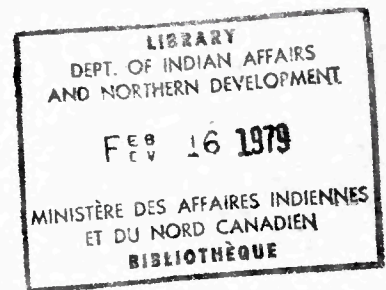Canada. Dept. of Indian Affairs and
Northern Development. Education Branch.

A study of the boarding home program for
Indian high school students in British
Columbia, Alberta.

A STUDY OF THE BOARDING HOME PROGRAM

for

INDIAN HIGH SCHOOL STUDENTS

in

British Columbia, Alberta, Saskatchewan,
Manitoba and Ontario

EDUCATION BRANCH

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

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C O N T E N T S

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A Study of the Boarding Home Program
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British Columbia, Alberta, Saskatchewan, Manitoba and Ontario.

I BACKGROUND AND OBJECTIVES OF STUDY

In 1968 the boarding home program of Indian High School students was approaching the second decade. It seemed, appropriate, therefore, to review the program, reassessing and planning for the next fiscal quinquennium. In preparation, a tentative study proposal had been developed in 1967 by a Committee representing Education Branch, the Canadian Research Centre for Anthropology, and the Canadian Welfare Council, resulting in a comprehensive and definite research design. From the 1967 study proposal this research project evolved. Its major objective is to evaluate the effectiveness of a boarding home program for Indian high school students.

In its study proposal, the Committee established three primary instruments for the collection of data. Interview Schedule A for data on sample students, Schedule B on Indian parents, and Schedule C on boarding home parents. Preliminary analysis of current statistics determined the size of the samples, the study centres, and the number of interviewers.

Principal Objectives

The study has three principal objectives:

1. To delineate the general problems of students, Indian parents, boarding home parents, guidance counsellors, and any other persons involved in or associated with the program.

2. To develop appropriate forms for recording data on the boarding home program.

3. To make tentative suggestions for improvement of the program.

II METHOD AND DESIGN OF STUDY

1. Study Population

The study population or universe is defined as all the Indian high school students residing in boarding homes in the various urban centres across Canada. It also includes all their parents, or guardians, and their private boarding home parents.

Of the 70,500 registered Indian pupils, approximately 12,000 are boarders of whom some 8,500 are accommodated in federal hostels or "school residences", some 700 in non-federal hostels or "dormitories", and the remaining 2,800 in private boarding homes.   Thus roughly 23 per cent of the boarders are in private homes, 70 per cent in federal hostels, and 7 per cent in non-federal hostels.   It is estimated that 80 to 90 per cent of the 2,800 elementary and secondary boarders are high school students.   An indication of the Regional breakdown[2] of boarding home students, <u>whose parents reside on a reserve or Crown lands</u>, is as follows:

<u>Region</u>	<u>Boarders in Private Homes</u>
Maritimes	52
Quebec	215
Ontario	710
Manitoba	207
Saskatchewan	443
Alberta	376
British Columbia & Yukon	764
TOTAL	2,767

Sources:

(1)   <u>Indian Affairs Facts and Figures</u>, September 1967, and <u>Statistics Section, Educational Services Division</u>

(2)   <u>Statistics Section, Education Services Division</u>, "Enrolment Band Return for Elementary and Secondary Indian Pupils as of November 1, 1967"

2.   - Selection of Study Centres

Study Sample

The initial design for the selection of the sample of High School students in boarding homes, and the study centres suggested by the Committee in 1967, was adopted.   The "Regional Summary of Caseloads of Guidance Counsellors" (p. 195), January 1968 shows the following number of elementary and secondary school boarders in regions.   Vocational and post secondary are excluded.

<u>Region</u>	<u>Student Boarders</u>[1]
British Columbia & Yukon	471
Alberta	349
Saskatchewan	401
Manitoba	225
Ontario	868
Quebec	167
Maritimes	60
TOTAL	2,541

In January 1968 11 Education Districts within the above regions had, with one exception, 100 and more elementary and secondary students in boarding homes. These are listed below. As none of the Education Districts in Quebec or the Maritimes had as many, these two areas were not included in the survey.

Education District	Student Boarders[1]
British Columbia south coast (Vancouver lower mainland)	284
Vancouver Island (Victoria & V.I.)	104
Edmonton-Hobbema	114
Blood-Peigan (Lethbridge)	118
Prince Albert	140
Battleford	110
Portage-Dauphin (Brandon)	103
Clandeboye (Winnipeg)	89
Sault Ste. Marie-James Bay (Sault Ste. Marie)	147
Fort Frances-Kenora	146
Sudbury	249
TOTAL	1,604

Source:
(1) Counsellor's Monthly Reports, January 1968

Three of the above Districts were selected as typical metropolitan areas: Vancouver, Edmonton, and Winnipeg, and three as typical small urban areas: the lower mainland of British Columbia, Prince Albert-Battleford, and Sault Ste. Marie. These six centres became the designated centres of this study. From these centres, samples of high school students in boarding homes were taken.

3. Study Sample - Selection of Student, Indian Parent and Boarding Home Parent Sample

The five principal criteria established for the selection of the student sample were:

(1) Students are to be in junior or senior secondary high school. Only those in academic, academic-vocational, and/or academic-commercial streams are included. Those attending a technical institute, vocational training centre or other post-secondary school are not included.

(2) Students are to be living in boarding homes and in recript of educational assistance. An application for Education Assistance is to be on file for each student selected.

(3) Students are to be 15 to 19 years old. Those who have not reached their 15th birthday and those who have reached their 20th birthday are not to be included in the sample.

(4) The students are to be drawn from the school population enrolled in the educational assistance program during the 1967-68 school term, commencing September 1, 1967 and ending February 29, 1968. The sample will include both those students who continue in the program until March 1, 1968 and those who drop out during that period.

(5) Indian parents of the sample students are to comprise the Indian parent sample. Also, the boarding home parents of these same students are to make up the boarding home parent sample.

On the assumption that all three groups included in this composite sample are homogeneous, a 10 per cent sample was considered satisfactory. However, as the next paragraph relates, the actual sample of students selected represented 25 per cent of the high school students in the six designated centres.

The method employed in the selection of the student sample was a manual random sampling. As a first step, the educational staff in the designated centres prepared separate alphabetical lists of the total high school population in private boarding homes between the ages 15 to 19. These lists included the student's name and age, the name and address of his boarding home parents, and the name and address of his own parents or guardian. From each list 35 to 40 names were taken by selecting every second, third or fourth name on the list depending on the size of the list. Those students whose natural parents or guardian were inaccessible, were exchanged for a name immediately preceding or following the original student's name.

Two hundred and thirty-two students were drawn intially. Difficulties in reaching parents and/or obtaining complete information, reduced the sample to 216. When the selection was made in January 1968, the 216 sample students comprised 25 per cent of the total number of high school students in boarding homes in the six selected centres. Of the 1,640 high school students in boarding homes in all five provinces, the sample represented 13 per cent of this total. The 216 students were selected from the six study centres as follows:

Metropolitan		Urban	
Vancouver	38	British Columbia (lower mainland)	34
Edmonton	34	Prince Albert - Battleford	33
Winnipeg	39	Sault Ste. Marie	38

The sample of Indian parents was 428, (214 families).

4. Instruments for the Collection of the Field Data

Interview Schedules A, B, and C, and Questionnaire D were the four primary instruments used for this study. Copies of these are in the Appendices.

Schedule A - Indian Students

The use of this schedule in the collection of data was through a personal interview with each sample student. The questions covered demographic data, entry into the boarding home program, school and boarding home experiences, health problems, employment experience, relationship with boarding home family, social activities, career aspirations and expectations, contacts with natural parents, and evaluation of the boarding home. An open-ended question solicited further comments.

Schedule B - Indian Parents

This schedule was administered by the same interviewers as in Schedule A. The purpose was to obtain first hand the reactions and comments of the natural parents. In many instances the counsellor-interviewers met the parents of their students for the first time. Interpreters were necessary in several of these interviews.

Schedule C - Boarding Home Parents

Similarily the same interviewers saw the sample students' boarding parents.

Both Schedules B and C contained hard socio-economic data: age, religion, occupation, marital status, size of family, education, housing, and residence. Both schedules had open-ended questions.

Schedule B asked the parents what their school aspirations were for their children, what type of school accommodations they preferred, contacts with their children and boarding home families, and their evaluation of boarding home parents.

Schedule C included socio-economic data and information on boarding home parents placement experiences with Indian and other children, their preferences, their motivations, their appraisal of the boarding home program, their expectations and evaluation of the boarding home students, and their suggestions for improvement of the program. All interview schedules were pretested - A and B by the writer, and C by the original Committee.

Questionnaire D - Counsellors

This Questionnaire was composed by the writer (see Appendices) to ascertain
the counsellor's perception of their own role in the boarding home program,
their conception of the role of the boarding home parents, and the type
or problems or crisis-situations referred by the various constituents of
their communities. It was designed, also, to learn about the prevailing
patterns of recording and reporting data on counsellors' caseloads and
patterns of their overtime activities. Questionnaire D was mailed to 112
guidance and vocational counsellors, located in all the district offices
of the five regions involved in this study. No identification, other
than Region, was requested.

Interviewers

Twelve guidance counsellors, two from each study centre, were selected
by the Director, Education Branch, for the administration of Interview
Schedules A, B, and C. The interviewers were selected for their experience,
academic and personal qualifications, ability to communicate and to
maintain objectivity in the conduct of the interviews. It was recognized
some counsellors would be interviewing some of their own students and
the natural and boarding home parents of these students if they were part
of the sample. Some also, as noted previously, would be meeting and
interviewing Indian parents of their students for the first time. This
was initially thought to be an advantage.

The Director asked that district offices free these counsellor-interviewers
from regular duties, so that the study could have priority during the
months of March and April.

A workshop, under the direction of the Head of Guidance Services, Ottawa
and the writer, took place February 26 and 27 in Vancouver, British
Columbia. The study objectives and the interview schedules were reviewed
and the latter modified. Interviewing techniques, definitions, and
general instructions for completion and mailing of the completed schedules
and Data Sheets A were discussed. The workshop provided an opportunity
for the orientation of the research consultant, and sharing of the heavy
research this project imposed because of deadlines and other restricting
limitations.

The training and experience of the interviewing team of 12 counsellors
is briefly summarized here. The writer understands that similar academic
qualifications and experience would pertain to most of the counsellors
presently employed by the Division. Nine of the counsellor-interviewers
were university graduates (B.A. and/or B.A. and B. Ed.), ten had
professional or first class teachers' certificates, and two a Guidance
Certificate and Secondary Teachers' certificate. Their collective
teaching experience totalled 144 years. Experience ranged from none to
31 years and averaged 12 years. Of the 12 counsellors, six had taught
in Indian schools (student ages 2 to 16 years). Their average length of

experience teaching Indians was eight years (this would seem an important "research indicator") and their total counselling experience of Indian students in the boarding home program was $29\frac{1}{2}$ years, ranging from one-half year to six years. All their counselling experience, representing an average of 2.4 years, was in the current guidance program of Education Services, Indian Affairs Branch. None had had formal experience in social work placement of children and/or group work. Later in this report reference is made to the value of some professional experience in child care and the implications of such for the boarding home program.

