

A STUDY OF THE CONTRIBUTING FACTORS RELATING TO
WHY FORMER STUDENTS OF FRONTIER SCHOOL DIVISION
DROP OUT OF OR REMAIN IN POST-SECONDARY PROGRAMS

by
Edward Braun

A Thesis Submitted to the Faculty of Graduate Studies
In Partial Fulfillment of the Requirements for the Degree
of Master of Education

Department of Educational Administration and Foundations

Winnipeg, Manitoba

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ABSTRACT

This is a descriptive study of some of the biographical, financial, academic and/or social factors which likely contributed to the retention of 76 post-secondary students who were formerly of Frontier School Division #48.

A total of 30 such factors are introduced, tested via a student questionnaire, and subsequently analysed in this study.

Contributing factors are determined through a comparison of student responses between continuing students as well as post-secondary dropouts. They are summarized in a concluding chapter along with a number of recommendations for the Division as well as for further research.

DEDICATION

To Erin, Kyle and Cecilia
and not necessarily
in that order.

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For their consistent honesty and frankness in helpful criticism, I remain grateful to John Seymour and Jochim Von Stein.

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CHAPTER ONE

STATEMENT OF THE PROBLEM

This study investigated the problem of student retention among post-secondary students who were graduates of Frontier School Division #48. Based on research in this area, these particular post-secondary students were characterized as high-risk drop-out candidates. For example, in a Department of Education study conducted with Frontier School Division students in 1983, the following statement was reported in the research summary:

Participation in Post-Secondary Education: It was concluded that students from Frontier face a variety of unique problems when they enter post-secondary institutions. As most institutions are far from their home communities, students face personal, cultural and social adjustments. Data on academic achievement in the university setting suggest students face academic problems as well. Practical counselling supports are often insufficient or unavailable. These facts, coupled with the common expectation of students that their highest level of education will be "some college or university," spell short-term participation in post-secondary education.¹

Implicit in this remark was the notion that as compared with other post-secondary students, Frontier students were somehow unique or worthy of special attention. The fact that 75 to 80 percent of these students were of Native ancestry supported such an assumption.

With respect to the literature relating to post-secondary education and the Native person, the issue of retention was repeatedly addressed. Research has shown that throughout North America an inordinate number of Native students elected to drop out of post-secondary institutions prior to completing their programs. It appeared that Frontier students were no exception to this axiom.

The persistent question which encompassed this issue under study was: "Why do former Frontier students drop out of or remain in post-secondary institutions?" The purpose of this study was to address this question and to describe some of the factors which contributed to the retention of post-secondary students from Frontier School Division #48.

This was done via a student questionnaire. Given that the majority of the students involved in this study were of Native ancestry the factors which were incorporated in this questionnaire were borrowed from research findings in the area directly pertaining to Native post-secondary education.

SIGNIFICANCE OF THE PROBLEM

Over the past few years Frontier School Division has demonstrated an active, growing concern for the provision of post-secondary schooling for its former students. The following is a chronological summary of Frontier initiatives which serves to illustrate this point:

1. Spring, 1982: Frontier implemented the Post-Secondary

Student Counselling Program. A person was hired to assume a variety of responsibilities related to assisting Frontier graduates in the acquisition of post-secondary schooling.

2. Winter/Spring, 1983: Frontier assisted in the design of a Department of Education study entitled Frontier School Division Students and Post-Secondary Education: A Study on Accessibility which generated sundry recommendations for affirmative action.

3. Spring, 1984: Frontier appointed a Consultant/Director of Adult and Continuing Education for the purpose of exploring plausible innovations in the area of post-school training/education within the division.

4. Summer/Fall, 1984: Frontier offered Inter-Universities North (I.U.N.) the use of their facilities at Frontier Collegiate Institute in Cranberry Portage. I.U.N. accepted Frontier's offer and, as a result, a number of first year courses were delivered in a Frontier (residential) setting.

Frontier School Division was clearly committed to affirmative action via the recruitment and matriculation of its post-secondary students. The major significance of this study was centred around this commitment. The purpose of this study was to inform, perhaps to enhance, existing Frontier programs designed to assist Frontier post-secondary students. In particular, this study was designed to be of some value in the areas of: 1) curricular planning and design; as well as 2) administrative policy making. With

respect to the former, by utilizing students' perceptions of their post-high school (post-secondary school) experiences, this study provided some clues as to pre-college/university training or educational needs.

With respect to the value of this study as it pertained to administrative policy-making, some of the results obtained in this study should serve to assist Frontier in refining its disposition towards former students who have entered post-secondary institutions. For example, the roles and responsibilities of post-secondary counselling personnel who are working directly with these students could be modified in such a way as to reflect articulated student needs.

Finally, this study should also be of some benefit to the Frontier students themselves--particularly those students who are considering a post-secondary education. From personal experience (albeit anecdotal cum subjective) the Native student in Frontier who is pondering attending university or college has been known to ask questions such as the following: "What's it like out there?" "Am I as smart as those White people?" "Will people stare at me?" and so on. A study of this nature should provide these enquiring students with relevant "peer generated" answers to these questions.

ASSUMPTIONS

This study assumed that since the Division has undertaken the implementation of certain programs designed to assist its post-secondary students Frontier School Division has shown that it:

1. held a vigorous interest in the recruitment, matriculation and/or graduation of Native post-secondary students who were schooled in their system;
2. was highly receptive to curricular innovation (however ambitious) in the area of post-secondary training.

In short, it was assumed that Frontier School Division had accepted the responsibility for the encouragement and/or support of the post-secondary student who graduated from its system. Logically this decision indicated that Frontier was committed to the belief that something can be done (or at least ought to be done) to assist graduates in the pursuit of higher education.

This study also assumed that extrinsic factors such as age, sex, location of high school training, et cetera can contribute to student retention at the post-secondary level. In addition, it was believed that student perceptions related to their post-secondary educational experiences were valid indicators which could point to certain intrinsic motives behind a student's decision to remain in or quit a college or university program.

Finally, it was assumed that any conclusions that were

derived from this study were fairly limited in their scope and/or their applicability to situations outside the Frontier school system's domain. Frontier School Division is unique in many respects. Therefore, no pretense was being advanced for the generation of universal theory.

DEFINITIONS

For the purpose of this study the following definitions were applicable:

1. Post-Secondary Student: any student who attended an educational institution outside of the public school system, and earned credits other than for a high school diploma. These institutions included colleges, universities, private colleges, concurrent institutions and/or Frontier (Cranberry Portage) University.
2. Higher Education: pertained to the post-secondary institutions mentioned above.
3. Student Retention: the act of a student remaining in an educational institution for the required amount of time as deemed necessary by that institution vis. adequate matriculation.
4. Post-Secondary Dropout: any student who registered for a particular college or university program and who, regardless of reason, withdrew from the program in question prior to its completion.

5. Native: an all-encompassing term used to incorporate the legal subgroupings of Indian, Metis and/or Inuit peoples. Cultural or biological affiliations were excluded.
6. Graduate: a student who acquired the necessary high school credits required by the various post-secondary institutions. (i.e., University required grade 12 graduation with some University Entrance courses preferred while Community Colleges accepted a given number of grade 10 courses in some programs.)
7. Home Placement Program: was the Frontier School Division program in which secondary students were placed in high schools outside of their home communities for various reasons.
8. Post-Secondary Counselling Program: was the Frontier program in which former Frontier students who were attending post-secondary institutions received various forms of assistance from a person or persons designated by the Division to provide such service.

METHODOLOGY

Factors which contributed to student retention were determined in two ways: (1) through correspondence and/or interviews with a pre-determined sample of educators who have worked directly with post-secondary students from Frontier (see bibliography); and (2) through a structured questionnaire mailed to former Frontier students known to have

entered some post-secondary institution between 1982 and 1984 (a total of 174 students).

The questionnaire was divided into four parts: (1) Student History and Personal Data; (2) Student Finance: "Affording Your Wants & Needs"; (3) Academics: "Getting Through Your Program"; and (4) Socialization: "Coping in a Different Environment." The questions asked within were designed in such a way as to test for relevant factors which were: (a) described as significant in the literature and pertaining particularly to Native post-secondary student retention; and (b) identified as significant by the (previously mentioned) educators surveyed through correspondence and/or interviews.

Part one of the questionnaire was structured in such a way as to elicit factual information concerning each student. Items such as age, location of former high school, size of former high school, funding sources, et cetera were used to "characterize" the sample. For example, those students who claimed; "I am registered and continuing my studies," or "I have successfully completed my program" were classified as continuing students. Those students who claimed; "I withdrew and I will never go back," or "I withdrew but I will likely return" were classified as dropouts.

Parts two to four of the questionnaire were made up of a series of questions designed to elicit student perceptions of their behavior and/or experiences while attending post-secondary school. Student responses were weighed on a

Lickert scale (5 points e.g.: 1. Always 2. Often 3. Sometimes 4. Hardly Ever 5. Never). The response intensities of dropouts were compared with those of the continuing students. Ample room was made available at the end of each of these three sections for anecdotal student responses which were used to elucidate findings wherever appropriate.

This was a descriptive study. All data was expressed and subsequently analysed as a function of percent. Percent response differences greater than 10 percent indicated the possibility that a contributing factor had been identified. Presentation of data was largely in tabular form. All anecdotal student responses were incorporated in Appendix 5.

DELIMITATIONS

This study was conducted with all students who were identified as: (a) Frontier School Division graduates; and (b) registered for some post-secondary program of studies.

A number of individuals working with Frontier post-secondary students in general, as well as individuals working with Native students in particular (see bibliography) were contacted to assist in: (a) identifying the sample surveyed; (b) developing and revising the student questionnaire; and/or (c) providing any information relevant to this study.

LIMITATIONS

Since accurate records of the number of post-secondary Frontier students did not exist prior to the Spring of 1982, the total population sample could not be accurately determined. As a result, this study relied on estimates which were taken from recent accounts of post-graduates thus, no doubt, excluding some portion of the actual number of Frontier students who entered colleges or universities.

With respect to this study's universality, due to particular conditions in Frontier, the reader must be cautious of this study's narrow overall validity. Other school systems (e.g., northern/southern, rural/urban) likely have different facilities, curricular emphases and different administrative priorities. Therefore, it should be emphasized that the results obtained should be applied only within Frontier School Division's domain.

ORGANIZATION OF THE REMAINDER OF THE THESIS

The following outline constitutes the structure and content of the remainder of this thesis.

Chapter 2

This chapter reviewed the literature related to Frontier post-secondary students in general as well as Native post-secondary students in particular.

Chapter 3

The results of a preliminary questionnaire feedback survey as well as the student questionnaire were formulated and presented in this chapter.

Chapter 4

All of the data pertaining to preliminary questionnaire feedback results as well as student questionnaire results were analysed in this chapter.

Chapter 5

Any conclusions and/or recommendations derived from this study were included in this chapter.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter will be divided into two sections. Section one will review relevant literature pertaining to Frontier post-secondary students in general. Section two will deal with the literature related to Native post-secondary students in particular.

Relevant Literature Pertaining to
Frontier Post-Secondary Students

To date the problem of student retention among post-secondary students formerly of Frontier School Division has not come under direct study. There is, however, a small body of research pertaining to Frontier students which illuminates the problem somewhat. For example, a study has been conducted on high school student retention,¹ another has been done on post-school student experiences,² and finally one study has been done on post-secondary accessibility and the Frontier student.³ In addition, at least two research projects entitled; Frontier School Division Needs Assessment Project⁴ and High School Program Review: Frontier School Division No. 48⁵ have incorporated some data and/or concerns related to the preparation of Frontier students for higher learning.

With respect to high school retention within Frontier, Loughton reported that between the period of 1976 to 1982 overall retention rates for Frontier high school students hovered at around "a satisfactory" 70 percent.⁶ However, through closer inspection of high school enrollment statistics he revealed that; "in June, 1982, 118 students graduated from Frontier School Division's high school programs. They [the graduates] represent(ed) 42 percent of the Grade 10 enrollment in 1979, when the majority of the Class of '82 entered high school."⁷ Consequently Loughton concluded that; "the rate of attrition among high school students is (was) unacceptably high."⁸

Goucher⁹ came to similar conclusions concerning unacceptable drop-out rates at Frontier Collegiate. In her study entitled; The Drop-Out Problem Among Indian and Metis Students, she interviewed a number of students attending the Frontier residential high school in Cranberry during the 1967 school year and attributed student drop-out to:

1. a disparity between home and residence conditions which created student anxiety and ultimately tensions at home;
2. student motives which were linked to either getting just enough schooling to find work back home or staying in school to avoid work;
3. negative attitudes towards school attendance--some students said that they were "just doing it for their

parents";

4. student difficulties such as; language, lack of academic assistance, lack of interest and/or laziness;
5. negative attitudes towards life at the Collegiate in general --some students were lonesome, bored, intimidated by teachers and/or the expectations that were being placed on them.¹⁰

With respect to Frontier students and some of their post-secondary experiences, Loughton reported that approximately 50 percent (51 out of 118) of Frontier's 1982 graduating class continued their education at various levels.¹¹ In addition, he stated that about 40 percent of the students who did not continue their education found employment while the remaining 60 percent went unaccounted for. These findings were dissimilar to those of Van Camp who reported (12 years earlier); only 25 percent of the graduates and near graduates of Frontier Collegiate that he surveyed went on to further their education.¹² This would indicate that post-secondary participation among former Frontier students has risen sharply since 1971.

In addition to discovering what ex-Frontier Collegiate students were doing upon leaving school, Van Camp attempted to determine "any causal factors in the success of Native students."¹³ His results led him to conclude that former students, as represented by the respondent sample, saw themselves as being successful. However, there were a few areas

of concern. For example, he noted that the respondents held major curricular concerns in the subject areas of Mathematics and English. Former students were also critical of the guidance services that they had received, particularly in the job information/job search skill areas.¹⁴ Van Camp also found that while respondents were socially mobile insofar as they felt little difficulty in value conflict or social maladjustment, they reported poor job opportunities in their home communities.¹⁵

The curricular concerns as expressed by ex-Frontier students in Van Camp's thesis were echoed from different perspectives, and at later dates by Loughton as well as Quinn. With respect to student concerns with English, from a teacher's perspective, Quinn reported;

Forty-two of the fifty-two responding [Frontier] teachers identified reading/language arts as the subject area in which they would most like additional help. . . . eighty percent of the teachers identified reading/language arts as their priority.¹⁶

Addressing the same concern with English, Loughton stated;

Teachers, students and parents are virtually unanimous in asserting that the most difficult barrier to achievement at the high school level are difficulties and deficiencies in reading, writing and speaking English.¹⁷

As far as post-school student concerns related to the need for guidance services, Loughton advocated; "All Frontier School Division Junior and Senior High Schools should

provide guidance and counselling services to all students."¹⁸

In Frontier School Division Students and Post-Secondary Education: A Study on Accessibility, Lee attempted (among other things) to discover: (a) trends in post-secondary participation; as well as (b) barriers to the participation of Frontier students in post-secondary institutions.¹⁹ Utilizing a variety of resources and research techniques, she made the following observations concerning trends in post-secondary participation:

1. the number of Frontier students enrolling in post-secondary institutions was on the increase between 1981 to 1983;
2. while in 1981 more females were participating at the post-secondary level, male students were gradually increasing their involvement;
3. when compared with students throughout the province, Frontier post-secondary students had lower graduation expectations;
4. the average financial award granted to Frontier post-secondary students was almost identical to other students throughout the province (and often not reaching the maximum award);
5. in 1981 the majority of students chose to go to college, however this trend was shifting towards university;

6. Red River Community College was the most popular college for Frontier students;
7. Frontier post-secondary students did not achieve as well as other students in their first year in spite of the fact that their high school G.P.A.'s tended to be higher;
8. Frontier post-secondary students attended on a short-term basis.²⁰

With respect to identifying barriers to post-secondary participation which confront Frontier students, Lee made the following tentative observations:

1. while seen by some to be the case, a student mis-match of high school credits earned (or available) as opposed to post-secondary entrance requirements was not a barrier;
2. being female and having dependents was not a barrier to high school graduation--females were more likely to attend until graduation;
3. males appeared to be less likely to graduate as they tended to enter the workforce prior to graduation;
4. academic high school averages was not a barrier;
5. socio-economic factors such as parental education and incomes were barriers;
6. the year of student graduation and/or number of high schools attended presented no barrier.²¹

In interviewing a small sample of high school gradu-

ates, Lee also reported assorted student responses regarding financial, social and/or cultural factors which prevented students from entering post-secondary institutions.

Literature Pertaining to the Native Post-Secondary Student

In reviewing the literature pertaining to Native post-secondary students, a predominant theme emerged with respect to Native people and post-secondary education in general. Evidently throughout North America Native people can be characterized as non-participants in the post-secondary system. When viewed within the context of being a minority racial/ethnic group Locke,²² Balfour,²³ Morrison,²⁴ Atel-sek,²⁵ Sedleck,²⁶ and Moore-Eyman²⁷ have reported that as few as .3 percent of the total Indian population have earned university degrees. In terms of post-secondary participation this figure leaves Indian people proportionally well behind any other racial or ethnic group studied throughout North America. Moore-Eyman reiterated this point in the following manner:

As late as 1977, 60 percent of the Indian reserves of Canada were without a single graduate (Indian and Northern Affairs, 1977). Despite the doubling in university participation by Native people in Alberta over the last decade Native participation is proportionally by far the lowest of all ethnic groups (Alberta Education). . . . A recently released report of Health and Welfare Canada, calculates that proportionally there should be 4,500 Native people working in the health professions in Canada; in fact, there are only 200.²⁸

Although statistics related to this observation were

drawn primarily from treaty Indian data sources, Balfour²⁹ and Macknak³⁰ have argued that Metis people have experienced similar educational trends.

