THE UNIVERSITY OF MANITOBA

A STUDY OF THE RELATIONSHIP

BETWEEN THE PERFORMANCE OF

SELECTED INDIAN STUDENTS

ATTENDING COURSES IN

METROPOLITAN WINNIPEG AND

CERTAIN FACTORS OF SUPPORT

IN THEIR PRESENT LIVING SITUATION

Being a Report of a Research Project
Submitted in Partial Fulfillment of
the Requirements for the Degree of
Master of Social Work

by

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ABSTRACT

This is a descriptive study of a group of 51
Indian students between the ages of 18 and 25 years
who were attending various educational institutions
in Winnipeg during the 1964-1965 academic year and
whose educational and living accommodation costs were
being financed through the Winnipeg regional office
of the Indian Affairs Branch of the federal Department
of Citizenship and Immigration.

The aim of this study is to examine the extent
of the relationship between factors viewed as suppor-
tive in the boarding homes of the Indian students and
the level of educational achievement in the educational
institutions attended in the Greater Winnipeg area.

Six areas or factors of support were delineated
and data collected relative to each of the 51 students'
present living situation through the use of a schedule
and a questionnaire. A schedule was also used to col-
lect data with respect to each student's level of
performance in the school setting. Data concerning
support in the present living situation and performance
in the student role was then examined for the group of
Indian students as a whole to determine if there was any

discernible relationship between these areas and to compare the findings actually obtained with those that had been postulated in the hypotheses set forth.

The findings derived from the analyzed data were generally found to be inconclusive. Although some of the sub-hypotheses were partially substantiated, no discernible pattern was found that would indicate that the classifications defined as supportive in the present study positively influence the level of performance in the educational role of the Indian students studied.

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CHAPTER I

INTRODUCTION

Recognizing that there are a variety of biologi-
cal, psychological, environmental and cultural factors
that will have their influence on the present functioning
of the individual in a given set of circumstances, the
present study was undertaken to determine if the level
of educational performance of a selected group of Indian
students increases as the degree of support in the pres-
ent living situation increases.

The study herewith grew out of the thought that
an analysis of some of the factors influential in the
educational adjustment and achievement of Indian students
in an urban setting might yield significant and useful
suggestions for the initial establishment and continued
maintenance of such adjustment and achievement. It was
carried out with the hope that it would suggest firstly,
a new understanding of problems involved in the process
of Indian students obtaining an education in an urban
setting, and secondly, perhaps new courses of action to
be adopted in attempting to meet these problems by the
general public, the "welfare system", and social workers
in particular.

Despite the fact that the Indians of Canada as an

ethnic minority group have been steadily increasing in population during the last few decades, relatively little study has been carried out in relation to this very important segment of the Canadian population. In the face of the numerous problems which have confronted, and continue to confront, the Canadian Indian, education has come to be considered a basic tool in helping the Indian people to accommodate[1] their lives to the world of the white man. From an examination of material relating to Indians, and from personal experience it has seemed that two basic assumptions must underlie this emphasis on education:

    1. Indians have certain basic rights in the world.

    2. Indians are capable of learning and growing in social skills.

Against these assumptions, however, many persons still hold the view that Indians are of an inferior human stock which is destined to disappear in the face of the "superior white society", and that Indians should be restricted to receiving only the very minimum of education since they are not likely to profit from any further degree

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[1]The term _accommodation_ is used here in the sense of a conjunctive social process. It does not presuppose the complete abandonment of racial membership, but does assume that some changes in Indian cultural attitudes and behavior seems necessary for adjustment and survival in Canadian society which is moving towards increasing urbanization and industrialization.

of educational efforts.

A brief submitted by the Province of Manitoba points out this antithesis:

> It is becoming clearer that the so-called "Indian problems" include on the one hand, the problems which the white population experiences because of the people of Indian descent, and on the other hand, the problems which Indians have because they live amongst white men.[2]

Because the student role in our society is generally accepted as a major role, it was considered a justified area of study to delineate further the problems of urbanization faced by Indians.

The present study constitutes one part of a three part research program[3] conducted by the Master of Social Work students at the University of Manitoba School of Social Work during the period from September, 1964, to April, 1965. The Indian Affairs Branch, Manitoba Regional Office, of the Department of Citizenship and Immigration[4]

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[2]Province of Manitoba, Dept. of Health and Welfare, <u>A Brief Submitted by the Province of Manitoba to the Joint Committee of the Senate and the House of Commons on Indian Affairs</u>, Dec. 1959, p.3.

[3]The other two groups were concerned with past life experiences, and formal and informal relationships in the city as they affect level of performance.

[4]Throughout the study, <u>Indian Affairs Branch</u> will refer to the Manitoba Regional Office of the Indian Affairs Branch of the Dept. of Citizenship and Immigration in Winnipeg.

expressed interest in having such a study carried out. There was concern expressed at the rate of failure of Indian students coming into Winnipeg for further education[5], and the lack of study into the factors associated with success and failure of the students also presented itself as a source of concern.

The project was carried out in the metropolitan city of Winnipeg, a growing urban centre with a population of approximately 500,000 people.

Financing of further education for this particular group of Indian students and selection of living arrangements in the city were carried out under the administration of the Indian Affairs Branch. It was in collaboration with the Winnipeg Office of this Branch that records relating to educational performance and other factors, and also the names of students who participated in this study were supplied. The time covered by the study was from September, 1964, to April, 1965.

This study is descriptive in nature and it is recognized that the findings may be relevant only to the particular group of students included. It is also recognized that there may be other factors not dealt with in this study and that we are not in a position to say positively

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[5]This concern was expressed by Mr. J.R. Witty, a Guidance Counsellor with the Winnipeg Indian Affairs Branch Office, in an address to the members of the research group in November, 1964.

that the relationship of any one factor in the living
situation to level of performance is one of cause and
effect.

It involved 51 Treaty Indians between the ages of
18 and 25 years who were residing in the Greater Winnipeg
area at the time of this study. These Indians had applied
to the Indian Affairs Branch for financial assistance
to further their education and were subsequently found
living accommodation in various boarding homes throughout
the city.

Because there is the possibility that some of the
Indian students may have had a negative attitude towards
the Indian Affairs Branch, the social work student's
introduction to the Indian students through that particu-
lar agency may have affected the validity of our findings.

Also, because of the time limits attached to our
project, we were unable to study the performance of the
students beyond January, 1965. In the majority of cases,
this meant that most of the students had only half-
completed their various courses.

As a result of research into the literature relating
to the cultural attitudes of the Canadian Indian and how
these attitudes are frequently at variance with those
held by the wider white society, and as a result of pre-
sentations and addresses by persons well-acquainted with

Indian culture, it was concluded that certain factors in
the present living situation of the selected group of
Indian students might prove more conducive than others
in helping the Indian students to perform academically.
The following major hypothesis developed out of consid-
eration of this background material and as a result of
extensive discussion by members of the research group:

The performance of selected Indian students
varies with the degree of support provided
by the present living situation.

For the purpose of this study, performance was
defined in terms of three levels:

Level   I: Student does not meet minimal standards.

Level   II: Student meets minimal standards, but
              no more.

Level III: Student meets more than minimal standards.

Further consideration and discussion around the
main hypothesis led to the formulation of a number of
questions:
What do the problems faced by Indians have to suggest
about the kind of living situation which could help to
alleviate such problems?; Does the Indian student perform
better if living with other Indian students?; Does he
perform better when living with white students?; Will the
Indian student perform at a higher level if the board and
room situation permits him to participate in certain

family activities?; Does he perform better as a result of living in a boarding home located in a certain section of the city?; Does the occupational level of the head of the family with whom the student lives have any relationship to the level of performance?; and others.

Out of further consideration of these questions by the research group, six sub-hypotheses emerged:

1. Of the Indian students living in homes with two boarders or less the greater proportion perform at Levels II and III whereas of the students living in homes with three boarders or more the greater proportion perform at Level I.

Two boarders or less, it was felt, would be more conducive to effective functioning in the home as far as studying is concerned. Three or more boarders might be less supportive in terms of achievement in the student role since there would be more possibility of disturbances in study routine as a result of distractions from the other boarders. (Particularly in the form of noise and frequent informal group gatherings in the house.)

2. Of the Indian students living in small boarding homes with one or more other students, the greater proportion perform at Level III, whereas of the Indian students living in small boarding homes with no other students, the greater proportion perform at Levels I and II.

This hypothesis was based on the rationale that the presence of other students would be supportive in terms of a higher level of educational performance, in view of the Indian cultural attitude towards competition. Although strong interest in competing for excellence in technical activities and games may exist in Indian culture, the attitude that competition and success must not be publicly advertised may restrict the Indian student's performance at school.