5. Processing and Analysis of Data from Schedules and Questionnaire

After completing Interview Schedules A, B, and C, the interviewer-counsellors mailed them to Headquarters in Ottawa for data processing.

All Questionnaire D's, when completed by the counsellors, were mailed to the research consultant in Victoria. A precursory review of the questionnaires (prior to the writer's field trip across the country) enabled the consultant to explore with the counsellors and their respective administrators, certain policies and practices that seemed relevant and significant in any revision and/or modification of the program. The analysis of all Questionnaire D's are found in Chapter IV.

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1. Indian Students

Seventy per cent of Indian high school students in boarding homes in the six study centres are 17 years and younger. Girls tend to be placed more often in Metropolitan centres and boys in urban areas. Well over half are in junior high school grades and show some grade retardation. (one-third are one year, and one quarter are two years retarded). The seniors show less grade retardation. (About half are at the normal or better age-grade level.) Slightly more girls than boys (1 per cent) are in Grades 11 to 13.

Most of the sample students are not experiencing school integration for the first time, as two-thirds have been in provincial or parochial integrated schools at least during the previous year. However, at one time or another, three-quarters of the sample attended Indian Day schools, one-half residential schools and 10 per cent attended parochial schools, 3 per cent of the sample had always attended provincial schools.

The size of the home class is normal in range (20 to 30 pupils). In Metro schools especially, there is frequently either only one Indian student or two. Less than 10 per cent of the Indian students have five or more Indian classmates. Over half are in academic-vocational-

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technical courses, 40 per cent in the academic stream, and less than 10 per cent in occupational classes.

Indian students generally say they miss less than one day a month from illness. The illness, they say, is minor (e.g., headache and toothache). Only interviewers in Vancouver - lower mainland and Sault Ste. Marie reported fully on attendance, accounting for about half the sample students. These reports indicated high attendance, averaging 90 per cent or better.

However, absenteeism ranked either first or second among the crisis-situations reported most frequently by teachers, natural parents, and boarding home parents, with physical illness and physical disability of a more serious nature ranking third or fourth. Boarding home parents complained about the inconvenience of and lack of authority for securing emergency medical, dental, and hospital services. Coun-sellors complained about the difficulties of securing medical exam-inations of students immediately prior to placement.

Asked directly, 90 per cent of the boys and 86 per cent of the girls said they were satisfied with their boarding homes. Both boys and girls said the thing they liked best was the "family atmosphere", and the quarter who were able to identify what they least liked said most often "the restrictive rules and the distance from school and from their own home." Almost a reversal of this positive acclaim for their boarding home arrangements was revealed by the frequency of boarding home changes in the past six months. Fifty-four per cent had not changed, but forty-six per cent had changed. Over half of those changing had changed once, 10 per cent twice, and 6 per cent three times. More than half gave unhappiness as reason for the change or were unable to state specific reasons. Other reasons related to school transfers, change of residence and plans of boarding home parents, and discipline problems. Further evidence of student dissatisfaction with boarding home placement is incompatibility. This is by far the most frequent type of crisis-situation referred to by students. Among the first suggestions offered by students for improvement of boarding home placements, are requests for more information about their new home and community at the time of application, and a trial period or orientation prior to permanent placement. Ten per cent of the students who move (or occasionally their parents) go out and find their own new boarding home, and then ask the counsellor to approve of the ad hoc arrangement. Usually the student asks to move to a home recommended by one of his student friends or relatives who are happily placed.

To what degree students are really a part of their boarding home family is questionable. Most students help with family chores, watch television and sports, go motoring, picnicking, or shopping, etc. But three-quarters indicate they are not really part of the inner family circle.

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They do not share in anything and/or do not specify or state any shared activity. Only a meagre fraction (4 per cent) enter into family discu.sions. About one-third of the girls and one-fifth of the boys attend church with the family.

Indian students, especially boys, dislike homework and do a minimal amount. About four-fifths of the sample do $2\frac{1}{2}$ hours and less a day. As the majority need to catch up with their studies, and as two-fifths are in senior grades, this seems inadequate. An awareness of poor homework habits by a few students is evident in their request for training in good study habits prior to attending city schools.

Obviously the students have considerable spare time, yet a little over 10 per cent have after school or weekend jobs. Only six of the total group earn some of their spending money. The principal reasons they give are: unavailability of part-time work, and the lack of know-how transportation, and motivation. In summertime they do better, especially the boys, when well over half get jobs; the greatest proportion of these earn from $250 to $500 in that period. If the counsellors could have more time to work with students on job placements, and on advantages of earning and saving for their own clothes and spending money, Indian youngsters might be more able to compete with other students for scarce jobs. Patterns of dependency (psychological, cultural, and economic) are already acquired by these youngsters, as for example: lack of motivation, lack of individual goals,(1) lack of aggression and competition, and insistence on higher allowances. And yet, according to their boarding home parents, their requests for more clothes and a greater monthly allowance are invariably reasonable. Also their reluctance to ask more of their parents (traditionally indulgent) is commendable, for they are well aware what sacrifice their families undertake when they send them $5 to $10 a month, and any fare home. Thus counsellors need to know more fully than they do now, the financial and other socio-economic and cultural patterns of these students' families.

Finally, what are their aspirations and expectations? About 90 per cent say they expect to finish high school, but are much less certain of achieving their career goals. Less than two-thirds cannot state their goals. Of the third who do, boys most often say they will be in one of the building trades, and girls in clerical jobs. Their second choices, boys - mechanics, and girls - nursing. When reacting to questions about their attitudes to their potential fellow employees and fellow students, they are noncommittal. They speak quite openly of the white stereotypes of Indians, but are apparently unaware of the Indian stereotypes of whites. They say, "We do not stereotype." In answer to the question, "With whom would you rather work when choosing a job," three-quarters reply, "It doesn't matter." The writer's interpretation of this, based on personal interviews, is that the reply is noncommittal, a cover-up for their anxiety about entering into the white man's world and competing in his labour market. On the other

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hand, these same students were more able to face up to the realities
of their future place of employment. Two thirds state they would
rather live and work off the reserve. The others wished to return to
the reserve, primarily, it would seem, because of deeply rooted
loyalties to their land and people.

Source:
(1) Gue, Leslie R., Resume of A Comparative Study of Value
     Orientations in an Alberta Indian Community, University of
     Alberta, Edmonton, Canada, p. 21

2. Indian Parents

Indian Parents are in the middle-aged groups (60 per cent are 35 to
55 years of age). There are three times as many Indian widows, as
Indian widowers. Three-quarters of the Indian parents are married,
about 10 per cent are unmarried or separated, and just under 15 per
cent are widowed. Thus one-quarter of the students came from homes
where there is only one parent, usually a mother.

Sixty per cent are Protestant and twenty four per cent Roman Catholic.
Religion is not stated and/or not specified for 16 per cent. Most
Indian parents live on reserves. However, as 15 per cent indicated
"other", or did not state, the exact place of residence is not known
for some 30 families.

In the main, Indian mothers have acquired slightly more schooling
than Indian fathers. The educational level for both parents is low:
thirty per cent replied no education or; "do not know"; 50 per cent
elementary only; and 20 per cent high school. As one-third of the
students did not state the type of school where they received the
most education, it can only be surmised that approximately half went
to a residential school, a quarter to an Indian Day school, and less
than a half of 1 per cent to integrated schools.

Of those fathers employed (about one out of five was unemployed) the
most were fishermen, labourers, trappers, guides, farmers, loggers,
and carpenters. About 3 per cent were government employees, and
about a third of the mothers were working out of the home. A few,
who were widowed, were supporting their families. The cannery was
their chief place of employment. About 2 per cent worked in hospitals
and about 1 per cent were clerks or waitresses.

Although approximately 71 per cent of the family homes of the sample
students have three to six rooms, 17 per cent have one or two rooms,
8 per cent seven and eight rooms, and 4 per cent not stated, the large
number of children living in these homes indicates overcrowding and

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related inadequacies. The average family size is 7.3 children, including
the boarding home student. The average number of children at school
per family, including those in boarding homes, is five. There are also
a number of pre-schoolers and unemployed brothers and sisters at home;
the number is not determined. Housekeeping standards, considering the
overcrowded conditions, are described mainly as fair to good.

The school aspiration of an Indian parent is not as high as the children's.
Two-thirds of the parents, compared to 85 per cent of the sample students,
wanted their children to complete high school. Their primary reason for
wanting their sons and daughters to have a secondary education is that
they will secure a "good job". High pay is of no concern. They were
evenly divided on the best location of their children's high schools.
The remainder were equally divided, half wished for high schools on the
reserve, and half preferred commuting to nearby integrated high schools.
Assuming there is no other alternative than distant city high schools,
Indian parents definitely prefer the private boarding home plan. Three-
quarters stated this preference, about one-fifth stated residential
schools, and the remainder hostel accommodation.

Indian parents have difficulty expressing why they prefer boarding
homes. Their principal answers were in this order: "better home
supervision", "best place", "happy", "parents' choice". These
comments may be interpreted many ways. The writer believes they mean:
"We think boarding home parents are treating our children as we
parents would. They are giving them protection, care, discipline,
and affection. That is why we prefer them in private homes."
However, since one-third and one-fifth of the parents did not respond
to the above questions respectively (the reason for children continuing
education and preference for type of boarding home accommodation),
there is no certainty that the above deductions represent a majority
opinion of Indian parents in the sample.

Indian parents say they are rarely in touch with the boarding home
parents of their children. About one out of five have some contact,
usually by letter. Less than 1 per cent have ever met them fact to
face or been in their homes. It may be assumed that over half the
Indian parents are unable to state how they contact the boarding home
parents as they apparently did not understand the question.

Indian parents and Indian students place great stress on the family
reunion at Christmas and Easter, especially at Christmas. However,
only 50 per cent of the Metropolitan students and 60 per cent of the
urban students get home for these festive holidays. However, over
two-thirds of the students interviewed receive spending money from
home. Usually between $5 and $10 a month.

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Ninety per cent of the Indian parents, were able to say "Yes" or "No"
to the question: "Are you satisfied with the boarding home arrangements
which have been made °or your child or children?" Ninety-five per cent
of these stated "Yes". Of those answering in the affirmative, 10 per
cent were unable to say "Why". Those who said "Yes", did so because
their children expressed a liking for their boarding home parents, and
said how happy they were in their boarding home.

The ten parents who said "No", were able to delineate more precisely
their dissatisfactions. "Boarding home parents look down on student",
"not enough food", "not enough allowance", "no consideration by boarding
home parents", "bad experiences in boarding home", "different economic
backgrounds", and "walking distance to school is far" were some.

3.   Boarding Home Parents

Boarding home parents, especially in Metro centres, are comparatively
young parents, considerably younger than the Indian parents of their
students. For example, one-third of all Metro and urban boarding home
parents are 35 years and under; slightly under one-third of the Indian
parents are 45 to 54 years. Another significant age differential is
between the Metro and urban boarding home parents. One-half of Metro
compared to one-third of urban parents are under 40 years. Generally,
boarding home families have two or three children. They are usually
younger than the students. The students' reactions to the youthful-
ness of their boarding home parents are not revealed in this study.
Their reactions to younger boarding home siblings are favourable, judging
from personal comments made to the author.