Leaving factors contributing to Native student enrolment at college or university aside, one issue that is central to the problem of Native post-secondary participation is retention and/or attrition. Bass,³¹ Locke,³² Patton,³³ Morrison³⁴ and Jeanotte³⁵ have reported attrition rates among Native post-secondary students as high as 74 percent. Apparently local (Manitoba) universities are experiencing similar trends as reported at the University of Winnipeg in December, 1981;

The non-success rate of Native students is substantially greater than that of non-Native students to such an extent that often only three or four out of twenty will successfully complete their studies.³⁶

A number of studies have been conducted to determine the factors which contribute to this phenomenon. In order to report some of the findings, this section will be subdivided into four parts. Part one will report on biographical factors which may contribute to Native student retention. Part two will deal with financial factors; parts three and four will be concerned with academic and social factors respectively.

Biographical Factors

The biographical factors reported in the literature as having some influence on Native post-secondary student re-

tention can be listed as follows:

- | | |
|--------------------------------|--------------------------------|
| 1. age | 7. family background |
| 2. sex | 8. language |
| 3. high school G.P.A. | 9. Indian blood quantum |
| 4. marital status | 10. post-secondary experiences |
| 5. number of dependents | 11. student goals |
| 6. prior schooling experiences | |

An overview of the research reveals that, in some areas, the findings beg the reviewer for consensus of opinion, however there is sufficient controversy to conclude that there appears to be no clear stereotype of the "ideal" Native post-secondary student.

With the exception of high school G.P.A., a number of factors have evoked a great deal of controversy. For example, an examination of conclusions derived in studies by McGrath,³⁷ Patton³⁸ and Jeanotte³⁹ shows that factors such as age, sex and Indian blood quantum generate a number of contradictions. Examples of which are listed below.

Example 1. Concerning Age:

The American-Indian who enrolled in college after he is 19 years old or older was less apt to persist than those who enroll at an earlier age.⁴⁰

- vs -

[American-Indian] students who enter college at an older age tend to persist and graduate.⁴¹

Example 2. Concerning Indian Blood Quantum:

There was a slight tendency for full-blooded Indians to be less successful than those of some

degree of mixed blood.⁴²

- vs -

The American Indian blood quantum had no effect on whether or not students graduated or dropped out.⁴³

As stated earlier, there appears to be near consensus in the literature with respect to high school G.P.A. (This will be discussed in greater detail later.) Patton,⁴⁴ Jeanotte⁴⁵ as well as Birnie⁴⁶ concurred that demonstrated academic success at high school vis. a good G.P.A. can predict the ultimate success potential of the Native post-secondary student.

With respect to the remaining biographical factors which can contribute to Native post-secondary student retention, factors such as family background, prior schooling experiences, number of dependents, marital status and student goals are significant insofar as they can point to certain intrinsic student qualities such as; maturity, positive self-concept, motivation and/or student responsibility. To illustrate, Jeanotte made the following conclusion with respect to number of dependents:

. . . graduates had more dependents than did the dropouts. This may be due to the fact that they are [were] older and married. Therefore, the probability of them having more dependents would be greater. It appears that students with more dependents may evoke a greater sense of responsibility, thus it became more necessary to complete a college degree.⁴⁷

The significance of intrinsic student attributes as contributing factors to student retention was not overlooked

by recruiters for special post-secondary Native programs. Birnie (Saskatchewan University Native Teacher, Education Project) and Loughton (Brandon University Native Teacher, Education Project) have respectively stated:

Just because a student has a grade 12 does not mean that he or she will necessarily succeed in the program; just because a student has three dependents does not mean that he or she will necessarily drop out of the program.⁴⁸

and;

The single most important factor in the success of students is commitment. Recruitment procedures should not discriminate in terms of sex, marital status, or number of dependents, educational background--but should try and predict the degree of commitment the potential student has toward teaching.⁴⁹

With respect to the above, any conclusions derived from studies pertaining to biographical factors which contribute to Native post-secondary retention must be regarded parsimoniously. For example, while studies have indicated that high school GPAs may contribute to student retention, grade point average is not an absolute measure of students' intrinsic qualities but perhaps merely a reflection of same.

Financial Factors

To provide a context for those financial factors which contribute to Native post-secondary student retention, the following remarks made by a Community Task Force on Maternal and Child Health ought to be considered:

50 to 70 percent of the Indian population received social assistance in 1977-78; one in three fami-

lies are [were] found in overcrowded conditions; and the native unemployment rate of Manitoba is [was] estimated to be as high as 90 percent in some communities.⁵⁰

Economic dependency seems to be a reality for a majority of Native people (at least in Manitoba). The absence of surplus capital within the family combined with the absence of job opportunities in Native communities logically dictates that the Native post-secondary student is faced with near total dependence upon outside agencies for funds.

Studies by McGrath,⁵¹ Patton,⁵² and Moore-Eyman⁵³ reinforced this reality. Whittington pointed out that the lack of scholarships and/or immediate funds hindered minority students at every stage of their post-secondary schooling including their application, matriculation and/or completion.⁵⁴ Moore-Eyman pointed out that the lack of funds may attribute to the relatively low participation rates among non-status students who tend to be apprehensive towards debt.⁵⁵

The number of potential Native post-secondary students who never arrive at colleges or universities because of a scarcity of financial resources may never be known, however Bass⁵⁶ and MacDonald⁵⁷ have stated that some Native students have dropped out as a result of inadequate finances.

Examining the issue of inadequate financing for Native post-secondary students in a somewhat microscopic fashion, Jeanotte came to the conclusion that:

There was no statistical difference found between the two groups [dropouts and graduates] on the basis of whether or not students felt they received financial aids. Apparently, the adequacy of financial aids while in college did not contribute to student decisions to continue or drop out of academic study.⁵⁸

Further he concluded that:

More dropouts than graduates rated themselves poorly in the area of financial aids management. In conclusion, it appeared that how students manage their financial aids affected their college continuation.⁵⁹

Moore-Eyman,⁶⁰ as well as Birnie,⁶¹ concurred with Jeanotte and added that as a result of particular cultural patterns, many Native students are conditioned to disburse their incomes in such a manner that they are often left without funds prior to completing their studies. Moore-Eyman described this form of Native money management in the following manner:

In a pattern stemming from the fur trade, goods are still obtained on credit at the Hudson's Bay Company stores. When money becomes available as by the sale of furs or through a welfare cheque or a short term job most of it, if not all, is deposited against debt and little remains for the subsequent period. Transferred to the city this pattern has meant for the student the payment of rent, the purchase of a refrigerator full of food and often the cheerful drinking of the rest. Thus nothing may remain for the rest of the month and the arrival of groups of visitors expecting the culturally required hospitality may become a matter of humiliation if temporary loans cannot be obtained. More than one student has dropped out, at least temporarily, from the University of Calgary in these circumstances despite the formal sufficiency of federal funding.⁶²

Moore-Eyman added that this cultural pattern was so well established in some Native students that structured

orientation workshops designed to teach students how to budget were ineffective in altering student management behaviors.⁶³

Of particular note, with respect to the issue of student financial management, Jeanotte⁶⁴ found that Native post-secondary graduates preferred to receive all of their financial aids at the beginning of each semester indicating that they had sufficient confidence in their management skill to be able to function on a long-term basis. Dropouts preferred that their financial aids be disbursed on a short-term (weekly) basis.

Academic Factors

Two central themes embrace the academic factors which contribute to the retention of Native post-secondary students: (1) student aptitudes; and (2) student performance. In reviewing the literature it becomes clear that the conclusions drawn regarding the former theme are juxtaposed and in tension with those drawn concerning the latter.

With respect to this observation, Patton,⁶⁵ Loughton,⁶⁶ Robertson,⁶⁷ Birnie,⁶⁸ as well as Thorsteinson⁶⁹ concurred that by and large, Native students have sufficient innate ability and/or sufficient academic aptitudes necessary for success at college or university. This dilemma was reported in Loughton's evaluation study of a Native teacher education project at Brandon University.

It is somewhat disturbing to realize that over 1/4 of the students who dropped out were able to pass more than 80 percent of the courses for which they registered. Further, well over 40 percent of the students who dropped out actually were passing the majority of the courses for which they registered.⁷⁰

It appears that academic factors other than student ability may be operant with respect to Native post-secondary student retention. As discussed in the literature, these factors tend to fall into the domain of student performance. Native student performance factors can be classified as pertaining to: (1) student preparation and past performance; (2) post-secondary student behaviors while on task; (3) student learning styles; and/or (4) program relevance to the Native post-secondary student.

As stated earlier, there is near consensus in the literature indicating that a Native student's past performance can influence his/her remaining in college or university. The predictive validity that a good high school G.P.A. can ensure post-secondary success was challenged by Munro who found that:

. . . it appears that neither test scores nor grade point averages are determining factors as to who goes to college or who completes a baccalaureate degree.⁷¹

Evidently the concept of "nothing succeeds like success" is worthy of some scrutiny. Regardless of such present debate, however, it is apparent that many Native students entering post-secondary institutions are academically behind their non-Native counterparts. In her review

of the literature pertaining to the educational achievement of Indian students, Kirkness came to the conclusion; "studies tend to confirm that the educational achievement of Indian students is generally below that of non-Indian students."⁷²

In The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict, John Bryde identified a pattern of academic achievement among some Indian students which was later described by Morrison⁷⁴ as "progressive retardation." Apparently as some Native students progress through the upper grades (beyond grade 8) of their public schooling, their academic achievement drops substantially below that of the non-Native student progressing at the same level. Concerns were expressed by Chartrand, Kirkness and Sealey to the Task Force on Post Secondary Education in Manitoba that experiences with such faltering achievement can generate psychological impediments in the student such as a "failure syndrome."⁷⁵ Thorsteinson reported some of the manifestations of the failure syndrome as observed in the behaviors of mainly adult Native post-secondary students attending the mature Student Centre at Brandon University:

. . . there were several common difficulties which blunted their [students'] high motivation and discouraged them. The first of these difficulties was an expectation of academic failure. This expectation was a result of low self-esteem when faced with academic demands, and low tolerance to frustration in an academic environment. . . it was common for these students to experience alienation and loneliness in classes where they felt

different from traditional students. These students also evidenced rejection and withdrawal when faced with the traditional methods of teaching.⁷⁶

Based upon the above, it seems that past performance can influence Native post-secondary student retention if not directly, perhaps in more subtle psychological ways.

With respect to student behaviors while on task, Patton⁷⁷ and Jeanotte⁷⁸ concurred that Native post-secondary students are more apt to persist at their studies if they realize some measure of success. Conversely, Matthiasson observed that; "some [Native] students, on receiving a set of poor grades, simply disappear, returning to the north or whatever without first seeking remedial counselling which might improve their performances."⁷⁹

Some of the elements which appear to be critical in the area of Native post-secondary academic success were studied by McGrath and Jeanotte from varied perspectives. McGrath examined the problem of academic success, in part, from an instructor's perspective while Jeanotte examined the problem from that of a student.

McGrath observed that "instructor's ratings all showed some relationship to grades whether concerned with academic or personality traits."⁸⁰ Referring to the Native dropout, McGrath reported that post-secondary instructors rated him [her] in the following manner;

He [dropout] was more inclined to be rated by his college instructors to be less neat or indifferent to his personal appearance than the typical student. He was inclined to study less and spend

less time in the library. He was more inclined to be placed by his instructors on the undesirable end of the scale which rated ability to do independent work, interest in classroom instruction, quality of classroom comments, dependability, self confidence and ability to express oneself in oral or written English.⁸¹

From a student perspective, Jeanotte made the following conclusions concerning student performance factors which contributed to Native students' success or failure at the post-secondary level:

1. the amount of study time outside of class was of less importance to how the students' studied;
2. successful students: studied with others, studied in the library [for longer periods of time] and sought out academic assistance more often than unsuccessful students;
3. unsuccessful students: studied in the Student Union [University Centre], were less satisfied with supportive services using academic support services less frequently, and never talked to their professors to acquire assistance.⁸²

The issue of Native student performance at the post-secondary level cannot be discussed without addressing the concept of Native learning styles. Evidently, as a result of cultural conditioning, some Native students have adapted a particular style of learning which could be described as a visual/interactive style and/or a modelling style of learning. In a review of the literature pertaining to this subject, Kaulback pointed out that a mismatch between the learning styles of Native students and traditional teaching methods could hamper the Native students' performance. He stated:

It would appear, then, that many Native children, by virtue of their predisposition to a visual style of learning, may be handicapped in their ability to succeed in school because schools and teaching methods cater to the auditory learner.

Further Kaulback stated:

. . . we must also realize that the research that points to the perceptual strengths of the Native students also reveals certain perceptual weaknesses which affect their ability to learn in schools. Minimally speaking, the research indicates that many Native children have difficulty comprehending and conceptualizing through the English language.⁸⁴

As Kaulback suggests, language may be the key to unravelling the success of Native post-secondary students, however frustrations concerning relevance continue to escalate particularly among Native people. Cardinal,⁸⁵ Balfour,⁸⁶ and Blue⁸⁷ have launched strong criticisms against the post-secondary system in particular, as well as the educational system in general for their continued insensitivity and non-adherence to the Native "way of learning."

Pelletier articulated some of the Native concerns corresponding to relevance in the following manner:

I grew up in a community where kids were allowed to discover everything for themselves, by personal observation rather than formal instruction. . . . We made the same discoveries that other people made centuries before us, but they belonged to us, they didn't belong to some despot or expert, someone who tells you, I've got the answers, so you quit being curious, quit exploring. That didn't happen to me until I went to school. From then on it was a matter of suppression.⁸⁸ (emphasis added)

Social Factors

Given that most post-secondary institutions are located in urban centres, the issue of Native student retention in traditional post-secondary social settings may largely be an issue of urban acculturation. Studies by McCaskill,⁸⁹ Dosman,⁹⁰ Nagler,⁹¹ Krotz⁹² and Clatworthy⁹³ have demonstrated that the Native person, particularly the rural Native person, is often socially unprepared (maladapted) to live in the city. As an illustration of this phenomenon, Krotz reported observations by Sealey and Kirkness who speculate that approximately 15 to 20 percent of the Native immigrants into urban centres encounter serious personal and/or social problems and eventually return to the reserve. In addition, 30 to 35 percent of the Native immigrant population encounter some problems but turn to the local Friendship Centres for help--many among this group remain, some leave. Further, an estimated 50 percent of the rural Native people who migrate into urban centres do so with marginal difficulty and experience a relatively "happy life."⁹⁴

Conflicting theories have been presented in the literature to explain the difficulties that some Native people experience when they enter urban (non-Native) social environments. For example; De Hoyos⁹⁵ and Weaver⁹⁶ have argued that Native people, particularly treaty Indians, (were) are "institutionally dislocated" or somehow blockaded from the "mainstream" of society as a result of the creation of a

reserve system which has historically isolated and/or alienated Indian people from society at large.

Further, Locke,⁹⁷ McDonald⁹⁸ and Laframboise⁹⁹ have argued that as a result of long periods of segregation the traditional Native value system is in conflict with non-Native and/or Euro-North American value system. To demonstrate the nature of this value conflict, Laframboise juxtaposed selected modern (North) American non-Native values against selected traditional Indian cultural values in the following manner:

Modern (North) American Values	vs	Traditional Indian Cultural Values
competition		co-operation
manipulation of environment		environmental protection
accumulating		sharing
confrontation		peace and politeness
modernism		respect for tradition
delayed gratification		present vs future

In contention with the above, Bryde has stated that Indian people and non-Indians live together in "a modern world" and that the two groups share many similar values. Problems with social interaction between these two groups exists primarily as a result of the need for behavior accommodation. For example, according to Bryde:

. . . the Indian must learn his Indian value of getting along with others in order to get along with non-Indians, who, for instance, are usually more individually aggressive. They talk more and show their emotions, or feelings more. This can be jarring to some Indians they must learn to get along with this kind of behavior, because this is the modern world--Indians and non-Indians living together.¹⁰⁰

Whatever the case; institutional dislocation inducing value-conflict and/or behavior accommodation, it is apparent that many Native post-secondary students must adapt to a different social environment. Moore-Eyman (as well as others) have acknowledged some of the difficulties that Native post-secondary students encounter throughout this process of social adaptation. In expounding on the need for university support services for Native students, she stated:

. . . the main result of the outreach programs in the Native communities is the delay of the loss of the students' family support system until after the Native students have established themselves successfully as students. The triple adjustment to the city, to the loss of the extended family, and to the university is observably less traumatic for those who already have an established success in university courses when they come to the urban university for their final year of the degree.¹⁰¹

Apparently graduating from college or university does not mean that the Native student has to become totally acculturated to non-Native ways of life. In fact, as implied from Jeanotte's conclusions, it appears that successful Native post-secondary students may experience personal growth in a "bi-cultural" sense. For example, Jeanotte concluded that the following factors contribute to Native student success at university:

1. being more culturally involved, and viewing their Native ancestry as being an advantage; reflecting a good self-concept;
2. perceiving the instructor's feelings toward the student's Indian heritage as being positive;

3. being more involved in social activities on campus;
4. using Campus Health Services and Community Native Programs.¹⁰²

One plausible deterrant to Native student success at the post-secondary level worthy of final note may be certain attitudes held by some Native people towards Native post-secondary graduate professionals. Macknak presented this scenario to illustrate that Native post-secondary students can face social problems within their own socio-cultural group as well as without it:

This problem of stereotypical identification also presents problems to Native graduates who try to return to Native communities to teach. Local people in some cases may respond in some cases by saying either: "He's not a real teacher"; or "Boy! Are things going to change now."¹⁰³

Literature Summary

This chapter reviewed the literature pertaining to the retention of Frontier post-secondary students in general as well as the retention of Native post-secondary students in particular.

