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Northern Students Attending Post-Secondary  
Institution in Canada, 1966-67:  
A Preliminary Study

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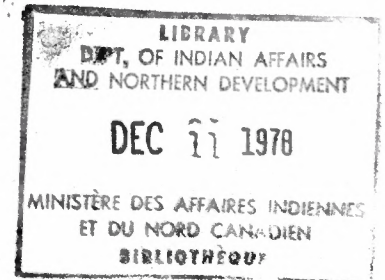
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Northern Students Attending Post-Secondary

Institution in Canada, 1966-67:

A Preliminary Study



Robert Richard O'Reilly, Ph.D.

Presented for Discussion  
to the  
Education Division  
Northern Administration Branch  
Department of Indian Affairs and Northern Development

A U T H O R

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# NORTHERN STUDENTS IN POST-SECONDARY INSTITUTIONS

## CHAPTER I

### INTRODUCTION

The purpose of this study was to make a preliminary examination of the performance and attitudes of students from the Northwest Territories who attended post-secondary institutions in southern Canada in 1966-67.

Three sub-problems were investigated. The northern student attends a post-secondary institution in order to learn the skills and knowledge of a trade or profession as does any other student. However, it is possible that he is subject to a greater degree of change than is his southern colleague. He must seek companionship; he may not find it. He may be stimulated or puzzled by the differences in modes of living; he may be welcomed or threatened; he may experience success or failure. He may return to the security of his kin and home as a failure; he may return to his home secure with the knowledge that his new-learned skills and broadened horizons will mean a better life, not only for himself, but in some way for all those who live in northern communities.

The first sub-problem examined is the extent to which the student feels that he is assisted in his new environment.

The second is the extent of participation in the social life of the school community.

The third sub-problem area concerns the attitudes of the student toward the North and his attitudes concerning his future employment there.

## I. BACKGROUND

The peoples of the Northwest Territories were until recently isolated from Canadian society. The harsh, northern climate attracted only missionaries, fur-traders and prospectors. The north received some attention during and after World War II when various military bases and radar sites were established. Advances in the telecommunications and transport industries encouraged government and industry to turn its attention to the potential wealth of the northern Canadian Shield. New geological finds of oil, radium, tungsten, gold and (most recently) iron ore, lead and zinc have speeded northern development.

Education, until 1957, was the responsibility of missionaries and an ineffective, parsimonious territorial council; at that time the responsibility was transferred to the Department of Northern Affairs and Natural Resources. \* In the years that followed, schools and residences were built; teachers from all parts of Canada were recruited; a complete educational system, from language instruction at a pre-grade I level to university matriculation was established. Although the emphasis was on the academic program leading to university entrance, there was provision for vocational education, chiefly through programs at the Sir John Franklin School at Yellowknife. In recent years, provision was made to finance any high school graduate in a university program leading to a degree and to subsidize virtually any qualified student in almost any post-secondary trade or technical school in Canada.

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\* Now the Department of Indian Affairs and Northern Development

The financial assistance enables any qualified northern student to obtain higher education.

## II. PREVIOUS STUDIES

### Social Relationships

Since the indigenous population of the Northwest Territories is composed of Indian, Eskimo and Metis peoples, the findings of studies related to students entering a culture different to their own and studies of North American Indians are reviewed.

Students from a foreign environment establish the extent of their social activity early -- within the first few weeks. During this initial period, the student reaches a level of participation with his hosts (or host culture) which remains relatively constant during his entire stay (10:244).\* According to the results of a study conducted by Selltiz et al. at the University of Minnesota under the auspices of the Social Science Research Council (10), foreign students extended the number of friendships and developed some closer relationships, as time went on, but the total time devoted to social interaction did not change.

However, other investigators (11) have noted what they describe as a U-curve in social relationships of Scandinavian students with Americans. At first, foreign students are delighted to make so many acquaintances so easily.

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\* A keyed foot-note system is employed. Numbers in brackets refer to the number of the reference located at the end of this report.

After about six months, they became frustrated in their attempts to develop closer relationships. From the sixth to eighteenth month they felt that Americans were superficial; however after that period of time, more satisfying relationships were worked out.

Although it may be expected that students from countries with cultures most similar to the host country should establish the most satisfying relationships with their hosts, the large-scale, comprehensive study by Selltiz did not indicate any relationship between country of origin and social relationships. (10:247)

What does seem to be a factor is the extent to which the foreign visitor has been outside his own culture area on some previous occasion. The greater the student's previous contact with other cultures, the more likely he was to enter into American life. (10)

The ability to speak English, age and extent of maturity of the student upon arriving in America made little or no difference on social relationships. Sex was also a non-significant factor.

The institution which the visitor attends seems to be significant. The provision of an orientation course of at least six weeks duration was a significant factor in the development of satisfying social relationships, according to Selltiz. (10:252)

The most significant factor reported by Selltiz dealt with roommates. Having an American roommate showed the highest relationships with social interaction, that is spending time with others and taking part in various social activities. (10:253-254)

Academic Adjustment

Most studies in this area deal with prediction of academic success and with student attrition.

School marks and standardized scholastic ability test scores are among the best predictors of future academic success. Black found that the best predictors of academic success of students enrolled in the University of Alberta were grade XII marks, especially in social studies, English, mathematics, science and French. (1) McGrath and Roessel, in a comprehensive study of Indians attending colleges in the Southwestern United States, found that scores on the verbal sub-test and total scores on the School and College Ability Tests (SCAT) were significantly related to academic success and low drop-out rates. (9)

Although many studies attempted to relate personality traits to academic success, Jenkinson and Coultts, in their review of the literature, conclude:

The attempts to relate personality and motivational factors to college achievement appear to have met with little success. (8:2)

.....  
The personality and character traits which appear to be linked with success at university have not been identified or measured accurately. (8:2)



Study habits of students play a large role. A study by Helmes showed that study habits seem to be the greatest factor in university drop-out rates. (7) Moreover, study problems were correlated with perceived personality clashes with the faculty, dissatisfaction with instructors and generally poor student-staff relationships.

McGrath and Roessel suggest that orientation programs and good guidance services increase the retention rate among Indian students. They found that attendance at an orientation program and the appointment of a special adviser who devoted his time to Indian students were associated with high retention rates. Other important factors were the amount of time students spent in the library and in out-of-class preparation and the student's ability to express himself in oral and written English. (9)

Significantly, difficulty in social relationships was related with academic failure and rate of drop-outs, according to McGrath and Roessel. (9) This finding is substantiated by Selltiz et al. Their study revealed that satisfactory social relationships is related to successful academic performance. They also suggest that special guidance services and orientation programs promote not only better understanding and improved social relationships but also success in the academic area.

