

PATTERNS AND TRENDS OF UNIVERSITY
ACHIEVEMENT OF INDIAN GRADUATES

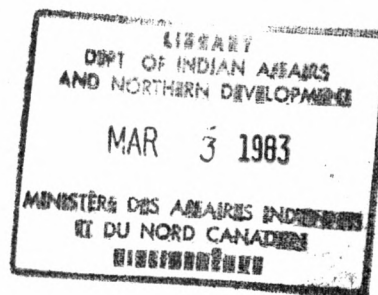
BY: DEBORAH G. MARTIN

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ACHIEVEMENT OF INDIAN GRADUATES

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PATTERNS AND TRENDS OF UNIVERSITY
ACHIEVEMENT OF INDIAN GRADUATES

1. INTRODUCTION

To date there has never been a statistical examination of the patterns and trends of university achievement among registered Indians based on the data contained in the Indian and Inuit Graduate Register. This report will analyse graduates according to their type of degree, specialization, year of graduation and sex. The analysis will also include the distribution of graduates by their band location (urban, semi-urban, rural and remote) and the distribution of bands with and without graduates for Canada and regions. The results are analysed at the Canada and regional levels of aggregation.

2. DATA SOURCES AND NOTES

The Indian and Inuit Graduate Register, 1977 serves as the data source for this analysis. It contains a list of university graduates, and graduates receiving diplomas and certificates in such areas as teaching, nursing and technical studies. This register excludes graduates from other types of post-secondary programs such as vocational studies, continuing education programs, etc.

The Graduate Register 1977, provides the following information on each graduate: degree, specialization, year of graduation, institution attended, sex, and band membership.

However,, the Graduate Register does have some problems with completeness. In about 26 per cent of the cases, year of graduation, specialization or both were missing. In order to increase the completeness of the list, letters were sent to various universities to update the data source. Thus, the percentage of all graduates with incomplete data was reduced from 26 per cent to 16 per cent.

The location of each band has been classified as urban, semi-urban, rural and remote. These terms are explained as follows:

1. Urban -- Has significant land in or contiguous with an urban centre (a centre of 10,000 population and over was assumed to present the economic characteristics of an urban centre).
2. Semi-Urban Band -- Is located within a commuting distance of 40 miles where good all-weather roads are available.
3. Rural Band -- Consists of other bands (where commuting distance is over 40 miles) located within the Canada Land Inventory boundaries and having reasonable means of transportation (at least one road).
4. Remote Band -- Includes (a) all bands not located within Canada Land Inventory boundaries, and (b) all other bands within the C.L.I. boundaries, but considered as lacking reasonable means of transportation.¹

¹ "Economic Classification Indian Bands of Canada," Development Services Division, Indian-Eskimo Economic Development Branch, Department of Indian and Northern Affairs, December 1973.

Finally, the Indian graduates include all those living on and off reserves and settlements.

3. FINDINGS

3.1 Size and Growth in the Number of Graduates

According to the Indian Graduate Register, from 1934 to 1977, a total of 1,096 Indian students are listed as having received university degrees or diplomas between 1934 and 1977 (see Table 1). The total number of Indian graduates listed from 1934 to 1977 represents 0.7 per cent of the population 18 years and over as of 1977.

As a comparison, the ratio of Canadian graduates to the total eligible population in 1977 alone represented 0.6 per cent. It is evident that over the 43 year time span, the ratio of Indian graduates to total population 18 and over is equivalent to the Canadian graduate ratio for just one year.

Over time, the number of Indian graduates has increased. Chart I illustrates the number of Indian graduates in Canada for the time periods 1934-49, 1950-59, 1960-69, and 1970-77. As evident there is a gradual increase from 1934-49 to the 1960-69 period and a sharp increase during the 1970-77 time period. The Graduate Register indicates there were only 23 graduates between 1934 and 1949, however, by the 1970-77 period there were 724 graduates.

To illustrate the increase more clearly, Chart 2 shows the number of graduates for each year from 1970 to 1977. Again the increase in number of graduates is evident, but not until the mid-70's where there is a sharp increase from 73 graduates in 1974 to 170 in 1975, an annual increase of 133 per cent. Since then, the annual numbers of graduates have been greater than 140.

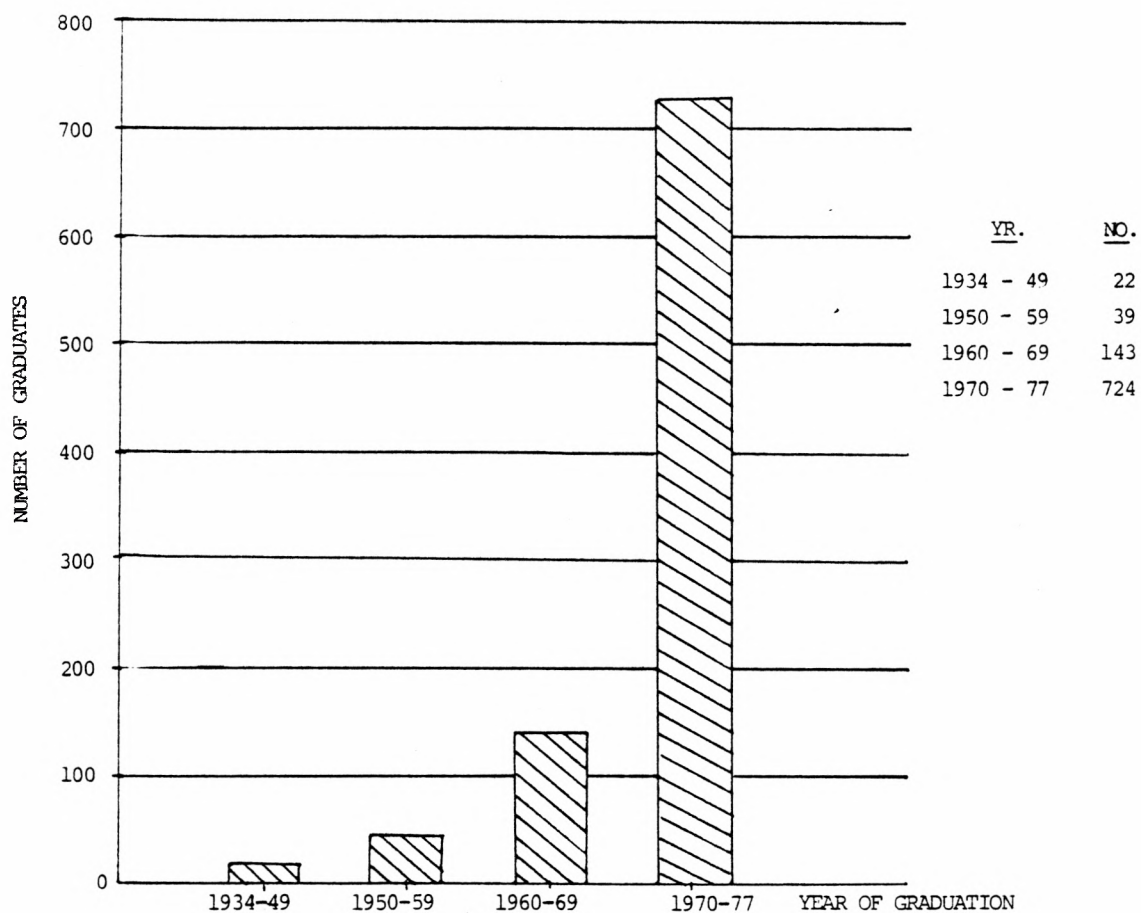
TABLE 1 - REGISTERED INDIAN GRADUATES BY REGION AND
CANADA