With respect to the former, due to the lack of relevant information, any conclusions drawn from the literature were illusive and, at best, tentative. Nonetheless it appeared that there were indications to suggest that:

- 1) Frontier School Division high school students have demonstrated "unacceptably" high drop-out rates over the last 18 years and in spite of increasing college and/or

university enrollments, over time this trend was expected to carry over to the post-secondary level;

2) Frontier post-secondary students, particularly Native students, were likely to experience academic difficulties associated with English language usage.

With respect to the literature pertaining to the Native post-secondary student, valid conclusions were inhibited by controversies in the research, particularly in the area pertaining to the biographical factors contributing to student retention. What appears to have emerged, however, was the contention that while Native post-secondary students may have access to funds and/or possess the innate ability to complete post-secondary programs, they may lack the necessary financial, academic and/or social skills necessary to succeed at college or university. As the literature suggested, this may be due, in part, to the Native students' lack of assimilation in institutions which are primarily non-Native.

CHAPTER THREE

This chapter will summarize and describe the accumulated data pertaining to the factors which contribute to post-secondary retention among former students of Frontier School Division.

The information presented was systematically gathered in two ways: (1) through correspondence and/or interviews with a pre-determined sample of educators and/or post-secondary counsellors who have worked directly with post-secondary students from Frontier; and (2) through a structured questionnaire mailed to former Frontier students known to have entered some post-secondary institution between 1982 and 1984.

The data and observations derived from these sources will be reported in two sections: (1) Preliminary Questionnaire Results; and (2) Post-Secondary Student Questionnaire Results.

Preliminary Questionnaire Results

On January 9, 1985, subsequent to the development of an initial draft of a post-secondary student questionnaire, 14 "feedback requests" were mailed out to a pre-determined sample of educators and/or counsellors who had worked with former Frontier students in various post-secondary settings.¹ The purpose of the feedback request was twofold;

(1) to assist in the revision of the post-secondary student questionnaire, and (2) to solicit relevant information pertaining to the retention of post-secondary students formerly of Frontier School Division.

A total of 11 respondents (out of 14) offered various written suggestions for questionnaire revision. Further, 5 of the 11 respondents mentioned a total of 9 personal observations concerning factors which they felt contributed to post-secondary student retention. These responses are summarized in Table 1.

Subsequent to a student questionnaire revision, Frontier post-secondary counselling personnel were contacted and asked to provide a mailing list of students involved in Frontier School Division's Post-Secondary Counselling Program. In addition, these counsellors were asked to provide particular data and/or observations related to the student population under study.²

Based upon these responses, 151 post-secondary students were identified as affiliates of Frontier's post-secondary counselling program between 1982 to 1984. A total of 90 females and 61 males made up this population--an approximate ratio of 3/2 (females/males).

An estimated 75-80 percent of these students were reported as being of Native ancestry. The majority of these students were described as Metis. (It was mentioned that many treaty Indian students utilize their own counselling

TABLE 1

FEEDBACK REQUEST RESPONSES

(Factors Contributing to Post-Secondary Student Retention)

Nature of Response	No. Responses	Description of Responses
1. Biographical Factor	4	1. parental support/pressure (2 references) 2. education levels of parents 3. student language experience background (E.S.L.)
2. Financial Factor	1	1. financial management vis. effective student budgeting
3. Academic Factor	2	1. past student performance 2. student knowledge of post-secondary institution's rules, regulations etc.
4. Socialization Factor	2	1. student alienation in new social setting 2. self reliance and/or student independence

agencies such as the Manitoba Indian Education Association.)

On the basis of their community of origin, outlined in Table 2, Frontier post-secondary students came from various communities, large as well as small, and were scattered (primarily) throughout Northern Manitoba.

Tentatively and in terms of administrative area, it appears that a fairly equal post-secondary participation

TABLE 2
 POST-SECONDARY STUDENTS
 COMMUNITY OF ORIGIN¹

Administrative Area	Community	No. of Students
Area 1	Brochet	4
	Cross Lake	6
	Gillam	6
	Pikwitonei	3
	Thicket Portage	2
	Wabowden	10
Area 2	Barrows	3
	Duck Bay	6
	Ebb and Flow	2
	Grand Rapids	18
	Crane River	1
	Waterhen	6
Area 3	Berens River	7
	Matheson Island	3
	Norway House	10
	Pine Dock	2
	Bissett	1
	Wanipigow	18
Area 4	Sherridon	1
	Cormorant	10
	Cranberry Portage	29
	Moose Lake	2
Other	Bloodvein	1
TOTALS	23 communities	151 students

¹Students affiliated with Frontier post-secondary counselling program.

pattern of distribution has been established throughout the division over the last four years.

Apparently such a pattern of equal distribution did not exist with respect to student participation in and among the post-secondary institutions. As Table 3 indicates, the majority of Frontier post-secondary students enrolled in universities as opposed to other post-secondary institutions.

TABLE 3
POST-SECONDARY STUDENT PROGRAM
ENROLLMENT (1982 TO 1985)

Institutions	No. of Students	Percent
Universities	96	64
Community Colleges	47	31
Nursing Courses	3	2
Other (beauty schools, etc.)	5	3
TOTALS	151	100

With respect to retention at the post-secondary level, students involved in Frontier's counselling program dropped out at a rate of approximately 34 percent over the last four years. A reported 99 out of 152 students have either completed their programs and/or continued their studies while 52 of 151 "dropped out early or completed only a year of a 2, 3, or 4 year program."³

Frontier post-secondary counselling personnel reported certain trends based upon years of personal observation of student dropouts.⁴ These trends are listed as follows:

1. there appears to be a critical adjustment period for novice students entering post-secondary programs. Many students who drop out do so prior to Christmas in their first term;
2. more students tend to drop out of college programs (particularly 10 month courses) as a result of program inflexibility, program relevance and/or diminished student interest;
3. students who make "last minute" decisions to enter a post-secondary institution are more likely to drop out than those students who claim to have held a commitment to go to college or university for a lengthy period of time.

A summary of the post-secondary counsellor's observations pertaining to specific factors which contribute to the retention of Frontier post-secondary students can be reported as follows:⁵

A: Financial Factors:

(1) Generally, students have had sufficient funds "to cover the basics." In addition, students did not have sufficient sums of surplus capital to afford many (if any) luxuries.

(2) Student money problems were manifest in many students who would (could) not manage existing finances.

This problem was particularly evident among those students who received large "lump sums" from Student Aid.

(3) Students were reluctant to borrow. In fact, money was often loaned, or given away to family and/or friends. (Sometimes in the form of expensive capital goods such as major appliances.)

(4) 95 to 99 percent of the students did not deliberately abuse money but were hampered by various money management problems.

B. Academic Factors:

(1) Few students applied for and/or received academic awards for excellence.

(2) While most students could read and write competently enough to "get by," many students found difficulties communicating orally.

(3) Personal factors such as interest, self-confidence, and/or motivation have hampered many students' academic performance.

C. Socialization Factors:

(1) Frontier Native students have reported no acts of overt, personal hostility or aggression committed against themselves. However, covert remarks and/or nuances have been reported on an intermittent basis.

(2) Frontier students, particularly Native students, have either socialized among themselves or they have chosen to remain reclusive.

Prior to mailing the revised questionnaire to the sample in question, the mailing list was revised to incorporate an additional 23 students who fit the criteria of this study. This revision was based upon personal knowledge as well as consultations with officials from the Canada Employment Centre, Thompson Region.⁶

Post-Secondary Questionnaire Results

On April 11, 1985 a total of 174 student questionnaires along with covering letters were mailed to 104 female and 70 male post-secondary students who were identified as formerly registered in Frontier School Division programs.⁷ A letter of thanks and/or reminder was mailed to the total sample approximately one month later on May 24, 1985.⁸

Student participation in the survey to June 21, 1985 is reported in Table 4.

TABLE 4
SUMMARY OF STUDENT PARTICIPATION IN FRONTIER
POST-SECONDARY STUDENT SURVEY

Nature of Response	No. Responses	Percent
1. Completed questionnaires	74	42
2. Partially completed questionnaires	2	1
3. Returned (address unknown)	12	7
4. No response	86	50
TOTALS	174	100

Approximately 50 percent of the student questionnaires were accounted for in this survey. That is, 7 percent of the questionnaires never reached their target while an additional 43 percent or 76 of the students provided data upon which certain observations could be drawn.

The primary purpose of conducting the student survey was to describe factors which contribute to student retention. The method used to determine these factors was a response comparison between students who had completed and/or were continuing their post-secondary programs and post-secondary dropouts. Students were asked to declare their attendance status in part one, question 7 of the questionnaire in order to classify students accordingly. Results of this student declaration are shown in Table 5.

On the basis of Table 5, a total of 44 or 58 percent of the respondents were classified as continuing students while 32 or 42 percent of the respondents were classified as dropouts.

Pursuant to this study's purpose, an item-by-item comparison of continuing vs. dropout student responses was conducted for each of the questions contained in parts one through four of the questionnaire. These comparisons were systematically organized according to the structure of the student questionnaire and presented in the following order;

1. Biographical Data: "Student History & Personal Data"
2. Student Finance Data: "Affording Your Wants & Needs"

TABLE 5
STUDENTS POST-SECONDARY ATTENDANCE STATUS
(Student Responses to Question 7, Part 1)

Student Declaration	No. Responses	Student Status
1. Still registered, continuing program	35	Continuing
2. Completed one program (entered a different program)	9	Continuing
3. Withdrawn (will return)	24	Dropout
4. Withdrawn (never return)	6	Dropout
5. Withdrawn (undecided)	2	Dropout
TOTAL	76	

3. Student Academic Data: "Getting Through Your Program"
4. Student Socialization Data: "Coping in a Different Environment"

The arbitrary use of 10 percent differences in student response data should caution the reader as to the definitiveness of the observations reported in each of the following sections.

Biographical Data:
"Student History and Personal Data"

The comparison of student responses pertaining to biographical data included comparisons of specific responses related to sex, age, marital status, number of dependents, post-secondary institutions attended, lengths of stay in

post-secondary institution, living accommodation and sources of funding. Other comparisons included, high school background, student personal support, as well as student involvement in extra-curricular activities.

With respect to the sex of the respondents, Table 6 shows that proportionally, more males dropped out than females.

TABLE 6
COMPARISON OF RESPONDENTS BY SEX

Type of Student	Male	Female	Totals
Continuing Students	12	32	44
Dropouts	15	16	31
All	27	48	75

While approximately 33 percent of the females sampled in this study dropped out, 56 percent of the male population eventually quit school. Of particular note with respect to the sex of the respondents in this study was that nearly twice as many females (48) participated as males (27).

As shown in Table 7, with the exception of age range, dropouts and continuing student respondents appeared to be roughly the same age--the average age difference being only .05 years.

Similar responses regarding marital status and number

of dependents were reported by both groups of students. As Tables 8 and 9 illustrate, continuing students as well as dropout respondents shared near identical personal family status and/or responsibilities.

TABLE 7
COMPARISON OF RESPONDENTS BY AGE

Type of Student	Age Range	Age Frequency	Average Age
Continuing	18-28	20	20.3
Dropouts	18-23	20	20.25
All	18-28	20	20.3

TABLE 8
COMPARISON OF RESPONDENTS
BY MARITAL STATUS
(Percent)

Type of Student	% Single	% Married	% Other
Continuing	86	5	9
Dropout	90	7	7

With respect to the respondents' family status, the number of single parents found in both groups was worthy of particular note. As reported, 5 continuing students as well as 5 dropouts stated that they had children. In both in-

stances, 3 of the 5 respondents or 60 percent of the students with children were single parents.

TABLE 9
COMPARISON OF RESPONDENTS
BY NO. DEPENDENTS
(Percent)

No. of Children	% Continuing Students	% Dropouts
0	89	84
1	9	13
2	2	3
3	0	0
Total	100	100

Attendance patterns at post-secondary institutions were not identical for continuing students and dropouts. Table 10 illustrates that a greater proportion of dropout respondents (36 percent vs. 25 percent) attended college while continuing students were more likely to have attended university.

An inter-school comparison revealed that some post-secondary institutions retained relatively more of this study's respondents than others (as Table 11 illustrates).

With respect to the specific universities attended, it appeared that the University of Manitoba demonstrated the best retention rate among this study's respondents (19 con-

TABLE 10
PERCENT COMPARISON OF POST-SECONDARY
INSTITUTION ATTENDANCE

Institution	% Continuing Students	% Dropouts
University	73	64
College	25	36
Other	2	0
Totals	100	100

tinuing out of 20). The University of Winnipeg showed the poorest retention rate as only 3 of the 11 respondents who entered this institution were continuing. This observation must be taken with some caution, however, since 12 of the students who entered the University of Manitoba reported that they were registered in the ACCESS program--a support program which was specifically designed to meet the needs of Native students.

As compared with other colleges, Red River was by far the most popular community college among the students who participated in this study. It attracted more than 50 percent of the total number of respondents who elected to go to college. When compared with other colleges, however, Red River demonstrated the poorest proportional retention rate (only 5 students continuing of the 13 who entered).

TABLE 11
 INTER-INSTITUTION COMPARISON
 OF STUDENT ATTENDANCE

Institutions		No. Continuing Students	No. Dropouts	Totals
U n i v e r s i t i e s	Manitoba	19	1	20
	Winnipeg	3	8	11
	Brandon	7	8	15
	Other	6	4	10
		35	21	56
C o l l e g e s	Red River	5	8	13
	K.C.C.	4	3	7
	ACC	2	1	3
	Other	1	0	1
		12	12	24
Other Schools		1	0	1
Totals		48	33	81 ¹

¹Some students attended more than one institution.

Table 12 outlines the lengths of time that students attended their respective post-secondary schools. Of no great surprise is the fact that continuing students, on the average, remained longer.

TABLE 12
 COMPARISON OF LENGTHS OF STAY AT
 POST-SECONDARY INSTITUTIONS

Type of Student	Avg. (mo.) Length	Range of Stay (mo./yr.)	Lengths of Stay (mo./yr.)	No. of Re- spondents
Continuing	15.3 mos.	5 mos. to 4 yrs. 6 mos.	5 mos. - 1 yr.	15
			1 - 2 yrs.	9
			2 - 3 yrs.	14
			more than 3 yrs.	6
Dropout	8.5 mos.	1 mo. to 3 yrs.	less than 4 mos.	11
			4 mos. to 1 yr.	7
			1 - 2 yrs.	8
			more than 2 yrs.	6
Totals:				
a) Continuing:				44
b) Dropouts:				32

When the lengths of stay data was examined two interesting observations emerged; (1) just over one-third of the respondents who dropped out of post-secondary institutions did so in under 4 months (before Christmas in their first year) and, (2) nearly one-half of the dropout respondents had been in school for longer than one year before dropping out.

A comparison of student living situations while attending college or university (Table 13) revealed some distinct differences between continuing student respondents and the dropouts.

TABLE 13
 PERCENT COMPARISON OF STUDENT
 LIVING SITUATION
 (While attending college or university)

Living Situation	% Continuing Students	% Dropouts
Renting (alone)	27	10
Sharing	30	58
Private Home	14	10
School Residence	16	16
With Relative	11	3
Other	2	3
Total	100	100

As illustrated, nearly three times the proportion of continuing students reported that they lived alone (27 vs. 10 percent). At the same time twice the proportion of dropouts (58 vs. 30 percent) shared accommodations. This could signify that continuing students were more independent and/or self-reliant, however, the fact that a greater proportion of continuing students reported that they lived with a relative indicates a weakness in this observation.

An examination of Tables 14 to 16 further revealed some distinct differences between the continuing student and the dropout respondents.

Clearly dropout respondents had fewer sources of income than the continuing student. For example, while 20 percent of the continuing students reported having one source of

TABLE 14
 COMPARISON OF THE NUMBER OF FUNDING
 SOURCES USED BY STUDENTS

No. of Sources	Continuing Students		Dropouts	
	No.	%	No.	%
1	9	20	10	33
2	11	25	11	37
3	13	30	7	24
4	8	18	1	3
5	3	7	1	3
Totals	44	100	30	100

TABLE 15
 COMPARISON OF ACTUAL FUNDING SOURCES
 USED BY STUDENTS

(Number of Continuing Students Respondents = 44
 Number of Dropout Respondents = 30)

Funding Source	Continuing Students Using		Dropouts Using	
	No.	%	No.	%
Savings	23	52	15	50
Parents	22	50	10	33
Student Aid	21	48	15	50
ACCESS	12	27	3	10
MMF Bursary	12	27	7	23
Scholarship	10	23	1	3
Part-time Work	8	18	1	3
Federal (I.A.)	5	11	9	30
Manpower	2	5	0	0
Other	2	5	3	10

TABLE 16
COMPARISON OF PRINCIPAL SOURCES OF INCOME
REPORTED BY STUDENTS

Income Source	Continuing Students		Dropouts	
	No.	%	No.	%
Student Aid	12	28	12	38
ACCESS	12	28	3	10
Parents	9	21	2	6
Savings	4	9	3	10
Federal (I.A.)	5	12	8	26
Part-time Work	1	2	0	0
Other	0	0	3	10
Totals	43	100	31	100

income, 33 percent of the dropouts reported having one income source. Further, while over 50 percent of the continuing students reported having between 3 to 5 different income sources, only 30 percent of the dropouts claimed as many sources.