It was expected that working and living along with other students (especially white students) would help the student to feel more comfortable about the idea of competition. It seemed plausible that if the Indian student in a small boarding home situation could associate with other students on a primary, face-to-face basis, he would be better able to adopt the attitude that competition can be profitable, and that it is, indeed, often a necessary attitude to achieve satisfactory functioning in the student role.

Living with other students might also provide the Indian student with a clearer understanding of the expectations of the student role and this, in turn, would reflect in a higher level of educational performance for the Indian.

3. As participation in family activities within the Indian student's present living situation increases, the proportion of students performing at Levels II and

III increases.

The above sub-hypothesis was based on the idea that only the type of contact that allows people to do things together is likely to result in changed attitudes. Having left his home for the city, the Indian student may experience extreme feelings of loneliness. Acceptance of the Indian student, to the extent that he is free, and often invited, to participate in activities with the boarding family, could prove a source of support for him. If the student, as a result of this participation, gets an indication from the family of their interest in him, this may carry over to his performance in the school.

4. Of the Indian students living in situations easily accessible to the training institutions they attend, the greater proportion perform at Levels II and III.

The distance that any student, regardless of his ethnic origin, has to travel to school, may indeed cause him to become discouraged, especially if it takes a long time to do so under the extremely cold temperatures of the Canadian winter. It is proposed, however that the Indian student may become more easily discouraged. In white society there is placed strong emphasis on the principle that one can put up with present unpleasant circumstances in order to achieve future goals. In

Indian culture, orientation is toward the present, not toward the future. He may become more easily discouraged at the prospect of having to travel a long distance to arrive at the educational institution at a specified time. Time, as measured by clocks, is not as important in the Indian way of life. In addition, the concept of punctuality is not usually emphasized in Indian culture. Easy accessibility, therefore, was considered a supportive factor that might contribute to a higher level of performance.

5. The higher the occupational level of the head of the family with whom the student is living, the higher is the proportion of students performing at Levels II and III.

This sub-hypothesis rests on the assumption that the higher the social class position of the family, as indicated by the occupation of the head of the family, the greater will be the value attached to education.

This idea has been pointed out in a recent article by John Porter:

> . . . there is a good deal of evidence that the motivations to stay in school and to continue to university are related principally to the position which the family occupies in the general social structure, particularly the class position. . . . Those who are reared in a milieu indifferent to education are not likely to acquire a high evaluation of education. . . . It would seem that there is an

appropriate social milieu in which these psychological qualities are acquired.[6]

And again:

The lower-class family does not value education so highly. In part it is a privilege, beyond their horizons of opportunity, and at the same time, lacking education themselves, they fail to appreciate its values and thus to motivate their children.[7]

If the Indian student lives in an atmosphere which places high value on education and in which he receives encouragement in the student role, he may function better at school. In addition, he may be helped to overcome his orientation to the present and to postpone immediate gratifications for future rewards if he sees that this approach has proved successful for the family with whom he is residing.

This sub-hypothesis was also largely based on investigation into the findings of a study conducted by Dallyn and Earle in 1958 which dealt with racial attitudes towards Indians and people of Indian descent in Portage la Prairie, Manitoba.[8] They concluded that education makes people more tolerant of the Indian's need to be accepted

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[6]John Porter, "Social Class and Education," Social Purpose for Canada, ed. Michael Oliver, University of Toronto Press, 1961, p.108.

[7]Ibid., p.127.

[8]Prof. F.J.G. Dallyn and F.G. Earle, A Study of Attitudes Towards Indians and People of Indian Descent, Winnipeg, Central Region, Canadian Council of Christians and Jews Inc., 1958.

and recognized in the community. It would seem reasonable, therefore, to hypothesize that the person who has achieved a high level of education and who is consequently ranked high in the occupational scale, would be more supportive to the Indian in his student role.

6. Of the Indian students boarding with families of non-Indian descent, the greater proportion perform at Level III, whereas of the students boarding with families of Indian descent, the greater proportion perform at Levels I and II.

It is thus hypothesized that boarding with a family of non-Indian descent will be much more supportive for the Indian student than boarding with a family of Indian descent.

The family of Indian descent may question the value of education and tend to perpetuate the traditional cultural values of Indian society such as orientation to the present and reluctance to compete in the educational role. Granted that the family of Indian descent may provide some support to the student which accrues from companionship with members of his own race, the Indian student would seem to be under a handicap inasmuch as he would have less opportunity to inculcate the required attitudes of urban white society into his role pattern.

For the purpose of this study selected Indian students refers to the 51 Indian students between 18 and

25 years of age chosen prior to the study by the Indian
Affairs Branch in collaboration with the Research Com-
mittee of the University of Manitoba School of Social Work
and who were currently attending Manitoba Institute of
Technology, the business colleges, high schools, hair-
dressing schools, and upgrading courses. Living situation
designates the physical and socio-economic environment
provided by the boarding home selected for each individual
Indian student by the Indian Affairs Branch. By boarders
is meant those people, other than family members, who live
in the home on a board and room basis. Greater proportion
refers to 51 per cent or more of the total number of
students being considered in each category or categories.
Other students is defined as those persons with an educa-
tional standing of Grade 7 or higher who are in attendance
at an educational institution. Family activities refers
to those leisure and routine activities of one or more
family members.

For the purpose of this study, easily accessible
refers to those homes so geographically situated within
the metropolitan area of Greater Winnipeg so as to permit
transport to and from the training institution with a
minimum of time and inconvenience. A living situation
is defined as "easily accessible" if the student 1) travels
by car, 2) travels by bus in 1/2 hour or less, or 3) walks

to the training institution in 15 minutes or less.
Occupational level refers to the status or rank of a
work position relative to other work positions as grouped
by B. Blishen's "Occupational Class Scale".

For the purpose of this study, it was assumed that:

1. All students included in the study have the
intellectual and physical capacity to complete their
courses successfully;

2. Because the Indian students requested the
courses, they were initially well-motivated to do
the requisite amount of study;

3. That the homes chosen by the Indian Affairs
Branch are considered suitable for the students.

During the month of January, the Indian students
were each interviewed on two separate occasions on the
basis of one Social Work student to one Indian student.[9]
A schedule of questions was administered to the Indian
students and each schedule was assigned a number in
order to preserve anonymity. Indian Affairs made avail-
able to selected members of the research group, data

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[9]In addition, one short meeting was held with each
Indian student in their particular boarding home in mid-
December, 1964. This enabled the Social Work student to
get acquainted with the Indian student to which the
schedule was later administered. It should be noted
that some schedules, depending upon time required for
completion and the ease of response of the respondent,
were completed in one rather than two interviews.

pertaining to the scholastic achievement of the students and to other factors relating to the present boarding home situation.

The general framework for the categories of levels of performance was suggested by Boehm's classification of levels of role performance.[10] Although Boehm has delineated four levels, for the purpose of this study performance was defined in terms of three levels:

I: Does not meet minimal standards;

II: Meets minimal standards, but no more;

III: Meets more than minimal standards.

Three, rather than four levels were chosen because the number of respondents was limited, and spreading this limited number across four levels might have resulted in very few or even none at one of the levels. However, because Indian culture does not seem to value the competitiveness necessary to perform at more than a minimum level, it did seem important to attempt a differentiation of those students who were performing at a higher than minimum level. That is, if a group of Indian students was found to be performing at more than a minimum level, this might indicate a better degree of adjustment, and it might be possible to indicate some of the factors with

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[10]Werner Boehm, "The Social Casework Method In Social Work Education," The Social Work Curriculum Study, (Vol. X), New York, Council on Social Work Education, 1959, pp. 118-121.

which this was associated. This, then, was the rationale for selecting the <u>three</u> levels of performance.

In delineating the criteria for the levels of performance, the following assumptive and theoretical propositions, derived from learning theory and the sociology of education and work, were used as guides:

1. As part of the formally organized educational system, the schools attended by the Indian students, including the vocational training institutions, carry functions general to all schools.

2. In Canadian society, all schools carry a dual function:

   A. to teach a formal curriculum, and

   B. to impart attitudes and behavior valued by society.[11]

3. The specific function of vocational training institutions is the preparation of individuals for specific occupational roles.

4. In Canada, these occupational roles have been increasingly carried within the context of large, bureaucratic organizations requiring the incumbent to possess competence based on technical skill, and to accept and abide by rules relating to such things

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[11]Porter, <u>op. cit.</u>

as punctuality and the completion of work within specified time limits.