Results similar to those of McGrath and Roessel were found by the University of Alaska research team which studied the problem of native high school drop outs in Alaska. (12)

Students who dropped out of high school were over-age, did poorly in social studies and English, were social isolates and did not have access to proper guidance and counselling services. Other factors included the inability to appreciate the link between education and economic gain, large class size, unrealistic standards of discipline and promotion, and a lack of highly skilled and understanding teachers.

The implications of the above studies are clear. First there is the almost tautological conclusion that the best predictor of academic success is past academic success. However, especially when one deals with students who are from an alien culture, be it Asian or American Indian, other factors are prominent. If the students are bewildered by their new milieu and do not receive support through social and personal relationships, their academic work will suffer. It seems that many of their problems may be alleviated in part by orientation, guidance and counselling programs to assist them in both the social culture and the academic life of the college.

CHAPTER II  
REPORT OF A PRELIMINARY STUDY

In this chapter, the techniques of the survey will be briefly outlined. Then the sample of students studied will be described. The chapter concludes with the presentation of the data, certain interpretation and questions for discussion.

I. INSTRUMENTATION AND METHODOLOGY

The name and location of each student was obtained from the Education Division, Northern Development Branch, Department of Indian Affairs and Northern Development. Questionnaires were mailed to the students. Where possible, school or Department of Indian Affairs and Northern Development counsellors were asked to assist in the collection of data.

Most of the questionnaires were mailed in March 1967, although a group of students in Edmonton did not receive their questionnaires until June.

Questionnaire

The questionnaire was based on those used in the studies cited in Chapter I. Items selected were those which proved to have been the most useful; additional items were created to suit this particular study.

II. SAMPLE

Potential Sample

The potential sample was sixty-seven students from the Northwest Territories who enrolled in post-secondary institutions

in Canada in 1966-67. Of the total, 37\* enrolled at degree-granting institutions, and 30 at various other types of institutions.

Table I shows the distribution of the 37 university students classified according to faculty and year. Forty per cent were in their first year; this figure may be increased when one considers that a student entering a Maritime or British Columbia university with a strong grade XII could enter the second year of many programs. Two students are classified as graduate students (Group V).

TABLE I

Students in Degree-Granting  
Institutions according to  
Faculty and Year, 1966

<u>Faculty</u>	<u>YEAR</u>					<u>TOTAL</u>
	I	II	III	IV	V	
Science	5	3	2	2	1	13
Arts	7	3	3	1		14
Education	2	2	1			5
Commerce	1	1	1		1	4
Engineering		1				1
Total	15	10	7	3	2	37

Source: Education Division, Department of Indian Affairs and Northern Development

Thirty students attended such institutions as Colleges of Art, Schools of Mining, Institutes of Technology and hospitals with nurse-training programs.

\* Two other students had enrolled for their first year at university. One cancelled his registration at the last minute; the other dropped out in October. Others may have dropped out later during the year.

These students received financial aid under the Technical and Vocational Assistance Agreement. (5) Although this assistance is not as generous as the Territorial plan for university students it is adequate aid.

Table II indicates the distribution of students according to location and type of institution.

TABLE II  
Distribution of Students by Provinces  
and  
Type of Institution

	Maritimes	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Total
University	4	1	2	4	1	16	9	37
Tech. Inst.			2		2	17		21
Nursing (non-degree)						2		2
Other	1		5			1		7
Total	5	1	9	4	3	36	9	67

These students are from a school system which in 1963-64 enrolled 6,260 students \* of which over 25% were in grade one. (3:36-37). The total high school \*\* enrolment for that year was 222 students. Since it is only within the past ten years that universal public education through to high school has been seriously pursued, the proportion of students in higher education is quite large.

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\*This figure includes students from Ungava (Arctic Quebec) and those enrolled in the schools operated by local school boards as well as those enrolled in federally-operated schools.

\*\*Grades X, XI and XII

TABLE III

DISTRIBUTION OF SAMPLE ACCORDING TO SEX AND AGE

	<u>over 25</u>	<u>21 - 25</u>	<u>20 or under</u>	<u>Total</u>
Male	1	14	15	30
Female	0	1	9	10
Total	1	15	24	40

TABLE IV

TYPE AND LOCATION OF POST-SECONDARY INSTITUTION ATTENDED

	<u>Maritimes</u>	<u>Quebec and Ontario</u>	<u>Prairies</u>	<u>B.C.</u>	<u>Total</u> a,b
University	2	3	13	2	21
Technical Institutes	0	4	15	0	19
Total	2 (5%)	7 (17.5%)	28 (70%)	2 (5%)	40

a

One University student did not identify his university.

b

Two University students are taking graduate studies.

Table III shows the areas of study selected by the students. It indicates a wide range of interests with no one field of study predominating. The majority of students attending technical institutes are enrolled in science-based technologies. The group in the creative arts and recreation is surprisingly large in comparison to a national sample.

One attempt to discover whether or not the students were long-time residents of the North was through the question: "Were you ever outside the N.W.T. before you started this program? If yes, what was the longest period of time which you had spent outside the N.W.T.?" There is a possibility that this question did not meet our needs. However, the responses would indicate that at least half (and probably more) of the sample had lived in the North for most of their lives. In other words, 19 students had spent one year or more outside the Territories prior to beginning their post-secondary studies. On the other hand, one quarter of the students reported that they had spent only one month or less outside the Northwest Territories prior to the commencement of their studies. This latter group was evenly divided between Indian or Metis students and other students. This fact indicates that the northern student probably requires a fairly intensive orientation program before he begins his post-secondary studies and extensive counselling services during the first year. This question is to be raised again later.

#### Actual Sample

Of the potential sample, 40 (approximately 60%) of the students completed questionnaires. In the analysis which follows, it should be remembered that this is only a partial sample and that conclusions and inferences should be drawn with caution.

Table III shows the distribution of the students classified by sex and age. Most of the students are under twenty years of age; three-quarters of the students are male. Only one girl is over twenty years of age.

Table IV indicates that 21 students attend universities and 19 attend technical institutes such as institutes of Technology, schools of mining and colleges of art or nursing. Five per cent of the students attend schools in the Maritimes, 17.5% attend Quebec or Ontario institutions, 70% are located in the Prairies and 5% attend British Columbia institutions. As indicated in Table V, the proportion of students in each geographical region is similar for the sample and the total number of northern students.