With respect to where students received their money, a noticeably greater proportion of continuing students reported that they; (1) would (could) rely on their parents for money, (2) received assistance from the ACCESS program (U. of M.), (3) earned scholarships, and (4) received an income from part-time work.

In terms of the respondents' principal sources of income, dropouts tended to be more reliant upon Student Aid (provincial) and/or Department of Indian Affairs and North-

ern Development (federal) funding than did continuing students. In addition, continuing students relied more on their parents for their principal source of income.

An examination of the response data shown in Tables 17 and 18 illustrates that student retention in post-secondary institutions may not have been as dependent upon where students received their high school educations as it was upon how students performed while in high school.

In terms of high school locations, both continuing students as well as dropouts shared similar high school experiences. However, with respect to performance, continuing students reported higher grade point averages (G.P.A.'s) at both high school as well as at the post-secondary level. One striking observation concerning performance and the dropout respondents was that while dropouts reported an

TABLE 17
COMPARISON OF LOCATIONS OF STUDENTS'
FORMER HIGH SCHOOL ATTENDED

Location of High School	Continuing Students		Dropouts	
	No.	%	No.	%
Home Community	27	61	16	51
Home Placement	9	21	6	19
Frontier Collegiate	5	11	3	10
Other	0	0	3	10
Variety	3	7	3	10
Totals	44	100	31	100

TABLE 18
A COMPARISON OF HIGH SCHOOL AND POST-
SECONDARY STUDENT PERFORMANCE
(Overall Student Averages)

Institution	Grade	Continuing Students		Dropouts	
		No. Attained	%	No. Attained	%
High School	A+	2		0	
	A	3	34	4	14
	B	14	32	16	55
	C	13	30	8	28
	D	2	4	1	3
	F	0	0	0	0
College/University	A+	0	0	0	0
	A	0	0	0	0
	B	19	43	5	17
	C	21	48	10	34
	D	3	7	11	38
	F	1	2	3	10
Average High School G.P.A.		2.95		2.79	
Average College/University G.P.A.		2.32		1.59	

average G.P.A. which was insufficient for them to continue in most post-secondary schools, the majority of dropouts (51 percent) reported that they were passing their coursework.

Utilizing the extremities of the Lickert scale vis. combining (totalling) extremely helpful responses with very helpful and combining little help with no help at all responses, Table 19 reports student data pertaining to the

amount of help and/or support that students received while attending college/university.

TABLE 19
PERCENT COMPARISON OF RESPONSES RE: SUPPORT/HELP
RECEIVED WHILE AT SCHOOL

Type of Student	% Student Response			Support Source
	extremely + very helpful	moderately helpful	little + no help at all	
Continuing Students	87	9	4	parents
	59	17	24	relatives
	44	26	30	friends
Dropouts	31	17	52	high school personnel
	56	24	20	college/univer- sity personnel
	27	34	39	Frontier post- secondary counsellors
	27	31	42	
	42	28	30	
	24	32	44	
	45	28	27	
	48	26	26	

A comparison of this data revealed salient differences which were greater than 10 percent between continuing and dropout student perceptions. These differences in perception were particularly evident in the reported amount of support received from parents, relatives as well as post-secondary personnel. While continuing students were almost unanimous about the support they received from parents (87 percent reported that parents were very to extremely helpful), dropout respondents were far less enthusiastic about

the support that they received from home. Nearly half of the dropouts were either ambivalent and/or unsatisfied that their parents were helpful. Similar response trends for continuing students and dropouts were also reported with respect to help received from relatives as well as post-secondary personnel.

Of particular note with respect to the student perceptions expressed in Table 19 was the observation that the majority of students in both groups felt that former high school personnel were moderately to not helpful at all. In addition it appeared that the Frontier post-secondary counsellor was held in fairly high regard by both groups.

Table 20 illustrates student involvement in extra-curricular activities while attending college and/or university.

While approximately half of both student groups did not get involved in any organized outside-school activities, dropouts reported to be slightly more involved in at least one club or more. A breakdown of these activities indicated that sports related clubs predominated among both groups and that approximately one-quarter of the clubs joined by both continuing students as well as dropouts tended to be Native clubs.

Student Finance Data:
"Affording Your Wants & Needs"

In part two of the questionnaire, students were asked to respond to a total of 10 questions which were designed to

TABLE 20
 COMPARISON OF EXTRA-CURRICULAR
 STUDENT ACTIVITIES
 (by Number of Clubs Joined)

No. Clubs Joined	Continuing Students		Dropouts	
	No.	%	No.	%
0	24	55	16	50
1	12	27	14	43
2	6	14	2	7
3	1	2	0	0
4	0	0	0	0
5	1	2	0	0
Totals	44	100	32	100

examine 4 variables related to student finance. The variables under study were, in order of appearance; (1) scarcity of financial resources, (2) student financial management skill, (3) self-reliance as well as (4) the students' value pertaining to education as an investment.

Student responses were made on a Lickert-type scale and comparisons between continuing and dropout student results were presented in tabular fashion. For the purposes of simplicity and clarity responses falling within the extremities of the scale were combined (totalled).

With respect to scarcity of resources, Table 21 compares student response frequencies for continuing students as well as dropouts.

TABLE 21
 COMPARISON OF STUDENT RESPONSES RE:
 SCARCITY OF FINANCIAL RESOURCES

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	41	93	3	7	0	0	While attending college or university, I had enough money.
	27	90	2	7	1	3	
2. Continuing vs. Dropout	9	22	11	26	22	52	I worried about having enough money to live.
	6	19	10	33	15	48	
3. Continuing vs. Dropout	17	39	20	45	7	16	I could afford the "extra" things that I wanted.
	4	45	12	39	5	16	

Based upon student responses in questions 1 and 2, it is evident that the majority of students in both groups generally felt that they had sufficient funds to meet their basic "school" needs. There was, however, a slight tendency for both groups to sometimes/usually/always worry about having enough money to meet basic personal needs. In addition, both groups reported that they had sufficient surplus capital to be able to afford "extras"--if not on a regular basis at least sometimes. A slightly greater proportion of the dropout respondents (45 vs. 39 percent) felt that they usually and/or always had extra money.

Observations concerning certain aspects of student financial management skill can be drawn from Table 22.

TABLE 22
COMPARISON OF STUDENT RESPONSES RE:
FINANCIAL MANAGEMENT SKILL

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	33	77	7	16	3	7	I knew how much money I had coming in and where I spent it.
	25	81	6	19	0	0	
2. Continuing vs. Dropout	28	65	9	21	6	14	I planned ahead so that I had enough money to last.
	15	48	10	32	6	20	
3. Continuing vs. Dropout	10	23	15	35	18	42	I ran out of money.
	7	23	10	32	14	45	

A considerable majority of students in both groups felt that they could usually and/or always account for their revenues and expenditures, however, dropouts reported that they were less capable of budgeting. For example, while 65 percent of the continuing students reported that they usually or always planned ahead, only 48 percent of the dropouts made the same claim. At the same time, a proportionally greater number of dropouts (20 vs. 14 percent) reported that they seldom if ever budgeted their money. The differences in the students' willingness and/or ability to budget was not reflected in student responses pertaining to exhausting financial resources. Both groups claimed that they "ran out of money" with a similar degree of frequency. Only about

one-quarter of the students in both groups found themselves broke with any degree of regularity.

As Table 23 illustrates, there were salient differences in student responses between the two groups with respect to self-reliance.

TABLE 23
COMPARISON OF STUDENT RESPONSES
RE: SELF-RELIANCE

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	11	28	3	7	26	65	I worked and earned enough money "to get by."
	4	16	2	7	20	77	
2. Continuing vs. Dropout	14	33	15	35	14	32	I borrowed money from my family or my friends.
	4	13	14	45	13	42	
3. Continuing vs. Dropout	10	23	9	21	24	56	I needed financial advice or help.
	9	29	8	26	14	45	

Almost double the proportion of continuing students reported that they usually or always "worked and earned enough money to get by." In addition, while 77 percent of the dropouts claimed that they seldom, if ever worked only 65 percent of the continuing students made the same claim.

A substantially greater proportion of continuing students reported that they usually or always borrowed money

from family or friends (33 vs. 13 percent). At the same time, proportionately more dropouts claimed that they seldom if ever borrowed money. Ironically more continuing students felt that they seldom, if ever, needed financial advice or help indicating perhaps that their relatively high rates of borrowing were justifiable and/or reasonable. Conversely, while dropouts reported an aversion to borrowing, a sizable proportion of dropouts claimed that they usually and/or always needed financial help.

The most striking "money matter" comparison between continuing and dropout student responses grew out of the question related to the value of the educational experience as an investment.

Table 24 illustrates that while continuing students were nearly unanimous in believing that the cost of their schooling was usually, if not always, of personal benefit, only 46 percent of the dropouts felt the same way. In addition, more than twice the proportion of dropouts realized little or no benefit at all for their spent money.

Student Academics Data
"Getting Through Your Program"

In this part of the questionnaire 11 questions were clustered around four variables and asked in the following order; (1) student preparation, (2) student learning skills, (3) study habits, and (4) the value of the learning experience to students.

TABLE 24
COMPARISON OF STUDENT RESPONSES RE: VALUE
OF EXPERIENCE AS AN INVESTMENT

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	34	81	3	7	5	12	I considered the money I spent as an investment in my future.
	13	46	7	25	8	29	

Table 25 relates to those questions pertaining to student preparation.

While a similar proportion of continuing students and dropout respondents felt that they were well enough prepared for the day-to-day life at college/university, dropouts tended to be more ambivalent about their prior knowledge in the area of institutional expectations. In addition, twice the proportion of continuing students felt that they were not well enough informed concerning the rules, regulations and routines of the institutions they had entered.

With respect to their academic preparation, approximately one-half of the students from both groups felt that they were well enough prepared to handle the work at college/university. The remaining dropouts tended to be more ambivalent about their academic background preparation. However, continuing students were slightly more certain that they were not academically well prepared.

TABLE 25
 COMPARISON OF STUDENT RESPONSES
 RE: STUDENT PREPARATION

Type of Student	Student Responses						Questions
	Strongly Agree+Agree		Neutral		Disagree + Strongly Disagree		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropouts	19	43	12	27	13	30	I knew enough about college/university rules, regulations & routines before coming.
	12	39	14	45	0	16	
2. Continuing vs. Dropouts	20	48	11	26	11	26	I was prepared well enough academically to be able to handle my college/university work.
	14	46	10	32	7	21	
3. Continuing vs. Dropouts	26	60	6	14	11	26	I received adequate accurate information about college/university from my high school teachers/counselors.
	15	48	12	39	4	13	

Noticeably, greater proportions of continuing students either agreed/strongly agreed (60 vs. 48 percent) or disagreed/strongly disagreed (26 vs. 13 percent) that they had received adequate, accurate information about college/university from former high school personnel. Once again, a larger proportion of dropouts expressed their ambivalence concerning the information that they had received in high school.

With respect to learning skills, prominent differences in response were reported by the two groups. This can be observed in Table 26.

TABLE 26
COMPARISON OF STUDENT RESPONSES
RE: LEARNING SKILLS

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	38	88	5	12	0	0	I understood the things my instructors said as well as the things I had to read.
	21	70	8	27	1	3	
2. Continuing vs. Dropout	37	86	3	7	3	7	I could write essays and/or term assignments.
	23	74	8	26	0	0	
3. Continuing vs. Dropout	20	46	17	40	6	14	I had problems speaking, discussing or asking oral questions in class.
	17	54	8	26	6	20	

As shown, while nearly all of the continuing students (88 percent) usually or always understood the material presented in their courses, only 70 percent of the dropouts made this claim. Similar responses were reported with respect to the completion of written assignments, however, a few continuing students claimed that they had experienced considerable difficulty with written work.

The greatest area of student difficulty experienced by

both groups appeared to be in the area of oral expression. Roughly one half of the respondents (overall) claimed that they usually/always had difficulty speaking in class. Dropouts expressed greater difficulty in this area than did continuing students. However, at the other end of the scale, dropouts stated (in greater proportions) that they seldom if ever had difficulty with oral expression.

Table 27 illustrates that continuing students reported better study habits overall than did dropouts.

TABLE 27
COMPARISON OF STUDENT RESPONSES
RE: STUDY HABITS

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	20	47	11	25	12	28	I maintained a regular study schedule.
	9	30	12	40	9	30	
2. Continuing vs. Dropout	30	70	6	14	7	16	I had a place to study where I would <u>not</u> be disturbed.
	22	71	5	16	4	13	
3. Continuing vs. Dropout	17	39	9	22	17	39	I studied with people taking the same classes as I was.
	7	23	10	32	14	45	
4. Continuing vs. Dropout	12	29	17	42	12	29	I asked for academic advice or assistance.
	6	19	16	52	9	29	

As shown, greater proportions of continuing students

said that they usually/always; (1) studied with people taking the same classes, (2) maintained a regular study schedule, and (3) asked for academic advice or assistance.

The majority of students in both groups (approximately 70 percent) similarly claimed that they had a place to study where they would not be disturbed.

One interesting observation pertaining to student study habits was that nearly the same proportion of continuing students as well as dropouts (roughly 29 percent) stated that they seldom if ever maintained a regular study schedule.

With respect to the value that students derived from their learning experiences while at university and or college, Table 28 clearly illustrates that while the majority of continuing students claimed to have learned things that will usually or always benefit them in later life, dropouts by-and-large are far more skeptical about the value of their learning experiences.

TABLE 28

COMPARISON OF STUDENT RESPONSES RE:
VALUE OF LEARNING EXPERIENCES

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing	36	82	7	16	1	2	The things I learned in school will benefit me in later life.
vs. Dropout	14	49	12	43	2	8	

Student Socialization Data:
"Coping in a Different Environment"

The last part of the student questionnaire contained 11 questions which were designed to describe 4 variables including; (1) student interactions, (2) security, (3) student alienation, as well as (4) changes in student attitudes.

Table 29 reports student responses which dealt with student interactions during their stay at college/university.

Student responses concerned with their social interactions can be viewed within the context of bonding. An examination of these responses shows that certain observations can be made. Referring to the student responses made in questions one through four, all students established some bonds within their respective school communities as well as the community at large. Almost 50 percent of the students claimed to have developed new social bonds within the Native community and, in addition, the vast majority (almost 90 percent) of students claimed to have maintained strong ties with their home communities.

Particular observations related to a comparison of continuing student interactions and dropout interactions can also be made from student reports. For example, with respect to student participation in college or university social functions, relatively more dropouts reported that they usually or always attended such events. On the other

hand, a larger proportion of continuing students stated that they seldom if ever attended such social functions.

TABLE 29
COMPARISON OF STUDENT RESPONSES
RE: STUDENT INTERACTIONS

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	12	27	16	36	16	37	I attended activities and/or events sponsored by college/university groups.
	12	vs. 39	10	32	9	29	
2. Continuing vs. Dropout	12	27	20	46	12	27	While going to school I went to different places (festivals, etc)
	9	vs. 30	10	32	12	39	
3. Continuing vs. Dropout	19	45	14	33	9	22	While going to school I made new contacts within the native community.
	14	vs. 48	10	34	5	18	
4. Continuing vs. Dropout	38	87	5	11	1	2	I kept in touch with family & friends from my "home town."
	27	vs. 88	2	6	2	6	
5. Continuing vs. Dropout	15	34	27	62	2	4	I spent time alone.
	6	vs. 19	19	66	6	20	

The implication that perhaps dropouts tended to be more gregarious than continuing students was supported by student reports concerning time spent alone. While nearly twice the proportion (34 vs. 19 percent) of continuing students re-

ported that they usually and/or always spent time alone. A far greater proportion of dropouts (20 vs. 4 percent) claimed that they were seldom if ever alone.

Table 30 reports student responses to questions that related to students' personal security.

TABLE 30
COMPARISON OF STUDENT RESPONSES
RE: STUDENT PERSONAL SECURITY

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	26	59	15	34	3	7	I dealt with issues or problems by myself.
	16	51	11	35	4	14	
2. Continuing vs. Dropout	31	63	9	22	2	5	I knew what to do or where to go when I felt threatened or in danger.
	16	53	6	20	5	17	

In terms of personal problem solving, a slightly greater proportion of continuing students reported that they usually/always solved their own problems and, at the same time a greater proportion of dropouts claimed that they seldom if ever dealt with their own problems personally.

With respect to self-protection and/or dealing with threatening situations, continuing students stated that they usually/always knew what to do in greater proportion (63 vs. 53 percent) than dropouts. A notably larger proportion of

dropouts reported that they seldom if ever knew what to do if confronted with danger.

Student alienation was measured in terms of student feelings of discomfort and/or lack of control in social situations. Table 31 illustrates student responses pertaining to these feelings of alienation.

TABLE 31
COMPARISON OF STUDENT RESPONSES
RE: ALIENATION

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	5	12	17	40	20	48	I met people who said or did things that made me feel uncomfortable.
	3	10	10	32	18	58	
2. Continuing vs. Dropout	0	0	13	30	31	70	I met people who were openly hostile or aggressive with me.
	0	0	5	16	26	84	
3. Continuing vs. Dropout	3	7	18	41	23	52	I felt as if I had no control over what was going on around me.
	3	10	11	37	16	53	

Proportionally, continuing students reported more frequent encounters with uncomfortable situations than did dropouts. In addition, they stated that they were confronted by more open hostility and/or aggression. In fact, while neither continuing students nor dropouts encountered hostility on a regular basis (usually/always), almost twice

the proportion of continuing students (30 vs. 16 percent) claimed that they sometimes ran into these situations.