In the main, boarding home consist of two-parent families. Only 5 per
cent are widows. In contrast, one-quarter of the Indian students are
from one-parent families. How active a part the boarding home fathers
play in the care and supervision of Indian students is now known. Quite
frequently they were absent during the "study-interview". At the
Nanaimo meeting, boarding home fathers attended and participated
equally with boarding home mothers. It is not known if both parents
are interviewed separately and/or together prior to approval of their
application as boarding home parents.

The practice of religious observance on placement is not obligatory.
Consequently half of the students are in homes of a different religious
denomination. Fifty-six per cent of the boarding home parents are
Protestant, 31 per cent are Roman Catholic and the remaining 13 per
cent are "other" or not stated.

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Over three-quarters are Canadian born, and about half have resided
at least ten years in their present locale. Thus, they seem a fairly
stable residential grou, of citizens regardless of city size.
Educational levels, and corresponding occupational and income levels,
place them in the lower or upper middle class strata. One-half of
the boarding home fathers in Metro are white-collared workers;
conversely slightly under one-half of the urban fathers are blue-
collared workers. It would seem that less than a quarter of the
boarding home mothers are working outside the home. The majority of
these are in clerical or professional occupations. Metro levels are
higher than urban for all three. About 10 per cent of the boarding
home fathers have been in university and 9 per cent hold professional
jobs.

Of the 120 boarding homes described, 41 per cent consist of eight
rooms or more. Interviewers' comments suggest typical suburban homes
and high housekeeping standards. A subsequent check revealed 10 to
12 per cent of the boarding home families were of Indian status or origin.

Considerable variation in length of boarding home experience is evident
between Metro and urban centres. Individual centres vary considerably.
Generally, urban boarding home parents have longer experience and have
cared for a correspondingly greater number of students. Forty-one per
cent of the total boarding home parents have three years experience and
over; 53 per cent of the urban group indicate the same length of
experience, and only 29 per cent of Metro parents, have had the same
length of experience.

Thirty per cent of all boarding home parents have had six and more
students during their boarding home experience. Respective percentages
for urban and Metro are 38.9 per cent and 22.1 per cent.

Although 13 per cent of the boarding home families have six years
experience and over, 33.8 per cent have one year or less experience,
and slightly under 60 per cent have two years experience. From
these figures it appears that boarding home parents for the most part
are relatively inexperienced in caring for provincial agency children,
except the 20 per cent who have either foster or adopted children from
child welfare agencies. This latter group could possibly be more
familiar with child placement responsibilities (they are evenly divided
between Metro and urban centres).

Boarding home parents seem to have definite preferences regarding the
sex and age of a student.

However, preferences for a boy or girl seem to be individualized. Al-
though boarding home parents are equally divided as to boys or girls
the percentage differentials for reasons are considerable. For example,
twice as many take boys because they "like boys" as take girls for this
reason. Fifteen per cent take girls for "companionship", compared to 2

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per cent who take boys for this reason. Twenty-three per cent take
girls as they are "same sex as own child" compared to 13 per cent who
take boys for the same reason. Fourteen per cent take boys because
they are "more self-sufficient", compared to 8 per cent who take girls
for this reason. The reason "easier to discipline" has comparatively
little variation: 18 per cent boys and 15 per cent girls.

Of the two-thirds who state age preference, 48 per cent prefer the 16
year olds and under, and only 18 per cent prefer the 17 year olds and
over. Recalling that approximately 60 per cent of the students are 17
years and older, the problem of placing these older teenagers may be
increasingly difficult. First, second, and third preferences, excluding
"better communication", for the younger student rank in this order:
"easier to look after" 47.5 per cent, same age as own child 14.6, and
more self-sufficient 3.6 per cent. Preferences for the older student
rank in this order: more self-sufficient 25.4 per cent, "easier to
care for" 21.8 per cent, and companionship 12.7 per cent. "Better
communication", as a reason for preference is close for both age groups:
4.8 per cent for the younger group and 5.4 per cent for the older group.
This similarity suggests that boarding home parents find they communicate
equally poorly (if this relatively low percentage reflects the ranking
order of reasons for preference) with either age group.

Reasons for taking Indian students seem in the main to relate to an
increasing awareness of the plight of Indian people and a conscious
desire to remedy the Indian youth situation. Two-thirds are so
motivated. To illustrate, boarding home parents say: "Soft spot for
Indian people"; "Supporting two children in Korea and Vietnam, and
are taking Indian students in order to support them"; "Test self on
prejudice - help someone through school as I couldn't go myself";
"If we don't help to educate the Indian, we don't have any right to
criticize them". Companionship, including an expressed love of
children: "Used to take kids in when they had no place to go;"
"To give the students a home atmosphere"; "To have more around the
home". "House too empty" ranks second. Previous association with
Indian people is third, and includes such stated reasons as: "Both
boarding home parents have partial Indian background"; "Grew up
on an Indian reserve"; "Wife worked in Indian health and like them
as patients"; "My son became friends with an Indian boy who was
boarding in our community".

"Other" ranking fourth in frequency include such as the following:
"To help a neighbour who wanted to go on holidays"; "They came with
the house"; "Have someone around to help with the family"; "Own
personal reasons"; "Originally took girl for baby-sitting help";
"Night-work and occasionally I need a babysitter". "Wanted something
to occupy my time" and "Can't really remember".

III CHARACTERISTICS OF STUDENTS, PARENTS
AND BOARDING HOME PARENTS

The initial orientation or involvement in the boarding home program of the majority of the boarding home parents appears similar to that experienced by foster parents. Omitting the 13 per cent, for whom specific information is unknown, 43 per cent learn through friends, who usually are boarding home parents and 7 per cent from relatives. Roughly a quarter are acquainted with the numbers of Indian students in need of homes from their church calendars or pulpit announcements. Counsellors advise that character references of clergy are helpful in their preliminary screening and assessment of boarding home applicants. For the whole sample, about 10 per cent learn from newspapers, radio, and other advertising media.

Vancouver counsellors obtain their highest percentage of boarding home parents (33.3 per cent) from church announcements, as does Lower Mainland (37.5 per cent).

For most part, the counsellors, including Indian school principals (41.3 per cent), and other Indian Affairs Branch officials (30.5 per cent), take the initiative in locating and arranging for boarding home placement of the student. For the remaining 30 per cent it would appear that church officials, friends of boarding home parents, social agencies (inclusive of training schools), students' relatives, and other press for boarding home accommodation for the student.

Although roughly 80 per cent of boarding home parents say they are not provided as a general rule with any information on the Indian parents and home community of the students, they are equally divided with respect to information provided on the students themselves. Approximately half state both parents receive some information on their students, but of this number less than half believe it adequate. They all request additional information, but vary in the type of information that would be most useful. By far the largest proportion wish more data on the student's family. The following frequencies and percentages in rank order apply:

Useful Information Desired	Frequency	Percentage
Family history	80	37.5
Behaviour pattern of student	40	18.7
Community background	32	15.0
Not stated	23	10.7
Medical information	17	7.9
Other	12	5.6
Previous school record	9	4.2

III CHARACTERISTICS OF STUDENTS, PARENTS
AND BOARDING HOME PARENTS

Boarding home parents say clearly in this study that they require
and appreciate the help of the counsellors in carrying out their
responsible roles as parents to Indian students. Eighty-five per
cent affirm that visits of counsellors are necessary and useful; 10
per cent say they are either unnecessary or unimportant, and 5 per
cent do not comment. However, it appears that counsellors are unable
to provide in any substantial way these vital counselling and suppor-
tive services to boarding home parents, as 44 per cent of the coun-
sellors either seldom or never visit them, according to the boarding
home parents. However, 16 per cent of the boarding home parents
report regular visits and 40 per cent "sometimes". Further evidence
of the importance boarding home parents place on a counsellor's
visit, is their response to the question respecting reasons for their
general satisfaction with the program - the highest frequency given
is "assistance by counsellor."

The value of sharing their mutual concerns and problems in group
meetings is espoused by the majority of boarding home parents.
Sixty-six per cent say "Yes"; 21 per cent "No"; 11 per cent
"Unimportant", and 2 per cent do not state. Ranking order of the
centres who report in the affirmative is:

Sault Ste. Marie	76.3
Prince Albert-Battleford	71.4
Winnipeg	71.0
Edmonton	64.5
Lower Mainland	46.8
Vancouver	38.4

Boarding home parents apparently feel very confident in evaluating the
behaviour of their students as there are less than 5 per cent who either
do not state or are not specific. Seventy-five per cent expect the
students to behave as their own teenagers. Eighty per cent rate their
behaviour good, 15 per cent average, 1 per cent fair, 4 per cent bad.
Of the 25 per cent who expect "peculiar behaviour", about 12 per cent
seem to imply "greater discipline problems"; 7 per cent "cultural dif-
ferences", and 6 per cent "uncertain" (including other and unspecified).

These parents are fairly free in their suggestions for changes in the
boarding home program. Sixty per cent see the importance of orientation
of the students prior to coming to the city and/or to the boarding home.
Values they delineate as important for inclusion in orientation sessions
are: General features of urban living; Use and budgeting of money;
Self-discipline; Manners; Personal hygiene. About 10 per cent of
boarding home parents felt the need for an orientation period themselves.

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

A counsellor's perception of his role in the administration of the
boarding home program seems essentially pertinent in this study. For
this reason, the writer devised Questionnaire D. Ninety-five completed
questionnaires were received from guidance and vocational counsellors
as follows:

British Columbia - Yukon	18
Alberta	19
Saskatchewan	18
Manitoba	12
Ontario	28

What do counsellors perceive as their role and the role of the
boarding home parents in the boarding home program? Question (1) in
Questionnaire D: "Boarding home parents sometimes provide services
to students in addition to board and lodging: List five such services",
is not as innocuous as it may seem. It was deviously designed to test
the counsellor's perception of the nature of the relationship respon-
sibilities inherent in the boarding home program. Question (2) in
Questionnaire D related to the counsellor's practices in the collection
and use of data on students, and their natural and boarding home
parents; Question (3) in Questionnaire D their delineation and selection
of crisis-situations referred by students, natural parents, boarding
home parents, school authorities, social agencies, and Headquarters,
Ottawa; and (4) an estimate of overtime and outline of activities
which usually occupied their overtime.

In the main, completed questionnaires indicated that counsellors, whether
guidance or vocational, were carrying heavy caseloads, necessitating
extensive periodical overtime, and that they were often coping with
grievous crisis-situations which were both time-consuming and/or
beyond their competency and jurisdiction.

The following tables provide data as reported by the 95 counsellors
from each of the five regions involved in the study.