REGION	GRADUATES	
	N	%
MARITIMES	55	5.0
QUEBEC	196	17.9
ONTARIO	427	38.9
MANITOBA	122	11.1
SASKATCHEWAN	114	10.4
ALBERTA	71	6.5
BRITISH COLUMBIA	95	8.7
YUKON	3	.3
NORTHWEST TERRITORIES	13	1.2
CANADA	1,096	100.0

Source: The Indian and Inuit Graduate Register 1977,
Education and Cultural Support, Indian and
Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs
Program, D.I.A.N.D., 31-8-79.

CHART 1 - INDIAN GRADUATES, CANADA, 1934-49, 1950-59, 1960-69 AND 1970 TO 1977¹

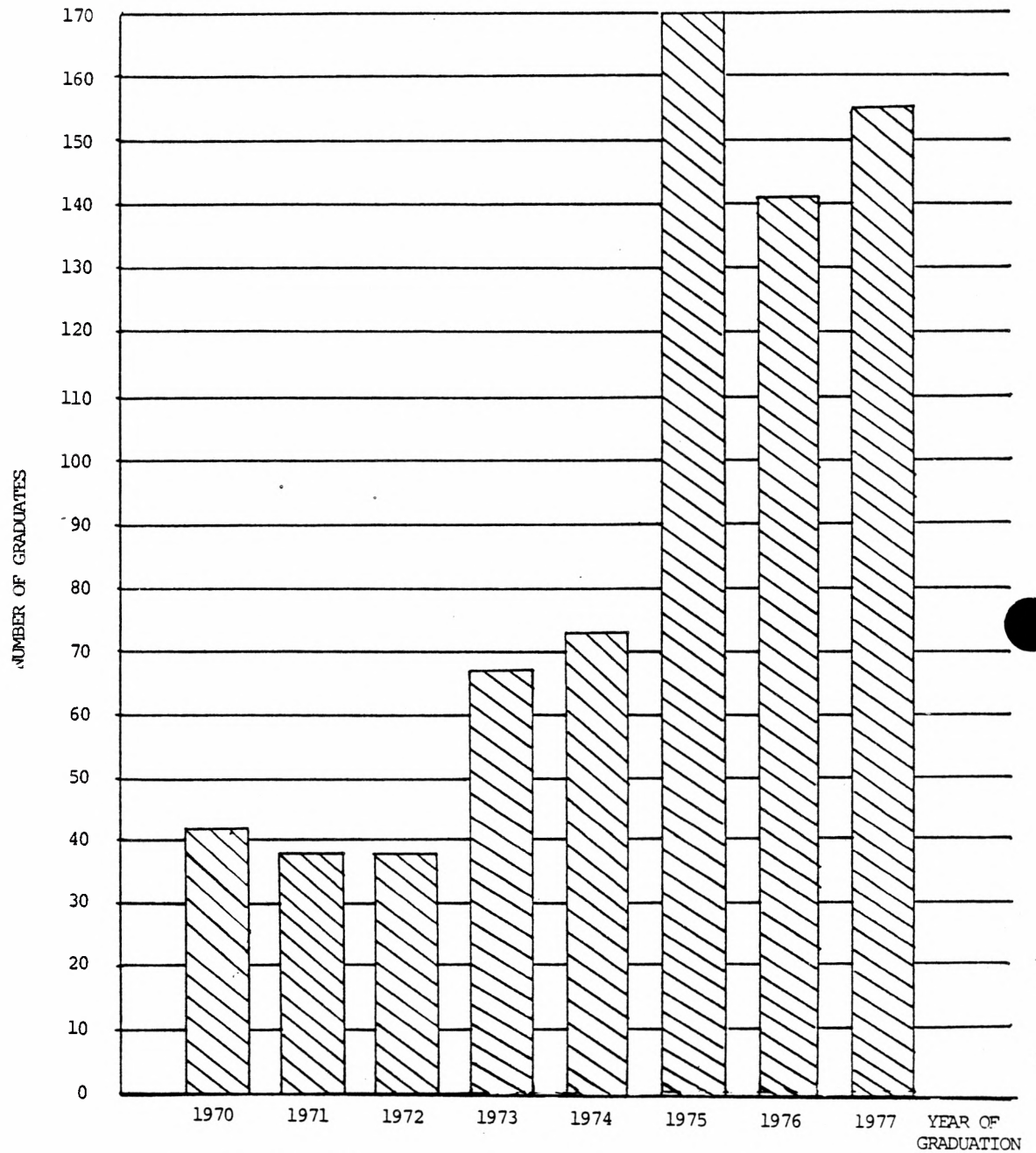


¹Total excludes 168 Indian graduates with unknown year of graduation.

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

CHART 2 - INDIAN GRADUATES, CANADA, 1970 TO 1977



Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

3.2 Distribution of Graduates by Region and Band Location

In Table 1, the distribution of Indian graduates by region is also illustrated. The greatest concentration of graduates are found in central Canada. Ontario and Quebec account for 56.8 per cent of all graduates. Ontario has 427 or 38.9 per cent of the total number of graduates, the largest number in Canada. Quebec's performance, given its population size relative to the other regions, is much better in terms of the number of graduates. It has both the second largest number and percentage of graduates with 196 or 17.9 per cent. The Western provinces (Manitoba, Saskatchewan, Alberta and British Columbia) show substantially lower percentages. For example, British Columbia represents only 8.7 per cent of all graduates even though it has the second largest population among all regions. The Maritimes, Yukon and North West Territories have under 10 per cent of the total graduates.