In the remainder of the analysis, the students will often be divided into two groups: those attending degree-granting institutions (university) and others.

TABLE V  
GEOGRAPHICAL DISTRIBUTION OF THE SELECTED INSTITUTIONS

	<u>Maritimes</u>	<u>Que. &amp; Ont.</u>	<u>Prairies</u>	<u>B.C.</u>	<u>Total</u>
Total (N=67)	7.5%	15%	64%	13.5%	100.0
Sample (N=40)	5%	17.5 %	70%	5%	98.5% *

\* One student did not reply to this item.



TABLE VI

AREAS OF STUDY PURSUED BY UNIVERSITY AND OTHER STUDENTS

<u>Areas of Study</u>	<u>University</u>	<u>Other</u>
Arts and humanities	5	-
Social sciences	1	-
Physical sciences	6	12
Nursing	2	-
Education	3	-
Business and Commerce	4	2
Creative Arts and Recreation	0	5

TABLE VII

ETHNIC ORIGIN OF STUDENTS AND LENGTH OF TIME SPENT OUTSIDE THE  
NORTHWEST TERRITORIES PRIOR TO BEGINNING POST-SECONDARY  
STUDIES

<u>Time</u>	<u>Indian or Metis</u>	<u>Eskimo</u>	<u>Others</u>	<u>Total %</u>
15 days or less	3	-	0	3 (7.5)
16-30 days	2	-	5	7 (17.5)
1-12 months	3	-	8	11 (27.5)
One year or more	1	-	18	19
Total	9	0	31	40 (100)

One attempt to discover whether or not the students were long-time residents of the North was through the question: "Were you ever outside the N.W.T. before you started this program? If yes, what was the longest period of time which you had spent outside the N.W.T." There is a possibility that this question did not meet our needs. However, the responses would indicate that at least half (and probably more) of the sample had lived in the North for most of their lives. In other words, 19 students had spent one year or more outside the Territories prior to beginning their post-secondary studies. On the other hand, one quarter of the students reported that they had spent only one month or less outside the Northwest Territories prior to the commencement of their studies. This latter group was evenly divided between Indian or Metis students and other students. This fact indicates that the northern student probably requires a fairly intensive orientation program before he begins his post-secondary studies and extensive counselling services during the first year. This question is to be raised again later.

Table VIII indicates that the majority of students attended Yellowknife schools. The next largest group completed their high school program outside the Northwest Territories. This data indicates the prominence of the Yellowknife schools as a center of preparation for higher studies up until this time. Further evidence would be required to ascertain whether this is a function of the size of the student population in Yellowknife, its composition, or other factors.

The students were also asked how satisfied they were with the education they received in the North. (Table VIII-A). Of the thirty-six who responded, 27 expressed satisfaction. A larger proportion of University students than other students expressed dissatisfaction; one third of the university group expressed dissatisfaction.

\* In contrast, see Cecil L. French, "Social Class Level and Motivation among Metis, Indians and Whites in Alberta", University of Alberta, 1962 (mimeographed).

TABLE VII

LOCATION OF SCHOOL AT GRADE IX LEVEL AND GRADE XII LEVEL FOR  
UNIVERSITY STUDENTS AND OTHER STUDENTS

<u>Location</u>	<u>University Students</u>		<u>Other Students</u>	
	<u>Grade IX</u>	<u>Grade XII</u>	<u>Grade IX</u>	<u>Grade XII</u>
Eastern Arctic	-	-	-	-
Mackenzie Delta	4	3	2	-
Simpson	-	-	4	-
Hay River	-	1	1	1
Yellowknife	3	10	3	3
Fort Smith	2	3	-	4
Alberta and Other	7	4	4	3

<sup>a</sup>Three students in other institutions have not completed Grade XII

TABLE XII

SATISFACTION WITH EDUCATION IN THE NORTHWEST TERRITORIES

Q. 13

In general, how satisfied were you with the academic education which you received in the Northwest Territories? (Check one).

	<u>University</u>	<u>Other</u>	<u>Total<sup>a</sup></u>
(a) very satisfied	1	0	1
(b) very satisfied with most, but not all aspects.	9	8	17
(c) In general, I was quite satisfied.	2	7	9
(d) Unsatisfied with several aspects of it.	6	3	9
(e) Very unsatisfied	-	-	-
Total			36

<sup>a</sup>Four students did not respond, as they spent little or no time in northern schools.

This brief analysis of the composition of the sample presents no evidence that the sample is not representative of the population of students; on the other hand, the inadequacy of the evidence prevents us from categorically affirming that conclusions drawn from this sample would be applicable to the total. Nevertheless, judicious use of this data should lead to some insight into this question of northerners at post-secondary institutions.

### III. ANALYSIS I: ACADEMIC

Generally speaking, the students have not had outstanding academic records. At the Grade IX level only 25 per cent reported grade averages of seventy-five per cent or over; another 35 per cent of the students had achieved over sixty-five per cent (sufficient for an A average). The remaining 40 per cent of students had a Grade IX average of less than sixty-five per cent. Ordinarily, it would be predicted that this latter group would have great difficulty in achieving university entrance or equivalent standing. (See Jenkinson and Coutts, (8) ).

This poor academic record extends to Grade XII. Table IX shows the Grade XII performance of boys and girls. This data was derived from questionnaire item 11 which asked the students to indicate the letter-grade they received on grade twelve examinations for each subject. A table showing the Alberta standards for equivalent percentages was provided (H = 80% or over, A = 65-79%, B = 50-64%, C = 40-50% and D = 39% or less).

TABLE IX  
ACADEMIC RATING OF MALE AND FEMALE  
STUDENTS IN GRADE XII SUBJECTS

<u>Grade-Average</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
H	1	3.3	1	10	2	5
H-A	1	3.3	4	40	5	12.5
A	3	10	1	10	4	10
A-B	10	33.3	2	20	12	30
B	6	20	-	-	6	15
B-C	3	10	-	-	3	7.5
C	-	-	-	-	-	-
No Reply*	6	20	2	20	8*	20
<b>TOTAL</b>	<b>30</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>40</b>	<b>100</b>

\* Three students did not complete Grade XII

The method of classification shown in Table IX is rather arbitrary. A student who reported all B gradings is in category B. A student who reported some B's and A's is in group A-B.