With respect to feelings of control, dropouts reported a slightly greater tendency towards lack of and/or no control in social situations. Overall, however, approximately one half of both groups of students reported that they seldom if ever felt as if they had no control over what was going on around them.

Changes in student attitudes while at college and/or university was the last variable measured in this questionnaire. Table 32 illustrates these student responses.

TABLE 32

COMPARISON OF STUDENT RESPONSES RE:
CHANGES IN STUDENT ATTITUDES

Type of Student	Student Responses						Questions
	Always+Usually		Sometimes		Seldom+Never		
	No.	%	No.	%	No.	%	
1. Continuing vs. Dropout	36	82	8	18	0	0	By attending college/university, my feelings about meeting new people & seeing new places were altered in a healthy positive way.
	18	64	10	36	0	0	

Dramatic differences in personal growth were reported by continuing students and dropout respondents. Nearly all of the continuing students (82 percent) stated that their feelings about meeting new people and seeing new places were

usually/always altered in a positive way. Only 64 percent of the dropouts made this same claim.

Of particular note was that no students reported that they seldom, if ever felt that their feelings were altered in a positive way. This indicates a certain amount of growth was experienced by all students.

CHAPTER FOUR

Through an analysis of the collected data, this chapter will determine some of the factors which have contributed to the retention of post-secondary students formerly of Frontier School Division.

Where applicable, this analysis will incorporate: (1) relevant observations and/or conclusions made in previous studies; (2) preliminary questionnaire findings; as well as (3) pertinent results obtained in the student questionnaire. Selected anecdotes which were volunteered by students throughout the questionnaire will also be presented to illuminate the findings discussed in this chapter.

This chapter will be divided into five sections including: (1) an overall analysis of questionnaire respondent data; (2) biographical factors which have contributed to respondent retention; (3) financial factors; (4) academic factors; as well as (5) the socialization factors which have contributed to post-secondary retention among the former Frontier students who participated in this study.

At this point, it ought to be stressed that the purpose of this analysis is not to determine causality but rather to describe results. Consequently, any conclusions developed pertaining to the factors which contribute to post-secondary

student retention are intended to be suggestive rather than normative.

Analysis of Respondent Data

As reported, a total of 76 Frontier post-secondary students or 43 percent of the total students surveyed responded to the questionnaire. This less than ideal participation rate was probably due to inappropriate mailing dates (April 11 and May 24, 1985) chosen for the student questionnaires and/or the student reminders respectively. Evidently these dates coincided with the examination schedules and/or course completion dates for most colleges and universities. Understandably the majority of the students surveyed were preoccupied at this time and likely unwilling and/or unable to participate.

Nevertheless, an examination of the respondent data indicated that the students who participated in this study represented a reasonable cross-section of the overall population surveyed. For example, according to Frontier post-secondary personnel, approximately 60 percent of the students affiliated with Frontier's post-secondary counseling program between 1982 to 1984 were female. In this study, a comparable 64 percent of the respondents were female. In addition, a drop-out rate of 34 percent was reported among all Frontier post-secondary students--in this study approximately 42 percent of the respondents were drop-outs.

Finally, and with respect to the community of origin, Frontier reported that post-secondary students involved in their program came from communities which were scattered throughout the province indicating that these students experienced varied schooling backgrounds. Respondents who participated in this study also reported that they had experienced a variety of schooling backgrounds including; attending high schools located in their home communities, home placement, attending Frontier Collegiate Institute, as well as attending other residential school settings such as Teulon.

With respect to the overall response comparisons which were throughout parts two through four of the questionnaire, radical differences between continuing students and dropouts seldom occurred. Caution must therefore be exercised when attaching significance to the differences.

Biographical Factors and Post-Secondary Retention

Based upon salient differences, as noted in a comparison of responses between continuing students and dropouts in Chapter Three, the following biographical factors were found to contribute to retention among former Frontier students who attended college and/or university:

- (1) the sex of the student;
- (2) the post-secondary program as well as institution attended;
- (3) student's living situation while attending col-

lege/university;

- (4) sources of student income;
- (5) student's grade point average (GPA) at high school as well as college/university; and
- (6) the amount of support received while attending college/university from parents, relatives and/or post-secondary personnel.

Pertaining to the sex of Frontier post-secondary students, nearly twice the proportion of male students dropped out of post-secondary institutions as females. This drop-out tendency among males was also evident among Frontier high school students who were reported by Lee as having left high school early to enter the workforce.¹ The possibility that old patterns had re-emerged at the post-secondary level and that more males quit college or university to return home to work was considered. However, given the employment situation in most Frontier communities, this was not likely the case. Exact reasons for the inordinate number of males who quit post-secondary programs were left to future research.

A superficial comparison of the post-secondary programs taken by the respondents indicated that Frontier post-secondary students were more likely to drop-out of college than university. This confirmed preliminary observations made by Frontier counselling personnel who claimed that the reason for this trend related to the relative inflexibility

of the college programming structure as compared with the more flexible university programming structure. A careful examination of student retention at college versus university uncovered additional explanations for the trends likely experienced by the students involved in this study. For example, an examination of the specific institutions attended by Frontier post-secondary students revealed that the University of Winnipeg experienced a higher Frontier student drop-out rate than any other college attended by the respondents. Further, while the majority of the respondents attending the University of Manitoba were continuing, they were mainly participants of the ACCESS program which provided these students with financial, academic and/or social supports. In other words, while program inflexibility may have been a reason for college students to withdraw from school, program supports may have been a reason for some students to remain in a post-secondary institution.

Indeed, this contention was upheld by at least one ACCESS student who stated:

I was very lucky in that the ACCESS program is a very supportive group. The students help each other a great deal. I doubt if I would have succeeded if I hadn't have (sic.) had this support.

While the overall importance of student supports will be discussed in more depth later, support received from post-secondary personnel was reported to be a contributing factor to student retention in this study--approximately

twice the proportion of continuing students felt that college/university personnel were extremely/very helpful. Dropouts reported relatively little support from same.

Whether or not a student would, or could, live alone also contributed to the retention of the students involved in this study. There was a distinct tendency among the dropouts to share accommodations. By and large continuing students reported that they lived by themselves. There were likely a number of explanations for this phenomenon, including a host of social inferences. However, student responses pertaining to financial sources provided clues to a tangible rationale.

Continuing students received money from their parents more frequently, they held more part-time jobs, they were involved in more support-related programs (ACCESS) and they received more scholarships. In short, continuing students reported a greater degree of personal financial security and/or independence. The attainment of which was probably a manifestation of the continuing students' opportunity and/or capacity for self-reliance. Viewed within this context, post-secondary retention factors pertaining to the living situations of former Frontier students as well as their sources of income were inexorably linked to student independence and/or self-reliance.

The contention advanced in the literature that GPA contributes to student retention was tentatively reaffirmed

in this study. Dropouts reported a tendency to maintain lower grade point averages while attending high school as well as at college or university. Any direct relationship between failing grades and student retention was not established due to the fact that some continuing students reported poor (failing) grade point averages while, at the same time, some dropouts reported passing grades at both levels of their schooling.

An examination of lengths of stay responses in concert with student GPA reports revealed that many dropouts appeared to be progressing through their post-secondary programs at a satisfactory pace indicating that conditions other than student performance at the post-secondary level perpetrated student withdrawals from school. Based upon student anecdotes such as those reported below, Lee's observations pertaining to low graduation expectations² as well as Cochrane, Sealey and Kirkness' "failure syndrome"³ were respectively considered as plausible explanations for this drop-out phenomenon:

All I have to say is that, if students do decide to go to college or university they should take time out to really think about their decision. I didn't.

and;

I was fuked [defeated?], right from the start!!
But, I'm not giving up, this time I'll make it.

With respect to student retention and support received by students while attending college/university, the aspect

of support received from post-secondary personnel has already been discussed in some detail. Additional support factors which contributed to student retention included support received from parents as well as support from relatives. Continuing students generally reported that they received a great deal of support from parents and relatives while dropouts had a tendency to state that they received little or no help from same. The specific nature of parental and/or family support was not solicited therefore previously mentioned observations concerning "the educational backgrounds of parents"⁴ and/or "pressure from home"⁵ eluded this study. However, there was an apparent relationship reported between (lack of) parental support and student income sources. Lee's observations concerning the socioeconomic backgrounds of parents were, in part, confirmed by this study.⁶ Relatively few dropouts reported their parents as a source of income--even fewer dropouts reported parents as a principal income source. Continuing students would (could) clearly rely more heavily on their parents (families) for, at least, financial support.

Due to the fact that continuing students as well as dropouts reported similar, if not identical, responses to certain questions, it appeared that the following biographical factors did not contribute to student retention:

- (1) student's age;
- (2) marital status;

- (3) number of dependents;
- (4) location of former high school;
- (5) the amount of support the student received from friends, high school personnel and/or Frontier counsellors; as well as,
- (6) the number of teams or clubs joined by a student.

Regarding age, marital status and number of dependents, previous studies by Jeanotte,⁷ Birnie⁸ and Loughton⁹ have implied that an increase in student responsibilities as manifested in these factors had a tendency to foster improved student retention. This study did not confirm this contention. In fact, with respect to the number of dependents claimed by students, the added responsibilities of children, in at least two cases, hampered the students' ability to continue. Consider the following remarks made by students who withdrew:

While I was attending college I was waiting for the birth of a child which was born in January. So I wasn't able to pass some courses because of the time I took of (sic.) of school.

and;

I went to school all year but the last month of classes I did not attend because I could not find a reliable babysitter. However I am still writing my finals.

Of particular note regarding the amount of support received from Frontier post-secondary counsellors, both continuing students as well as dropouts reported equally strong, positive support received from same. The fact that

this was not a factor which contributed to student retention indicated that while Frontier post-secondary counsellors affected student attitudes, they did not necessarily influence student behaviors. Comparably post-secondary personnel, affiliated directly with the institutions, had a greater (positive and/or negative) influence on student behavior and/or student decisions pertaining to continuing or quitting school.

Financial Factors and Post-Secondary Student Retention

The following financial factors were found to contribute to student retention among post-secondary respondents who were formerly Frontier students:

- (1) financial management skill, particularly student's willingness and/or ability to budget;
- (2) monetary self-reliance and/or student ability to secure a diversity of income sources;
- (3) student perceptions of the value of their education as an investment.

With respect to student management skills, nearly all of the students demonstrated that they were somewhat cognizant of the need to regulate their personal finances--approximately 80 percent of both groups claimed that they could account for their revenues and expenditures. The critical factor which contributed to student retention was not the students' level of awareness concerning the need for money management but rather their willingness and/or ability

to consistently practise effective management techniques such as budgeting. As an example of this claim, consider the following remarks made by a dropout and a continuing student respectively:

As a 1st year student and leaving a small community, receiving so much money at one time was sort of a shock. I tried a budgeting system but failed to stick with it.

and;

I made a budget for my money at the beginning of the year and usually stuck to it. I did find, however, that there were a few things which I didn't plan for. All my basic necessities were taken care of as a priority. The extras can okay, but I had to cut down on them near the end of the year.

There were a number of anecdotes volunteered by students which indicated the nature of their expenditures, but these responses did not reflect any pattern which could be deemed as a function of cultural conditioning. Prior claims made by Moore-Eyman¹⁰ pertaining to such patterns were not totally substantiated in this study. However, students who did remark on their personal expenditure generally stated that they had spent inordinate amounts of money on social pursuits such as "drinking with friends"--one student remarked that "drinking" was a particular problem among his fellow (Native) students.

Among the financial factors which contributed to student retention was the students' ability to secure a variety of income sources either through working and/or borrowing from parents. As reported earlier, continuing students

managed to secure far more sources of income than did the dropouts. Reflecting on the continuing student "economics," one student reported the following two-year "balance sheet":

I worked every summer since I was 12 yrs. old. 1st year university I spent \$6,500; \$4,500 was my own, the rest was my parents. The second year was about the same. \$5,000 was my own.

Dropouts reported that they tended to be dependent upon one (fixed) income source and that they would and/or could not borrow money from family or friends. To a certain extent, this indicated that dropouts were less self-reliant. That is they were less willing and/or able to acquire personal income alternatives. Verification of this conclusion was derived from the tendency for dropouts to report a greater need for financial advice and/or assistance.

The perceived investment value that students derived from their education was clearly a factor which contributed to student retention. Continuing students stated decisively that they had derived personal benefits from their educational investment while dropouts were far less committed to this belief. This tendency could have reflected the dropouts' anxiety and/or level of frustration concerning their experiences with money while attending school. On the other hand, it could have reflected the dropouts' lack of firm commitment to success at college/university "at any cost."

The financial factor which did not contribute to student retention was scarcity of financial resources. Both groups of students claimed that they generally received

sufficient funds to meet basic educational costs, satisfy personal needs as well as meet occasional wants.

Certain anomalies pertaining to levels of funding as well as funding distribution were reported by a number of students who derived their incomes from various student agencies. For example, students who relied upon the ACCESS program for funds reported that they received greater incomes (as high as \$12,000 per annum) from this agency than students who acquired funds from either Student Aid or Indian Affairs. In addition, while students reported that they received monthly disbursements from ACCESS as well as Indian Affairs, Student Aid was awarded on a biannual basis. Few ACCESS students reported complaints with their funding arrangements. Some Student Aid/Indian Affairs recipients remarked that they received inadequate funding and/or that they desired more frequent funding disbursements. Jeanotte's contention that continuing students tended to prefer large block sums of money to manage over a long period of time¹¹ was not confirmed in this study.

Academic Factors and Post-Secondary Retention

The following academic factors were found to contribute to student retention:

- (1) student preparation and/or orientation to college/university rules, regulations and routines;
- (2) student ability to comprehend spoken and/or written materials;

- (3) student ability to write;
- (4) student study habits related to maintenance of a regular study schedule, cooperative study as well as seeking academic assistance; and
- (5) student perceptions concerning the value of their educational experiences.

While comparable proportions of continuing students as well as dropouts claimed that they knew enough about the rules, regulations and routines prior to entering their respective post-secondary institutions, dropouts expressed a greater tendency towards ambivalence. Further, dropouts could not definitely state whether or not they had acquired such knowledge (or lack of it) from their former high school. This indicated that either dropouts were not fully conversant with the "day-to-day business" of the post-secondary institutions that they attended or that they had not received any degree of memorable instruction regarding such matters. In any case, continuing students reported a higher degree of certainty with respect to their preparation indicating (at least) that they were aware of the expectations being placed upon them. To illustrate this point, one continuing student made the following remark;

High school did not equip me with the knowledge to get through my program or to deal with people and situations that I encountered, however, because I was soon aware of my disadvantage I taught myself these skills in (sic.) long hours of work.

Commensurate with the concerns expressed in the litera-

ture by Patton¹² and Loughton¹³ as well as concerns expressed by respondents in this study's preliminary questionnaire survey, facility with spoken and written English appeared to contribute to student retention. Dropouts reported a greater tendency to experience difficulties in oral and written comprehension--they also stated that they had relatively more trouble with written expression than did continuing students. The possibility that the communication problems experienced by Frontier students in post-secondary settings may have gone beyond facility with the English language was introduced by one continuing student who stated:

At times classes can be stressful and difficult depending upon degree of [course] difficulty. Professors demands vary with each course so should your attention and efforts. Also due to techniques, language or communication problems of having a foreign Prof. you may have even more understanding and comprehensive (sic.) problems.

In their command of the English language, some students likely experienced difficulties with comprehension and/or written work as a result of ignorance concerning the expectations being placed upon them. This possibility, however, remained untested in this study.

Study habits contributed to student retention insofar as continuing students reported a greater tendency to: (1) maintain a regular study schedule; (2) study with others taking the same courses; and (3) seek academic advice and/or assistance on a more frequent basis. With respect to the former, there was a sizable proportion of students in both

groups who seldom, if ever, kept a regular study schedule (approximately 30 percent). An examination of student anecdotes pertaining to this matter showed that some of the continuing students who fell into this category claimed that while they found it difficult to regularly budget their study time, they did "what they had to--when they had to." On the other hand, a few dropouts reported that they often sacrificed their academic responsibilities to social commitments.

With respect to seeking academic advice or assistance, continuing students had a greater tendency to seek academic help on a more regular basis. While the source of academic assistance was assumed to be reliable and/or constructive, the following student anecdote illustrated that some students felt that they had no alternative but to seek out academic advice in the wrong places:

A Frontier student, I find really has no one to turn to in university such as a counsellor for academic advice so concerns are usually addressed at my friends (sic.) and sometimes they are not fully explained.

Student reluctance to discuss academic problems with post-secondary personnel may have been a function of any number of variables including (as above) lack of knowledge concerning available supports. As indicated by the following, however, student reluctance to seek out academic assistance may have also been a function of learned behavior:

When you need help, the profs will ALWAYS help. I was taught you are only a number in university,

but that's not true, they'll help if you need it, but you'll have to ask.

Student perceptions of the value of their educational experiences contributed to student retention. Continuing students reported, with far greater frequency than dropouts, that they felt what they had learned in college/university was relevant to their life pursuits. This appeared to concur with observations made by Frontier personnel who stated that one of the reasons that students dropped out of programs was that they often simply lost interest. Apparently, this struggle to maintain interest and/or derive relevance from post-secondary programs was also experienced by some continuing students as well. For example, one continuing student reported:

The biggest problem [I] encountered was people thought that what was being taught was a lot of "bulls_t" . . . but it takes time, work and dedication.

The following academic factors did not contribute to student retention among the respondents:

- (1) student academic preparation;
- (2) the ability to speak orally in class; and
- (3) having a place to conduct uninterrupted study.