Out of 573 bands in Canada, there are 231 or 40 per cent who have graduates listed in the Graduate Register while 342 bands or 60 per cent have no graduates listed (see Table 2). British Columbia and Ontario have the largest total number of bands, 194 and 115, respectively; therefore, it is not surprising that these two regions in comparison with the other regions also have the most number of bands with graduates, 48 and 49 respectively.

Quebec has the largest percentage of its bands (61.5 per cent) with graduates. The Maritimes, Manitoba, Saskatchewan and Northwest Territories each have over 50 per cent of their bands with graduates. By contrast, over 50 per cent of the bands in Ontario, Saskatchewan, Alberta, British Columbia and Yukon regions have no graduates. Interestingly, although British Columbia has the second largest number of bands with graduates compared to other regions, within its own region the number of bands with graduates represents only about 25 per cent of all bands in the region.

TABLE 2 - INDIAN BANDS WITH AND WITHOUT GRADUATES BY REGION AND CANADA

REGION	NUMBER OF BANDS				TOTAL BANDS
	WITH GRADUATES		WITHOUT GRADUATES		
	N	%	N	%	
MARITIMES	16	55.2	13	44.8	29
QUEBEC	24	61.5	15	38.5	39
ONTARIO	49	42.2	66	57.8	115
MANITOBA	33	57.9	24	42.1	57
SASKATCHEWAN	34	50.0	34	50.0	68
ALBERTA	15	36.6	26	63.4	41
B.C.	48	24.7	146	75.3	194
YUKON	3	21.4	11	78.6	14
N.W.T.	9	56.2	7	43.8	16
CANADA	231	40.3	342	59.7	573

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

Table 3 illustrates the distribution of Indian graduates by band location. Urban bands account for the largest percentage of all graduates with 35.6 per cent while remote bands have the smallest with only 16.1 per cent of all graduates. The rural and semi-urban bands represent 27.0 per cent and 20.3 per cent of the total graduates, respectively.

The distribution of bands by location with and without graduates is shown in Table 4. The only band location category which has over 50 per cent of its bands with graduates is the urban category. Bands located in each of the other categories, semi-urban, rural and remote had under 50 per cent of their bands with graduates.

It should also be noted that the majority of bands in Canada are rural (Table 4). Consequently, rural bands have the largest number of bands with graduates but also the largest number of bands with no graduates.

3.3 Distribution of Graduates by Sex

The distribution of graduates by sex over time is illustrated in Table 5. The time span is classified into four categories: 1934-49, 1950-59, 1960-69 and 1970-77. The time period 1970-77 is further classified into single years.

There are more female graduates than male graduates (Table 5). Females represent 60.4 per cent of total graduates and males only 39.6 per cent with the exception of the time period prior to 1950. In each of the other time periods as well as in each of the single years between 1970 and 1977, female graduates out-numbered male graduates.

TABLE 3 - DISTRIBUTION OF INDIAN
GRADUATES BY BAND LOCATION

BAND LOCATION	DISTRIBUTION GRADUATES	
	N	%
URBAN	390	35.6
SEMI-URBAN	223	20.3
RURAL	296	27.0
REMOTE	177	16.1
NO BAND LISTED	10	0.9
TOTAL	1,096	100.0

TABLE 4 - DISTRIBUTION OF INDIAN BANDS WITH/WITHOUT GRADUATES FOR CANADA BY
BAND LOCATION

BAND LOCATION	NUMBER OF BANDS				TOTAL BANDS
	WITH GRADUATES		WITHOUT GRADUATES		
	N	%	N	%	
URBAN	28	56.0	22	44.0	50
SEMI-URBAN	53	45.3	64	54.7	117
RURAL	88	36.4	154	63.6	242
REMOTE	62	37.8	102	62.2	164
TOTAL	231	40.3	342	59.7	573

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural
Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D.,
31-8-79.

TABLE 5 - DISTRIBUTION OF INDIAN GRADUATES BY SEX IN EACH TIME PERIOD,
1934-49, 1950-59, 1960-69 AND 1970-77

YEAR	MALE GRADUATES		FEMALE GRADUATES		TOTAL
	N	%	N	%	N
1950	11	50.0	11	50.0	22
1950-59	15	38.5	24	61.5	39
1960-69	58	40.6	85	59.4	143
1970	15	35.7	27	64.3	42
1971	18	47.4	20	52.6	38
1972	12	31.6	26	68.4	38
1973	29	43.3	38	56.7	67
1974	36	49.3	37	50.7	73
1975	66	38.8	104	61.2	170
1976	48	34.0	93	66.0	141
1977	66	42.6	89	57.4	155
TOTAL 1970-77	290	40.1	434	59.9	724
YR. UNKNOWN	60	35.7	108	64.3	168
TOTAL	434	39.6	662	60.4	1,096

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D.,
31-8-79.

3.4 Distribution of Graduates by Type of Degree

Table 6 illustrates the distribution of Indian graduates by degree-type. The Graduate Register contains twenty-two various degrees or diplomas with which 662 females and 434 males graduated. As can be seen from the table, the most common degree-type granted is the Certificate for teaching, nursing, mechanical and education areas of study with 322 graduates or 29.4 per cent of all graduates. The second most common degree is the Bachelor of Arts (B.A.) with 216 graduates or 19.7 per cent followed by Bachelor of Education (B.Ed.) and Registered Nurse (R.N.) with 119 or 10.8 per cent and 118 or 10.8 per cent, respectively (see Table 6).

Out of the 22 degree-types listed, females out-number males in five areas of study: B.Ed., R.N., Certificate, Teachers College and Diploma. The greatest concentration among all female graduates (228 or 34.4 per cent) is found in the Certificate degree-type, followed by the R.N. degree-type with 113 female graduates, or 17.1 per cent (see Table 6).

Among all male graduates the greatest concentration is in the B.A. degree with 25.6 per cent. Males out-number females by two to three times in the following degree areas, although the number of graduates in these areas is quite small, i.e. 15 or less: Law (L.L.B.), Medicine (M.D.), Bachelor of Theology, Commerce and Engineering. Thus, it would appear that in percentage terms males graduate from a broader range of degree-types than females.

3.5 Graduates by Degree-Type and Sex over Time

Percentage distributions of degrees according to the sex of the graduate for the time periods before 1970 and 1970-77 are illustrated in Table 7.