The results show that some 27 per cent of the students are well qualified for university entrance (H, H-A and A); 45 per cent have minimal qualifications (A-B, B); the remaining 7 per cent (B-C) have very little chance of success in either university or technical institutes unless they possessed certain extraordinary inner resources and periodic special guidance in their studies.

The students in the sample perceived that they were succeeding in their work. Eighty-six per cent of the university students said that they were in the top two-thirds of their class (Table X); some 70 per cent of the other students rated themselves similarly (Table X-A). However, although six of the 21 university students placed themselves in the top 1/3 of their class, only one of the other students saw himself in the top 1/3. Despite the general feeling of success more than half of the students (26) were worried about their eventual academic success (Table XI)

#### Summary

It is rather difficult to draw conclusions from this data for a number of reasons. First, we have no accurate knowledge of the student's background or of his current position; we have only his perceptions of performance. Nevertheless, it may have considerable validity. Secondly, there is no data concerning year-end results in terms of eventual success or failure. However, all the required data for this is available should a researcher concern himself with this problem.

In reviewing the analysis, and accepting the students reports as reliable, the academic achievement of this group of students has been good considering their previous performance. It may be of interest here to take a look at those eight students who reported that they were in the bottom third of their class.

Five of the eight were 20 years of age or under; all but one were male. Five of the eight attended an institute of technology; half were in their second year of the program and half were in the first year. All but two have spent only less than a month outside the Northwest Territories, before beginning their program. Half of the group were Metis, the others

TABLE X

ACADEMIC SELF-RATING AND HOURS OF STUDY PER WEEK: UNIVERSITY STUDENTS

<u>Self-rating</u>	<u>Hours of Study</u>						<u>Total</u>
	<u>Over 25 hours</u>	<u>21-25</u>	<u>16-20</u>	<u>11-15</u>	<u>6-10</u>	<u>5 or less</u>	
<u>I am in the</u>							
Top 1/3	1	-	3	1	1	-	6
Middle 1/3	1	3	3	3	2	-	12
Bottom 1/3	-	-	2	-	1	-	3
<u>Total</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>4</u>	<u>4</u>	<u>-</u>	<u>21</u>

TABLE X-A

ACADEMIC SELF-RATING AND HOURS OF STUDY PER WEEK: OTHER STUDENTS

Top 1/3	-	-	-	-	-	1	1
Middle 1/3	2	2	3	3	2	1	13
Bottom 1/3	-	-	-	1	2	2	5
<u>Total</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>4</u>	<u>4</u>	<u>19</u>

TABLE XI

EXTENT OF WORRY OVER ACADEMIC SUCCESS: TOTAL SAMPLE

Very Worried	6
Somewhat Worried	20
Not Worried too much	12
Not Worried at all	1
<u>Total Responses</u>	<u>39</u>



anglo-saxon. Three claimed to have had an A standing in Grade IX; five claimed a B. At the Grade XII level, one was classified as A, one as A-B, three as B and one as B-C; two completed Grade XII at a college outside the Northwest Territories. All but two indicated they were worried about academic success.

It appears that several questions arise from the data thus far:

- (1) To what extent are the data supplied by the students valid?
- (2) How many students did succeed in 1966?
- (3) Why did those who dropped out do so?
- (4) Compared to the Alberta population, the academic background of many of these students is weak, and yet they are succeeding in higher studies. Why? What accounts for it?

#### IV. ANALYSIS II: ASSISTANCE

The basic question to be answered in this question is "what is the nature of the support which a student receives?" According to previous studies, time spent in locations other than one's home on some previous occasion\* is of great assistance. Moreover, attendance at an orientation conference of at least six weeks duration was also noted to be an important factor.

Although no student had the opportunity to attend an orientation program (except for such normal initiation practices as "Freshman Week"), most have had extended experience outside the North. This is not surprising as many were born in Southern Canada (Table VII above).

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\*This is a good argument for increased support for Northwest Territories students to travel to various other parts of Canada for such activities as sports competitions, visitation plans, exchanges, etc.

Twenty-five per cent of the students had spent a total of less than thirty days outside the North before registration day. Another twenty per cent had spent between one to six months; an additional 7.5 per cent lived outside the Northwest Territories for seven to twelve months (Table VIII).

One quarter of the students felt that they had required more assistance than they received in the area of getting settled and oriented in their new surroundings. The majority of those who asked for additional aid were university students. Table XIII indicates the numbers of students who received assistance in such areas of finding lodging, selection of courses and orienting ones-self to the routines of university and city life. Slightly less than half received no aid at all, although it must be added that some hardy souls said that they had required none. Those who did receive help reported that such assistance came from friends or relatives. Also, it seemed that non-university institutions made more of an effort than universities to assist new students.

Approximately half of the students are aware of the counselling services available to them. In response to the question "Has an adviser or counsellor been appointed to assist you?" 19 out of 40 said no. Of those who responded "yes", half referred to university staff, and the other half, mainly those in Edmonton, referred to the Department of Indian Affairs and Northern Development counsellor. What is significant is that many students were unaware of what services were available to them, as many of those who replied negatively were located in areas where advisers were readily available.

If the students did have difficulty, they would first turn to friends and relatives for assistance. They would ask teachers and school officials for assistance in academic areas. If they had social, personal or financial

TABLE XIII

AREAS IN WHICH STUDENTS RECEIVED ASSISTANCE AND GUIDANCE

	<u>University</u>	<u>Other</u>
Obtaining Lodging	10	13
Becoming oriented to the city	11	11
School Registration; selection of courses	13	12
Orientation to school facilities	8	13
Assistance in social activities	7	3
Introduction to extra-curricular activities	2	3
Did you need additional help?	7 yes	3 yes

Note that those providing assistance were normally friends or relatives or classmates. Non-university institutions seemed to provide better services for their students than did universities.

\*\*\*\*\*

difficulties, they would seek assistance almost exclusively from friends and relatives. Only in the area of financial problems would some (20 per cent) students turn to Department of Indian Affairs and Northern Development personnel for assistance. (Table XIV).

There appear to be few formal mechanisms to assist a student to get a good start in post-secondary education as far as on-the-spot guidance is concerned.

The lack of experience outside the North before beginning courses, the lack of orientation programmes and the difficulty some students have in locating satisfactory lodging may be major deficiencies.

Various questions present themselves:

(1) Do these students require orientation programmes?

What type? Can part of it be given in the North?

(2) Are local advisers required? Should they be

Department of Indian Affairs and Northern Development

officers, school officials or the heads of local

student groups? What should they be responsible for:

lodging; orientation to the academic programme; the

library; extra-curricular programme; school and community

services; social, academic and personal guidance?