1. Perceptions of the Counsellors of their Role

    From the replies to Question 1, in Questionnaire D:

            Boarding home parents sometimes provide services to
            students in addition to board and lodging. List five
            such services.

the writer listed all types of services reported and then separated
them arbitrarily, into three classes: (a) Landlady-tenant services,
(b) House-parent-student services, and (c) Foster or Substitute
Parent-Student Services. The following services, included under

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

these three relationship types, will illustrate the varying parental
roles the counsellors expected of the boarding home parents. These
illustrate, also, if indirectly, the counsellor's perception of the
boarding home parent-counsellor relationship. In short, their own
counselling roles were largely contingent upon their conception of
parental relationships.

These services, as classified, became the criteria for each type of
boarding home relationship.

(a) Landlady-student services

        Laundry and dry cleaning
        transportation
        recreational facilities of home
        babysitting or other similar jobs
        co-operation with counsellor

(b) House-parent-student services

        assist with homework
        visit school counsellors with students
        general encouragement re: studies, marks, reports
        assist in purchasing clothes and supplies
        arrange for social, religious, and other meetings and appointments
        register them in school
        make and supervise medical and dental appointments
        tutoring and instruction
        Christmas and birthday parties and presents
        counsel re: personal matters
        excursions and sight-seeing
        help with money if students run short of allowance
        provision of loans and bail
        personal concern about student's welfare
        arranging for visits of natural parents overnight and on weekends.

(c) Foster or substitute parent-student services

        assistance with studies
        assistance with personal and social programs
        guidance in the handling of money
        guidance in shopping and budgeting
        provision of a supportive family atmosphere
        "Any five services they would render their own children. This
        is what the program is all about"
        friendship and companionship
        mature counsel
        morale boosting
        money lending
        "Some house parents establish an excellent relationship with
        students' family on reserve".
        parental surrogate
        accept student into the family unit

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

It will be noted that each of the three classifications, or types of services, is not always mutually exclusive. For example, laundry is generally part of the initial boarding home agreement. Co-operation with the counsellor, in the general supervision of the student's deportment and activities, is expected of the boarding home parents. These specific terms or conditions are set out in the I.A.B. "Indian Student's Handbook." Similarly, they are included in some of the Regional Handbooks, (e.g. "Guide for Boarding Home Parents"), Vancouver, British Columbia.

2. Classification of Boarding Home Parents

The classification of boarding home parents into these three types of boarding home relationships was not difficult. The services listed by the counsellors suggested the nature of the relationship between the student and the boarding home family as one of three: a casual, business-like board and room arrangement; a friendly and home-like atmosphere (a boarding home plus); and a substitute parental relationship (acceptance of student into the family unit). Two or more of the five services listed had to indicate explicitly that such was the specific nature of the relationship before being classified.

(d) A further miscellaneous class was used where no services were recorded and where the counsellor stated he was not in the direct counselling role. In the table this appears as "Not Stated."

Table 1 gives the summary of these services listed by the counsellors and classified by the writer into three "relationship-types" of boarding home parents.

Table 1 Classification of Boarding Home Parents by Type of Boarding Home Relationship by Region

Type of Boarding Home Relationship	British Columbia No.	%	Alberta No.	%	Saskatchewan No.	%	Manitoba No.	%	Ontario No.	%	Total No.	%
Landlady-Student	2	11.1	1	5.2	3	16.6	1	8.3	0	0.0	7	7.3
Boarding Home Parent-Student	10	55.5	10	52.6	8	44.4	4	33.3	20	71.4	52	54.7
Foster Parent-Student	4	22.2	6	31.5	6	33.3	5	41.6	6	21.4	27	28.4
Not Stated	2	11.1	2	10.5	1	5.5	2	16.6	2	7.1	9	9.4
Total	18	100.0	19	100.0	18	100.0	12	100.0	28	100.0	95	100.0

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

3. System of Recording and Reporting Data

Counsellors' practices and procedures in the collection and use of
data on students, their natural and boarding home parents were ascer-
tained also. These are largely administrative in nature. What emphasis
is placed upon this important aspect of their counselling role? Question
2, Questionnaire D, briefly asked the counsellors to describe what and
how they recorded data: on natural parents or guardian in addition to
completion of Part "B", Application for Educational Assistance (1A-352):
on boarding home parents; and on the school performance of the student.
Copy of this Application and related forms are in the Appendices. In
addition to the 1A-352 application, the official Preliminary Application
for Educational Assistance (1A-647) is completed in some district.
offices but not all. Part 1 of 1A-647, and Part "A" of 1A-352, identifies
the student who is applying for educational assistance by: name,
address, age, sex, Band, Band Number, agency, birthdate, religion, hos-
pitalization and medicare number, schools attended, grades and number of
years, name and address of new school, course, and graduation date
expected. Part II of 1A-647 contains the authorization and signature
of the parent or legal guardian. It states also the amount of
contribution the parent is prepared to make toward the educational
assistance of his child or ward.

Part "B" of 1A-352, entitled PARENT or GUARDIAN, contains these seven
items: name, place of residence (A Reserve or Crown Lands (B) Other,
if "Other", number of years, address, age, relationship, marital status,
and other children under 16 and over). No other information on the
socio-economic background of the student and his parents is requested.

Other parts of these two application forms pertain mainly to approval
and recommendations of the Education Officer and data relating to the
applicant's interest, aptitudes, and academic record. Preference is
made to these two applications in the Report section on Appropriate
Forms.

The writer assumed that some such formal application would be retained
on the student's file. She assumed also that in addition to this
identifying data on student and parents, social information on the
student's family and home community would be recorded systematically
and continuously. She expected that, either, a separate file would
contain the initial and subsequent applications for Indian students
of boarding parents, the identifying information, and also some socio-
economic data on boarding home parents; or that a separate section of
the student-parent file would have this boarding home information.
She anticipated also some accumulative data on the student's adjust-
ment in his new community, and some periodic evaluation of his progress
etc. She was prepared for a variety of practices and procedures. For
this reason, she so framed the question in simple terms and asked es-
pecially for SAMPLES of any forms then in use.

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

From her own experience in this highly important administrative res-
ponsibility of recording and reporting on children and adults placed by
agencies for whatever reason certain basic and on-going data are
necessary for successful placements and periodic evaluations. Further,
the practitioners in the field, are the best authorities on the content
and format of such forms and the procedures.

Tables 2, 3, and 4, are the quantitative data compiled from Question
2 on "records". Following each table is a set of "functional"
definitions. These and the data described fairly well the varied
practice and methods currently prevailing in district offices. They
suggest, too, the degree and/or nature of the attention this adminis-
trative matter is receiving.

Table 2 Comparative Data on Natural Parents as Recorded by All Counsellors
in British Columbia-Yukon, Alberta, Saskatchewan, Manitoba, and
Ontario. September to December 1967

| Type of Data | Number of Counsellors Using Data | | | | | |
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
None	3	7	7	2	8	27
Undefined and/or unspecified	4	1	2	1	1	9
Correspondence to and fro			1	3	2	6
Occupation of father					4	4
Age, name, location of students	1		1		3	5
Language used at home					1	1
Remarks on Permanent Student Record Card	4		2		2	8
Record of interview with parents	1	3			2	6
Income of family		1	1		2	4
Employment status			1		1	2
Education of parents		1	1			2
Family personal file		1	2	3		6
Accumulative recorded data	5	2		3		10
Description of home			1			1
Report from counsellor in home area	1		1			2
Case history			1			1
Background data on parents and/or on reserve			2			2
Use of I.A.B. Agency Records	1	3			2	6
Total[2]	20	19	23	12	28	102

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

Source: Questionnaire D. Counsellors, Question 2(a)

1. Figures in brackets indicate the number of counsellors completing Questionnaire D.
2. Totals do not agree with number of counsellors in brackets as some counsellors kept more than one additional record or item.

Table 2   Definitions of Type of Data Recorded on Natural Parents

1. Undefined and/or includes: Index cards (not "what"); Record cards (not "what"); "On sheet with names of student, boarding home information, etc." "By card system - relative notations."

2. Record of interview with parents includes: anecdotal record - separate file; information is recorded on separate memos and filed in student's personal file; have and keep current, all information on parents and home, including separate record for every child within my jurisdiction; special data that might have a bearing on the success or failure of the students such as death, desertion or remarriage of parent.

3. Family personal file includes: "Home conditions and general attitude prevalent in the home. Attitude towards higher education is useful and the social habits or parents or guardian - drinking, carefree etc. Recorded in a confidential binder kept in a locked desk." Extra form made up by ourselves, personal interview with parents if possible. Home conditions, reasons for wanting children in 'certain' towns, etc. "A family record is kept and updated as often as possible. Insofar as possible a chronological record is kept. The families of our students live up to 900 miles away and regular contact with them is difficult".

4. Report from counsellors in home area includes: "Ask counsellor in home area to send any helpful information about parents and family which would help us analyze how best to work with student. This goes on personal file of student".

5. Miscellaneous items include: "Correspondence to and from; another form where information is recorded"; special form is used when filling out Educational Assistance Application. "Little data is recorded on natural parents, although real effort is made to become acquainted with them and to learn their aspirations for their children."

These observations on Table 2 seem relevant. Twenty-seven counsellors (28.4 per cent) do not record additional information on natural parents or guardian. Twenty-five counsellors (26.3 per cent) keep fairly complete family records such as one of the following: record of interviews with parents, family personal file, accumulative recorded data case history, and background data on parents and/or on reserve. Thirty-three (34.6 per cent) do record several separate items as one or two of the following: occupation and employment status of father, language used at home, family income, education of parents, and description of home. Nine (9.5 per cent) indicated they had individual cards or sheets on the families, but they did not state "what" was recorded on them. Six (6.3 per cent) make use of the local Indian Affairs Branch Agency records.

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

Table 3   Comparative Data on Boarding Home Parents as Recorded by All
Counsellors in British Columbia-Yukon, Alberta, Saskatchewan,
Manitoba, and Ontario during School Term, September to December, 1967

Type of Data	Number of Counsellors Using Data					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
None	1	6	2	4	6	19
Undefined and/or unspecified	3		2		2	7
List or cardex with name, address, and name of students	1	2	3	1	7	14
Notations re: progress of students		1			1	2
Payments to board and room					1	1
Number of natural children					1	1
Periodic evaluation of home	1				3	4
Boarding home application			9	6	4	19
Accumulative data of interviews in file or book	1	2	2		3	8
Boarding home parents' card or list	7	5		1	4	17
Boarding home parents' personal file	2	2	2		3	9
Availability of study privileges					1	1
Reason for taking Indian child		1				1
Explanatory letter to landlady				2		2
Recommendations or references	1					1
Verbal communication among counsellors	1					1
Scrap book					1	1
Total[2]	18	19	20	14	37	108

Source: Questionnaire D.   Counsellors, Question 2(b)

1.   Figures in brackets indicate the number of counsellors completing
Questionnaire D.
2.   Totals do not agree with number of counsellors in brackets as some
counsellors kept more than one additional record or item.

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

Table 3   Definition of Type of Data Recorded on Boarding Home Parents

1. None includes: "Small town! Records not necessary".

2. Undefined and/or unspecified includes: "Placed on a separate sheet in
    the personal file of each student"; on lists is vital information; no
    comments and omitted to enclose form; "By visiting the Boarding Parents;
    occasionally check with clergy, teachers, and others in the community
    if doubtful of home life or if I feel I need additional information".
    Card with information on family, etc. "Special Student Face Sheet".
    "All known information as requested on form".