TABLE 6 - DISTRIBUTION OF ALL INDIAN GRADUATES BY TYPE OF DEGREE AND SEX
FOR ALL TIME PERIODS

DEGREE	MALE N	FEMALE N	TOTAL N	MALE %	FEMALE %	TOTAL %
B.A.	111	105	216	25.6	15.9	19.7
B.Ed.	53	66	119	12.2	10.0	10.8
R.N.	5	113	118	1.2	17.1	10.8
B.Eng.	10	0	10	2.3	-	0.9
B.Sc.	38	32	70	8.8	4.9	6.4
Certificate ¹	94	228	322	21.7	34.4	29.4
Teacher College	19	52	71	4.4	7.9	6.5
Diploma	19	43	62	4.4	6.5	5.6
Masters	24	15	39	5.5	2.3	3.5
B.Sec.Art.	1	1	2	0.2	0.1	0.2
B.Comm.	9	1	10	0.2	-	0.9
B.Recreation	3	1	4	0.7	0.1	0.4
M.D.	10	1	11	2.3	0.1	1.0
B.Theology	10	2	12	2.3	0.3	1.1
C.G.A.	3	0	3	0.7	-	0.3
D.D.S.	2	1	3	0.5	0.1	0.3
B.Phys.Ed.	4	1	5	0.9	0.1	0.4
L.L.B.	14	0	14	3.2	-	1.3
D.V.M.	1	0	1	0.2	-	0.1
L.L.D.	2	0	2	0.5	-	0.2
Ph.D.	1	0	1	0.2	-	0.1
B.Dentistry	1	0	1	0.2	-	0.1
TOTAL	434	662	1,096	100.0	100.0	100.0

¹ Includes nursing, mechanical, teaching and other education areas of study.

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D.,
31-8-79.

In the 1934-69 time period, the majority of degrees were male dominant with the exception of R.N., Certificate, Teacher's College and Masters degrees. Since 1970, females have graduated from a broader range of degrees than they did prior to 1970 and some of which were formally male dominant. However, male graduates have also demonstrated a shift into a broader range of degree-types from before 1970 to the 1970-77 period.

Before the 1970 time period the Certificate degree-type had the highest percentage of all graduates with 36.3 per cent. Also in the 1970-77 time period the Certificate graduates have the largest percentage share of graduates with 27.9 per cent. However, it is evident that the percentage share of graduates with this degree-type has decreased in the 1970-77 time period compared to the before 1970 time period. This shift seems to be accounted for by the shift in the percentage share of female graduates with Certificate degrees. Before 1970 there were 47.5 per cent females with Certificates and after 1970, their share declined to 31.1 per cent, while among male graduates, their percentage share with this degree-type stayed almost constant before and after 1970. This implies that females are entering and graduating from a wider variety of degree types particularly in the 1970-77 time period as compared to the before 1970 time period (See Table 7).

As a result of females graduating from a greater variety of degrees, there has been a significant decrease in the percentage distribution of females in the once female dominant degree-types. For example, 24.2 per cent of the female graduates had R.N. degrees before 1970 and by the 1970-77 period, their percentage share had decreased by more than half to 11.8 per cent.

TABLE 7 - PERCENTAGE DISTRIBUTION OF DEGREES BY SEX¹ OF INDIVIDUAL FOR
TIME PERIODS 1934-69 AND 1970-77

DEGREE	MALE		FEMALE		TOTAL	
	1934-69	1970-77	1934-69	1970-77	1934-69	1970-77
B.A.	21.4	28.7	3.3	19.6	10.8	23.2
B. Ed.	20.2	11.4	3.3	12.4	10.3	12.0
R.N.	1.2	0.7	24.2	11.8	14.7	7.3
B. Eng.	4.8	1.0	-	0.2	1.9	0.6
B. Sc.	9.5	7.2	10.0	4.1	9.9	5.4
Certificate	20.2	23.1	47.5	31.1	36.3	27.9
Teacher College	-	4.1	7.5	7.6	4.4	6.2
Diploma	-	6.2	-	9.7	-	8.3
Masters	2.4	6.2	3.3	2.3	2.9	3.9
B. Sec. Arts.	-	0.3	-	0.2	-	0.3
B. Comm.	2.4	2.4	-	-	0.9	0.9
B. Rec.	-	0.7	-	0.2	-	0.4
M.D.	5.9	0.7	-	-	2.4	0.3
B. Theology	3.6	2.1	-	0.5	1.5	1.1
C.G.A.	2.4	-	-	-	0.9	-
D.D.S.	1.2	0.3	-	0.2	0.5	0.3
B. Phys. Ed.	-	1.0	0.8	-	0.5	0.4
L.L.B.	3.6	3.1	-	-	1.5	1.2
D.V.M.	1.2	-	-	-	0.5	-
L.L.D.	-	0.3	-	-	-	0.1
Ph.D.	-	0.3	-	-	-	0.1
B. Dentistry	-	-	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

¹Total excludes 168 graduates for which no year of graduation is indicated.

Source: The Indian and Inuit Graduates Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

Before 1970, the percentage share among all male graduates with B.A. and B.Ed. degrees was considerably higher than that among all female graduates, namely about 20 per cent in both degree-type among males compared to only 3 per cent among all females.

However, after 1970 both the male percentage share and female percentage share with B.A. degrees increased, where the females share increased six-fold, while the males increased by only one-third. Among B.Ed. degrees, the percentage of female graduates with such degrees increased four-fold, while that among males declined by almost 50 per cent.

The Graduate Register lists no female graduates with L.L.B. (law) degrees up to 1977. However, Indian females are, in fact studying law and several (estimated at five, at least) have graduated, but for a number of possible reasons such as declining to be listed, they are not listed in the Graduate Register.

It is interesting to note that before 1970, there were no graduates in the Diploma-type degree, (e.g. teaching, nursing) whereas after 1970, 6.2 per cent of the male graduates and 9.7 per cent of females graduate had received such diplomas (mostly in Quebec).

The trend most evident in Table 7 is the significant shift of female graduates to a wider variety of degree-types from once female dominant degree types.

3.5 Distribution of Graduates by Selected Specializations

Out of the 22 degree-types listed in the Graduate Register 1977, 9 specializations were selected for analysis according to distributions of graduates by sex and change over time.

The specializations were selected to demonstrate the change over time in some of the more traditional specializations beyond secondary school such as education and nursing as well as some of the new areas of study being pursued by Indian people such as social services, Native studies, engineering, etc.

Table 8 illustrates Indian graduates by selected course specializations showing percentage changes for the time periods, before 1970 to 1970-77. The percentage changes shown indicate marked increases over time. As can be seen, the social service specialization has increased the number of graduates fifteen fold. The "other education" category which includes such study areas as counsellors, special education and early childhood education, indicates a seven fold increase in the number of graduates from the before 1970 period to the 1970-77 period.