(3) Should this be co-ordinated with Indian Affairs Branch programmes? \*

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\* It is estimated that 68 Indians are attending universities in 1967-68.

TABLE XIV

SOURCES OF ASSISTANCE IN THREE PROBLEM AREAS

<u>Source of Assistance</u>	<u>Problem Areas: University students</u>			<u>Problem Areas: Other students</u>		
	<u>Academic</u>	<u>Social &amp; Personal</u>	<u>Financial</u>	<u>Academic</u>	<u>Social &amp; Personal</u>	<u>Financial</u>
School Officials, Teachers or counsellors	20	1	2	18	6	4
Department of Indian Affairs & Northern Develop- ment	-	-	3	6	4	5
Friends and relatives, or other students	13	21	19	6	14	12

TABLE XV

SOCIAL SATISFACTION SELF-RATING  
a  
ACCORDING TO TYPE OF INSTITUTION

	<u>University</u>	<u>Other</u>	<u>Total</u>
a. very satisfied	3	2	5
b. usually satisfied	10	8	18
c. satisfied	5	7	12
d. at times somewhat dissatisfied	2	-	2
e. generally dissatisfied	1	1	2

a

All but six students reported having met someone they considered to be a "close friend". All such close friends are from outside the Northwest Territories.

V. ANALYSIS III: FINANCIAL

A major source of money for these students was governmental assistance. Only five per cent of the students stated that they did not receive such aid in 1966-67. Fifteen per cent received some aid from their families, although no student relied on this source exclusively. Seventy-five per cent said they had a summer or part-time job.

Thus there was almost universal reliance on federal assistance; for twenty per cent, this was their only source of funds. (Table XV)

Seventy per cent stated that they had enough or more money than they required. Thirty per cent felt they had less than they needed. In relation to the average student on their campus, the students rated themselves as follows:

15% had more than the average student;

57½% had as much as the average

27½% had less. Thus there were 20% who perceived that they had less than they required and less than the average (Table XVI)

Summary

A key source of funds is the federal government, although part-time employment is an important secondary source. Financial assistance from families appears to be negligible.

- Questions:
1. Granted that standards vary from institution to institution, how serious is the complaint that some students have less money than they need? Does this lack seriously compromise their chance to succeed.
  2. Given the importance of part-time employment as a source of income, what assistance can or should be provided in this area?

TABLE XV

FINANCIAL RESOURCES OF UNIVERSITY AND OTHER STUDENTS

<u>Source</u>	<u>University Students</u>	<u>Other Students</u>
Family	-	-
Government loans and/or grants	1	7
Summer and/or part time job	2	-
Family and government assistance	2	-
Government assistance and job	14	10
Family, government assistance, and job	2	2
Totals	<u>21</u>	<u>19</u>

TABLE XVI

FINANCIAL STATUS OF STUDENTS IN RELATION

TO THEIR NEEDS AND IN RELATION TO OTHERS

In relation to needs	<u>In relation to others</u>			<u>Total</u>
		I have the same as the average students	I have the same as the average student	I have less than the average student
I have more than I need	1	6	-	7
I have about as much as I need	3	15	3	21
I have less than I need	2	2	8	12

3. Should students be encouraged or discouraged from holding part-time jobs?
4. Should there be a supplementary fund to assist students who are in financial difficulties?
5. Should there be a supplementary fund to assist students to take part in expensive co-curricular activities of a special non-recurring nature?

#### VI. ANALYSIS IV: SOCIAL PARTICIPATION

In this section of the analysis we will look at the social activities of the students. Before we examine the extent of their social participation at college, the data from Table XVII showing their activities in high school should be reviewed. This information indicates that just over 60 per cent of students were quite active in high school activities, and half of this number were major student leaders. However, approximately 18 per cent did not participate in high school activities. Thus, while the majority were active socially, a significant proportion of students did not participate extensively in high school co-curricular activities.

About 60 per cent of the students have a room-mate. This figure excludes two married students (Table XVIII). Most of the students also indicated that they had met a "close friend" since they had begun their studies; all such friends originated from outside the Northwest Territories. However, at the time of this study, 15 per cent of the students had not been able to establish at least one "close friendship."



TABLE XVII

EXTENT OF PARTICIPATION IN HIGH SCHOOL ACTIVITIES

	<u>University</u>	<u>Other</u>	<u>Total</u>
Little or none	1	6	7
Member of one or two clubs	4	4	8
Quite active; executive of at least one club	8	4	12
Very active; major student leader	7	5	12

Chi-square test of independence between university and other groups: not significant  $20 > p > .10$

TABLE XVIII

Number of Students who have a Roommate

University Students: 15/19<sup>\*</sup>  
Other Students : 8/19

\*  
In addition to these, two students are married.

\* \* \* \* \*

Students did not participate to any great extent in the formally organized extra-curricular activities provided by the colleges or institutes. Ten per cent were very active; 25 per cent were moderately active (regular participant in two or three clubs or activities); 65 per cent were quite inactive (regular participant in one organization or occasional participant in one or two activities). In general, university students were much more active than non-university students. (Table XIX)

The students spent considerably more time in unorganized or informal activities. Table XX gives a summary of how the students spent their spare-time activities.

The majority participate in the social life of their institution. Eighty-five per cent attended various social events; over 75% engage in the "dating-game". Equally popular as dating is the practice of visiting friends. Next in popularity are taking walks, "window-shopping" and attending movies with others (about equal). The least popular activities were attending movies or sports events by oneself.

Table XIX compared the numbers of students who participated in both formally organized clubs and those who engaged in more informal activities. Overall, university students are more active than other students in such activities ( $p < .001$ ), although this difference was not apparent at the high school level (Table XVII,  $.30 > p < .10$ ). Students in non-university institutions appeared to have a marked preference for informal activities.

