to put your name on the question sheets, so all information will be confidential. If you wish to identify yourself, you may by writing your name on the question sheets.

Feel free to comment or extend your answer on the back of any sheet.

Again, fill it in now, don't put it off, and many thanks for your help.

Sincerely,

APPENDIX D

APPENDIX D

Hello Again:

Three weeks ago I sent you some questions to answer. The answers you gave were to help me write a report which hopefully would help the school in your home town and the Collegiate better meet the needs of Frontier students.

Over forty per cent of you have spent a good deal of time and effort filling these out and your answers have been extremely valuable. To those of you who have answered, I wish to thank you sincerely for your time and effort and to tell you that it is very much appreciated.

To those who have for any reason not done so, I wish to ask you again, to please take some time and do so. If any of you are holding back because things have not gone so well for you, DON'T, it is your answers that are perhaps the most important. If you feel that your answers would not be valuable, DON'T, let me assure you, all answers are important.

You might be interested to know that some people thought I was foolish to try this study because the people who went to Frontier would not answer enough to make it worthwhile. Well, I thought different and you have proven me right. I would like to see the rest of you prove the point even more so. Let's really show them.

One last thing, the report that I write will be in general terms only, no mention will be made of any names, hometown or anything else that will identify you. Nor will I in any conversation, give out information that you have given me in a confidential manner.

Sincerely,

APPENDIX E

APPENDIX E

Hi -

Lost the first copy? Would sure appreciate it if you would take a few minutes to fill it out and send it in. I now have over 50% and would like a few more.

Thank you,

P.S. If you have already sent one back, throw this one away.

APPENDIX F

APPENDIX F

FLOW CHART OF PROCEDURE OF STUDY