Although the teaching specialization has the largest number of graduates for both periods before 1970 and 1970-77, the percentage change has increased only two fold in comparison with the other specializations. Engineering, theology and nursing show marked percentage increases in the number of graduates, but not as marked as the increase among those specializing in law, business, other education degrees or social services.

There were no graduates listed specializing in Native studies prior to 1970, although there were 22 graduating with this specialization between 1970 and 1977. This is more than likely a result of the recent development of such programs, rather than a lack of interest among Native people to specialize in Native studies.

TABLE 8 - INDIAN GRADUATES BY SELECTED COURSE
SPECIALIZATION SHOWING PERCENTAGE CHANGE
FOR THE TIME PERIODS 1934-69 TO 1970-77

SPECIALIZATION	1934-69	1970-77	PERCENTAGE CHANGE
	N	N	%
SOCIAL SERVICE	2	33	1,550.0
OTHER EDUC. DEGREES ¹	6	45	650.0
BUSINESS	5	20	300.0
LAW	3	9	200.0
EDUC. TEACHING	101	293	190.1
ENGINEERING	4	9	125.0
THEOLOGY	6	10	66.7
NURSING	39	60	53.8
NATIVE STUDIES	-	22	-

¹Other Education Degrees include the following areas of study, Councillors, Special Education, Early Childhood Education.

Source: The Indian and Inuit Graduate Register 1977,
Education and Cultural Support, Indian and
Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs
Program, D.I.A.N.D., 31-8-79.

Percentage distributions of graduates within selected specializations by sex for the time periods, 1934-69 and 1970-77, are illustrated in Table 9. Before 1970, the majority of graduates were male. However, in the 1970-77 time period, there was a substantial increase in the number and percentage share of female graduates within some of the selected specializations.

Before 1970, the only two female-dominant specializations were teaching and nursing with 69.3 per cent and 97.4 per cent respectively and no significant change is observed after 1970. However, females graduated from other specializations such as Theology (40.0 per cent), Business (15.0 per cent) and Engineering (11.1 per cent) in the 1970-77 period which were previously male-dominant.

Other education degrees and social service specializations both had equal distributions of male and female graduates before 1970. In the 1970-77 time period, both of these specializations increased in percentage of females and decreased in percentage of male graduates.

Although there is an increase in the percentage and number of female graduates, male graduates still out-number female graduates in such specializations as theology, business, engineering, law and native studies.

It has not been until very recently that Native studies programs have been implemented in universities and as evident in Table 9, it has attracted male students more so than females.

TABLE 9 - PERCENTAGE DISTRIBUTION OF GRADUATES BY SEX WITHIN SELECTED SPECIALIZATIONS FOR THE TIME PERIODS , 1934-69 AND 1970-77

SPECIALIZATION	1934-69			1970-77		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
	%	%	%	%	%	%
EDUCATION						
TEACHING	30.7	69.3	100.0	29.7	70.3	100.0
NURSING	2.6	97.4	100.0	3.3	96.7	100.0
THEOLOGY	100.0	-	100.0	60.0	40.0	100.0
OTHER EDUC. DEGREES ¹	50.0	50.0	100.0	46.7	53.3	100.0
BUSINESS	100.0	-	100.0	85.0	15.0	100.0
ENGINEERING	100.0	-	100.0	88.9	11.1	100.0
LAW	100.0	-	100.0	100.0	-	100.0
SOCIAL SERVICE	50.0	50.0	100.0	33.3	66.7	100.0
NATIVE STUDIES	-	-	-	59.1	40.9	100.0

¹Other Education Degrees include the following study areas: Councillors, Special Education, Early Childhood Education.

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

4. REGIONAL ANALYSIS

4.1 Distribution of Graduates by Band Location within Regions

The distribution of all graduates by region is shown in Chart 3. Ontario has the largest number of graduates while the two Territories and the Maritime regions show significantly lower numbers of graduates. There are more female graduates than male graduates in every region except British Columbia and Yukon.

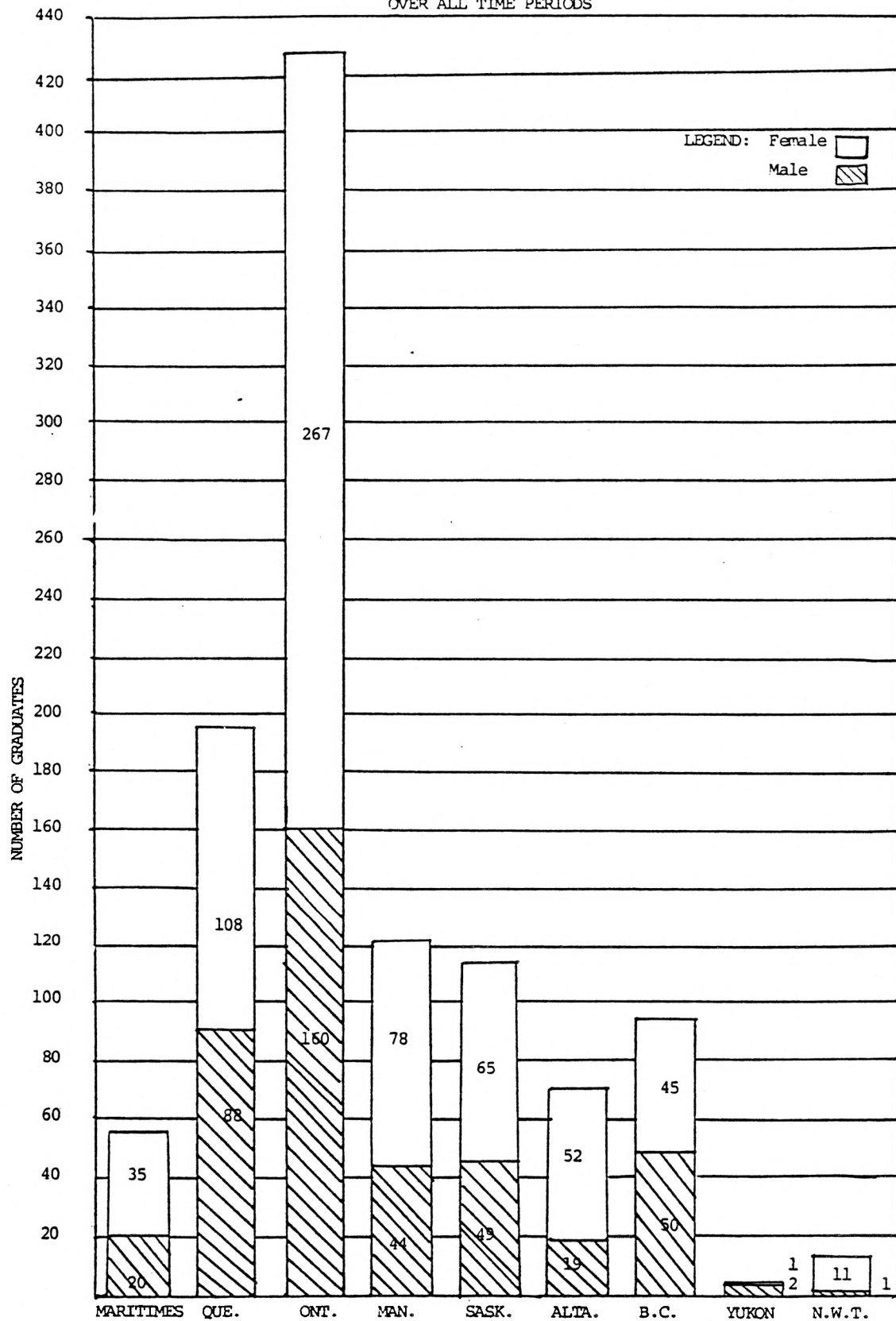
Table 10 illustrates the percentage of bands with and without graduates by band location. British Columbia has the largest percentage of bands with no graduates from urban, semi-urban and rural areas with 60.9 per cent, 85.4 per cent and 77.9 per cent respectively. In the remote band location, the Yukon region has 84.6 per cent, the highest percentage with no graduates.