TABLE XIX

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

	<u>ORGANIZED ACTIVITIES</u>		<u>UNORGANIZED ACTIVITIES</u>				<u>Totals</u>	
	<u>Very Active</u>		<u>Moderately Active</u>	<u>Inactive</u>				
	University	Other	University	Other	University	Other	University	Other
Very Active	2	1	1	0	0	0	3	1
Moderately Active	2	0	5	1	2	0	9	1
Quite Inactive	0	5	5	8	4	3	9	16
Totals: University	4		11		6		21	
Other		6		9		3		18
Grand Total		10		20		9		39

Chi-square test of independence for university and other groups of students for all activities: Chi-square equals 20.96  
Degrees of freedom: 4  
p < .001

TABLE XX  
FREQUENCIES OF SPARETIME ACTIVITIES

Q. 25 How do you spend your free time? Check all activities in which you engage.

	<u>Frequencies</u>			
	<u>Never</u>	<u>Once</u>	<u>Sometimes</u>	<u>Frequently</u>
Attend movies alone	14	7	13	1
Attend movies with others	2	4	20	9
Attend sports events alone	16	4	17	1
Attend sports events with others	5	3	19	7
Attend social events, e.g. parties, dances, meetings	2	-	19	15
Go out on a date	5	2	21	10
Visit with friends	3	1	15	20
Walk downtown, window shopping	4	1	23	7
Go for walks	4	2	19	10
Other	-	-	3	9

TABLE XXI  
SOCIAL SATISFACTION SELF-RATING  
<sup>a</sup>  
ACCORDING TO TYPE OF INSTITUTION

	<u>University</u>	<u>Other</u>	<u>Total</u>
a. very satisfied	3	2	5
b. usually satisfied	10	8	18
c. satisfied	5	8	13
d. at times somewhat dissatisfied	2	-	2
e. generally dissatisfied	1	1	2

<sup>a</sup>  
All but six students reported having met someone they considered to be a "close friend". All such close friends are from outside the Northwest Territories.

The students appeared to be satisfied with the kind of social life they were leading. According to Table XXI, 90 per cent of the students were satisfied or very satisfied with the social life at their school; only ten per cent expressed some dissatisfaction.

#### Summary

The students, in a majority of cases, have adapted well to the social demands of their institutions. They participated in social and other extra-curricular activities; they were satisfied with this aspect of their position. Nevertheless there is a core of ten per cent to fifteen per cent of students who may not have adjusted as well as they might have. Perhaps this is an area for special guidance.

#### VII. ANALYSIS V: GENERAL

Two questions are to be looked at: (1) What are the future plans of the students? (2) What do the students think of the possibility of post-secondary education in the North?

Table XXII presents data on the first question. Approximately 65 per cent of the students hope to be able to work in the North when they complete their education. Five per cent will work wherever opportunities exist; 30 per cent would work in various locations in Canada. Some of this latter group wish to work in the regions where their families are; some stated that they would go North if opportunities for their professions were available (computer programmers, personnel workers). Perhaps some efforts could be made to engage these people as such opportunities become available in the North.

In general the students displayed considerable knowledge of the world of work and had a realistic appreciation of their possibilities. Only a few were vague about plans for the future.

Since some discussions have begun about the possibility of beginning post-secondary programmes in the North, students were asked whether or not they would have preferred to continue their higher education in the Northwest Territories. Twenty-five per cent were in favor of such a plan, but the majority were not. (Table XIII) Reasons against such a proposal ranged from the problems of providing a variety of good programmes to the need for students to leave home to see the rest of Canada, and to experience the competitive, exciting world of a large university and a large city. Reasons against centered mainly on factors of economy, closeness to relatives and the discipline and regulation which a northern institution and families could provide but southern institutions do not provide.

Furthermore, roughly 50 per cent of the students would have preferred to have had their high school outside the Northwest Territories. The reasons they gave were much the same as for university education outside the North. Paradoxically, a larger percentage of university students stated a preference for high school education in the Northwest Territories (62 per cent) than did other students (35 per cent).

However 85.7 per cent of university students wanted to go south for their higher education as opposed to only 61 per cent of other students.

This data raises some questions:

1. Should an attempt be made to assist these students to obtain employment in the North upon graduation? Should they receive preference?
2. Should a junior college be established in the North. Should certain students be encouraged to apply to smaller institutions as half-way houses, e.g. Grande Prairie Junior College?
3. Should regulations for Grade XI and XII students become more permissive as the year progresses so the freedom available at a college would not be too abrupt a change?

TABLE XXII

TYPE AND LOCATION OF POSSIBLE FUTURE EMPLOYMENT

<u>Location</u>	<u>Business</u>	<u>Professions</u>	<sup>1</sup> <u>Construction</u>	<u>Communication</u>	<u>Mining or Engineering</u>	<u>Other</u>
Northwest Territories	-	10	6	3	4	3
Canada	5	4	-	3	-	-
Wherever opportunities exist	-1	-	-	-	1	-

<sup>1</sup>  
Principally nursing and teaching

TABLE XXIII

STATED PREFERENCES OF STUDENTS FOR TYPE OF HIGH SCHOOL AND POST-SECONDARY EDUCATION

	<u>High School Preferred Location</u>			
	<u>University Students</u>		<u>Other Students</u>	
	<u>In N.W.T.</u>	<u>Outside N.W.T.</u>	<u>In N.W.T.</u>	<u>Outside N.W.T.</u>
Post-Secondary in Northwest Territories	2	1	5	2
outside of Northwest Territories	11	7	2	9

### VIII. CONCLUSION

This report has reviewed some of the data received from forty students from the Northwest Territories who attended post-secondary institutions in Canada in 1966-1967. Although no evidence was produced to state that this sample is representative of all such students, it was felt that this sample probably does not deviate in any serious manner from the population of all such students.

The findings relate to a student's academic, social and financial position. The students are scattered in many disciplines of study, institutions and areas. For 25% of the students, the trip to their school was the first significant period of time spent outside the NWT. A significant portion of students could have used more assistance in getting settled in and oriented to their school. Generally speaking, the students are succeeding in their programmes despite what was, in many cases, a weak high school record. However, the data here may not have been too reliable. Future work was suggested to obtain actual grades achieved by the students and to follow up the careers of drop-outs.

The students depend heavily on government financial resources; part-time employment is a major secondary source of income. There are a number of students who claim that they have less money than they need.

The great majority of students appear to have adapted to the social life of the institutions concerned and they are well satisfied with that social life.



The majority of students would reject the idea of higher education in the North; 50% would even have preferred to have had some high school experience in the south. University students showed greater readiness to accept secondary education in the North than did the other students.

Since the purpose of this report is to present data and interpretations for consideration by those responsible for the programme of education in the North, it is anticipated that suggestions for action will come from the officers and field staff of the Department of Indian Affairs and Northern Development and other interested persons. Thus, the writer does not presume to present specific recommendations except those of a research nature.