5. Technical skill must be based on knowledge that can be transferred from one particular instance to another.

Assuming these propositions are acceptable, then it can be expected that any educational institution, including those concerned with vocational training, and irrespective of whether or not their educational objectives have been explicitly stated, will be concerned with student development in three major areas:

1) knowledge and technical skill,

2) discipline in the classroom, shop, or other parts of the school, and

3) the student's relationship with other students at the institution.

Each level of performance was, then, defined in terms of these three areas. Specific criteria for each level are given in detail in Chapter III.

The general method of analysis involved a cross-classification system by which the level of performance was cross-classified with the degree of support as measured by the following categories:

1. Type of boarding home in which the student lives.

2. Number of other students in the home.

3. Amount of participation in family activities

according to three levels.

4. Accessibility to the training institution.

5. The occupational level of the head of the family with whom the student is living. (As delineated by Blishen's Occupational Class Scale.[12]

6. The presence or absence of Indian ancestry in the family with which the student is boarding.

Chapter II presents the background of the study, including a review of the pertinent literature.

Chapter III further delineates the method of the study.

In Chapter IV the data collected is presented and analysed.

The conclusions derived from this study and an evaluation of it will be presented in Chapter V.

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[12]Bernard R. Blishen, "The Construction and Use of An Occupational Class Scale", <u>Canadian Society: Sociological Perspectives</u>, ed. Blishen et. al., Toronto, MacMillan Co. of Canada, 1964, pp. 449-459.

CHAPTER II

BACKGROUND

From the earliest stages of this research project
it became quite evident that there has been relatively
little study carried out in relation to Canadian Indians,
and, more specifically, in relation to their educational
achievement and the factors involved therein. A perusal
of the pertinent literature has revealed that no such
study of achievement of Indian students in urban voca-
tional institutions has to date been carried out. On the
other hand, there have been a few excellent articles
written, and "fewer" studies carried out which have dealt
with various aspects of the so-called "Indian Integration
Problem". Both sources have been valuable in helping to
delineate more specifically the approach of this present
study.

The particular need for studying the achievement of
the Canadian Indian in the educational role has been pointed
out by Father Andre Renaud, one of the foremost authorities
on the Canadian Indian:

> Now that Canada is maturing into a nation, her
> citizens move more and more to think of themselves as
> Canadians, first and foremost, reducing the ethnic
> extraction or cultural descent to the role of statis-
> tical background. This is not true as yet of most
> Indians. Psychologically as well as historically, they
> are Indians first and Canadians afterwards. Or, to put
> it differently, their way of being Canadians is to be
> Indians. Consequently, and contrary to current

opinion, setting the Indian pupil apart from his non-Indian classmates in order to study his particular problems (or, for that matter, to deal with those problems more adequately), does not imply racial segregation but a long overdue recognition of the Indian community as a genuine and culturally distinct human community with an education problem and process of its own.[1]

Perhaps the main motivating factor behind this study has been the very real need to discover and to understand the particular needs of the Indian population as related to the procuring of education in the urban setting. Although the present study has been focused upon the educational achievement of a particular group of Indian vocational students, it is involved, too, with the rather contraversial subject of "acculturation". It has been undertaken with the purpose of examining education in relation to acculturation in so far as the vocational adjustment of the Indian student is influenced by his present living circumstances in an urban environment.

What has become increasingly recognized in recent years, although perhaps by all too few people, is that there has been a great failure to prepare Indians for urban life. As the Indian vocational student migrates to the city, he learns that he must face more problems than just the acquisition of a vocational skill. He must

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[1]A. Renaud, O.M.I., "Indian Education Today", Anthropologica, No. 6, 1958, Ottawa.

adapt to a new home, a new environment and a new culture. He finds, too, that the isolating effects of cultural differences are not necessarily overcome by the mere fact of migration to the city.

Dr. Ben Reifel, an Indian himself and an authority on Indian affairs in the United States, has suggested that there are four most important differences in the way that the attitudes and outlook of the American Indian differ from those held by the wider white American society.[2]

1. The American way of life is oriented towards the future. Indian values stress orientation to the present.

2. Time, as measured by clocks and calendars is not important in the Indian way of life.

3. Saving as a means of achieving economic advancement has not been a part of the Indian's nomadic state, where hunting and food gathering were the main livelihoods.

4. Particularly for the male Indian, habituation to hard work over a period of years in order to earn a living was not part of the Indian system.

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[2]Province of Manitoba, Dept. of Health and Welfare, Excerpts from "To Be or To Become? Cultural Factors In Social Adjustment of Indians", by Dr. B. Reifel, reprinted from Indian Education, April, 1957, p.2.

On the other hand, it has been pointed out that the adjustment of the Indian to the larger white society depends also upon the attitudes of the non-Indians. In 1959 a brief presented to a Committee on Indian Affairs composed of members of both the Canadian Senate and House of Commons recognized that there are specific characteristics of Canadian culture that must be overcome if the Canadian Indian is to assume his role in society.[3]

1. Reluctance to interact socially with people of Indian descent.

2. Inability to provide employment for people of low educational achievement.

3. Insistence on conformity.

4. Persistent expectations of higher and higher standards of achievement from everyone.

5. Insistence on protocol and formality.

6. An economic system based on individual competition and production.

7. Lack of faith in the ability of people of Indian descent to respond favorably to a sound program of rehabilitation.

Recognizing that such mutual cultural factors and

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[3]Province of Manitoba, Dept. of Health and Welfare, A Brief Submitted by the Province of Manitoba to the Joint Committee of the Senate and the House of Commons on Indian Affairs, Dec. 1959, p.3.

others are operative in the present social functioning of the Indian, as pointed out in Chapter I, this study was concerned with examining the relationship, if any, between the present living circumstances and the vocational achievement of the selected group of Indian students.

With _any_ student attending classes on a regular basis, the time spent out of school has been seen to have as much importance as that spent in classes. The home environment, it has been postulated, will have a profound influence on the level of functioning in the student role.

> The facts are that children do not learn everything they know in school, although some are far more dependent upon the school than are others; they do not all _start even_ in the point of ability, or interest, or experience, or health; and they certainly do not remain even throughout their school careers in terms of _learning advantages_ outside the school. Most persons know, of course, that this is true of individual persons, but they forget sometimes that whole groups of pupils may be characterized by such differences.[4]

Intelligence is not the sole factor which influences educational achievement, and this is particularly true for the student -- child, adolescent and adult--who faces cultural barriers that pose additional obstacles to adequate, effective social functioning.

> The general assumption can be made that, in order to feel comfortable in, and cope effectively with, both the subculture and the larger culture, it is necessary

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[4]L. Madison Coombs et al., _The Indian Child Goes To School: A Study of Interracial Differences_, United States Dept. of the Interior, Bureau of Indian Affairs, 1958, p.4.

for the child to be developing an image of himself which allows him to establish some positive expectations as to his present abilities and potential future achievement.[5]

The Indian student coming to a large metropolitan centre such as Winnipeg requires understanding and acceptance as an Indian, as an individual and as a student, with all that is implied in these roles.

The most exhaustive socio-economic study of Indians and Metis in Manitoba has been carried out by Jean H. Lagasse and his associates and their findings have been reported in three volumes.[6] In relation to Indian and Metis children attending provincial residential or vocational schools, they have drawn the following conclusions:

> Renewed emphasis has recently been given to finding private homes who could accept Indian youths while they attend schools or receive vocational training. This approach has much in its favor though it is too early yet to comment on its chances of success. The experience of other home-finding agencies has shown that it is extremely difficult to find suitable homes for teenagers....A second difficulty which needs to be overcome is the difference in social and cultural background between foster parents and Indian pupils. In most cases, the urban families who have sufficient house space to provide a separate room to an Indian pupil belong to a higher social class than that of the pupil's family. Conversation with persons who have received students in their homes show that this can

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[5] Martin Deutsch, <u>Minority Group and Class Status as Related to Social and Personality Factors in Scholastic Achievement</u>, New York, The Society for Applied Anthropology, School of Industrial and Labour Relations, Cornell University, 1960, p.10.

[6] Jean H. Lagasse, <u>The People of Indian Ancestry in Manitoba</u>, Vols. I-III, Winnipeg, The Dept. of Agriculture and Immigration, 1959.

create very serious problems....Few foster parents
are likely to exercise as much patience with a
stranger's son or daughter as with their own race
and vice versa. Notwithstanding these difficulties,
some Indian pupils appear to progress satisfactorily
when placed in foster homes.[7]

A study of attitudes towards people of Indian
descent conducted by Dallyn and Earle in Portage la Prairie
has indicated that managers, craftsmen and foremen tend
to be less prejudiced towards Indian and Metis than farmers,
laborers and operatives.[8] People with whom the Indian must
compete are more prejudiced than others, and this influences
his progress in the community and moulds his attitude
toward the urban community as well as towards himself.
Although this study was not specifically related to Indian
students and their educational achievement, it has given
an indication of the problems likely to face the Indian
student coming into Winnipeg (or, for that matter, any
large urban Canadian centre) to further his education.