With respect to urban bands in Ontario, Manitoba and the Yukon regions, all of the urban bands in each of these regions have graduates listed. As can be seen, Saskatchewan has an equal distribution of urban bands with and without graduates.

Seven out of nine regions have a majority of their semi-urban bands with graduates, in which Northwest Territories, Manitoba and Saskatchewan show the largest percentages. By contrast, British Columbia has the lowest percentage of such bands with graduates, 14.6 per cent (See Table 11).

The Maritimes, Quebec and Northwest Territories have over 50 per cent of their rural bands with graduates. The remaining regions all have less than 50 per cent of their rural bands with graduates, where British Columbia and Alberta have the smallest percentages of such bands with graduates, 22.1 per cent and 26.3 per cent respectively.

CHART 3 - DISTRIBUTION OF ALL INDIAN GRADUATES BY SEX FOR REGIONS,
OVER ALL TIME PERIODS



Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support
Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

TABLE 10 - PERCENTAGE OF INDIAN BANDS WITH AND WITHOUT GRADUATES BY BAND LOCATION
WITHIN REGIONS OVER ALL TIME PERIODS

REGION	URBAN		SEMI-URBAN		RURAL		REMOTE	
	WITH GRADS.	WITHOUT GRADS.	WITH GRADS.	WITHOUT GRADS.	WITH GRADS.	WITHOUT GRADS.	WITH GRADS.	WITHOUT GRADS.
	%	%	%	%	%	%	%	%
MARITIMES	42.9	57.1	55.6	44.4	61.5	38.5	-	-
QUEBEC	60.0	40.0	66.7	33.3	60.0	40.0	57.1	42.9
ONTARIO	100.0	-	57.1	42.9	36.5	63.5	29.4	70.6
MANITOBA	100.0	0.0	80.0	20.0	46.1	53.9	64.0	36.0
SASKATCHEWAN	50.0	50.0	69.2	30.8	46.5	53.5	40.0	60.0
ALBERTA	66.7	33.3	50.0	50.0	26.3	73.7	28.6	71.4
B.C.	39.1	60.9	14.6	85.4	22.1	77.9	30.2	69.8
YUKON	100.0	-	-	-	-	-	15.4	84.6
N.W.T.	-	-	100.0	-	57.1	42.9	50.0	50.0
CANADA	56.0	44.0	45.3	54.7	36.4	63.6	37.8	62.2

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support,
Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

TABLE 11 - DISTRIBUTION OF ALL INDIAN GRADUATES AMONG URBAN, SEMI-URBAN, RURAL AND REMOTE BANDS

REGION	URBAN	SEMI URBAN	RURAL	REMOTE	NO BAND	TOTAL
	%	%	%	%	%	%
MARITIMES	16.4	30.9	52.7	-	-	100.0
QUEBEC	55.1	29.6	4.1	11.2	-	100.0
ONTARIO	50.8	17.3	22.2	7.7	1.9	100.0
MANITOBA	8.2	8.2	35.2	48.4	-	100.0
SASKATCHEWAN	0.9	32.4	51.8	14.9	-	100.0
ALBERTA	39.4	23.9	30.9	2.9	2.9	100.0
B.C.	16.8	8.4	35.8	38.9	-	100.0
YUKON	33.3	-	-	66.6	-	100.0
N.W.T.	-	15.4	46.1	38.5	-	100.0

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program,
D.I.A.N.D., 31-8-79.

Although one might expect to find a majority of bands in remote areas with no graduates, Manitoba, Quebec and North West Territories each have a majority of their remote bands with graduates, 64.0 per cent, 57.1 per cent and 50.0 per cent respectively. Ontario, Saskatchewan, Alberta, British Columbia and Yukon regions have less than 50 per cent of their remote bands with no graduates.

The distribution of the number of graduates by band location in each region is shown in Table 11. Quebec and Ontario have the majority of all their graduates coming from urban bands, 55.1 per cent and 50.8 per cent respectively compared to other regions which do not. Saskatchewan, Manitoba, British Columbia and the Maritimes all have less than 20 per cent of their graduates emanating from urban bands.

With the exception of Ontario, Quebec and Alberta, all the other regions have more than 50 per cent of their graduates coming from bands which are in rural or remote locations.

4.2 Distribution of Graduates by Sex within Regions

Table 12 shows the distribution of graduates by sex for each region. This table illustrates more female graduates than male graduates in every region except the Yukon and British Columbia. Northwest Territories and Alberta have the highest percentage of all their graduates who are female, 84.6 per cent and 73.2 per cent respectively. In absolute numbers, however, Ontario and Quebec have the largest number of female and male graduates among all regions.