Almost half of both student groups reported that they were prepared well enough academically to handle post-secondary schoolwork, thus confirming previous contentions in the literature as well as observations made by Frontier post-secondary counselling personnel. Generally, students

felt reasonably confident that they had the academic ability to succeed.

About half of both groups of students reported similar problems with speaking orally in class. Whether this tendency was a reflection of student introversion and/or lack of language capability must be left to speculation at this time. Apparently, however, the willingness and/or ability to speak orally in class did not insure student success as a slightly greater proportion of dropouts stated that they seldom, if ever, experienced this problem.

Continuing students as well as dropouts reported near identical access to places where they could conduct uninterrupted study--the majority of students (70 percent) stated that they had access to such a location. Evidently knowledge concerning the availability of good study places did not escape either group; one must assume that the constructive use of same did.

Socialization Factors and Post-Secondary Retention

The socialization factors which contributed to student retention in this study were:

- (1) the amount of student time spent socializing relative to time spent alone;
- (2) student self-security;
- (3) student coping in alienating situations; and
- (4) personal growth of student.

Dramatic differences in percent student response existed between continuing students and dropouts with respect to aspects of their social interaction while attending school: (1) time spent attending socials, sporting events, et cetera; and (2) time spent alone. While dropouts had a greater tendency to attend such social events on a more regular basis, continuing students reported that they were more likely to spend time alone. The implication was quite obvious--dropouts tended to be more gregarious than continuing students. Within the context of the previous student academic reports related to the amount of time spent studying, continuing students likely spent more time alone to concentrate on their school endeavors while dropouts were more likely to sacrifice study time for social activities.

An additional point pertaining to student interaction emerged as a result of an examination of student anecdotes which revealed that some students felt the pressure and/or the need to socialize. That is, the anxiety induced by the act of leaving home, coupled with the stress associated with social distance fostered the need for social interaction in some students. As one continuing student reported:

Even if one is anxious to leave home and not return to their community (because they usually hate their own community) they will find themselves alone in a big city with only a few friends around. So it is important to keep in contact with friends and go out with them now and then. The worst thing to do is isolate yourself from family and friends. I know a few who quit because the city "got to them."

This confirmed previous observations reported by Moore-Eyman¹⁴ who discussed the isolation that many Alberta Native students experienced when they came to the University of Calgary. This study demonstrated that continuing students could control and/or curb this need for social interaction in that they reported spending more time alone than drop-outs.

No doubt, many students involved in this study experienced some degree of estrangement in a new environment, however, continuing students tended to show a greater degree of self-security than dropouts. That is, continuing students reported a slightly greater tendency to deal with their own problems and they appeared to know what to do when confronted by threats or danger. Interestingly enough this may have been as a result of continuing students confronting situations of this nature on a more frequent basis.

For example, in a comparison of responses related to: (1) meeting "people who said or did things that made me feel uncomfortable"; as well as (2) meeting "people who were openly hostile or aggressive with me," continuing students reported that they confronted these situations more frequently than did dropouts. The fact that continuing students stayed longer could logically explain this phenomenon. However, not knowing the precise nature of the reported hostility and/or aggression committed onto these students begs a controversy.

As stated in the preliminary findings reported earlier in this study, students have not reported such (hostile) incidents to Frontier post-secondary counselling personnel. They have obviously chosen means other than these counselors to deal with these types of situations which have occurred with notable degrees of frequency. Assuming that dealing with uncomfortable and/or threatening situations involves personal coping strategies, it was concluded that continuing students possessed more effective means of coping with alienating situations than did dropouts.

In terms of personal growth, continuing students reported a far greater tendency to experience positive changes in their overall "world" outlook--dropouts tended to be more ambivalent about the value of their experiences. This "world view" could have developed among continuing students in concert with certain knowledge acquired through their persistence with coping in a new environment. Examples of this kind of "growth process" were reflected in the following remark made by a continuing student:

I have learned that prejudice is a social inferiority complex. I have learned to deal with it.

This emergent "world view" could also have developed as a result of the students' prior disposition towards personal change as in the following continuing student's case:

It was very easy for me to adjust to the change because I realized when I started [that] I wanted the change. I also feel I needed a new environment to widen my views and feelings about my future.

In any case, learning through coping and/or personal pre-disposition towards change, it was evident that the students' perception of their personal growth while attending college/ university contributed to student retention.

Socialization factors which did not contribute to student retention in this study included:

- (1) making new contacts in the Native community and/or maintaining contacts with home; and
- (2) student lack of control in social settings.

Both student groups reported that they generally developed new contacts within the Native community and that they maintained ties with their families at home. With respect to the former, this tendency was reflected in the number of Native clubs and/or organizations that these Frontier students joined. In addition, this study concurred with Frontier counselling personnel who reported that Native students generally tend to associate among themselves and/or other Native peoples. An interesting aspect of this tendency was that while this type of associative behavior was obviously constructive for some students (i.e., continuing students), it also had some negative social consequences for other students. For example, as one dropout reported;

I knew what I was or might expect but, what I didn't know was the gigantic Native community in Brandon and almost all are Sioux, a lot of drunks, dopes, just "plain" junkies. And they hate Crees.

The maintenance of regular home or family ties was, no doubt, a natural tendency for both groups to pursue. What

remains left to speculation was the question: "While continuing students were likely receiving some kind of support (they reported) when they interacted with their parents, what were the dropouts receiving when they called home?"

Lack of control in social settings did not contribute to student retention as both groups claimed with fairly consistent frequency that they had most things in their surroundings under reasonable control. This led to the tentative conclusion that whatever decisions students made concerning their remaining in and/or dropping out of school these decisions were made within a fairly rational context. That is, students claimed that they felt sufficient control over their personal situations to be able to make their own judgements and/or choose their own social transactions. Exactly what may have been present and/or lacking in the instance of the dropouts' decision-making process remains unclear--in spite of some of the possibilities that have been suggested in this study.

Summary

This study revealed a total of 18 factors which likely contributed to the retention of post-secondary students who were formerly from Frontier School Division #48. A total of 12 of the factors tested likely did not contribute to the retention of these students.

While an itemized summary of these findings is pre-

sented in Chapter Five, a numerical illustration of this study's results is shown in Table 33.

TABLE 33
FACTORS LIKELY CONTRIBUTING TO STUDENT RETENTION
AMONG FORMER FRONTIER STUDENTS

Type of Factor	No. Contributing	No. <u>Not</u> Contributing	Totals
Biographical	6	6	12
Financial	3	1	4
Academic	5	3	8
Socialization	4	2	6
Totals	18	12	30

CHAPTER FIVE

The purpose of this study was to determine some of the factors which contributed to the retention of post-secondary students who were formerly of Frontier School Division #48 and who entered post-secondary institutions between 1982-84. Based primarily upon information drawn from the literature pertaining to Native post-secondary student retention, these factors were deemed to be either; biographical, financial, academic, and/or socialization factors. Utilizing this context and sequence, this chapter will initially summarize this study's findings in section one. Section two will focus on the recommendations derived from this study.

Summary of Major Findings

This study found that the following factors possibly contributed to post-secondary student retention among former Frontier students:

A. Biographical Factors:

- (1) the sex of the student;
- (2) the post-secondary program as well as institution attended;
- (3) student living situation while attending college/university;
- (4) sources of student income;

(5) student G.P.A. at high school as well as college/university;

(6) the amount of support received while attending college/university from parents, relatives and/or post-secondary personnel;

B. Financial Factors:

(1) financial management skill, particularly student willingness and/or ability to budget;

(2) monetary self-reliance and/or student ability to secure a diversity of income sources;

(3) student perceptions of the value of their education as an investment;

C. Academic Factors:

(1) student preparation and/or orientation to college/university rules, regulations and routines;

(2) student ability to comprehend spoken and/or written materials;

(3) student ability to write;

(4) student study habits related to maintenance of a regular study schedule, cooperative study as well as seeking academic assistance;

(5) student perceptions concerning the value of their educational experiences;

D. Socialization Factors:

(1) the amount of student time spent socializing relative to time spent alone;

- (2) student self-security;
- (3) student coping in alienating situations; and
- (4) personal growth of students.

In addition to the above, this study found that the following factors did not contribute to student retention:

A. Biographical Factors:

- (1) student age;
- (2) marital status;
- (3) number of dependents;
- (4) location of former high school;
- (5) the amount of support the student received from friends, high school personnel and/or Frontier counsellors while attending college/university;
- (6) the number of teams/clubs joined by a student;

B. Financial Factors:

- (1) scarcity of financial resources;

C. Academic Factors:

- (1) student academic preparation;
- (2) student ability to speak orally in class;
- (3) having a place to conduct uninterrupted study;

D. Socialization Factors:

- (1) making new contacts in the Native community and/or maintaining contacts with home; and
- (2) student lack of control in social situations.

Recommendations

This study demonstrated that prior to making any decisive curricular and/or policy decisions, Frontier School Division ought to consider the need for further research, particularly with respect to the scope and structuring of post-secondary program initiatives within the division. Pertaining to the scope of its program initiatives, the division needs to know what acceptable limits of responsibility it can effectively assume and manage on behalf of its post-secondary students. For example; "Should the division assume more responsibility with respect to the performance and/or behaviors of its post-secondary clientele?" or; "Should the division be content that its post-secondary clientele are satisfied with the present level of services afforded them--in spite of their performance (or lack of it)?"

With respect to the structuring of its post-secondary initiatives, Frontier ought to investigate various post-secondary support programs, such as ACCESS and/or the University of Calgary's Red Lodge¹ as plausible, effective managerial models which are likely adaptable within the Frontier context.

In spite of an attempt to determine the factors which contributed to the retention of post-secondary students, the precise reasons explaining why many seemingly capable, reasonably successful Frontier students still dropped out

escaped this study's methodology. It is therefore recommended that this phenomenon be re-examined utilizing a different methodology--perhaps a longitudinal analysis and/or a phenomenological approach.

This study revealed at least two additional areas in need of further research. These areas of research are presented as potential research questions below.

Research Question 1: "Why are Frontier male students more susceptible to dropping out of high school and/or post-secondary programs than female students?"

Research Question 2: "What is the nature and/or the dynamics of the personal hostility experienced by Frontier post-secondary students?"

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- ⁹⁵Genevieve De Hoyos, "Mobility Orientation and Mobility Skills of Youth in a Institutionally Dislocated Group: The Pima Indian" (Utah: Institute of Indian Studies, Brigham Young University, 1971), pp. 1-69.

⁹⁶Sally M. Weaver, "Segregation and the Indian Act: The Dialogue of Equality vs. Special Status," Identities, vol. 5, ed. W. Isajiw (Canadian Ethnic Studies Association), pp. 154-161.

⁹⁷Locke, "Higher Education," p. 5.

⁹⁸McDonald, "Indian Students Dropout," p. 73.

⁹⁹Teresa D. Lafromboise, Assertion Training with American Indians: Cultural/Behavioral Issues for Trainers (Washington: National Institute of Education, December 1982), pp. 9-10.

¹⁰⁰John Bryde, Modern Indian Psychology (Vermillion, South Dakota: Institute of Indian Studies, 1971), p. 91.

¹⁰¹Moore-Eyman, "Native Canadians," p. 4.

¹⁰²Jeanotte, "Contributing Factors," pp. 20-21.

¹⁰³Macknak, "Higher Education for Native People," p. 69.

Chapter Three, Footnotes

¹See Appendix 1 re: Preliminary Questionnaire Feedback Request.

²Interviews with Bernie Neufeld, Director of Frontier School Division's Homeplacement Program, and Colleen Wiebel, Post-Secondary Counsellor, Frontier School Division Head Office, 1402 Notre Dame Avenue, Winnipeg, Manitoba, 26 March 1985.

³Written informatin provided by Bernie Neufeld subsequent to interview.

⁴Interview with Colleen Wiebel.

⁵Ibid.

⁶Telephone interview with Martin Voss, former Canada Employment Centre Counsellor, Thompson, and Gordon Crate, Norway House Outreach Worker, 8-12 April 1985.

⁷See Appendix 2 re: Post-Secondary Student Questionnaire.

⁸See Appendix 3 re: Letter of Thanks/Reminder to Students Surveyed.

Chapter Four, Footnotes

¹Lee, A Study on Accessibility, p. 12.

²Ibid., p. 9.

³Morgan, Task Force on Post-Secondary Education, p. 177.

⁴Correspondence from Sue Matusik, University of Manitoba Access program, 14 January 1985.

⁵Correspondence from Del Garneau, Manitoba Student Aid, 17 January 1985.

⁶Lee, A Study on Accessibility, p. 14.

⁷Jeanotte, "Contributing Factors," p. 13.

⁸Birnie, Urban Native Teacher, pp. 87-89.

⁹Loughton, "I.M.P.A.C.T.E.," p. 15.

¹⁰Moore-Eyman, "Native Canadians," pp. 6-8.

¹¹Jeanotte, "Contributing Factors," pp. 18-19.

¹²Patton, Frontier Needs Assessment, p. 40.

¹³Loughton, "High School Program Review," p. 8.

¹⁴Moore-Eyman, "Native Canadians," pp. 5-9.

Chapter Five, Footnotes

¹Moore-Eyman, "Native Canadians."

Appendix 1
Preliminary Questionnaire Feedback Request

Preliminary Questionnaire Feedback Request

Mailing List

January 9, 1985

Dr. Joseph Handley
Official Trustee
Frontier School Division #48
1402 Notre Dame Avenue
Winnipeg, Manitoba
R3E 3G5

Mr. Bernie Neufeld
Director of Home Placement Services
Frontier School Division #48
1402 Notre Dame Avenue
Winnipeg, Manitoba
R3E 3G5

Mr. Ken Paupanekis
Cree Language Consultant
Frontier School Division
Area III Office
Norway House, Manitoba
ROB 1B0

Mr. Chet Tzarowski
Consultant/Director of
Adult & Continuing Education
Frontier School Division #48
1402 Notre Dame Avenue
Winnipeg, Manitoba
R3E 3G5

Ms. Colleen Wiebel
Post-Secondary Counsellor
Frontier School Division
P. O. Box 3163
The Pas, Manitoba
R9A 1R8

Mr. Del Garneau
Student Aid Branch
693 Taylor Avenue
Winnipeg, Manitoba
R3M 3T9

Mr. George Desmonie
Director of Counselling Services
Manitoba Indian Education Association
Rm. 301-294 Portage Avenue
Winnipeg, Manitoba
R3C 0B9

Mr. Mervin Moar
Student Counsellor
Manitoba Indian Education Association
Rm. 301-294 Portage Avenue
Winnipeg, Manitoba
R3C 0B9

Mr. Buddy Loyie
Native Student Counsellor/Advisor
University Centre
University of Manitoba
Fort Garry Campus
Winnipeg, Manitoba

Ms. Sue Matusik
Counsellor
ACCESS
University of Manitoba
University Centre
Fort Garry Campus
Winnipeg, Manitoba

Mr. Martin Voss
c/o
Thompson, Manitoba
R3E 0J9

Ed Braun
Guidance Counsellor
Norway House High School
Norway House, Manitoba
ROB 1B0

January 9, 1985

Re: Project Feedback Request

Dear :

Greetings! I hope that this letter finds you and yours healthy and prospering in this, the New Year. I also hope that you are able to find sufficient time to act upon a small, yet important request from myself concerning a thesis project that I intend to complete as partial fulfillment for my Masters Degree in Education.

The project is entitled; "Why Former Students of Frontier School Division #48 Drop Out of or Remain in Post-Secondary Programs". It involves a student (questionnaire) survey of former Frontier students who entered college and/or university between the fall of 1982 to present. An estimated 200 students will be involved in this study--approximately 70-80 percent of these students are native. Some of these students regularly attend post-secondary institutions--others have decided (for various reasons) to drop out.

It is my intention to identify and describe some of the factors which contribute to the retention of former Frontier students in post-secondary institutions and I am respectfully soliciting your expertise and assistance in this project.

My request is simply that you; (1) critically examine the enclosed questionnaire as well as the supplementary taxonomy upon which it has been constructed, and (2) send me a short written critique of same including any recommendations that you feel might help to improve its utility.

Should your interest in this project so move you as to request a copy of my research proposal and/or to submit additional information, opinions (etc.), please feel free to interact at your convenience. Any request or contribution will be greatly

appreciated.

For your convenience, I have enclosed a self-addressed, stamped envelope. Anticipating your early response, I extend my thanks in appreciation for your time and effort.

Yours truly,

Ed Braun

1 (204) 359-6761 (bus)
1 (204) (res)

EB/lf

13. How helpful were your high school teachers/counsellors in preparing you for college/university life? (check one):
 extremely helpful very helpful moderately helpful little help no help at all

14. How helpful are/were your instructors and/or counsellors at university or college? (check one)
 extremely helpful very helpful moderately helpful little help no help at all

15. List any clubs, organizations, teams (etc.) that you joined while attending college or university. _____
-

Part 2: Student Finance: "Affording Your Wants & Needs"

For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your financial situation:

- | | Always | Usually | Sometimes | Seldom | Never |
|--|--------|---------|-----------|--------|-------|
| 1. I have/had while attending college or university, enough money to pay for my tuition, books, and whatever school supplies I need. | [] | [] | [] | [] | [] |
| 2. I have/had enough money to eat, dress, and live comfortably. | [] | [] | [] | [] | [] |
| 3. I can/could afford the "extra" things that I want such as entertainment, hobbies or travel. | [] | [] | [] | [] | [] |
| 4. I know/knew how much money I have coming in and where I spend it. | [] | [] | [] | [] | [] |
| 5. I plan/planned ahead so that I have enough money to last. | [] | [] | [] | [] | [] |
| 6. I run/ran out of money. | [] | [] | [] | [] | [] |
| 7. I work(ed) and earn(ed) enough money "to get by." | [] | [] | [] | [] | [] |

- 8. I borrow(ed) money from my family or my friends. [] [] [] [] []
- 9. I need(ed) financial advice or help. [] [] [] [] []
- 10. I consider(ed) the money that I spend(t) as an investment in my future. [] [] [] [] []

Should you have any comments or concerns related to your financial situation, please do not hesitate to include them here:

Part 3: Academics: "Getting Through Your Program"

For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your program of studies.