A recent report conducted under the auspices of
the United States Department of Indian Affairs has found
that,

> ...it has seemed to the investigators in this study
> that the extent to which individuals of one race,
> given opportunity (our italics), select their friends
> from individuals of another race is a valuable indi-
> cation of the stage of social integration of the two
> races.[9]

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[7]Ibid., Vol. I, p.117.

[8]Prof. F.J.G. Dallyn and F.G. Earle, A Study of
Attitudes Towards Indians and People of Indian Descent,
Winnipeg, Central Region, Canadian Council of Christians
and Jews Inc., 1958.

[9]L. Madison Coombs et al., op.cit.,p.125

Binding's study of racial cleavage among groups of Indian and white students and workers has seemed to substantiate Coombs' findings.[10] His findings have suggested that the degree of adjustment and acceptance of Indians is closely related to the degree of preference to associate with members of one's own racial group. He found indications, too, that grade six, seven and eight Indian children included in the study who were living in white homes were accepted by their classmates, whereas those children from the residential school were not. He concludes that a possible reason for this is that Indian children living in white homes consequently made more white friends. He included the following recommendation:

> Adjustment in integrated classrooms might be facilitated by the placement of Indian children in white homes instead of residential schools.[11]

A recent study of the scholastic achievement of a group of lower class Negro children[12] attending elementary school in a predominantly Negro area in a northern United States city has suggested the following:

> It is highly unlikely that any one factor could account for the poor performance and deprived psychological state of the experimental (Negro) group;

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[10]Frederick R.S. Binding, _A Sociometric Study of Racial Cleavage in Indian-White Groups_, (unpublished Master of Arts Thesis, University of Manitoba, Winnipeg, 1963.

[11]_Ibid._, p.99.

[12]Deutsch, _op.cit._

it is more realistic to see the urban Negro child as
subject to many influences which converge on him. . .
Among those influences certainly not the least is his
sensing that the larger society views him as inferior
and _expects_ inferior performance from him . . . Under
those conditions, it is understandable that the Negro
child. . .would tend strongly to question his own
competences, and in so questioning would be acting
largely as others expect him to act.[13]

Although concerned with urban, lower class Negro
school children in elementary grades, this study has sug-
gested the real importance of societal attitudes and
environmental conditions in relation to the scholastic
achievement of a minority group.

A perusal of the literature has suggested, then,
that a further delineation of the salient factors in the
living situation and their relationship to the level of
performance of the selected group of Indian students could
be undertaken. The question, therefore, becomes that of
determining if the level of performance in the educational
role increases as the degree of support provided by the
present living situation increases.

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[13]_Ibid._, p.11.

CHAPTER III

METHOD

In order to obtain an indication of the degree of support provided by the present living situation for each Indian student, two sources of data were utilized:

(1) The answers to a schedule of questions administered to each Indian student on an individual basis. These questions related to the four areas of support with which the first four sub-hypotheses were concerned: size of boarding home; number of other students in the home; degree of the student's participation in family activities in the home; and accessibility of the home to the training institution.

(2) The second source of data relating to support provided by the present living situation were the answers to a questionnaire completed by Indian Affairs Branch Guidance Counsellors. These questions dealt specifically with the areas of support as defined in sub-hypotheses 5 and 6: the occupational level of the head of the family with whom the student is living and the presence of Indian ancestry in the family with whom the student is residing.

The Indian Affairs Branch's student files were used to determine the level of performance of each student at

the educational institution attended. In such cases
where the files did not contain specific written accounts
of the student's performance, verbal reports of the two
Indian affairs Guidance Counsellors were used to determine
level of performance. Specifically, student files, sup-
plemented where necessary by verbal reports, were used as
sources of data relating to three major areas of perfor-
mance at the educational institution: (1) knowledge and
technical skill, (2) discipline in the classroom, shop or
other parts of the school, and (3) the student's relation-
ship with other students.

The method chosen to test our major hypothesis and
the first four sub-hypotheses involved the preparation of
a schedule, the administering of it to the selected group
of Indian students, and subsequent analysis of the data
obtained. Each of the Indian students selected for the
purpose of this study was interviewed on an individual
basis in his present living situation. Each member of
the research team interviewed one respondent.

In mid-December, 1964, an introductory interview
was held between each interviewer and the student to whom
the schedule was administered. This "get-acquainted"
session was designed to explain to the Indian student
more fully the purpose of the study and to establish some
initial degree of rapport between the respondent and the

interviewer. In January of 1965 the schedule was presented in face-to-face interviews.

The face-to-face interview was used as this is a major technique familiar to social workers. It presented the added advantage of more ready interpretation of particular questions to the respondents.

To obtain the data relating to the occupational status of the head of the boarding family with whom the student was residing and the presence of Indian ancestry in the family with whom the student was boarding, a questionnaire was drawn up and submitted for completion by the Indian Affairs Branch Guidance Counsellors.

A second schedule was devised to obtain the data required to determine each student's level of performance at the educational institution attended. The schedule questions dealt with the three major performance areas of knowledge and skill, discipline in classroom, shop or other parts of the school and the student's relationships with other students. The schedule was completed for each student by using the Indian Affairs student records and, in cases where the records did not contain specific data on the student's progress, through interviews with the Indian Affairs Guidance Counsellors who provided verbal reports as to the student's progress. It is recognized that these verbal reports may not have been conducive to providing the most exact delineation of the level of performance.

The present study includes 51 Indian students
all of whom were in attendance at various educational
institutions in Winnipeg during 1964-65. These students,
selected in collaboration with the Research Committee of
the University of Manitoba School of Social Work, were
chosen from a list of 69 students provided by the Indian
Affairs Branch. Three main criteria determined the
selection of those Indian students chosen for the study:

1. All were Treaty Indians whose education and
living expenses were being financed through the Indian
Affairs Branch of the Canadian Department of Citizen-
ship and Immigration.

2. All were residing in homes chosen by the Indian
Affairs Branch on a board-and-room basis.

3. All students were registered and taking courses
from one of the following types of educational insti-
tutions in Winnipeg: Manitoba Institute of Technology;
commercial colleges; high schools; hairdressing schools;
upgrading courses.

It should be noted that the following Indian students
were not included in this research study: students living
in institutional settings, such as convents, nursing resi-
dences, etc.; those taking courses where only one student
was involved; married students with families in Winnipeg;
any students not sponsored by the Indian Affairs Branch.

From the total list of 69 students originally provided by Indian Affairs, 56 students were selected. However, only 52 students were interviewed. Three students at high school and one at business college were not interviewed since they dropped out of their respective courses after the study had been initiated.

The present research study contains data relating to only 51 of the 52 students interviewed. One married student was omitted. The following represents a breakdown of the population studied:

1. Commercial College:

       Male   -   10
       Female -   6
       Total: 16

2. High School:

       Male   -   3
       Female -   6
       Total: 9

3. Hairdressing School:

       Male   -   0
       Female -   3
       Total: 3

4. Manitoba Institute of Technology:

       Male   -   19
       Female -   0
       Total: 19

5. Upgrading Course:

$$
\begin{array}{ll}
\text{Male} & - \quad 5 \\
\text{Female} & - \quad 4 \\
\hline
\text{Total:} & \quad 9
\end{array}
$$

As indicated in Chapter I, the present study formed part of a larger research project and a composite schedule was used. In order to have a larger, more reliable sample, the three research groups pooled their respective schedules which were applied to the total population under consideration. The combined instrument, which, for the purpose of the present study included questions pertaining to factors of support in the present living situation in relation to size of boarding home, number of other students in the home, participation in family activities and accessibility to the training institution (sub-hypotheses 1-4 respectively), was administered through individual face-to-face interviews.

The study therefore included a relatively small population of Indian students living in boarding homes. However, it was felt that the population selected would be large enough to give some indication of the factors being researched, and that the inclusion of the other categories of students not presently included would detract from the uniformity of the population. It is recognized, on the other hand, that the inclusion of these

other categories of students might have brought about significant changes in the results obtained, and that the present study's findings, descriptive in nature, may be applicable only to the group of Indian students under consideration.

In some cases it was found that the Indian students had not been adequately prepared for participation in the study either because they had not received a letter of explanation from the Indian Affairs Branch or because they had no contact with the Indian Affairs Branch for the specific purpose of having the study explained. Although some resistance to divulging personal information was encountered, it was felt that the introductory "get-acquainted" interviews helped to offset this resistance to some extent.