We need more information about the students, especially their academic background and the ratings achieved in their current programmes. This research should be replicated at regular intervals to obtain a longitudinal view of the problem, that is the record of a number of students should be studied year to year until they graduate. Such longitudinal studies are too rare in the field of education. Also, future studies could incorporate interview material into the research design.

Finally, the questions posed by the writer at various points in this report could serve as guides in discussions which may result from this first piece of research.

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SAMPLE REMARKS MADE BY RESPONDENTS

The following remarks were selected because they are typical.

1. "After a few months in Edmonton, I sort of fell apart."
2. A post-secondary institution should be built in the North. This may decrease the number of drop-outs.
3. "There should be a greater emphasis to keep vocational students in school".
4. (In the North)"...not enough emphasis is placed on the necessity of strenuous work."
5. "Nobody ever has an opportunity like the students of the North."
6. "I found that supervision of the schools (in the North) had a lot to be desired."
7. (New students) "...must force themselves to a definite study pattern."
8. "I believe he a student who has completed Grade XII (in the North) has earned the right to further education in the city."
9. (In the North)"...students tend to be slack."
10. "I would like to see teachers hired on a two-year contract."
11. "I think some of the schools (in the North) are quite lenient."
12. "The teachers (in the North) had very close communication with the pupils. They were in general very eager to help us. But they came and went every year. Principals also."
13. (The North is)"... a land of opportunity, especially to help develop oneself and others."
14. "Teachers and especially principals should be committed to two-year contracts."
15. "...The experience of spending one's maturing years in the Northwest Territories is one which could not be gained anywhere else. Every northern student should also have some experience 'outside'".
16. "I think every one should leave home to finish his education."
17. "A new principal every year is unreasonable."
18. "...the educational system (in the North) is generally adequate."
19. "There is a great tendency to give high marks and raise students hopes only to find that high marks did not materialize on the finals."

20. Students interested in university should be grouped into one school in the Northwest Territories."
21. (Education in the North)"...opened my mind to the challenge we have in the North."
22. "The wonderful opportunities for all types of education available to northern students are not fully appreciated by the students themselves."
23. "Great future up there."
24. "There should be more work in Grade X and XI and less in Grade XII."
25. "I could not get the type of work in the North that I am interested in". (Personnel and labor relations).

APPENDIX A  
QUESTIONNAIRE

POST-SECONDARY EDUCATION STUDY

STUDENT SURVEY: I

Your name will not appear on any part of this questionnaire, your replies will not be seen by anyone except the researcher and his associates in the Department of Educational Administration of the University of Alberta. The first seven questions ask for background information which is necessary to form categories.

1. Age: over 25 \_\_\_\_\_, 21 - 25 \_\_\_\_\_, 20 or under \_\_\_\_\_. (Check one)
2. Sex: Male \_\_\_\_\_, Female \_\_\_\_\_.
3. (a) The name of the program you are taking: \_\_\_\_\_  
(b) Name of institution: \_\_\_\_\_
4. How many years have you been on this program? This is the first year \_\_\_\_\_; second year \_\_\_\_\_; third year \_\_\_\_\_; fourth year \_\_\_\_\_.
5. Were you ever outside the N.W.T. before you started this program?  
Yes \_\_\_\_\_; No \_\_\_\_\_. If yes, what was the longest period of time which you had spent outside the N.W.T.?
  - (a) Between one and five days \_\_\_\_\_
  - (b) Between six and fifteen days \_\_\_\_\_
  - (c) Between 16 and 30 days \_\_\_\_\_
  - (d) One to six months \_\_\_\_\_
  - (e) Seven to twelve months \_\_\_\_\_
  - (f) One to two years \_\_\_\_\_
  - (g) More than two years \_\_\_\_\_
6. What is your ethnic origin:
  - (a) Treaty Indian \_\_\_\_\_
  - (b) Non-treaty Indian \_\_\_\_\_
  - (c) Eskimo \_\_\_\_\_
  - (d) Metis \_\_\_\_\_
  - (e) French-Canadian \_\_\_\_\_
  - (f) English-  
Scottish- or  
Irish-  
Canadian \_\_\_\_\_
  - (g) Other (specify) \_\_\_\_\_
7. When do you expect to complete the course or program in which you are enrolled? Month \_\_\_\_\_, Year, 19\_\_\_\_.

ACADEMIC BACKGROUND

This next set of questions asks about your academic background and school activities in the North. You may not know the exact answer to some of the questions. If not, please give an approximate answer. Try to answer every question.

8. Where did you complete your grade IX?

School: \_\_\_\_\_

Location: \_\_\_\_\_

9. What was your approximate average at the end of grade IX. Several scales are listed to help you. Mark only one scale. Remember that an approximate guess is good enough.

LETTER	STANINE	PER CENT
H _____	1 _____ 6 _____	90 - 100% _____
A _____	2 _____ 7 _____	75 - 89% _____
B _____	3 _____ 8 _____	66 - 74% _____
C _____	4 _____ 9 _____	50 - 65% _____
D _____	5 _____	less than 50% _____

10. Where did you complete your grade twelve? \_\_\_\_\_

MACKENZIE DISTRICT GRADUATES ONLY ANSWER NO. 11

11. What was your approximate mark in the following courses?

Indicate your marks by writing :

- H (80 - 100%)
- A (65 - 79%)
- B (50 - 64%)
- C (40 - 49%)
- D (39% or less)

in the appropriate spaces. If you cannot guess at the mark, place an X in the blank. If you did not take the course, leave the space blank.

English 20 _____	Social Studies 20 _____	Math 20 _____
English 30 _____	Social Studies 30 _____	Math 30 _____
		Math 31 _____
French 20 _____	Science 20 _____	Physics 30 _____
French 30 _____	Chemistry 30 _____	Biology 30 _____
		Biology 32 _____

LIST any other course which you took which was numbered 20 or higher.

ALL OTHER STUDENTS ANSWER NO. 11A

11A. List the courses and approximate marks which you received during your last two years of high school in the North.