- | | Strongly
Agree | Agree | Neutral | Disagree | Strongly
Disagree |
|---|---------------------------------------|-------|---------|----------|----------------------|
| 1. I knew enough about college/university rules, regulations and routines before coming. | [] | [] | [] | [] | [] |
| 2. I was prepared well enough academically to be able to handle my (college/university) school work. | [] | [] | [] | [] | [] |
| 3. I received adequate accurate information about college/university from my high-school teachers/counselors. | [] | [] | [] | [] | [] |
| | Always Usually Sometimes Seldom Never | | | | |
| 4. I understand/understood the things my instructors say as well as the things I have to read. | [] | [] | [] | [] | [] |

- | | | | | | |
|--|---------------------------------------|-----|-----|-----|-----|
| 5. I can/could express myself in writing. | [] | [] | [] | [] | [] |
| | Always Usually Sometimes Seldom Never | | | | |
| 6. I have/had problems speaking, discussing or asking oral questions in class. | [] | [] | [] | [] | [] |
| 7. I maintain/maintained a regular study schedule. | [] | [] | [] | [] | [] |
| 8. I study/studied in the library or some other place where I'm <u>not</u> / <u>was not</u> disturbed. | [] | [] | [] | [] | [] |
| 9. I study(ied) with people taking the same classes as I am/was. | [] | [] | [] | [] | [] |
| 10. To succeed at my program I require(d) academic advice or assistance. | [] | [] | [] | [] | [] |
| 11. The things that I learn(ed) in school will benefit me in later life. | [] | [] | [] | [] | [] |

Should you have any comments or concerns related to your schooling situation, please do not hesitate to include them here:

Part 4: Socialization: "Coping in a Different Environment"

While attending college or university you have/had time to yourself. For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your social life and/or your experiences outside the classroom environment.

- | | | | | | |
|--|---------------------------------------|--|--|--|--|
| | Always Usually Sometimes Seldom Never | | | | |
| 1. I attend(ed) activities and/or events sponsored by college/university groups such as socials, sporting events, lec- | | | | | |

	Always	Usually	Sometimes	Seldom	Never
tures, etc.	[]	[]	[]	[]	[]
2. I attend(ed) different places and events held in this community such as festivals, concerts, parks, etc.	[]	[]	[]	[]	[]
3. I keep/kept in touch with the native people in this community.	[]	[]	[]	[]	[]
4. I keep/kept in touch with family and friends from my "home town."	[]	[]	[]	[]	[]
5. I spend/spent time alone.	[]	[]	[]	[]	[]
6. I know/knew how to act in new situations.	[]	[]	[]	[]	[]
7. I know/knew what to do or where to go when I feel/felt threatened or in danger.	[]	[]	[]	[]	[]
8. I meet/met people who say or do things that make/made me feel uncomfortable.	[]	[]	[]	[]	[]
9. I meet/met people who are/were openly hostile or aggressive with me.	[]	[]	[]	[]	[]
10. I feel/felt as if I have/had no control over what is/was going on around me.	[]	[]	[]	[]	[]
11. My feelings about meeting new people and seeing new places are/were changing in a healthy, positive way.	[]	[]	[]	[]	[]

Should you have any comments or concerns related to your social life and/or how you are coping with your new environment, please do not hesitate to include them here: _____

Thank you for your patience and frankness in completing this questionnaire. Should you have any overall remarks, questions or concerns please jot them down on some kind of note paper or call me direct/collect at (res.) or 1-359-6761 (work).
Thanks again.

Taxonomy of Student Questionnaire

for
Former Frontier School Division Students

Part 1: Student History & Personal Data

Questions: 15

Purpose: To examine extrinsic factors helpful in; (a) characterizing the sample, i.e. drop-outs vs. continuing students, high school experiences, etc. and, (b) clarifying intrinsic perceptual responses given by students in parts 2-4.

Rationale for Questions Used
(Supplementary to Literature to be Advanced)

Question No.'s	Sample Inquiries Being Made
1-4	1. Does age, sex or responsibilities held by student contribute to retention
5 & 6	1. Do more university vs. college students drop out? 2. Does any particular post-secondary institution have an abundance of students and/or student drop outs?
7	1. Is there an ideal living environment?
8 & 9	1. Cross reference to Section 2 (Finances) 2. Is student reliant upon a native organization or other?
10-12	1. Cross reference to Section 3 (Education) 2. Does high school performance contribute to retention? 3. Does college/university performance contribute to retention?
13-14	1. Cross reference to Section 4 (Socialization) 2. Do teachers or counsellors make a difference?
15	1. Cross reference to Section 4 (Socialization) 2. Does activity/interactivity contribute to student retention?

Part 2: Finance: "Affording Your Wants & Needs"

Questions: 10

Rationale for Questions Employed

Variable	Question #	Factor Examined
scarcity of resources	1	- meeting school needs
	2	- meeting personal needs
	3	- fulfilling wants
management skill	4	- accounting
	5	- budgeting
	6	- wasting
self-reliance	7	- earning
	8	- borrowing
	9	- seeking help/dependence
value	10	- investing

Part 3: Academics: "Getting Through Your Program"

Questions: 11

Variable	Question #	Factor Examined
preparation	1	- acquisition of prior knowledge
	2	- high school preparation (academic)
	3	- high school preparation (counseling)
learning skills	4	- possessing intra-active learning skills
	5	- writing
	6	- possessing interactive learning skills
study habits	7	- managing time
	8	- utilizing optimal conditions
	9	- sharing
	10	- seeking assistance
value	11	- developing

Part 4: Socialization: "Coping in a Different Environment"

Questions: 11

Variable	Question #	Factor Examined
interactions	1	- bonding with post-secondary institution
	2	- bonding with college/university community
	3	- bonding with native community
	4	- maintaining "hometown ties"
	5	- spending time alone
security	6	- self-confidence
	7	- protecting self
alienation	8	- confronting covert hostility/aggression
	9	- confronting overt hostility/aggression
	10	- helplessness
value	11	- developing a "world view"

Ed Braun
Guidance Counsellor
Norway House High School
Norway House, Manitoba
ROB 1B0

March 25, 1985

Dear :

It looks as if I'm underway! Enclosed please find a copy of my revised questionnaire to be mailed out as soon as possible. Thanks to each of you listed below. I feel that the revisions made therein will serve my purposes quite well!

As you can see I have tried to accommodate your criticisms and/or concerns to the best of my ability--and, in retrospect, I am extremely grateful for your input.

Thanks again Joe Handley, Bernie Neufeld, Ken Paupanekis, Chet Tzarowski, Colleen Wiebel ("Frontierites"), and thanks George Desmonie, Mervin Moar (M.I.E.A.). Not to forget Sue Matusik and Buddy Loyie (University of Manitoba) or Del Garneau (Student Aid). Finally, thank you former Manpower Counsellor/Norway "Houser", Martin Voss. Your "times" have been appreciated.

In closing, should you have any last minute suggestions for revision please do not hesitate to give me a call at _____ or at _____ (in Winnipeg during the spring break).

I'll be in touch with my results.

Yours truly,

Ed Braun

EB/pk
Enclosure

Appendix 2
Post-Secondary Student Questionnaire

Ed Braun
Norway House High School
Norway House, Manitoba
ROB 1B0

128

April 11, 1985

Dear _____ :

Greetings!

As you can tell from the above I am a guidance counsellor who works for one of the high schools in Frontier School Division. I am writing you this letter to ask you to do me a favor which, I hope, will be of some value or help to the high school students in my school as well as other students throughout Frontier.

I am conducting a survey among former "Frontierites" who have attended college and/or university. I understand from Coleen Weibel that at one time or another you did enrol in such an institution and I would like you to share some of your college/university experiences with me (as well as others).

Enclosed is a questionnaire which I would like you to fill in--anonymously. It deals with some basic information about yourself as well as information concerning your experiences with money, schoolwork and just plain "getting along" while attending college or university. While most of the questions are of the "check-off" variety, there should be enough room to mark in your own comments which, I hope, you will feel free to include. Remember you are not required to give your name and should you wish to leave anything out--go ahead and leave the item(s) blank.

I intend to take your responses as well as the responses of others and report on the things which contribute to "staying in" and for "leaving" college or university. This report will be made available primarily to the high school students in Frontier who I know will benefit.

CAN YOU HELP?

Please take the time--maybe right now--fill in the questionnaire and mail it to me in the pre-addressed, stamped envelope. Thank you.

Yours truly,

Ed Braun
359-6761 (bus.)
(res.)

EB/pk
Enclosures

POST-SECONDARY STUDENT QUESTIONNAIRE

for
Former Frontier School Division Students

Part 1: Student History & Personal Data

Fill in or check off the appropriate blanks as required. Should you wish to withhold any information for whatever reason, feel free to leave the question blank.

1. Sex: _____ 2. Age: _____ 3. Marital Status (check one)
Single: _____ Married: _____ Other: _____
4. Number of dependent children (if any): _____
5. What college(s) or universities have you attended? _____

6. Estimate the length of time attending the above institution(s).
years: _____ months: _____
7. Check one of the following statements to describe your current college or university status: I withdrew and I will never go back: [] I withdrew but I will likely return: [] I am still registered and continuing my studies: [] I have successfully completed my program: []
8. Check one of the following to describe your living situation (while at college or university). renting (alone): [] sharing a rental unit: [] private home (not relatives): [] university/college residence: [] with a relative: [] other (specify): _____
9. Use check marks to indicate all sources of income that you have used as a student:
personal savings: [] part-time work: [] M.I.E.A.: [] ACCESS Pgm: [] parents: [] Band/Tribal Council: [] Manitoba Student Aid Pgm: [] Canada Manpower: [] MMF Bursary: [] Scholarship Award: [] Other (specify): _____
10. State (from above) what was your principal source of income:

11. Describe location(s) of your high school experience by checking the appropriate box(es).
in home community: [] F.C.I. residence: [] private home placement: [] other residential setting: [] other (specify): _____

12. Estimate your overall high school grade point average (check one).

A+	A	B	C	D	F
(90-100%)	(80-89)	(70-79)	(56-69)	(50-55)	(less than 50%)
[]	[]	[]	[]	[]	[]

13. Estimate your college/university overall average (check one).

A+	A	B	C	D	F
[]	[]	[]	[]	[]	[]

14. Recall different aspects of your "lifestyle" as a college or university student. Then recall the amount of help or support that you received from various people. For each of the following people, check the most appropriate box to describe the amount of help or support you received while attending school:

	extremely helpful	very	moderately helpful	little	no help at all
parents	[]	[]	[]	[]	[]
relatives	[]	[]	[]	[]	[]
friends	[]	[]	[]	[]	[]
high school personnel	[]	[]	[]	[]	[]
college/university personnel	[]	[]	[]	[]	[]
Frontier post secondary counsellors	[]	[]	[]	[]	[]
Others who were helpful (specify):	_____				

15. List any organizations, teams, clubs (etc.) that you joined while attending college or university. _____

Part 2: Student Finance: "Affording Your Wants & Needs"

For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your financial situation:

	Always	Usually	Sometimes	Seldom	Never
1. While attending college or university, I had enough money to pay for my tuition, books, and whatever school supplies I needed.	[]	[]	[]	[]	[]
2. I worried about having enough money to eat, dress and live.	[]	[]	[]	[]	[]

- 3. I could afford the "extra" things that I wanted such as entertainment, hobbies or travel.
- 4. I knew how much money I had coming in and where I spent it.
- 5. I planned ahead so that I had enough money to last.
- 6. I ran out of money.
- 7. I worked and earned enough money "to get by."
- 8. I borrowed money from my family or my friends.
- 9. I needed financial advice or help.
- 10. I considered the money that I spent as an investment in my future.

Should you have any comments or concerns related to your financial situation, please do not hesitate to include them here:

Part 3: Academics: "Getting Through Your Program"

For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your program of studies.

- | | Strongly
Agree | Agree | Neutral | Disagree | Strongly
Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I knew enough about college/university rules, regulations and routines before coming. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. I was prepared well enough academically to be able to handle my (college/university) school work. [] [] [] [] []
3. I received adequate accurate information about college/university from my high-school teachers/counselors. [] [] [] [] []
- Always Usually Sometimes Seldom Never
4. I understood the things my instructors said as well as the things I had to read. [] [] [] [] []
5. I could write essays and/or term assignments. [] [] [] [] []
- Always Usually Sometimes Seldom Never
6. I had problems speaking, discussing or asking oral questions in class. [] [] [] [] []
7. I maintained a regular study schedule. [] [] [] [] []
8. I had a place to study where I would not be disturbed. [] [] [] [] []
9. I studied with people taking the same classes as I was. [] [] [] [] []
10. I asked for academic advice or assistance. [] [] [] [] []
11. The things that I learned in school will benefit me in later life. [] [] [] [] []

Should you have any comments or concerns related to your schooling situation, please do not hesitate to include them here:

Part 4: Socialization: "Coping in a Different Environment"

While attending college or university you had time to yourself. For each of the following statements, please check the most appropriate box to describe your opinions concerning you and your social life and/or your experiences outside the classroom environment.

- | | Always | Usually | Sometimes | Seldom | Never |
|--|--------|---------|-----------|--------|-------|
| 1. I attended activities and/or events sponsored by college/university groups such as socials, sporting events, lectures, etc. | [] | [] | [] | [] | [] |
| 2. While going to school I went to different places such as festivals, concerts, parks, zoos, etc. | [] | [] | [] | [] | [] |
| 3. While going to school I made <u>new</u> contacts within the native community. | [] | [] | [] | [] | [] |
| 4. I kept in touch with family and friends from my "home town." | [] | [] | [] | [] | [] |
| 5. I spent time alone. | [] | [] | [] | [] | [] |
| 6. I dealt with issues or problems by myself. | [] | [] | [] | [] | [] |
| 7. I knew what to do or where to go when I felt threatened or in danger. | [] | [] | [] | [] | [] |
| 8. I met people who said or did things that made me feel uncomfortable. | [] | [] | [] | [] | [] |
| 9. I met people who were openly hostile or aggressive with me. | [] | [] | [] | [] | [] |
| 10. I felt as if I had no control over what was going on around me. | [] | [] | [] | [] | [] |
| 11. By attending college/university, my feelings about meeting new people and seeing new places | | | | | |

were altered in a
healthy, positive way. [] [] [] [] []

Should you have any comments or concerns related to your social life and/or how you are coping with your new environment, please do not hesitate to include them here: _____

Thank you for your patience and frankness in completing this questionnaire. Should you have any overall remarks, questions or concerns please jot them down on some kind of note paper or call me direct/collect at _____ (res.) or 1-359-6761 (work).
Thanks again!

Ed Braun
Guidance Counsellor
Norway House High School

Appendix 3

Letter of Thanks/Reminder to Students Surveyed

Ed Braun
Guidance Counsellor
Norway House High School
Norway House, Manitoba
ROB 1B0

May 24, 1985

Dear :

Greetings again!

If you recall I wrote you last month requesting that you (as well as a number of other former Frontierites) complete a questionnaire for me related to your experiences at college/university. I am happy to report that your responses to date have been terrific. However, there are a few questionnaires still outstanding and since your responses are anonymous I have no way of knowing who has replied and who has not yet replied. So . . . to those of you who have already responded, I thank you for your time and effort. To those of you who have not replied I humbly request that you complete the questionnaire as soon as you can and mail it to me at your earliest convenience. Your co-operation will be greatly appreciated.

Should you have any difficulties in filling this request, please do not hesitate to give me a call (collect) at anytime. Thanks again.

Yours truly,

Ed Braun
(bus.)
1-359-6549 (res.)

EB/sb

Appendix 4

Ethics Committee Proposal and Approval

FACULTY OF EDUCATION - ETHICS REVIEW FORM

Title of Project: A study of the factors relating to why former students of
Frontier School Division drop out or remain in post-
secondary programs

Investigator(s): Ed Braun

Date Submitted: January / 85

Location of Project: College / University Towns &/or Frontier School Division
Communities

Type of Project: faculty project _____
grant proposal _____
thesis M Ed. _____
class project _____
other (describe) _____

Description of Proposed Project (attach additional sheets, if necessary)

1. What is the purpose of the study?

a) Statement of the Problem:

This study will investigate the problem of student retention among post-secondary students who were graduates of Frontier School Division # 48.

Given that; (1) Approximately 75-80% of the population under study are of native ancestry and that, (2) research pertaining to native post-secondary students in general has shown that they are high-risk drop out candidates, the purpose of this study will be to describe some of the factors which contribute to why former Frontier students drop out or remain in post-secondary institutions.

This will be done via a student questionnaire (here with) which is designed to test 47 such factors. These factors have been identified in the literature and are classified in this study as pertaining to : (1) Student / personal history, (2) finance, (3) academics and (4) socialization.

b) Significance of the Problem:

Recent developments in Frontier School Division indicate that the division is clearly committed to affirmative action via the recruitment and/or matriculation of its post-secondary students. This study will; (1) inform, perhaps enhance program initiatives undertaken by Frontier and designed to assist these students, (2) assist the division in preparing its students for college / university experiences, (3) assist Frontier in defining roles and responsibilities of key personnel within the division who are currently with these students and, (4) provide information to the students themselves.