TABLE 12 - DISTRIBUTION OF GRADUATES BY SEX FOR REGIONS

REGION	MALE	FEMALE	TOTAL	MALE %	FEMALE %
MARITIMES	20	35	55	36.4	63.6
QUEBEC	88	108	196	44.9	55.1
ONTARIO	160	267	427	37.5	62.5
MANITOBA	44	78	122	36.1	63.9
SASKATCHEWAN	49	65	114	43.0	57.0
ALBERTA	19	52	71	26.8	73.2
B.C.	50	45	95	52.6	47.4
YUKON	2	1	3	66.7	33.3
N.W.T.	2	11	13	15.4	84.6
CANADA	434	662	1,096	39.6	60.4

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program,
D.I.A.N.D., 31-8-79.

4.3 Distribution of Graduates by Degree-Type within Regions

Table 13 illustrates the distribution of degrees by region. From a general overview of the table, the majority of graduates are concentrated in the following degrees: B.A., B.Ed., R.N., B. Eng., B.Sc., Certificate, Teachers College, Diploma and Masters programs.

In the Maritime region, the greatest concentration of graduates within the region and compared to the percentage distributions by degree-type in other regions, falls into the B.A. degree with 34.5 per cent.

The most common degree type within Quebec is the diploma (includes such studies as agriculture, mechanics, journalism, art and avionics) with 21.4 per cent graduates followed closely by those with B.A.'s, 19.4 per cent graduates.

Ontario has a wider distribution of graduates over the different degree-types in comparison to other regions. The largest percentage of graduates, as in most other regions, is in the Certificate degree-type with 42.1 per cent. Ontario also has the largest percentage of M.D.'s with 1.9 per cent compared to the percentage distributions in other regions.

The greatest percentage concentration of graduates within Manitoba and in comparison with the percentage distributions of other regions is the Certificate degree-type with 52.4 per cent. Manitoba graduates also seem to be concentrated in a more limited number of degree-types such as education-related degrees and nursing compared to other regions, with the exception of Alberta, Yukon and Northwest Territories.

TABLE 13 - DISTRIBUTION OF ALL INDIAN GRADUATES BY TYPE OF DEGREE FOR REGIONS

DEGREE	MARITIMES	QUEBEC	ONTARIO	MANITOBA	SASK.	ALBERTA	B.C.	YUKON	N.W.T.	CANADA
	%	%	%	%	%	%	%	%	%	%
B.A.	34.5	19.4	19.4	15.6	10.5	18.3	32.6	33.3	-	19.7
B. Ed.	16.4	15.8	4.7	5.7	14.9	25.3	16.8	-	7.7	10.8
R.N.	16.4	4.6	15.7	8.2	6.1	12.7	7.4	-	-	10.8
B. Eng.	3.6	1.5	0.9	-	-	1.4	-	-	-	0.9
B. Sc.	7.3	13.3	5.4	4.9	1.7	8.4	3.1	-	-	6.4
Certificate	12.7	8.2	42.1	52.4	18.4	28.2	2.1	-	92.3	29.4
Teacher										
College	-	4.6	-	9.0	30.7	-	16.8	-	-	6.5
Diploma	-	21.4	1.9	1.6	7.9	-	1.0	-	-	5.6
Masters	3.6	4.6	4.2	-	2.6	1.4	6.3	-	-	3.5
B. Soc. Art	1.8	-	-	-	-	-	1.0	-	-	0.2
B. Comm.	3.6	2.0	-	-	1.7	-	2.1	-	-	0.9
B. Rec.	-	1.0	0.2	-	-	-	1.0	-	-	0.4
M.D.	-	1.0	1.9	-	0.9	-	-	-	-	1.0
B. Theology	-	1.0	0.5	1.6	2.6	-	3.1	-	-	1.1
C.G.A.	-	0.5	0.5	-	-	-	-	-	-	0.3
D.D.S.	-	0.5	-	-	-	-	2.1	-	-	0.3
B. Phys Ed.	-	0.5	0.7	-	-	1.4	-	-	-	0.4
L.L.B.	-	-	1.2	0.8	0.9	2.8	3.1	66.7	-	1.3
D.V.M	-	-	0.2	-	-	-	-	-	-	0.1
L.L.D	-	-	-	-	0.9	-	1.0	-	-	0.2
Ph. D.	-	-	0.2	-	-	-	-	-	-	0.1
B. Dentistry	-	-	0.2	-	-	-	-	-	-	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

Saskatchewan has the largest percentage of its graduates coming from Teachers College. The 30.7 per cent of graduates with this particular degree is also the highest compared to the other regions.

Alberta, like Manitoba, shows a heavy concentration of graduates in education-related degrees, e.g. 28.2 per cent of all graduates with Certificates followed by 25.3 per cent graduates with B.Ed. degrees.

British Columbia has graduates distributed across nearly all degree-types. The largest distribution of graduates is in B.A. degree with 32.6 per cent. Although the percentage of graduates within the region are low for Masters, B. Theology and Dental Surgery (D.D.S.), these are the largest percentages in comparison to the distributions in other regions.

The Yukon and Northwest Territories each have a very low number of graduates. With a total of three students from the Yukon, two of the three graduates received L.L.B. degrees. In the Northwest Territories out of 13 graduates, 12 graduates received Certificates.

4.4 Distribution of Graduates by Sex according to Degree-Type within Regions

Table 14 shows the percentage distribution of male and female graduates by degree-type within each region. It appears from this table that male graduates tend to show a much wider distribution over degree-types than females in most of the regions, particularly in Ontario, Saskatchewan and British Columbia. However, in such degree-types as Certificates, R.N., and Teachers College, the percentage of female graduates is much larger than for males in all regions, excluding the Yukon.