3. List of cardex includes: name, address and telephone number of
    boarding home parents and names of students placed in home.

4. Notations re: progress of student includes: "Brief notes in areas
    when student requires teaching or commendation".

5. Boarding Home Record Card includes: "Separate list of Boarding Home
    parents with pertinent notes (attitudes, size of family, proximity to
    school, services offered)." "Each is assembled by a counsellor and
    brief note made on back of file card, but counsellor's own knowledge
    of house is rarely recorded in any detail."

6. Boarding Home record and/or book includes: "name, address, telephone,
    nearest school, data on family - number; remarks - cleanliness, organ-
    ization, family attitudes, and space available." Name, address,
    preference for students and whether or not students have been placed
    there successfully in past." "Keep record of type of people - habits
    (play and work) accommodation - social class." "Card system - noting
    address, church affiliation, preferences as to age and sex, who referred
    them."

7. "Anecdotal records: The information is obtained from personal contact
    and from information given by other counsellors who have worked with
    the boarding parents previously."

8. Scrap book - clippings from newspapers of boarding home parents'
    involvement in community.

It would appear from Table 3 that less information, other than bare
identifying information, usually maintained in "index" or "list" form
is maintained on boarding home parents, as compared to data on natural
parents. Nineteen counsellors (20 per cent) indicated none and one
relied on verbal communication among counsellors. The seven, who did not
clearly define or specify type and manner of records, however, do gather
some information. Nineteen have boarding home parents complete a written
application. Nine maintain separate personal on each boarding home

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

family in addition to some form of cardex, and eight per cent keep
a running record of interviews in a file or book. Thirty-one (33
per cent) rely mainly on some form of index or register. In addition,
some counsellors, but they do not say how, do have cross-references
to students' cards, recommendations of references, and/or periodic
evaluations of home.

Data Recorded on School Performance of Student

A comparison of Table 2 and 3 with Table 4 indicates that considerable
more data is recorded on the students. More counsellors are systemati-
cally collecting and recording data on students than on either parental
set. As less kinds of types of data were reported on this part of the
question this may be evidence that more uniformity of practice prevails
on student records. None of the counsellors reported that records on
the student and his school performance are not kept. Thirty-four
counsellors (35.7 per cent) reported there are either individual
student files and/or cards. Seventy-eight kept some form of accumu-
lative and/or progress reports. Thirteen did not specify clearly the
type of data recorded. Eleven noted that photocopies or original
copies of report cards are kept on the students' files.

From some district superintendents the writer learned copies of
special annual reports on the student's progress throughout the
school term are sent to their parents at the end of June. One school
principal of a junior secondary school informed her that he enlisted
the aid of the band council and/or educational committee in personal
interpretation of the report cards to the parents. He felt at this
juncture many Indian parents required some interpretation.

IV COUNSELLORS' ROLE AND RESPONSIBILITIES

Table 4   Comparative Data on School Performance as Recorded by All
Counsellors in British Columbia-Yukon, Alberta, Saskatchewan,
Manitoba, and Ontario during School Term, September to December, 1967.

	Number of Counsellors using Data					
Type of Data	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)	Ont. (28)[1]	Total (95)[1]
None						
Undefined and/or unspecified	2	5	2	1	3	13
Report cards photocopies and/or filed	1	3	2	1	4	11
Accumulative reports from schools	6	5	1	3	6	21
Periodic special progress reports	5	2	2	2	7	18
Individual student files	3	1	6	2	15	27
Individual student cards	2	2	0		3	7
Verbal communication with school	2	1	3		3	9
Anecdotal record	1	3	4	1	2	11
Monthly school progress report	1	4	6	5	2	18
Statistical analysis				1		1
Scrap book					1	1
Total[2]	23	26	26	16	46	137

Source: Questionnaire D. Counsellors, Question 2(c)

1. Figures in brackets indicate the number of counsellors completing
   Questionnaire D.
2. Totals are in excess of number of counsellors in brackets as several
   counsellors kept more than one additional record or item.

Table 4   Definitions of Type of Data Recorded on School Performance
of the Student

1. Undefined and/or unspecified includes: "Regular report form of your own
make." "Special form for this purpose." "Potential, Effort, Results."

2. Accumulative reports from school includes: "Progress Sheet - Personal."

3. Periodic special progress report includes: reports received every
2 to 5 months; "As these reports are made public; they are kept on file.
Entries are made in November, February, Easter and June and coincide with
school reports. Copies are mailed to village parents." Note some of these
"Special progress reports" are designed for reports on Treaty Indians
(e.g. Saskatchewan).

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IV COUNSELLORS' ROLE AND RESPONSIBILITIES

4. Individual student files includes: Record of the school report is kept
    on file. Comments received at teacher-counsellor conferences are recorded.
    "The students' own comments' on their progress are also noted."

5. Anecdotal record includes: "Recording of interviews with students,
    school personnel and others." "Narrative report in counselling session."

The author on the occasion of her visit to several counsellors' and District
Superintendents' offices had the opportunity to look at the records maintained
on Indian parents, boarding home families, and students. Her first hand
observations, support the analyses of these data. Generally there are records
on the students with some pertinent information on their academic status and
progress. There are relatively very few separate records or information on
their Indian and boarding home parents. Whenever and wherever this lack of
recorded data pertains in a district office, one has cause to wonder about
continuity and thus quality of service to the student, his family, and/or to
his boarding home parents.

4. Activities and Responsibilities

    Counsellors' delineation and selection of crisis-situations would
    indicate the general nature of their work and the heavy responsibi-
    lities inherent in it. Question 3 was devised to ascertain the
    various kinds of crisis-situations with which the counsellors have
    to deal day by day and the steps they take to attempt to resolve
    these. It was devised also to obtain the counsellors' conceptions
    of crisis-situations. The objective in asking for separate referrals
    by student, Indian parents, boarding home parents, school authorities,
    social agencies, and Headquarters, Ottawa, was to provide some
    concrete "research indicators" for further study. The non-identifi-
    cation of the respondents by name, position (guidance or vocational),
    and by district was done to determine whether boarding home placement
    problems apply generally regardless of the academic or vocational
    course.

    The data from Question 3, as tabulated in sequential Tables 5 to 10,
    do not give the actual frequencies of the various crisis-situations
    referred to counsellors but are simply illustrative of the specific
    types referred by the several constituents of boarding home centres.
    The constituents are those individuals most directly involved in the
    boarding home program.

V BOARDING HOME PROBLEMS

1. Crisis-situations Referred by Students

Table 5 might be considered a regional profile of social and other
ills that oftimes befall students in boarding homes. Incompatability
tops the list and suggests that the placement not infrequently breaks
down or is in the process of breaking down by reason of ill-matched
and/or poor initial placement. In most cases the incompatability was
so severe and/or so far advanced that the counsellor was unable to
resolve the situation except by removal of the student and replacement,
or by returning him to his home. All regions experience this type of
crisis-situation in similar ratios. The following first 12 types of
crises suggest situations of such frequency and intensity that the
counsellor is unable generally to cope without recourse to other
community resources, viz., psychiatric and medical treatment, law
enforcement, and other professional personnel and community agencies.
In not a few cases counsellors observed that no community resources
were available or accessible to them. By implication, counsellors say
they are accepting Indian youngsters into the boarding home program by
reason of default on the part of other public welfare child-care programs.

Table 5   Comparative Data on Crisis-situations Referred by Students As
            Reported by All Counsellors in B.C.-Yukon, Alberta, Saskatchewan,
            Manitoba, and Ontario, during School Terms, September to December, 1967.

Type of Crisis-Situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Incompatibility of B.H. parents and/or other students	3	4	4	3	7	21
Behaviour (of student)	3	1	3			7
Pregnancy of student	2		1		3	6
Anxiety over failure	2	0	0	1	2	5
Inadequacy of funds		1		1	2	4
Attempted suicide	2				1	3
Sibling rivalry			1		2	3
Incarceration	1		2			3
Unsatisfactory school program		1			2	3
Inappropriate discipline		2	1			3
Homesickness	1			1	1	3
Drinking of B.H. parents	1		1			2
Discrimination			1		1	2
Sickness					1	1
Physical disability and illness	1					1
Court charges pending	1					1
Preference of B.H. to hostel	1					1
Absent without leave					1	1
Anxiety about home situation					1	1

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Table 5 (Continued)

Type of Crisis-Situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Suspension from school					1	1
Job difficulty		1				1
Dissatisfaction with food		1				1
Refusing to return after weekend at home		1				1
B.H. parent contributing to juvenile delinquency			1			1
Poor home environment			1			1
Undefined[2]		2	1	2	3	8
None		5	1	4		10

Source: Questionnaire D. Counsellors, Question 3(a)

1. Number in brackets indicates the number of counsellors completing Questionnaire D.
2. Undefined includes: Five counsellors not carrying boarding home; one counsellor reporting student quitting that day but stating no reason; one counsellor omitting to enclose student's explanatory letter; and one counsellor considered information confidential.

Any counsellor, who in any one month or term, has to deal with many of the situations contained in Table 5 requires some special professional training and/or special personal qualifications. The frequency of the situation compounds the problem. However, it is the nature and depth of the problem, rather than the actual frequency, that is vitally important.

2. Crisis-situation Referred by Indian Parents

Table 6 illustrates the vast array of crisis-situations that Indian parents or guardians of boarding home students refer to counsellors. Twenty-four types are identified as compared to 25 types referred by students. However, three times as many counsellors reported no referrals by Indian parents as no referrals by students, that is, 30 "nones" from parents compared to 10 "nones" from students. This is a common phenomenon in this research. Indian parents are "out of touch and out of mind." More frequently than not, Indian parents have not met their childrens' counsellors or teachers. Counsellors and/or

V BOARDING HOME PROBLEMS

teachers have been unable to visit home reserves and families of their students. But somehow, several parents do contact the counsellors. Further, they are able to voice their complaints in a manner sufficiently explicit and direct to elicit some immediate action on the part of the counsellor and/or other Branch personnel.

Indian parents set high priorities on crisis that relate to their children's absenteeism from school, their own poor home environment (usually due to long-term indigency and/or overcrowding), inadequate incomes, and their children's serious personal behaviour problems, including pregnancy. There are also vexatious complaints against the boarding home parents' treatment of their sons and daughters, against the school, and against the "alien" and "distant" community. It is suggested that the very nature of these referrals is indicative of the varying depth and breadth of the native parents' awareness and concern regarding the general welfare and education of their children at home and away.

Table 6 Comparative Data on Crisis-situations Referred by Indian Parents as Reported by All Counsellors in B.C.-Yukon, Alberta, Saskatchewan, Manitoba, and Ontario, during School Terms, September to December, 1967.