Both the questionnaire completed by Indian Affairs Branch personnel and that part of the composite schedule which, for the purpose of this part of the total study dealt with the first four areas of support in the present living situations, were developed as a result of extensive group discussion and background reading. The questions in both the schedule and questionnaire pertained to the specific factors in the boarding home which it was felt would provide an indication of the support provided for the Indian student in his educational role.

The schedule relating to the student's actual performance in the institution was designed to determine the level of performance of each student, the general framework for the categories of performance being suggested by Boehm's classification of levels of role performance.

The instruments were pre-tested on a group of 10 Indian students, all of whom had attended various educational institutions in Winnipeg under the same program administered by the Indian Affairs Branch and all of whom had been successful in their respective courses. After examination and analysis of the collected data, minor changes were made in the schedule administered to the Indian students to ensure greater clarity and simplicity of the schedule. The main reason for the pre-testing of the schedule with previously successful students (the names of whom were provided by Indian Affairs) was to obtain an indication of the relevancy and adequacy of the questions posed in helping to substantiate the hypotheses.

Subsequent to the pre-testing of the schedule, a group meeting of all interviewers was held so that each research group could explain more fully to members of the other research groups the content and purpose of its respective portion of the composite schedule.

Copies of the schedule and questionnaire used for the purpose of the present study are provided in the Appendix.

The schedule administered to the Indian students was composed of questions relating specifically to sub-hypotheses 1 to 4 respectively. Thus the schedule was logically divided into four main parts or divisions, questions relating to each sub-hypothesis included under each section.

With respect to section 2 (which relates to other students in the boarding home) the question, "In what grades, or courses are the other students?" was designed to establish whether other students in the home were in Grade 7 or higher. Grade 7 was considered to be the minimal level at which the Indian student might relate to other students on matters pertaining to content of courses and study habits, or on a competitive basis.

In relation to the Indian student's participation in family activities both inside and outside the boarding home (sections 3A and 3B) the questions were designed to obtain both quantitative and qualitative data.

Thus the question was asked, "How often?" in relation to each activity and categories of "Daily", "Weekly" and "Monthly" were provided and checked by the interviewer.

The "If no, why?" questions were felt necessary for the validity of the schedule. Thus an Indian student could answer "no" to the question, "Do you go to church

with the family or any member of the family?" for a variety of reasons: not invited; never go to church anyway; family doesn't go to church, etc. By asking the reason for non-participation, we felt that it could be determined whether this was due to the particular home in which the student resided. This same rationale is applicable to all the questions pertaining to participation in family activities.

The questions in section 4A and 4B of the schedule were designed to determine the student's accessibility to the training institution both in terms of the mode of transportation and the time factor related to the particular mode.

The questions in section 4A(ii) and 4A(iii) in relation specifically to travel to school by bus and car were designed to delineate further the convenience factor involved in transportation.

It was initially estimated that the time required to complete the administration of the composite schedule to each student would be approximately two hours. Some Social Work students found, however, that the total schedule could be completed in one interview in addition to the introductory interview. Others returned to interview the students and complete the schedule during a second visit with the student.

The data collected from the schedule administered to the Indian students and the questionnaire completed by

Indian Affairs Branch personnel was presented for analysis by means of a cross-classification table or tally sheet. Based upon each sub-hypothesis, six classifications of support provided by the boarding home were cross-classified with each student's level performance as determined from the schedule data collected through case records and verbal reports of Indian Affairs Branch personnel.

The classifications of support were as follows:

I. Type of Boarding Home:

    A. Small - refers to those homes in which two boarders or less were also residing in the same home as the Indian student.

    B. Large - refers to those homes in which three or more other boarders were also residing in the same home as the Indian student.

II. Number of Other Students In The Home.

III. Participation in Family Activities:

    A. Low B. Moderate C. High.

IV. Accessibility to Training Institution:

    A. Easily accessible - defined as such if student:

        1. Travels by car.

        2. Travels by bus in 1/2 hour or less.

        3. Walks in 15 minutes or less.

    B. Not easily accessible - any student who

        does not fall into the criteria of easy

        accessibility.

V. Occupational Level of the Head of the Boarding

    Family: Rated between 1 to 7, as ranked by

    Blishen's Occupational Class Scale.

VI. Presence of Indian Ancestry in Adult Members

    of Boarding Family:

    A. Yes

    B. No.

This cross-classification table provided the main initial method of bringing the data together from the two schedules and one questionnaire. Each Indian student was assigned a schedule number and it, too, was included in this initial table.

A particular numerical rating system was devised to determine each students degree of participation in family activities. This rating scale is based upon the following assumption: <u>All of the activities engaged in by the Indian student with the boarding home family are considered to be of equal value in terms of the degree of support provided to the student in his particular living situation.</u>

The activities, however, were designated as either "Daily", "Weekly", or "Monthly"; on the basis of how frequently the activity would be carried out by any person

in a boarding home situation.

The activities were classified as follows:

1. Watching T.V.: Daily

2. Playing Games: Weekly

3. Participating in Hobbies: Weekly

4. Helping with Household Tasks: Daily

5. Entertaining With Family: Monthly

6. Attending Church With Family: Weekly

7. Activities Outside the Home: Weekly

The table on page 41 presents the rating system utilized. This numerical rating system involves the scoring of each student's quantitative level of participation in family activities by assigning a value from 1 to 5. The value of 3 is therefore considered the norm or average. Values 1 and 2 indicate under-participation and less than average participation respectively. Values 4 and 5 allow for high participation--above the norm of 3.

To provide an example to illustrate the application of this rating system, we may consider the activity which involves the student watching T.V.:

1. If student watches T.V. daily: He is given a rating value of 3. This is a "Daily" activity for which the norm rating is 3.

2. If student watches T.V. weekly: He receives a rating value of 2, indicating that he watches T.V. somewhat less than normally.

TABLE 1

RATING SYSTEM FOR STUDENT'S PARTICIPATION
IN FAMILY ACTIVITIES

Activity	Daily	Weekly	Monthly
T.V.	3(a)	2	1
Games	4	3(b)	2
Hobbies	4	3(b)	2
Household Tasks	3(a)	2	1
Entertaining	5	4	3(c)
Church	4	3(b)	2
Outside Activities	4	3(b)	2

(a)Indicates that this is an activity normally participated in on a _daily_ basis in the home.

(b)Indicates that this is an activity normally participated in on a _weekly_ basis in the home.

(c)Indicates that this is an activity normally participated in on a _monthly_ basis in the home.

3. If student watches T.V. monthly: A rating value of 1 would be assigned which would indicate some degree of under-participation in this particular activity.

From an examination of the preceding table it can be seen that if the student:

1. Participates in all activities, but at the very minimum level, he would obtain a score of 13.

2. Participates in all activities at the maximum possible level, he would obtain a score of 27.

On the basis of these two scores a rating scale was devised. Scores for each student were calculated and rated in the "Participation in Family Activities" classification in the cross-classification table as "Low", "Moderate" or "High" according to the following scale.

TABLE 2

RATING SCALE: PARTICIPATION
IN FAMILY ACTIVITIES

Low	Moderate	High
0-5	6-10	11-27

In order to complete the schedule of questions relating to the student's actual performance at the particular institution attended for the purpose of rating each student's level of performance, criteria for levels of performance were originally established on the basis of the standards published by the various educational institutions. This had been done on the understanding that each institution reported regularly in writing to the Indian Affairs Branch with respect to each student's progress. This, however, proved not to be the case especially with respect to those students enrolled at the Manitoba Institute of Technology. Reports from this

institution are received verbally by the Indian Affairs
Guidance Counsellors who have frequent contact with each
of the instructors. Thus, in a general way the criteria
reflect the standards required by each school, but for
students at the Manitoba Institute of Technology the
criteria are in terms of reports received verbally from
the Guidance Counsellors. Thus the data may be subject
to limitations due to the necessity of relying on the
Counsellors' ability to recall verbal reports and also
due to the possibility that the Counsellors might in some
instances report performance in terms of what might be a
satisfactory level for a particular student even though
he was not altogether meeting the minimum requirements
set by the school.

On the other hand, these factors may be less
limiting than they first appear. Certainly the particular
interest and concern of the Counsellors is likely to mean
that they are very much aware of those students who fail
to meet minimum standards.

Nevertheless, with these possible limitations in
mind, specific criteria for determining level of perfor-
mance were established as follows:

Level I:

If at Business College:

A. Academic and Technical:- the student had a
"Failing" or "Incomplete" grade in any one
subject and/or his performance at typing

and shorthand are reported as presenting a
severe problem, and/or,

B. and C.   Discipline and relationships with other
students were reported to be such as to
threaten his suspension.

If at Manitoba Institute of Technology or Upgrading Courses:

The Counsellor reported the student's performance
to be unsatisfactory for any one or more of acad-
emic, technical skills or discipline.