TABLE 14 - DISTRIBUTION OF ALL INDIAN GRADUATES BY TYPE OF DEGREE AND SEX FOR REGIONS

DEGREE	MARITIMES		QUEBEC		ONTARIO		MANITOBA		SASK.		ALBERTA		B.C.		YUKON		N.W.T.	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
B.A.	40.0	31.4	27.3	12.9	27.5	14.6	25.0	10.3	10.2	10.8	5.2	23.1	36.0	28.9	-	100.0	-	-
B. Ed.	25.0	11.4	19.3	12.9	2.5	5.9	11.4	2.6	14.3	15.4	31.6	23.1	16.0	17.8	-	-	50.0	-
R.N.	-	25.7	-	8.4	1.9	23.9	-	12.8	4.1	7.7	-	17.3	-	15.5	-	-	-	-
B. Eng.	10.0	-	3.4	-	2.5	-	-	-	-	-	5.2	-	-	-	-	-	-	-
B. Sci.	10.0	5.7	13.6	12.9	8.8	3.4	4.5	5.1	2.0	1.5	21.1	3.8	6.0	-	-	-	-	-
Certificate	5.0	17.1	6.8	9.3	33.1	47.6	43.2	57.7	18.4	18.5	21.1	30.8	2.0	2.2	-	-	50.0	100.0
Teacher	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College	-	-	-	8.4	-	-	6.8	10.3	24.5	35.4	-	-	8.0	26.7	-	-	-	-
Diploma	-	-	11.4	29.6	3.1	1.1	2.3	1.3	6.1	9.2	-	-	-	2.2	-	-	-	-
Masters	-	5.7	6.8	2.8	6.9	2.6	-	-	4.1	1.5	-	1.9	10.0	2.2	-	-	-	-
B. Sec. Art	-	2.9	-	-	-	-	-	-	-	-	-	-	2.0	-	-	-	-	-
B. Comm.	10.0	-	3.4	0.9	-	-	-	-	4.1	-	-	-	4.0	-	-	-	-	-
B. Rec.	-	-	1.1	0.9	0.6	-	-	-	-	-	-	-	2.0	-	-	-	-	-
M.D.	-	-	2.3	-	4.4	0.4	-	-	2.0	-	-	-	-	-	-	-	-	-
B. Theology	-	-	2.3	-	0.6	0.4	4.5	-	6.1	-	-	-	4.0	2.2	-	-	-	-
C.G.A.	-	-	1.1	-	1.3	-	-	-	-	-	-	-	-	-	-	-	-	-
D.D.S.	-	-	1.1	-	-	-	-	-	-	-	-	-	2.0	2.2	-	-	-	-
B. Phys. Ed.	-	-	-	0.9	1.9	-	-	-	-	-	5.2	-	-	-	-	-	-	-
L.L.B.	-	-	-	-	3.1	-	2.3	-	2.0	-	10.5	-	6.0	-	100.0	-	-	-
D.V.M.	-	-	-	-	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-
L.L.D.	-	-	-	-	-	-	-	-	2.0	-	-	-	2.0	-	-	-	-	-
Ph. D.	-	-	-	-	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-
B. Dentistry	-	-	-	-	0.6	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.
 Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

Although the Certificate degree is female dominant, it is worth noting the large percentage of male graduates within this degree type also. In Ontario there are 33.1 per cent of male graduates with Certificates, 43.2 per cent in Manitoba and 30.8 per cent in Alberta. Therefore, teaching-related degrees are still an important degree-type among Indian people generally.

4.5 Distributions of Graduates by Selected Specializations by Sex within Regions

Table 15 illustrates the percentage distribution of graduates within selected specializations by regions. The greatest concentration of graduates in almost all specializations are in Ontario. For example, Ontario shows the highest percentage of graduates in engineering, nursing and native studies with 56.2 per cent, 51.8 per cent and 45.4 per cent respectively compared to the other regions.

Within the education specialization, particularly Teaching, the percentages of graduates are distributed across all regions. The greatest concentration of graduates are located in Central Canada. Once again, Ontario has the highest percentage with 38.2 per cent, followed by Manitoba and Quebec with about 17 per cent each.

Graduates with a Native studies specialization are present only in Ontario, Manitoba and Saskatchewan (Table 15). Furthermore, Saskatchewan had the highest percentage of graduates with a social service specialization; however, the absolute number of graduates for this specialization was quite small.

TABLE 15 - PERCENTAGE DISTRIBUTION OF ALL INDIAN GRADUATES BY SELECTED SPECIALIZATIONS OVER ALL REGIONS

SPECIALIZATION	MARITIME	QUEBEC	ONTARIO	MANITOBA	SASK.	ALBERTA	B.C.	YUKON	N.W.T.	TOTAL	TOTAL GRADS.
	%	%	%	%	%	%	%	%	%	%	N
SOCIAL SERVICE	5.7	5.7	5.7	-	51.4	17.1	14.3	-	-	100.0	35
ENGINEERING	12.5	25.0	56.2		-	6.2	-	-	-	100.0	16
BUSINESS	7.7	38.5	38.5	-	7.7	-	7.7	-	-	100.0	26
NATIVE STUDIES	-	-	45.4	13.6	40.9	-	-	-	-	100.0	22
NURSING	6.6	15.3	51.8	8.7	5.1	6.6	5.8	-	-	100.0	137
THEOLOGY	-	17.6	23.5	23.5	17.6	-	17.6	-	-	100.0	17
LAW	-	-	35.7	7.1	7.1	14.3	21.4	14.3	-	100.0	14
EDUCATION TEACHING ¹	3.4	16.9	38.2	17.3	10.5	4.5	6.4	0.2	2.6	100.0	468
OTHER EDUC. DEGREES	-	17.6	37.2	1.9	5.9	25.5	11.8	-	-	100.0	51

¹Other education degrees include the following study areas: Counsellors, Special Education, Early Childhood Education.

Source: The Indian and Inuit Graduate Register 1977, Education and Cultural Support, Indian and Inuit Affairs Program, 1978.

Prepared by: Research Branch, Indian and Inuit Affairs Program, D.I.A.N.D., 31-8-79.

5. CONCLUSIONS AND HIGHLIGHTS

Conclusions

As evident from the foregoing analysis, more Indian graduates are graduating from university institutions over time particularly in the 1970-77 time period. Degrees that at one time were predominantly more male or female-oriented are now becoming more integrated.

Another important trend present in the analysis is sex distribution. There are more female graduates than males and over time this pattern has been increasing. Indian students are presently graduating from a wider number of degree-types than they were prior to 1970. This is particularly true among females who have shifted out of their more traditional degree-types such as nursing and teaching and into B.A.'s and several other professional degrees. However, the Certificate (e.g. teaching) type degree still has the largest percentage share of all graduates.

Of all bands in Canada, 40 per cent have graduates listed in the Graduate Register, 60 per cent have none. The largest number of graduates come from urban bands, although there are more rural bands than any other type.

Ontario has the largest number of graduates followed by Quebec. However, Ontario, Quebec, Saskatchewan and British Columbia have graduates spread over the widest range of degree-types compared to other regions. Manitoba and Alberta seem to have fairly heavy concentrations of graduates in the more traditional degrees such as Certificates and teaching-related degrees.

There are more Native students being attracted to Native studies programs over the 1970's although as of 1977, the graduates are originally from bands located in Ontario, Manitoba and Saskatchewan. The Native studies programs contained in the Graduate Register did not evolve until the early 1970's. Now that these types of programs have become established, it is likely an increase in Native Studies graduates will occur in the near future.

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