Type of Crisis-situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Child absent without leave		1	3		3	7
Poor home environment	1		1	1	3	6
Inadequacy of funds	1	2			2	5
Pregnancy, abortion, illegitimacy	2		1		2	5
Behaviour (incorrigible, emotional, promiscuous, etc.)	1	1	1		1	4
Preference for alternative placement	1			1	2	4
Physical disability, illness, accident	3					3
Dissatisfaction with school and community				1	2	3
Incompatibility with other H.S. boarders				1	1	2
Complaint of B.H.P.'s negligence		1	1			2
Unhappiness of child		1			1	2
Child seen or heard drinking in town			1		1	2
Suspension of child			1		1	2
Other boarder contributing to juvenile delinquency			1		1	2

V BOARDING HOME PROBLEMS

Table 6 (Continued)

Type of Crisis-situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Court charges pending	2					2
Homesickness	1					1
B.H.P. discipline inappropriate		1				1
B.H.P. contributing to juvenile delinquency		1				1
Anxiety about premature marriage of child		1				1
Lack of understanding of program		1				1
Incarceration of child			1			1
Request for placement of late applicant			1			1
Grandparents' rejection of B.H.			1			1
Lack of communication with child				1		1
Undefined[2]		2	1	2		5
None	6	7	4	5	8	30

Source: Questionnaire D. Counsellors, Question 3(b)

1. Number in brackets indicates the number of counsellors completing Questionnaire D.
2. Undefined includes four counsellors who stated they had no B.H. students; one counsellor not reporting as information considered confidential.

3. Crisis-Situations Referred by Boarding Home Parents

Boarding home parents are as near to their counsellors as their telephone. Generally they understand they should contact them prior to a crisis. This they purport to do. Nevertheless, situations between students and their new parents build up and then invariably explode. Crises are both varied in nature and frequent in occurrence and often they recur. Table 7 illustrates these as delineated by the counsellors throughout the five provinces.

Ten counsellors, only, report none. A similar number reported so for the students. Drinking heads the list. It will be recalled that the median age of the sample students was 17 years. Teenaged drinking appears as a major problem for boarding home parents. Absenteeism presents the next major reason for their referrals. Behavioural problems of the student and their involvement with the law are also high on the list.

V BOARDING HOME PROBLEMS

Incompatability is not reported as often by the boarding home parent as the student, but it does often result in an empasse or crisis-situation. As one goes down the list, some of the situations are of a nature that suggest they may have been prevented or circumvented if more interpretation and explanation were given the boarding home parents at the beginning, or prior to placement of the student, and if regular and/or periodic visiting by the counsellors was the rule rather than, as the data from Interview Schedule C indicated, the exception.

4. Crisis-situation Referred by School Authorities

Behaviour problems and absenteeism of the student plagued school authorities most often and resulted in crisis-referrals. As the definitions indicate, the nature of these problems is severe. Treatment or resolution was often long-term and required professional help of several disciplines and/or agencies. Sixteen counsellors reported no crisis- situations from school authorities.

Table 7   Comparative Data on crisis-situations referred by boarding home parents as reported by all counsellors in B.C.-Yukon, Alberta, Saskatchewan, Manitoba, and Ontario.

| Type of Crisis-Situation | Regions | | | | | |
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Drinking	4	1	5	1	3	14
Absent without leave	1	3	3		5	12
Behaviour	4	1	1	1	4	11
Criminal offence		2	1		5	8
Incompatability	1	3	1	1	1	7
Contributing to juvenile delinquency			2		3	5
Physical disability, illness, accident	1				2	3
Pregnancy			1	2		3
Incarceration	1	1				2
Excessive long distance calls		1		1		2
Unacceptance of discipline and supervision	1				1	2
Anxiety over failure	1					1
Inadequacy of funds	1					1
Anxiety over home situation		1				1
Threatening to leave school		1				1
Refusing to pay board for holidays		1				1
Discrimination			1			1
Parents requiring child's help at home				1		1

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Table 7 (Continued)

Type of Crisis Situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Lack of understanding of culture				1		1
Relatives asking education assistance for B.H. student				1		1
Incapable of handling more than one student					1	1
Attempted suicide	1					1
Undefined[2]		2	1	2		5
None	2	2	2	1	3	10

Source: Questionnaire D - Counsellors, Question 3(c)

1. Number in brackets indicates the number of counsellors completing Questionnaire D.
2. Undefined includes four counsellors who stated they had no boarding home students and one counsellor not reporting as information is considered confidential.

Table 8   Comparative Data on Crisis Situations referred by School Authorities as Reported by all Counsellors in B.C.-Yukon, Alberta, Saskatchewan, Manitoba, and Ontario during School Terms, September to December 1967.

Type of Crisis Situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Behaviour	4	1	3		6	14
Absent without leave	1	5	2		3	11
Absenteeism	1	3	3	2		9
Suspension and/or expulsion		2			4	6
Criminal offence	2		1		2	5
Inappropriate program	1			1	3	5
Physical disability	1	1	2			4
Drinking	1		1		1	3
Anxiety about failure				3		3
Pregnancy	2				1	3

V BOARDING HOME PROBLEMS

Table 8 (Continued)

Type of Crisis Situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Refusal to participate in oral exercises	2					2
Juvenile delinquency	1	1				2
Poor home environment					2	2
Incomplete assignments					1	1
Lack of understanding of culture	1					1
Non-achievement of potential		1				1
Mishandling of school bus driver			1			1
Language problem				1		1
Undefined		2	1	2		5
None	1	3	4	3	5	16

Source: Questionnaire A. Counsellors, Question 3(d)

1. Number in brackets indicate the number of counsellors completing Questionnaire A.

Detailed examination of the definitions of Table 8 indicates in some instances, e.g. suspension and/or expulsion, refusal to participate in oral exercises, incomplete assignments, non-achievement of potential, and lack of understanding of culture, the inadequate knowledge of the socio-cultures of minorities on the part of educators. "By working with knowledge of the cultures represented by their pupils, teachers could control destructive effects of the cultural variety instead of just being frustrated by them; they could advance motivation and comprehension. Educators have to realize that communication, which includes teaching and learning, travels by more than verbal means and involves more people than the teacher and pupil at school."(1)

5. Crisis-situation Referred by Social Agency

Table 9 indicates social agencies do not refer proportionately the same number of crisis-situations as do students, Indian parents, boarding home parents, and school authorities. Thirty-six counsellors reported "none", that is, no referrals from social agencies. Comparative numbers of counsellors reporting none: 30 no referrals from parents; 16 no referrals from schools; and 10 each no referrals from boarding home parents and boarding home students. Agencies most frequently referring Indian student crises are the police, Childrens' Aid Societies, and public health.

V BOARDING HOME PROBLEMS

During the writer's interviews with community agencies she learned that social agencies are often unfamiliar with the boarding home program, and that Indian counsellors are infrequently in contact with social agencies. Also, regular school counsellors and teachers do not refer incipient problems. Usually the situation has reached a crucial stage before the social agency is called, as for example: apprehension, court charge, incarceration, and psycho-social break-down. In one of the centres which the writer visited, a case conference of counsellors and social agency representatives was taking place, but the complexity of the situation was such that no solution was possible to state. There was a reluctance on the part of any one agency to take over and work through the problem.

Source:

(1) Landes, Ruth, "Culture in American Education," John Wiley & Sons, Inc., N.Y. London, Sydney, 1965, p. 93

In another community, under the joint auspices of the special school counsellor of the local school board and the local social welfare supervisor, regular meetings of representatives of the local public schools, welfare, health, and law enforcement agencies had begun to review the critical crises-situations of the Indian people and Indian students residing in the city. These meetings took place in the Indian School Residence and included Indian Affairs Branch personnel. In two other cities, the writer learned similar agency meetings are held periodically under the auspices of Indian-Metis Friendship Centres.

Table 9   Comparative Data on Crisis-situations Referred by Social Agencies as Reported by All Counsellors in British Columbia-Yukon, Alberta, Saskatchewan, Manitoba, and Ontario during School Term, September to December, 1967.

Type of Crisis-situation	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Apprehension and/or committal	2	1	1	1	4	9
Criminal offence	1	3			2	6
Poor home environment	2		2		1	5
Juvenile delinquency	1	1		2	1	5
Behaviour problem	1	1	1	1		4
Parole problem	2	1				3
Transiency	2				1	3
Drinking			1		2	3
Training school requesting placement	1				1	2

V BOARDING HOME PROBLEMS

Table 9 (Continued)

Type of Crisis-situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Absent without leave		2				2
Physical disability, illness		1		1		2
Attempted suicide			1			1
Duplicate payments of assistance	1					1
Interagency relationship	1					1
Placing R.C. students in non-Catholic house	1					1
Job placement					1	1
Absenteeism					1	1
Replacement of C.A.S. wards					1	1
Undefined	1	2	1	3	1	8
None	2	7	11	4	12	36

Source: Questionnaire A. Counsellors, Question 3(e)

1. Figures in brackets indicate the number of counsellors completing Questionnaire A.

6. Crisis-situations Referred by Headquarters, Ottawa

The writer is not unfamiliar with the immediate response expected of field staff when emergency situations are referred down the line to local offices. She felt, therefore, the types of situations referred by the Education Branch should be classified with the other crisis-situations. Sixty-six counsellors reported none.

Table 10 Comparative Data on Crisis-situations Referred by Headquarters, Ottawa, as Reported by All Counsellors in British Columbia-Yukon, Alberta, Saskatchewan, Manitoba, and Ontario during School Term, September to December, 1967.

Type of Crisis-situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Parents to pay for education assistance	1					1

V BOARDING HOME PROBLEMS

Table 10 (Continued)

Type of Crisis-situation	Regions					
	B.C.-Yukon (18)[1]	Alta. (19)[1]	Sask. (18)[1]	Man. (12)[1]	Ont. (28)[1]	Total (95)[1]
Parliamentary question	2					2
On and off-Reserve Indians requesting education assistance	1		1			2
Relatively young student asking to be on boarding home program	2					2
Non-acceptance of boarding house applicants	1					1
Authority to pay student in emergency	1					1
Research data requested for unrealistic date		4	2	2		8
Other data requested immediately			1			1
Inmate in penitentiary requesting aid re: parole			1			1
Report on special meeting of critics					1	1
Ministerial query why no payment to boarding house					1	1
Seminars and workshops' attendance					1	1
Undefined	1	2	2	2		7
None	9	13	11	8	25	66

Source: Questionnaire A. Counsellors, Question 3(f)

1. Figures in brackets indicate the number of counsellors completing Questionnaire A.

Some counsellors reported that much of their correspondence, reports, and other clerical work is done after hours or during the weekend. Emergency calls to hospital, public institutions, and other places often occur after hours and during holidays.

In group meetings between the author and counsellors across the country, the matter of heavy case loads rather than amounts of overtime seemed to give most concern. From these meetings, the writer discovered that, in spite of long overtime hours by hard-pressed counsellors, they were still unable to service effectively their case loads. That there were many unsatisfied was a constant and re-occurring matter of concern to them. Even though they were aware of them, they were unable to resolve them. The lack of time and/or shortage of personnel was considered the culprit.

VI CASE LOADS

1. Reasons for Educational Assistance

As interviewers identified 16 reasons for the acceptance of the
application for educational assistance, an attempt at classification
(Table 13) has been made. (Reasons for 33 applicants are not
accounted for). The 16 reasons were classified in seven types:
inaccessibility of high school, request of administrator, economic,
behavioural problems, unavailability of specialized training, poor
home environment, and parent preference. Definitions, which des-
cribe the reasons expressed by the interviewers, appear as footnotes
to the Table.