If at Hairdressing School:

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

If at High School:

A. Academic: The student's average mark is less
than 50 or if the student has a mark of less
than 50 in each of three or more subjects other
than Art or Shops, and/or,

B. Discipline: Attendance is less than 80% or
the student's behavior is reported as unsatis-
factory with respect to punctuality, compliance
with rules, or is disruptive in the classroom,
and/or,

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

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

Level II:

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

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

B. Discipline: No major problems reported in any areas; attendance 90% or above; behavior reported as satisfactory with respect to punctuality, compliance with rules in classroom, shop, etc.

C. Relationship with other students (and, where applicable, with customers): No problems reported.

If at High School:

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

B. Discipline and relationships with other students: No major problems reported.

If at Manitoba Institute of Technology or in Upgrading Courses:

The Counsellor reported the student to be satis-
factory but not above average with respect to both
the academic and technical areas and reported no
major discipline problems.

Level III:

At any Institution Excepting High School and Manitoba Institute of Technology:

A. Academic and technical: Any of (1) an average
mark of 70 or above and an above average per-
formance in technical subjects, or, (2) an
average mark of 70% or above and a passing
performance in technical subjects, or, (3) an
average mark of 50 to 70 and an above average
performance in technical subjects.

B. Discipline and relationships with other students:
No major problems reported.

At High School:

A. Academic: An average mark of 75% in all sub-
jects and a mark no lower than 60% in any one
subject.

B. Discipline and relationships with other students:
No problems reported.

At Manitoba Institute of Technology or in Upgrading Courses:

The Counsellor reported the student as above average

in either one or both of the academic and technical areas and reported no major discipline problems.

Tables and bar graphs were utilized to analyze part of the data obtained and to compare degree of support offered in the present living situation (as defined in the sub-hypotheses) with the level of performance actually achieved in the student role.

CHAPTER IV

ANALYSIS

Data collected from the schedules and question-
naire was examined and the findings computed to show the
relationship of the data to the major hypothesis and six
sub-hypotheses of the study. The purpose of this study
has been to examine specific areas of support in the
present living situation of the group of Indian students
and to determine the relationship of these factors to
performance in the student role. In this chapter the
data obtained on the total research population of 51 stu-
dents will be analyzed and the results presented in the
same sequence of the six sub-hypotheses in order that they
may be subsequently compared with the results postulated
by these sub-hypotheses.

The first step in the analysis of data consisted
of determining what influence, if any, the size of the
boarding home had on level of performance in the educa-
tional institution.

It was found that a total of 18 Indian students or
35.3% of the total population of 51 students were living
in small homes. Of these 18 students in small homes, 13
students or 72.2% were performing at Levels II and III.

Thus the first part of our first sub-hypothesis which states that "of the Indian students living in homes with two boarders or less the greater proportion perform at Levels II and III" is substantiated.

The second part of the first sub-hypothesis which states that "the greater proportion of students living in homes with three boarders or more perform at Level I" was not substantiated. Out of a total of 33 students living in large homes only 4 students or 12.1% performed at Level I, whereas 29 students or 87.9% of those living in large homes have achieved minimal or more than minimal standards of performance (i.e. they were performing at Levels II and III).

The second step in the analysis of data was to examine the level of performance in relation to the number of other students in the same living situation in which each student was residing. It had been postulated that "of the Indian students living in small boarding homes with one or more other students the greater proportion perform at Level III, whereas of the Indian students living in small homes with no other students the greater proportion perform at Levels I and II". However, this second sub-hypothesis was not fully substantiated.

A total of 18 students were residing in small homes, that is, in homes where there were two or less other boarders residing in the same home with the Indian student.

Of these 18 students, 7 were in small homes with one or more other students while the remaining 11 students in small homes had no other students staying with them in the same house.

Of the 7 students who had other students living with them, only 3 students or 42.8% were performing at Level III, while the remaining 4 students (57.2%) performed at Levels I and II. These findings do not therefore substantiate the first part of the second sub-hypothesis.

However, of the 11 students living in small homes with no other students, a total of 9 students or 81.8% performed at Levels I and II. This data tends to substantiate the second part of this sub-hypothesis which postulated that most of this particular category of students would achieve only minimal or less than minimal success in the performance of their roles as students.

The analysis of data pertaining to level of student performance in relation to the degree of participation in family activities did not corroborate Sub-hypothesis 3 which states that:

> As participation in family activities within the
> Indian student's present living situation increases,
> the proportion of Indian students performing at
> Levels II and III increases.

A total of 42 students or 82.4% of the total population under study performed at Levels II and III.

Of these 42 students, 18 or 42.9% participated in family activities to a "high" degree in the present living situation. Although this number represents a significant percentage, the data analyzed does not show that the number of students performing at Levels II and III increases as the degree of participation in family activities increases.

The largest single number of students (13 or 25.5%) performed at Level II and participated in family activities to a "high" degree. The smallest single number of students (1 student) participated in family activities to a "moderate" degree and performed at Level I.

Data analyzed in relation to Sub-hypothesis #4 which states that "of the students living in situations easily accessible to the training institution they attend the greater proportion perform at Levels II and III" tends to support the sub-hypothesis.

From an examination of Table 3 on page 52 it can be seen that a total of 39 out of 51 students lived in boarding homes which were classified as "easily accessible" within the criteria established for that classification in our study. Of the 39 students who were living in homes easily accessible to the institutions attended, 31 students or 78.7% performed at Levels II and III; that is, they performed at minimal or more than minimal levels.

On the other hand, it should be noted that although the above data tends to support our sub-hypothesis as

TABLE 3

LEVEL OF STUDENT PERFORMANCE
BY ACCESSIBILITY TO TRAINING
INSTITUTION

Level of Performance	Total	Easily Accessible	Not Easily Accessible
All Levels	51	39	12
I	9	8	1
II	25	19	6
III	17	12	5

stated, 11 out of 12 students (or 91.7%) who were classi-
fied as being "not easily accessible" performed at Levels
II and III.

Sub-hypothesis #5 states that "the higher the
occupational level of the head of the family with whom
the Indian student is living, the higher is the proportion
of students performing at Levels II and III". From an
examination of Table 4 on page 53 it can be seen that of
42 students performing at Levels II and III, 37 students
or 89% live in homes where the head of the family with
whom the student is living has an occupational level of
5, 6, or 7; that is, where the head of the boarding
family has a low occupational level.

TABLE 4

LEVEL OF STUDENT PERFORMANCE BY
OCCUPATIONAL CLASS STATUS LEVEL
OF HEAD OF BOARDING FAMILY

Level of Performance	Occupational Class Status Level							
	Total	1	2	3	4	5	6	7
All Levels	51	1	1	4	2	10	12	21
I	9	0	0	1	2	1	1	4
II	25	1	1	2	0	4	8	9
III	17	0	0	1	0	5	3	8