2. Who are the participants to be? How will these participants be recruited for the study? Describe the mechanisms by which they will be allowed to give informed consent.

All former Frontier students who can be identified as having entered a post-secondary institution between the fall of 1982 and the fall of 1984 will be surveyed. An estimated 200 students will be asked to participate in this study.

The post-secondary student advisor/counsellor for Frontier School Division will act as liason in this project. She will; (1) assist in identifying the students to be surveyed as well, (2) provide feedback to students ie: inquiries and/or results.

Consent to conduct this study among (former) Frontier School Division students has been granted by J.L. Handley, the Official Trustee and Superintendent for the division (see enclosed letter dated January 2nd/85).

3. Outline the procedures to be employed in the study. In particular, outline any instructions, stimuli or procedures, that will be used that might cause participants to experience anxiety, embarrassment, distress, or some other 'negative' state? Also, describe any deceptions to be employed in the study.

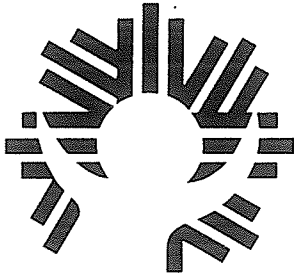
There are no deceptions incorporated into this study. I do not anticipate any student anxiety, embarrassment, distress, and/or any other "negative" state being induced as a result of student participation.

This study will be completely voluntary and conducted by mail, students will not be bribed and/or harassed to respond. Covering letters will accompany the questionnaire reinforcing these aspects of the study.

4. University policy specifies that participation should be an educational experience for the participants whenever possible. Therefore, this committee normally requires that subjects be fully informed of any deceptions, and of the nature of the study as soon as possible after participation. In addition, participants should normally have a summary of the major findings of the study (with appropriate explanations) delivered to them. What positive steps will you take in these regards? What information will be given to the participants, when and how?

With respect to the results of this study refer to the Significance section of the submission. All results will be made available to the participants (in particular) as well as to the division as a whole. This will be done via the post-secondary advisor/counsellor in the case of the former and through J.L. Handley with respect to the latter.

Any decision to publish and distribute the results in any format employed by Frontier School Division (ie: newsletter, Frontier Northener and/or curricular materials) will be left to the discretion of the Official Trustee J.L. Handley.



FRONTIER SCHOOL DIVISION NO.48

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DIVISION OFFICE

January 2, 1985

Mr. Ed Braun
Norway House High School
Norway House, Manitoba
ROB 1B0

Dear Ed:

I have reviewed your research proposal to study factors contributing to post-secondary drop-out by former Frontier School Division graduates. I have no objection at all to you administering the questionnaire to former students. If there is an opportunity, I would appreciate a chance to review the finalized questionnaire before it is sent out for replies.

If our post-secondary counsellors or any other staff can be of assistance to you, please feel free to contact them.

Good luck!

Yours

J.L. Handley
Official Trustee & Superintendent

/bcm

We, the undersigned, agree to abide by the ethical guidelines for human research adopted by the Board of Governors of the University of Manitoba and to carry out this project as described on this Ethics Review Form.

Principle Investigator

Faculty Supervisor *(11 student research)

- * - All student projects must be supervised by a faculty member.
- * - In the case of research courses, it is the obligation of the supervisor to ensure that ethical approval has been obtained.

For Ethics Committee Use:

Approved: _____

Date: February 4, 1982

OTE: "The Committee notes that the questionnaire will be returned anonymously; thus native individuals will not be differentiated from non-native."

Appendix 5
Summary of Student Anecdotes

Summary of Student Anecdotes Taken From
Frontier Post-Secondary Student Questionnaire

A. Students who have withdrawn and will not return:

1. Financial Anecdotes:

Everything was paid for directly, except bus fares, by the tribal council. The spending money was all I received, but so little, I couldn't afford anything. Exact amount \$57.00, 2 wks.

2. Academic Anecdotes:

Ontario were definitely ahead of Man. in Math. as they have Grade 13. I found calculus difficult. Were not used to study such quantity of material i.e. Biology--used to more tests in grade 12.

3. Socialization Anecdotes:

Course very heavy--little time left to socialize. I felt disappointed by Forestry degree course. Mostly theory in degree program. Felt I would not like to pursue this field.

B. Students who have withdrawn and will likely return:

1. Financial Anecdotes:

As a 1st year student and leaving a small community, receiving so much money at one time was sort of a shock. I tried a budgeting system but failed to stick with it.

The money I earned from employment I saved in order for my future education. I used my own money, never borrowed, and put myself through school.

I advise a student to definitely find a planned structure in which they are to spend their money because, out here it goes faster than you'll believe.

(The following comment is coming from my experience) In my opinion the financial situation for students in the program I was being sponsored by; that being the M.I.E.A. isn't enough for a student to live comfortably.

The money I had from prophets in my dope dealing was never enough, on my monthly pay on any other income. Prices in rent, food, clothing, etc are just too costly and not only did it effect the way I was used to living but also my schooling.

That who ever attends college or University that they should budget their money because you sometimes end up not having enough and spend too much.

Spent money foolishly, especially on alcohol or in the bars.

Any student planning to go to V.U. at Cranberry Ptge in the fall should pay there room and board monthly instead of all in one sum lump because they (student) could collect interest on it instead of Frontier.

Cut monthly checks in half and distribute them every 2 weeks.

2. Academic Anecdotes:

I went to school all year but the last month of classes I did not attend because I could not find a reliable babysitter. However, I am still writing my finals.

I really enjoyed the course for the short time I attended and I regret not being able to complete it, because it was pretty interesting. As for the schooling I was learning something new about the trade everyday and I know to this day that if I put more effort into the schoolwork part of the course that I could have recieved my papers in June.

A frontier student, I find really has none to turn to in university such as (a counsellor) for academic advice so concerns are usually addressed at a friend and sometimes they are not fully explained.

While I was attending college I was waiting for the birth of child which was born 10 Janury. So I wasn't able to pass some courses because of the time I took of of school.

I wasn't studying enough on my related subjects for this course. I couldn't keep up my marks for this matter, so I had to quit like that along with the personal problems I tried to deal with which I know I could of; but to this matter I would like to return but not to face the same problems but to get by the course as a regular Academic student trying to achieve a goal that you want.

Get better teachers.

Any one deciding to take university/college English should have English 300.

I felt very alone while going to school not enough guidance and help with problems encountered. I was often on a lot of stress.

3. Socialization Anecdotes

I think students from remote or northern communities should be encouraged to attend university or some institution. They have to realize that there is more to the world than their own little community.

When I was young I just wanted to get away from Grand Rapids and learn and meet people and because of my eagerness I found it easy to adjust to knew environments.

I felt that I could make alot of friends if I could start opening up and talking to people.

I knew what I was or might expect but, what I didn't know was the gigantic native community in Brandon and almost all are Sioux, alot of drunks, dopes, just "plain" junkies. And they hate Cree's.

My social life is that you meet alot of new people who are friendly and are looking for friends.

I didn't much of a social life because of my baby.

I met new people, but never saw new places, because I didn't last long enough for this course.

Its hard adjusting. You have so many places to go and things to do, your mind doesn't keep on school work.

Make new friends that you can relate to and try not to get to lonely about home, that it leaves you in a rut. It gets scary at first but later on you get used to it and start meeting new friends in the same position as you.

Today I know the problems and stress for univerity student especially native. You must control your drinking and you need alot of support and Guidance.

C. Students who are continuing their studies:

1. Financial Anecdotes:

I receive a bi-weekly student allowence on a single student basis and therefore, I never have to worry about starving or "getting by." I study at home.

I think a part time job is essential. I'm sure I would have run out of money without it.

Money is a big factor during x-mas, so I think bands or other sponsers should give more to students during the time.

Even with student aid, I sometimes found it difficult to save my money, as there were 'always' expenses to pay.

I realized that I should have budgeted more carefully, and I should have made sure I had money saved for any emergencies that came up.

My financial situation right now is what you will say not very good but I do get enough to get by after I pay for my expenses like rent, telephone bill, etc.

While in highschool, it should be emphasized to the students to save their money for their future needs as university.

I would advise other persons returning to post secondary schools to try their best to begin their education with no worries of bills etc. To try pay their bills before entering any program.

It pays, in the end, to budget yourself accordingly to your financial situation.

This year I had no financial difficulties because I got alot of hlep from parents/family, and also I earned \$150.00 per month in Melita. Also I rec'd a \$740.00 bursary. I expect that next year I'll have to budget more, unless I save alot this summer.

When I waited for student aid to finalize my loan and busary I had a lot of financial problems and I could not keep up with my bills. I'm still in debt from being on campus. I think student aid should rush all loans and busaries. The Students' should apply well in advance.

I managed to survive on the fixed income from the bursary I received but basically the amount was only sufficient for monthly expenses--rent, telephone, groceries with very little left over for incidentals. It was very difficult to set up a household with this limited income and difficult to save any money.

I feel a person has to be mature if handling their money if they always want some. You can't be spending it on wants, but on the more important things like: rent, food, etc.

It was important to learn to budget. Something more young people who are newly attending college and/or university students fail to know.

Access gives enough money to survive on. It requires budgeting to get you through otherwise I'm broke before the next pay day rolls around. However, if one gets the chance, Access is the best and first place to apply for funding.

I worked every summer since I was 12 yr. old. 1st yr. University I spent \$6,500; \$4500 was my own, the rest was my parents. The second year was about the same. \$5,000 was my own.

You have to budget very carefully. Put all money for tuition, books, rent (I didn't have to pay), phone bills and then for enjoyment, but use the money wisely, too many of my friends ran out in November. Spent too much on bars, clothes, good times.

That government financial help is limiting and costly via loans, bursary(s) should be higher I feel with rising cost of living, all aspects.

I made a budget for my money at the beginning of the year and usually stuck to it. I did find, however, that there were a few things which I didn't plan for. All my basic necessities were taken care of as a priority. The extras came okay, but I had to cut down on them near the end of the year.

2. Academic Anecdotes:

I had been out of the school system for a year, and getting back into essay writing and studying was very hard. There was no real help available for this.

As far as question #2 goes, my academic background when I first came out here was totally inadequate.

High school did not equip me with the knowledge to get through my program or to deal with people and situations that I encountered, however, because I was soon aware of my disadvantage I taught myself these skills in long hours of work.

I think that K.C.C. is the big thing that changed my life. It small and get to meet just about everyone, including the teachers. I'm saying this cause I've been in Red River College which I didn't like.

I feel that, if I had disciplined myself better and put more effort into studying, that my marks would have been much better. I did not realize before hand that the classes would be strictly lectures and that all of your work and any problems you had would be done on your own time, out of class. I did find the majority of my professors very helpful. The labs also helped to clarify class lectures.

At times classes can be stressful and difficult depending upon degree of difficulty. Professors demands vary with each course so should your attention and efforts. Also due to techniques, language or communication problems say of having a foreign prof you may have even more understanding and comprehensive problems.

When you need help, the profs will ALWAYS help. I was taught you are only a number in university, but that's not true, they'll help if you need it, but you'll have to ask. Also, a good study program for yourself is good. It's hard to do, but it helps later.

The biggest problem encountered was people thought that what was being taught was a lot of "bullshit". Even people who were camp foremen for Great Lakes pulp & paper & Manfor. The thing is you need the paper. The information ties in after the second year. Because of the diversity in the industry. The job you apply may have very little to do with forestry. To work in forestry the greatest accomplishment in setting up your own company. Cut & skid, planting, thinning. If you work for a company you pull in 24,000-\$34,000. If you are anything special you may make more. If you run your business properly you can easily make more but it takes time, work, & dedication.

The biggest problem upon coming to university is discipline. Even with excellent background in high school, it is so easy to sit back and not work consistently with your studies.

Since I was out of school for a few years it was necessary to become familiar with usage of the english Language!

I very large classes so there were not very many assignments or oral discussions.

I found the university experience very different from high school. I was not prepared for the great increase in work required by the university courses. Also, I don't feel I was adequately informed or prepared by high school & staff of what university entailed. The first year I attended I was so at a loss that I ended up dropping out. I returned the next fall however and because I knew what to expect I fared far better.

Any student who plans to attend university on campus should be prepared for the work load and the person should be prepared to spend a lot of time studying. I had to learn the hard way by suffering through university without spending time on my assignments.

Basically, the problem you have to overcome is being able to sit down and actually doing the work. It's the only way you learn.

Going to IUN, in the north, makes university all that much easier.

Sometimes it is difficult to try be a part of a University, due to its immenseness, and the many students. You feel relief to see at least 1 familiar face a day. You do not feel so alone.

I feel that the Access (U of M) program is designed to "burn-out" students because the students are required to go to classes all year round. As a result of the pressure of having to go to school all the time, many students fail. When the student fails, he gets cut off from Access and a spot is available for another applicant. This way the Access program and/or the governments (Prov/Fed) can make themselves look good because they are giving opportunities to so many northerners. In fact, what they may be doing is setting up these "fortunate selects" to fail.

It is important for students who will be attending university or college to keep up with their readings and class work. It is very easy to procrastinate.

3. Socialization Anecdotes:

1st year was a great experience and a positive personal growth. Looking forward to university in the Fall at U. of W. Inter-Universities north was a definite asset.

I regret not getting more involved in activities such as sporting events, socials, lectures etc. I would like to encourage all students to get involved.

Attending college away from "home" had a very heavy personal affect on me. I was very lonely & homesick and often felt like dropping all and going home. I found it helps very much to stay with a friend & meet new ones.

I knew quite a few people in Winnipeg before I started University (as I went to High School there). I also had relatives there that gave me support and made it easier to cope at times.

I am coping with my new environment very easily. It's a change of environment than my home town but its very easily to adjust and get familiar with this setting.

Priorities must be firmly established in the student's mind. Courses demand much time and effort and going to socials all the time cuts into the study time. Goals must be set up and worked towards which are obtainable.

I made a lot of new friends here through people I've known before and also on my own. One, in particular, helped me to adjust to university life and helped "orient" me as to where things were on campus, and a lot of the services offered to students.

Personally adapting to a University lifestyle was slightly difficult at times. Timing altogether is crucial such as time for school and personal times. Recreational and even economic endeavours must be spaced with care.

You met more new people and they can be really nice. Social life in university is great. Studying is why you are here but you can't stay home all the time. Coping with the environment, you miss home, but you get used to it.

It is best to meet you classmate, get to know them well (get on the freindly side) they often profid the greatest help when in problems.

Even if one is anxious to leave home and not return to their community (because they usually hate their own community) they will find themselves alone in a big city with only a few friends around. So it is important to keep in contact with friends and go out with them now and then. The worst thing to do is to isolate yourself from family and friends. I know a few who quit because the city "got to them." It probably wouldn't have if they were more positive and kept closer contacts with old or new friends.

I have learned that prejudice is a social inferiority complex. I have learned to deal with it.

It was very easy for me to adjust to the change because I realized when I started I wanted the change. I also feel I needed a new environment to widen my views & feeling about my future.

With continued exposure to new people and experiences I have gradually come to be able to cope effectively with them. As I gained confidence over my studies I gained confidence in the social aspects of university life.

I think a person should make an effort in finding friends because they really help out a lot. The people I met were already on campus for a year so they were real helpful and they gave me advice in what courses to take and what should be studied for.

It's difficult being in a place for the first time where you don't know anyone, but after awhile you meet people and find friends. You also meet a couple of a__holes as well.

I found going to IUN in Cranberry a very refreshing and good outlook on returning to University. You know what's going to happen, now, in real universities.

Living in the city and living in the country are vastly different. There may be more to do in the city but you have to spend more money to do it. You must be able to cope, not only financially, but socially as well.

Advise students to stay from the bars!

It is important to give yourself time away from studying, but it is also important to have most or all of your studying done before you go socializing. University is not hard as long as you keep up with the readings and studying. University is a place to learn as well as a place to meet new exciting people. I feel you must want to go to University in order to succeed. I strongly suggest University to any students who want to get the most out of life. University does have it's ups and downs, but if you look at anything else they also have ups and downs. I hope I encouraged more students to attend University or College.

D. Students who have completed their programs:

1. Financial Anecdotes:

I saw to many other students blow the money they had and end up going home or quitting school to work.

I didn't have a job while attending college, but I did have a summer job always--to save up for the following year, etc.

Money was the prime concern while attending college.

As high school student I worked for my savings which I spent as well as much money given to me by my parents and boy-friend (who took me out instead of 50/50) and I am not a money spender--only essentials. When applying for bursaries etc. one needs to know parent's \$ status. Why? If student on own, in new community, why can he/she not apply with only their financial status?

2. Academic Anecdotes:

The college that I attended was excellent. I would recommend KCC to any student who wants to attend College.

For myself, I find it very hard to sit and study. I usually tend to study 3-4 days before an exam with upkeep of assignments throughout course.

3. Socialization Anecdotes:

I found it difficult at first--living in the city--but once you meet some friends who are in the same situation as you are--it was much easier and I really learned to enjoy myself.

When I attended college, I never encountered any situation that I could never handle, however attending college in another province took a little getting used to.

I found my social life allowed me to communicate/relieve feelings I had bundled inside. It was a way of letting me go free. Which one needs, especially if he/or she lives in a residence connected to the school. If I had my way, and money I would live in residence for 1 yr. then move out into apt. (meanwhile, continuing with programme).

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