Students stating inaccessibility of high school, unavailability of
specialized training, and economic reasons totalled 125. Thus,
approximately two-thirds of the applicants for educational assistance
were in the boarding home program according to Branch policy, and
one-third for other reasons. Of the remaining one-third, approximately
half (excluding administrators' reasons) were specifically for social
reasons, representing 15 per cent of the total 192 (225-33 not stated)
applicants.

Information gathered during personal interviews with students, counsellors,
Indian parents, and others, suggested that youngsters are getting into the
high school boarding home program for many non-educational and social
reasons.

Table 13   Reasons for Acceptance of Application for Educational Assistance
             by Type of Reason and Study Centre in Rank Order of All Applicants

Type of Reason	Vanc.	L.M.	Edm.	P.A.-B.	Winnipeg	S.S.M.	Total
Inaccessibility of High School (1)	7	22	8	29	12	1	79
Request of Administrator (2)	24	10	-	-	-	1	35
Economic (3)	-	-	-	1	-	33	34
Behavioural Problem of Student (4)	5	-	8	2	-	1	16

VI CASE LOADS

Table 13 (Continued)

Type of Reason	Vanc.	L.M.	Edm.	P.A.-B.	Winnipeg	S.S.M.	Total
Unavailability of Specialized Training (5)	-	-	13	1	-	-	14
Poor Home Environment (6)	-	3	3	5	-	1	12
Parents' Preference (7)	1	-	-	-	-	1	2
Not Stated (8)	4	1	-	2	26	-	33
Total	41	36	32	40	38	38	225

(1) Inaccessibility includes: Necessary to complete education in Sault Ste. Marie after completing VIII at Shingwauk Residence; In order to complete High School.

(2) Request of administrator includes: Requested or recommended by Indian Agency Superintendent, District School Superintendent, School Teachers and Counsellors.

(3) Economic includes: Father traps and unable to support; parents are unable to support; may be possible to contribute something.

(4) Behavioural problem includes: Accepted as a Boarding student as preferable to a reformatory; behavioural problem in home, school and community; has shown social progress.

(5) Unavailability of specialized training includes: Wishes to complete vocational training; in order to qualify for a particular type of training.

(6) Poor home environment includes: Crowded conditions at home not conducive to good school work; not home (as an orphan); mother has illness.

(7) Parents' Preference includes: Parents' choice; requested a Roman Catholic religion.

(8) Not stated: Is self-explanatory.

VI CASE LOADS

2. Number of Boarding Home Students in Counsellors' Case Loads

Tables 14[1], 14[2], 14[3], 15[1], 15[2] on subsequent pages provide information on the number of students in boarding homes, the number of students in each educational program, percentages of total students in boarding homes, numbers of staff, and average case loads.

The total number of elementary and secondary students in boarding homes in January, 1968 was 2,314; post-secondary and/or vocational was 837, a total of 3,151 students in boarding homes.

A greater percentage of the post-secondary students, 24 per cent as compared to 9 per cent of the elementary and secondary students are in boarding homes.

The writer suggests that the high percentages in column (h) of Table 14 and (k) of Table 15 are crude indicators of the districts that have relatively high concentrations of boarding home students. They denote, also, that those counsellors who have large case loads of other students (non-boarders) in addition to boarders and boarding homes, are assuming the heaviest responsibilities. The last two columns of Tables 14 and 15 provide comparative data on the number of counsellors and average case loads per counsellor by region and district. The average case load of students carried by guidance counsellors is 324; the average case load of boarding home students is 30. Vocational counsellors have average case loads of 92 students and 22 boarding home students. From these figures it is obvious that guidance counsellors carry numerically heavier loads.

Table 14[1] Regional Summary of Data on Case Loads of Guidance Counsellors by Education Districts, January 1968, in British Columbia-Yukon, Alberta, Saskatchewan, Manitoba and Ontario.

| District | Students in Boarding Homes | | | | | f) Other Students | g) Total Students (e≠f) | h) % of Students in Boarding Homes (e/g x 100) | Staff | |
	(a) I-VIII	(b) IX-XIII	(c) Occup.	(d) Other	(e) Total				No.	Average Caseloa
B.C.-Yukon										
B.C. South Coast	65	200	19	-	284	0	284	100.0	5	56
Vanc. Island	30	62	12	-	104	893	997	10.0	4	249
Southern Interior	-	24	2	-	26	469	495	5.0	2	247
Northern Interior	11	14	7	-	32	85	117	27.0	1	117
North Coast	11	4	1	-	16	210	226	7.0	1	226
Yukon	6	3	-	-	9	969	978	.9	1	978
Sub-Total	123	307	41	-	471	2,626	3,097	15.2	14	221
Alberta										
Saddle-Lake Athabaska	3	18	-	-	21	1,287	1,308	1.6	1	1,308
Edmonton-Hobbema	33	62	6	13	114	499	613	19.0	2	306
Fort Vermilion	7	4	-	-	11	520	531	2.0	1	531
Blood-Peigan	56	54	5	3	118	1,154	1,272	9.0	5	254
South Central Alberta	27	47	-	11	85	959	1,044	8.0	5	208
Sub-Total	126	185	11	27	349	4,419	4,768	7.6	14	340

[1] Source: Counsellors' Monthly Reports (1A-398), January 1968, received in Headquarters, Ottawa.

Table 14[2] District	Students in Boarding Homes (a) I-VIII	(b) IX-XIII	(c) Occu.	(d) Other	(e) Total	f) Other Students	g) Total Students (e≠f)	h) % of Students in Boarding Homes (e/g x 100)	Staff No.	Average Caseload
Saskatchewan										
Prince Albert	61	79	-	-	140	2,161	2,301	4.0	5	624
Battleford	6	89	-	15	110	1,452	1,562	7.0	3	520
Fort Qu'Appelle	16	47	-	-	63	3,263	3,326	2.0	5	665
Regina	18	70	-	-	88	-	88	100.0	1	88
Sub-Total	101	285	-	15	401	6,876	7,277	5.0	14	578
Manitoba										
Portage-Dauphin	33	54	14	2	103	1,516	1,619	6.3	9	179
Clandeboye-Fisher River	5	79	-	5	89	312	401	22.0	5	80
The Pas Nelson River	-	33	-	-	33	270	303	11.0	2	153
Sub-Total	38	166	14	7	225	2,098	2,323	10.0	16	145
Ontario										
London	7	24	16	-	47	1,246	1,293	3.0	2	646
St. Regis	8	8	1	2	19	698	717	3.0	1	717
Sault Ste. Marie	-	112	14	21	147	336	483	30.0	3	161
Manitoulin	-	-	-	10	10	1,105	1,115	1.0	1	1,115
Sioux Lookout	19	7	-	-	26	114	140	18.5	1	140
Fort Frances-Kenora	33	94	19	-	146	574	720	20.0	3	240

Table 14[3] District	Students in Boarding Homes					f) Other Students	g) Total Students (e/f)	h) % of Students in Boarding Homes (e/g x 100)	Staff	
	(a) I-VIII	(b) IX-XIII	(c) Occup.	(d) Other	(e) Total				No.	Average Caseload
Ontario (cont'd)										
Georgian Bay	44	67	21	2	134	480	614	22.0	2	307
Lakehead	12	23	38	2	75	40	115	65.0	2	57
Six Nations	-	3	1	11	15	1,745	1,760	1.0	2	880
Sudbury	20	149	30	50	249	457	706	35.0	5	141
Sub-Total	143	487	140	98	868	6,795	7,663	11.0	22	348
TOTAL	531	1,430	206	147	2,314	22,814	25,128	9.0	80	324

Table 15[1]   Regional Summary of Data on Case Loads of Vocational Counsellors by Education Districts, January 1968[1]
in British Columbia-Yukon, Alberta, Saskatchewan, Manitoba and Ontario.

| District | Students in B.H. (a) | Programs | | | | | | | Other Students (i) | Total Students (j) | % of students in B.H. (k) | Staff | |
		Up-Grading (b)	Voc. Sch. (c)	Univ. (d)	Teacher Trng. (e)	Nursing (f)	Special Trng. (g)	Total (h)				No.	Ave Cas
B.C.-Yukon													
B.C. South Coast	152	7	41	16	-	1	22	87	65	152	100.0	3	5
Vanc. Is.	-	3	11	1	-	-	2	17	-	17	-	1	1
Southern Inter.	18	2	16	-	-	-	35	53	-	53	34.0	1	5
Northern Inter.	-	11	11	-	-	-	-	22	-	22	-	1	5
North Coast	58	10	22	-	-	-	26	58	-	58	100.0	1	5
Yukon	-	-	-	-	-	-	-	-	-	-	-	-	-
Sub-Total	228	33	101	17	-	1	85	237	65	302	75.0	7	4
Alberta													
Saddle-Lake Athabaska	-	4	15	-	-	-	-	19	4	23	-	1	2
Edmonton-Hobbema	26	5	32	4	2	2	51	96	-	96	27.0	3	32
Blood-Peigan	21	6	27	2	1	1	-	37	3	40	53.0	1	40
South-Central	51	15	26	1	-	-	-	42	29	71	72.0	1	71
Northern Alberta	-	-	2	-	-	-	1	3	-	3	-	1	3
Sub-Total	98	30	102	7	3	3	52	197	36	233	42.0	7	33

Source: Counsellor's Monthly Reports (1A-398), January 1968, received in Headquarters, Ottawa.

Table 19 cont'd

	Students in B.H. (a)	Up-Grading (b)	Voc. Sch. (c)	Univ. (d)	Teacher Trng. (e)	Nursing (f)	Special Trng. (g)	Total (h)	Other Students (i)	Total Students (j)	% of students in B.H. (k)	Staff No.	Staff Average Caseload
Saskatchewan													
Prince Albert	65	273	51	-	-	-	-	324	764	1,088	6.0	3	36
Battleford	64	179	25	6	-	-	25	235	25	260	25.0	3	86
Ft. Qu'Appelle	-	34	-	-	-	-	-	34	-	34	-	1	34
Regina	68	132	38	10	20	1	-	201	7	208	15.0	4	51
Sub-Total	197	618	114	16	20	1	25	794	796	1,590	12.0	11	144
Manitoba													
Clandeboye-Fisher River	91	-	51	5	2	2	7	67	53	120	76.0	2	38
The Pas Nelson River	35	-	12	-	-	-	-	12	164	176	20.0	1	176
Sub-Total	126	-	63	5	2	2	7	79	217	296	43.0	3	98
Ontario													
London	35	5	32	6	7	1	-	51	15	66	53.0	1	66
Sioux Lookout	-	-	-	-	-	-	-	-	42	42	-	1	42
Lakehead	22	-	185	4	1	5	-	195	4	199	11.0	2	99
Sudbury	33	-	25	-	-	1	-	26	75	101	33.0	2	50
Ft. Frances-Kenora	10	-	190	-	-	1	-	191	-	191	5.0	2	95
Regional	88	-	72	6	-	1	-	79	399	478	18.0	2	239
Sub-Total	188	5	504	16	8	9	-	542	535	1,077	17.0	10	107
TOTAL	837	686	884	61	33	16	169	1,849	1,649	3,498	24.0	38	92

VII CONCLUSIONS AND POLICY IMPLICATIONS

1. <u>Revision of System of Recording and Reporting Statistics</u>

In the overall Branch review of the statistical systems, special attention should be given to the COUNSELLOR'S MONTHLY REPORT (IA-398). This report provides the basic raw data on the case loads and related responsibilities of the counsellors in the field.