12. Name the clubs you belonged to in grades 10 to 12:

CLUBS OR ORGANIZATION

PARTICIPATION (Member or Executive)

13. In general, how satisfied were you with the academic education which you received in the N.W.T.? (Check one).

- (a) Very satisfied \_\_\_\_\_
- (b) Very satisfied with most, but not all aspects \_\_\_\_\_
- (c) In general, I was quite satisfied \_\_\_\_\_
- (d) Unsatisfied with several aspects of it \_\_\_\_\_
- (e) Very unsatisfied \_\_\_\_\_

14. What were some of the good things about education in the N.W.T. that you can remember? \_\_\_\_\_

\_\_\_\_\_

Were there any things you didn't like? \_\_\_\_\_

\_\_\_\_\_

ABOUT YOUR PRESENT POSITION

15. Did you receive any help in the following areas when you first arrived at the school or college where you are now? Name the position of those who helped you -- friends, relatives, student council member, counsellors, teachers, Department of Indian Affairs or Northern Affairs personnel (DIA&ND personnel), or others:

<u>AREA</u>	<u>THOSE FROM WHOM YOU RECEIVED HELP</u>
Finding a place to stay	: _____
Getting used to the city	: _____



AREA THOSE FROM WHOM YOU RECEIVED HELP

Getting acquainted with the school -- registration, selection of courses, etc. : \_\_\_\_\_

Becoming familiar with school facilities, e.g. labs, sports facilities, library, etc. : \_\_\_\_\_

Attending school social events : \_\_\_\_\_

Joining extra-curricular activities : \_\_\_\_\_

Other (Specify) : \_\_\_\_\_

16. Do you think you could have been given more help? \_\_\_\_\_  
If yes, who do you think should have provided more help? \_\_\_\_\_

17. Give the names of all the courses which you are now taking and give the mid-year mark which you received in those courses.

COURSE

MARK

18. How would you rank yourself, on the average, on your course work this year?

- Top 1/3 of the class \_\_\_\_\_
- Middle 1/3 of the class \_\_\_\_\_
- Bottom 1/3 of the class \_\_\_\_\_

19. On the average, how many hours do you study during the week?  
Over 25 \_\_\_\_\_; 21-25 \_\_\_\_\_; 16-20 \_\_\_\_\_; 11-15 \_\_\_\_\_; 6-10 \_\_\_\_\_;  
5 or less \_\_\_\_\_.

20. In general, in relation to others at your school, do you feel that you are a part of the school or college which you are attending? (Select one of the following)

- (a) more than the average student \_\_\_\_\_
- (b) about the same as the average \_\_\_\_\_
- (c) less than the average student \_\_\_\_\_

21. How much money do you have to spend, in relation to others at your school or college?

- (a) about the same as the average student \_\_\_\_\_
- (b) more than the average student \_\_\_\_\_
- (c) less than the average student \_\_\_\_\_

In relation to your needs, how much money do you have?

- (a) more than I need \_\_\_\_\_
- (b) about as much I need \_\_\_\_\_
- (c) less than I need \_\_\_\_\_

21A. What is your source of income: family \_\_\_\_\_; government loans and grants \_\_\_\_\_; summer job \_\_\_\_\_; part-time job \_\_\_\_\_.

22. Are you worried about doing well in your course work:

- (a) very worried \_\_\_\_\_
- (b) somewhat worried \_\_\_\_\_
- (c) not worried too much \_\_\_\_\_
- (d) not worried at all \_\_\_\_\_

23. Do you have a room-mate? Yes \_\_\_\_\_; No \_\_\_\_\_. If so, where is your room-mate from? (Name a city, town or province) \_\_\_\_\_

24. What clubs do you now belong to?

ORGANIZATION

PARTICIPATION

<u>Occasional Participant</u>	<u>Regular Participant</u>	<u>Member of Executive</u>
-----------------------------------	--------------------------------	--------------------------------

	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

25. How do you spend your free time? Check all the activities which you engage in.

	<u>Never</u>	<u>Once</u>	<u>Sometimes</u>	<u>Frequently</u>
Attend movies alone	_____	_____	_____	_____
Attend movies with others	_____	_____	_____	_____
Attend sports events alone	_____	_____	_____	_____
Attend sports events with others	_____	_____	_____	_____
Attend social events, e.g. parties, dances and meetings	_____	_____	_____	_____
Go out on a date	_____	_____	_____	_____
Visit with friends	_____	_____	_____	_____
Walk downtown, window shopping	_____	_____	_____	_____
Go for walks	_____	_____	_____	_____
Others (specify) _____	_____	_____	_____	_____

26. Since September, have you met someone whom you consider to be a "close friend"? Yes \_\_\_\_; No \_\_\_\_ . If yes, where is (are) your friend(s) from? \_\_\_\_\_

\_\_\_\_\_. (Name a city or town).

27. Generally speaking, how satisfied are you with the social life at the school?

- (a) very satisfied \_\_\_\_\_
- (b) usually satisfied \_\_\_\_\_
- (c) satisfied \_\_\_\_\_
- (d) at times somewhat unsatisfied \_\_\_\_\_
- (e) generally unsatisfied \_\_\_\_\_

ASSISTANCE

28. Has an adviser or counsellor been appointed to assist you during your stay at the school? Yes \_\_\_\_; No \_\_\_\_ . If yes, who is he appointed by?

- (a) school or college \_\_\_\_\_
- (b) DIA&ND (NANR) \_\_\_\_\_
- (c) other (specify) \_\_\_\_\_

29. If you were concerned with something, to whom do you think that you could and would turn for assistance in each of the following areas? (You may ckeck more than one in each area).

	<u>Academic Problems</u>	<u>Social and Personal Problems</u>	<u>Financial Problems</u>
School counsellor	_____	_____	_____
A teacher	_____	_____	_____
A school official	_____	_____	_____
Another student	_____	_____	_____
DIA&ND(NANR) counsellor	_____	_____	_____
A relative	_____	_____	_____
Friends	_____	_____	_____

THE FUTURE

30. Do you plan to return to the N.W.T. when you complete your course? Why or why not?

31. What type of work do you hope to do when you finish?

32. Where would you like to work? (Name a city, province or district).

33. Which organizations or what people may employ a person with your qualifications where you hope to work? Include self-employment as a possibility?
  
34. If you returned to the N.W.T. to work, what possible advantages or disadvantages would a person like yourself, with your qualifications, have in doing the work you intend to do. Answer this question even if you do not intend to return to the North.
  
35. Of what benefit could a person like yourself, with the qualification which you intend to acquire, be to the people of the N.W.T. in general? Answer this question even if you do not intend to return to the north?
  
36. If you have friends and relatives in the North who are thinking of going beyond high school, what advice would you give them?
  
37. If it were possible, would you have preferred to have completed your education in the N.W.T.? Why or why not?

38. Would you have preferred to complete your high school outside the N.W.T.? Why or why not?

39. Further comments or suggestions about education?

Thank you for your assistance in completing this questionnaire. Place it in the envelope provided and mail it today.