Figure 1 on page 54 represents in percentage form
the data contained in Table 4 relating to those students
performing at Levels II and III by comparison with the
occupational level of the head of the boarding family.
Although there appears to be, with the exception of
occupational levels 3 and 4, a general increase in the
percentage of students performing at Levels II and III
as the occupational status level increases, the total
number of students performing at Levels II and III and
living in homes with the family heads of the highest
occupational status (5 students or 11% of students per-
forming at Levels II and III)--that is where the family
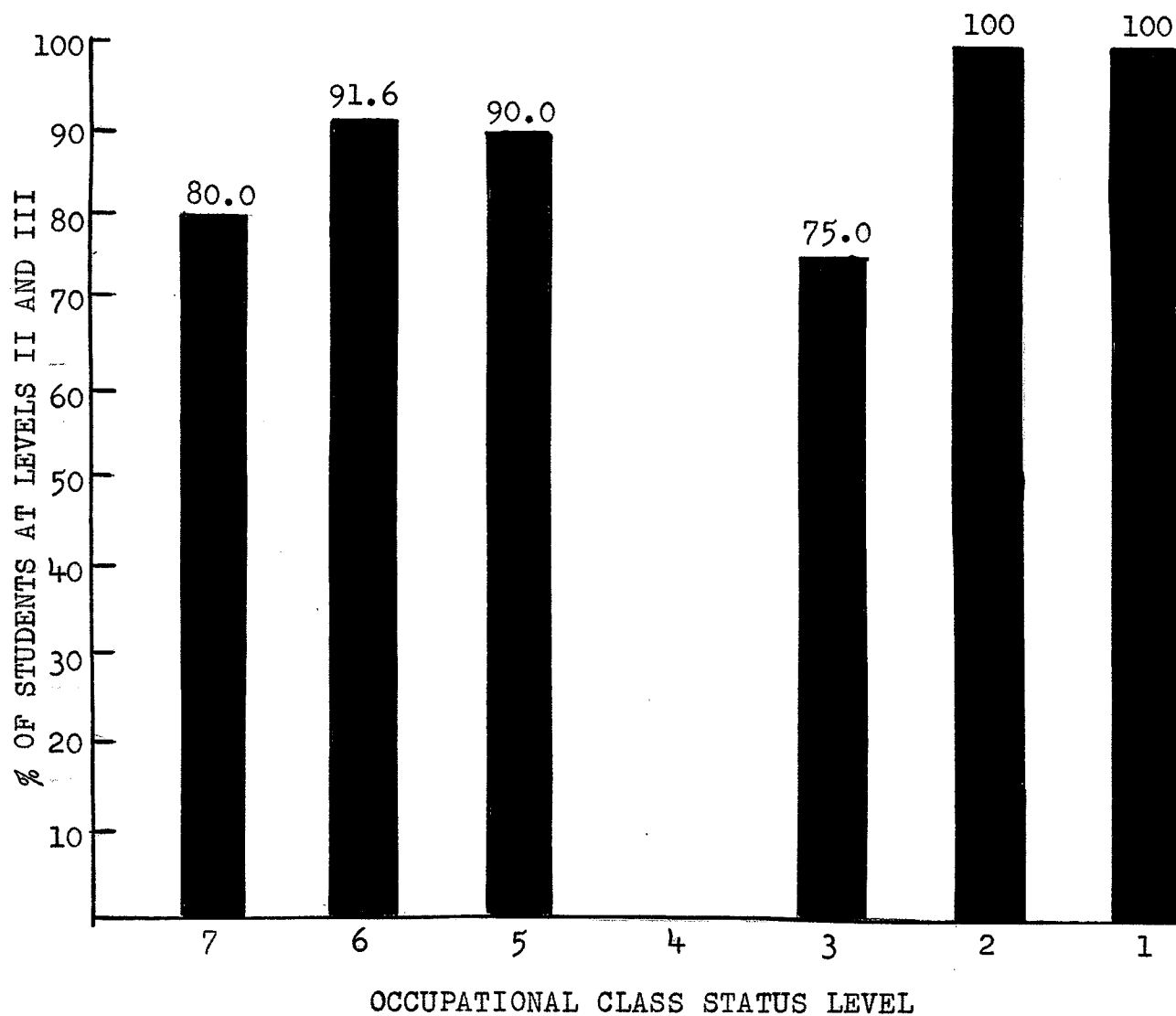heads are classified at occupational status levels 1, 2,

FIGURE 1

DISTRIBUTION OF STUDENT PERFORMANCE AT
LEVELS II AND III BY OCCUPATIONAL CLASS
STATUS LEVEL OF HEAD OF BOARDING FAMILY
(BY PERCENTAGE OF TOTAL NO. OF STUDENTS
IN EACH OCCUPATIONAL STATUS LEVEL.)

and 3 inclusively--is so small as to make the findings rather limited in their validity. The data analyzed therefore seems inconclusive.

The data analyzed with respect to our sixth sub-hypothesis which states that "of the Indian students boarding with families of non-Indian descent the greater proportion perform at Level III, whereas of the Indian students boarding with families of Indian descent, the greater proportion perform at Levels I and II" does not fully support the sub-hypothesis.

A total of 16 students or 31.2% of the total population of 51 students were living in homes where Indian ancestry was present in adult members of the boarding family. The other 35 students or 67.8% of the total number of students lived in boarding homes where Indian ancestry was not present.

Of the 16 students living in boarding homes where Indian ancestry was not present in the boarding family's adult members, 9 students (or 56.3%) performed at Levels I and II. This data tends to support the first part of our sixth sub-hypothesis.

Of the 35 students living in boarding homes where no presence of Indian ancestry in adult members of the family was reported, a total of 10 students (or 40%) performed at Level III, the other 15 students performance reported at Levels I and II combined. Thus this data

does not corroborate the second part of our sixth
hypothesis.

In relation to the data analyzed with respect to
Sub-hypothesis #6, it should be noted that even though
the data does not corroborate the sub-hypothesis fully,
a total of 28 students or 55.5% of the total population
of 51 students performed at Levels II and III and lived
in homes where Indian ancestry was not present. The
fact that over half the population of students being
researched performs at Levels II and III combined while
residing in homes without adult family members of Indian
ancestry appears to be significant.

The largest single number of students (18 or 35.3%
of the total population) performed at Level II and lived
in homes where Indian ancestry was not present.

Looking at the total population of 51 Indian
students as a whole, it was found that the students were
distributed throughout the three levels of performance as
follows:

Level   I 9
Level II 25
Level III 17

Thus, it can be seen that 17 students or 1/3 of
the total population researched are performing at more
than a minimal or above average level at their educa-
tional institutions.

With respect to the major hypothesis which postu-
lated that "the performance of selected Indian students
varies with the degree of support provided by the present
living situation", the data analyzed tends not to support
the hypothesis, at least with respect to those factors
selected here as being indicative of support.

CHAPTER V

CONCLUSIONS

In this chapter the findings presented in
Chapter IV will be examined with reference to the
main hypothesis and the six sub-hypotheses. The con-
clusions will be drawn and the study as a whole will
be assessed in terms of limitations and broader impli-
cations.

The main purpose of this study has been to
determine if the level of performance of the students
in their educational role is positively influenced by
a supportive living situation. The study has concerned
itself with two main areas: 1) the actual level of
performance achieved by the Indian students at their
respective institutions attended, and 2) the degree of
support provided by the present living situation, support
being defined within six classifications in the project.
The study was basically an attempt to determine whether
there existed a discernible pattern or relationship
between the above two areas.

The hypotheses presented in Chapter I were based
on rationale arrived at as a result of relevant reading,
presentations by persons acquainted with the education

of Indians, and extensive group discussion among members
of the research group. The hypotheses have attempted to
postulate the results expected from the analysis of data
collected. It is now possible to examine the signifi-
cance of the findings relevant to the main hypothesis and
the six sub-hypotheses.

The main hypothesis postulated that "the perfor-
mance of selected Indian students varies with the degree
of support provided by the present living situation".

Generally, the findings analyzed seem to indicate
that for the group chosen the six classifications used
to measure support did not prove to have a significant
relationship to the level of performance. Although
specific sections of some of the sub-hypotheses appeared
to be substantiated, the general inconclusiveness of the
findings does not permit our major hypothesis to be sub-
stantiated.

Evaluation will now be made of the findings con-
cerning the six sub-hypotheses which postulated that
certain levels of performance would be associated with
factors classified as "supportive" in the living situation.

Sub-hypothesis #1 was not substantiated by our
findings. It was found that a large percentage of stu-
dents in each of the classifications of "large" and
"small" homes (87.9% and 72.2% respectively) performed at
Levels II and III, with the percentage of those students

living in large homes and performing at the latter levels
being significantly greater statistically than the per-
centage of students in small homes.

However, an examination of the actual numbers of
students would seem to indicate that there may be sup-
portive factors in the large homes which appear to be
absent in the small homes and which positively influence
the students' level of performance.

The finding that 81.8% of students living in small
homes with no other students perform at no more than a
minimal level of achievement partially substantiates
Sub-hypothesis #2. However, since the total number of
students actually residing in small homes was so small
(only 18 students or 35.3% of the total population of
51 students) the validity of this finding may be seriously
questioned.

The findings with respect to Sub-hypothesis #3
are inconclusive. The variation in percentages of the
42 students performing at Levels II and III in each of
the categories representing "low" and "high" participa-
tion in family activities was not significant.

An examination of the "moderate" category of
participation in family activities shows that the per-
centage of students performing at Levels II and III is
significantly lower than in the "low" and "high" parti-
cipation categories. The conclusion is therefore made

that the findings do not show that there is any consis-
tent increase in the proportion of students performing
at higher levels as the degree of participation in
family activities within the present living situation
increases.

After examination of the findings relative to
our fourth sub-hypothesis, the sub-hypothesis, as stated,
appears to be corroborated in that the greater proportion
of students living in homes easily accessible to the
training institution have achieved a minimal or more than
minimal level of performance. However, since a greater
proportion (11 students out of 12, or 91.7%) of the
students not easily accessible were also found to be
performing at these levels, these findings do not conclu-
sively indicate that easy accessibility may be considered
a supportive factor in the students' performance.

From the analysis of data relating to our fifth
sub-hypothesis, it may not be concluded from the present
findings that higher occupational level of the head of
the boarding family directly influences the students'
levels of performance. The present findings would seem
to indicate exactly the opposite tendency since the
major proportion of students living in homes where the
boarding family head has been ranked as having the
lowest occupational status (i.e. levels 5 to 7) are
performing at the minimal or above average levels.

However, the latter finding is limited in its validity
by the fact that, proportionately, the actual number of
students living in homes where the boarding family head
was ranked as having a high (i.e. levels 1 to 4) occupa-
tional level was much smaller.

The presence of Indian ancestry in adult members
of the boarding family, as postulated in Sub-hypothesis
#6, does not readily appear to be significantly related
to student level of performance. The findings are
inconsistent in that even though the greater proportion
of students living with families of Indian descent per-
form at the two lower levels, the greater proportion of
students living in homes without Indian ancestry have
also achieved only at the lowest levels.

This study has had several serious limitations
which possibly have tended to affect the validity and
reliability of the results in terms of findings and
conclusions.

The general assumption that the six classifications
of support within the students' present living situation
were considered as equally supportive may be questioned.

In addition, although it had originally been
intended to categorize and analyze the reasons for non-
participation in family activities, this was not attempt-
ed mainly because of the limitations of time imposed
on the study. Had this been done, however, it might

have resulted in a markedly different categorization of
the total group of students with respect to the degree
(low, moderate, or high) of participation in family
activities.

On the basis of information originally provided
during the initial stage of the study, it had been as-
sumed that the majority of the Indian students under
consideration were living in small boarding homes; that
is, in homes where there were two or less other boarders
and few other students were residing. This assumption
was a major determinant in the formulation of the
rationale on which Sub-hypotheses 1 to 3 were based.
This proved not to be the case, however, since a number
of students were found to be living in what may be
referred to as "semi-institutional" settings where,
1) there was a large number of other boarders and/or
other students, and/or 2) where the classification
"boarding home family" was not strictly applicable since
the person or persons responsible for the maintenance
of the home, preparation of the meals, housecleaning,
etc., were not actually living in the home or had rela-
tively little face-to-face contact with the Indian
students.

As indicated in Chapter III, where necessary,
the verbal reports of the two Indian Affairs Branch
Guidance Counsellors were used either to supplement
file records relating to student performance or, as in

the case of students attending Manitoba Institute of Technology, as the sole basis for rating level of performance for the students concerned. This combined use of verbal and written data or reliance on verbal data alone, has resulted in findings whose validity and reliability may possibly be questioned. The use of only written records, if such had been available for all the students, would probably have allowed a more accurate delineation of levels of performance.

Although it was assumed that each student had the capacity to complete the course in which he was training, it was not possible to assess the capacity of each student to perform beyond Level II; that is, to achieve above average performance in the student role.

Looking at the findings of the study as a whole, it is felt that many of those findings were inconclusive because the small number of students falling into the various categories did not allow for a more accurate analysis of the factors being researched.

Another serious limitation was the fact that the main hypothesis and six sub-hypotheses presupposed that the group of Indian students under consideration held cultural values (orientation to time, work, etc.) that were at variance with the larger white society. In view of the findings, this assumption may be seriously questioned.

An alternative conclusion may be that the present group of students, because of their past life experiences, already held values not significantly different from the cultural values held as desirable by white society. The fact, too, that the students' past life experiences most probably placed value on strong relationships among numerous siblings, close family ties and associational and group membership ties with other people of Indian ancestry, may account for the wide variation between the results postulated and the actual findings obtained in the present study.

Although the weight of the statistical evidence does not corroborate the hypotheses set down in this study, it cannot be subsequently concluded that the factors researched in this project are, on the basis of the findings, necessarily negative or non-supportive to the student in the performance of his student role. It is recognized that the present study is very limited in its scope and that there are, as suggested, other intervening variables that may affect level of performance.

The general inconclusiveness of the findings presented in this study, of necessity, limit their practical applicability. However, it is felt that in a limited way the study has pointed out some of the areas which may pose problems to Indian students in the

process of obtaining an education in an urban setting.
It is hoped that the present study will lead to more
extensive and refined research efforts in the field
of Indian education, an area in which there remains
a great need for deeper and more specific knowledge.

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APPENDIX A

<u>UNIVERSITY OF MANITOBA</u>

<u>School of Social Work</u>

<u>INTERVIEW</u>

<u>SCHEDULE</u>

<u>Research Group II</u>   Schedule Number_____

Level of Performance___

Interviewer's Initial_

PART III <u>PRESENT LIVING SITUATION</u>

<u>Interviewer:</u>   Pause and repeat question of student is

hesitant or ambiguous.

1. Are there any other boarders in the home? Yes___ No___

If yes, how many?_____

2. Are there any other students in the home? Yes___ No___

If yes, how many?_____

In what grades, or courses are the other students?_____

<u>Interviewer:</u>   Establish whether the other students are in
Grade 7 or higher.

3. A) <u>At boarding home</u>

i) Do you watch T.V. with the family or any member of

the family? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

If no, why?_____

ii) Do you play games with the family or any member of

the family? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

What kind of games?(e.g. cards, ping pong, sports

at home or other)_____ If no, why?_____

iii) Do you participate in hobbies with the family or any member of the family? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

What kind of hobbies? (e.g. stamp collecting, embroidery, model building, knitting or other)__

If no, why?_____

iv) Do you help with household tasks? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

What kind of tasks? (e.g. dishes, prepare food, household repair jobs, snow shoveling or other)__

If no, why? _____

v) Are you invited to join with the family or any member of the family when they entertain? Yes__ No___

If yes, do you join? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

If no, why?_____

B) Outside the home

i) Are you of the same religion as the family or any member of the family. Yes___ No___

Does the family or any member of the family go to church? Yes___ No___

If yes, do you go with them? Yes___ No___

If yes, how often? Daily___ Weekly___ Monthly___

If no, why?_____

ii) Are you included in activities outside the home
with the family or any member of the family?

Yes____ No____

If yes, how often? Daily____ Weekly____ Monthly____

What kind of activities? (e.g. skating, curling,

car rides, bowling, shows or other)_____

If no, why?_____

4. A) <u>Transportation</u>

    i) How do you get to school?

    <u>Interviewer</u>: Establish the most common mode of

    transportation.

    Bus____ Car____ Walk____ Other____

    Indicate other less frequent modes of transportation.

    ii) If you ride on the bus, how far must you go to the

    bus stop? _____

    How many times do you transfer?_____

    When you get off the bus, how far is the bus stop

    from the school?_____

    iii) If you go by car, whose car?

    Own____ Landlord____ Other____

B) <u>Travelling Time</u>

    i) How long does it usually take you to get to school?

    Under 15 minutes _____   16-30 minutes _____

    31-45 minutes _____   46 minutes or over____

APPENDIX B

GROUP II

QUESTIONNAIRE

FOR COMPLETION BY GUIDANCE COUNSELLORS
AT INDIAN AFFAIRS BRANCH

For each Indian student in the study:

1. What does the head of the household where the Indian student boards do for a living?

2. In each home chosen for the study, are there adult members of the boarding family who are of Indian ancestry?

   A. Yes_____ No_____

   B. Husband: Yes_____ No_____

   C. Wife: Yes_____ No_____

APPENDIX C

UNIVERSITY OF MANITOBA

School of Social Work

SCHEDULE--STUDENT RESEARCH PROJECT 1964-65 SCHEDULE NO.___

PART I: RECORD OF STUDENT'S PERFORMANCE:

    A: General: (Please print)

        1. Schedule completed by_____

        2. Student's name_____Band_____

        3. City Address_____

        4. School Attended_____Course/grade_____

        5. Date course commenced_____

        6. Date of last report on file_____

    B: Academic and technical grades:

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

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

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

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

              (i) A failing or unsatisfactory

              (ii) Passing or satisfactory only

              (iii) Passing or satisfactory and above average

PART I

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

    (i) Unsatisfactory_____

   (ii) Satisfactory _____

(iii) Satisfactory and above average_____

C. Discipline:

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

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

   (b) Check appropriate category:

     (i) Attendance unsatisfactory____
    (ii) Attendance satisfactory_____

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

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

   (b) Check appropriate category:

     (i) Punctuality unsatisfactory____
    (ii) Punctuality satisfactory_____

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

   (a) Unsatisfactory_____
   (b) Satisfactory or not mentioned_____

PART I

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

    1. Unsatisfactory_____
    2. Satisfactory or not mentioned_____

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

    1. Unsatisfactory_____
    2. Satisfactory or not mentioned_____

F. For office use only--DO NOT COMPLETE

    Overall rating of performance: (check) Level I _____

                                           Level II _____

                                           Level III_____

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