Recommendation: It is suggested that form IA-398 include these additional items:

a) Boarding homes - Indian and non-Indian. Boarding homes may be considered a program. The definition of a case should include not only "student" but also "boarding home family". Counsellors are carrying a case load of students and also, <u>of boarding home families</u>.

b) Differentiation of "admissions" and "withdrawals" (drop-outs) by programs, and number of cases at beginning and end of month. Consideration of "readmissions" ("drop-ins") should be considered.

c) Monthly consolidations of counsellor's report.

Recommendation: It is suggested that rather than merely filing copies of IA-398 that district, regional and national consolidations on a similar format be done. This would eliminate the necessity of forwarding the individual IA-398 forms; only the appropriate copies of the consolidations would need go forward to the next administrative level, (i.e. Headquarters would receive only Regional Consolidations).

d) Monthly or Quarterly Reports to the Field.

Recommendation: That copies of the national consolidations of IA-398 be distributed to the field. These would give regional and district breakdowns and enable each administrative office to compare and evaluate its progress against the national average or norm.

A uniform system of recording and reporting on cases would assure some controls and would facilitate periodic evaluations and thus more effective over all programming and budgeting. One of the first (and most difficult) tasks in the development of such a system would be <u>the definition of a case</u>.

2. <u>Reduction of Case Loads of Guidance Counsellors</u>

Additional guidance counsellors and/or realignment and reorganization of the case loads seems essential. Counsellors cannot continue to carry effectively the heavy counselling loads of students in the classroom and simultaneously the case loads of boarding home parents.

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Recommendation: It is suggested that one or more of the counsellors, depending on number of boarding home families, be especially selected and assigned the special role of boarding home finder.

The maximal case load of boarding home students should be 50 exclusive of students in the school setting.

3. Development of Supportive Child Care Services

Indian boarding home students are in a less advantaged position than foster children in temporary care of child welfare agencies. In addition to "separation trauma" the Indian boarder suffers from cultural shock - loss of identity, and loss of family, kinship and community support. Leslie Gue emphasized the school's stress in individualism is in opposition to the lineality value orientation of Indian culture. This may result in alienation from school, deep sub-conscious conflicts, and the need for a substitute support. (1) The major counselling techniques of school counsellors, as the writer understands it, is giving advice or information to the students on how to handle specific problems. Direct advice is used as a technique by social workers, "after ascertaining that the client can apply direct information to try a new method of handling his problem(s)". This is only one of the many differences in techniques deployed by counsellors and social workers. In the opinion of the writer, the counsellor with some social work orientation and/or training is more aware of the students' underlying and overt feelings. He will also be better equipped to handle the feelings of the Indian parent and the boarding home parent. What the writer wishes to emphasize is simply that how individuals feel about their situations seems a secondary concern to counsellors, whereas it is the primary concern of social workers.

Such common symptoms as homesickness and loneliness, etc., would be treated differently. "School guidance services are a pale shadow to the Indian pupil compared to the warmth and love of the family." (2)

Just as professional techniques vary, the administrative and/or procedural practices vary considerably. Some of these are: securing a social history or background information on student and his family; securing similar social information in the boarding home family and community; pre-orientation of students and family; periodic supervision of boarding home and student, etc.

Extended use of the written application of prospective boarding home applicants which presently is in use in a few district offices of Education Services would be helpful in obtaining preliminary information. It would not eliminate the necessity for the two or three visits to the boarding home applicants pending the approval of the home. There would be some uniformity in the office systems of indexing, recording, filing, etc., in district education offices.

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(1)   Gue, Dr. Leslie Robb, **A Comparative Study of Value Orientations
       in an Albertan Indian Community**, 1967, Department of Vocational
       Administration, Edmonton, Alberta. p. 276.

(2)   Gue, Dr. Leslie Robb, "Resume' of a Comparative Study of Value
       Orientations in an Albertan Indian Community, University of
       Alberta, p. 21.

Recommendation: It is suggested that provision be made for training
of selected counsellors in approved child placement techniques.   As
practices do vary somewhat among the provinces, the writer suggests
regional arrangements would seem preferable to a national scheme.

It is suggested that counsellors in the interim reach out to social
workers who are primarily responsible for foster homes and children-
in-care, and that they talk together about their respective experience
and responsibilities.   Possibly district school superintendents and
their counterparts in public and private child welfare agencies may
be able to arrange local meetings in addition to the "case conferences"
that usually occur only at the time of a crisis.

4.   Development of Group Homes in Programming

There seems to be a growing consensus of opinion among child welfare
authorities that teenagers more often make a better adjustment in
"a group-living home" than in the traditional foster-home type of
situation.   The writer is aware the Directorate is now exploring the
use of group homes in lieu of the large hostel, and is experimenting
also in group homes for boarding home students (e.g. two group homes
of 15 high school students each in Edmonton).

The Vancouver Catholic Children's Aid Society has a successful group
home run by Indian house-parents.   This home accommodates principally
Indian teenaged girls.

Recommendations: It is suggested that these homes be limited to 6
to 8 students.   It is essential that screening prior to placement
be done as not all teenagers can accommodate themselves to the group
situation and some may require a foster home.   Consultative services
of a child psychiatrist are sometimes required in the screening process.

It is suggested that small co-operative houses, too, are another
possibility.   Among those who suggested experimentation in co-operatives
was the young Metis Secretary of the National Indian Youth Advisory
Council, Indian-Metis Friendship Society, Winnipeg.

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5.   <u>Involvement of the Clientele in Programming</u>

There is a growing recognition on the part of agencies and departments
engaged, as in the Education Directorate, in the provision of direct
services to people to involve those who are the recipients of said
services.   Indian Affairs Branch has been in the forefront in this.
The involvement of clientele demands specialized group dynamics and
expertise.

6.   <u>Use of Non-Professionals</u>

Counsellor aides, preferably Indians, are suggested. Alberta Region
has two employed.

Adult Leadership, March 1968, reported on an experiment in New Jersey,
U.S.A.

> The project took 24 poor people - most of them un-
> employed or on welfare - and gave them an opportunity
> for a job and perhaps a chance for a career. It did
> bring some fresh ideas to adult education programming
> and reached more than 700 low income people with its
> courses. And it did demonstrate that non-professionals
> can be trained to perform many of the tasks of the
> professional adult educator.

Nurse aides, teacher aides and social work aides, when well trained
and when jobs have been specifically defined, are proving effective
and economical.

Recommendation: It is suggested that consideration be given for
extension of the training and deployment of Indian counsellor aides.

7.   Provision of an Indian Family-Student Kit, Boarding Home Parent Kit,
     and Counsellor Kit

These several kits, as the title suggests, would be developed for the
main constituents of the Program. The kits would consist of a number
of resource and reference materials. They would include also many of
the suggestions now in the various handbooks and manuals but would
present them in a more palatable, and attractive manner. Indian students,
their parents, and boarding home parents could be involved in the
planning and preparation of these. Both counsellors, students, and
boarding home parents voiced dissatisfaction with the present handbooks.

Recommendation: It is suggested that volunteers from any one of the
clientele group and/or counsellors enlisted, as a pilot project, to
work on the assembling of a kit in whole or in part. For example, an
organized group of high school boarders might like the idea of developing
their own handbook.

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8.   Metro Versus Urban Centres

Using eleven selected research indicators to compare the advantages and/or disadvantages between urban and metro placements, the following percentages apply:

	Metro	Urban
Boarding home family resident in local area less than 1 year	5.0	3.0
Boarding home family always resident in local area	14.0	22.0
Number of boarding home mothers under 30 years of age	27.0	7.0
Boarding home experience 5 years and over	5.0	21.0
Favourable to Family Home Associations	56.0	16.0
Counsellor's visit unnecessary	12.0	0.0
Counsellor never visits boarding home parents	43.5	13.3
Counsellor never visits student in boarding home	56.4	16.9
Reason for boarding home parent's dissatisfaction with program - an unfortunate experience	18.5	4.7
Student is a part of family discussions	2.7	4.7
Student two years and over in same boarding home	4.5	9.5

The foregoing list suggests that urban placements for the samples of students and boarding home parents are preferable. To summarize, urban families seem more permanently settled and have considerably larger experience in taking students into their home. Too many boarding home mothers in the metropolitan centres are under 30 years of age - about one-third are in this age group.

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Over three times as many Metro boarding home mothers are in this age group compared to urban mothers. Students apparently remain longer in urban homes - approximately twice as many are in the same urban home 2 years and longer compared to those in Metro homes. About twice as many urban students as Metro take part in family discussions.

Further, counsellors apparently are more able to maintain frequent contacts with their urban home families and in turn none of the urban boarding home parents indicated such visits are unnecessary, whereas 12 per cent of the Metro families so indicated. Finally, in the citing of an "unfortunate experience" as reason for dissatisfaction with the boarding home program, four times as many Metro as urban parents stated this reason. The fact that over three times the number of Metro boarding home parents are favourable to the idea of boarding home associations is significant, and, in the opinion of the writer, is the only negative factor in the 11 criteria registered by the urban group. In the group meetings with counsellors, some were in favour of the smaller urban centres. No general consensus was asked for.

It is suggested that further use of urban homes would be advisable.

Research Implications

(a) Value of an Adequate Research Design

This study reveals several sins of omission and commission in social research. Instruments, namely Interview Schedules A, B, and C, required considerable more revision, refinement and more pre-testing and subsequent revision. The Interviewers, who administered the Interview Schedules, were guidance counsellors involved in the boarding home program. The workshop of two days was much too short an interval to identify and work through even the apparent defence mechanisms that would preclude their objectivity in the interviews. However, this is not to imply that professionals cannot function as researchers in their own disciplines.

The sampling method, too, leaves some doubts about the representativeness of the students in boarding homes.

The post-coding of the completed Interview Schedules posed other problems, some of which are easily apparent in the tables. Thus the analysis of the computerized raw data was extremely difficult.

(b) Case Studies

The completed Interview Schedules A, B and C, however, do contain some hard demographic and ecological data, especially on 200 students, that may serve as a beginning in building up some case studies. It is

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suggested that a follow-up on these be done to sort out the June 1968
"successes" and "failures", using some predefined criteria. Then the
selection of a small sample (e.g. five to ten cases of each classifi-
cation) should be done using a scientific sampling technique. Following
that, complete case studies, inclusive of full social histories of
native family, student, and his boarding home family(ies) be evolved.
This would also include relevant personal and professional qualifications
of the counsellor(s) involved in the counselling of sample students.
Much pioneer research of this case study nature may have been done
under several auspices and should be explored.[1] Such a research
project should be longitudinal, that is, a follow-up on these students
(e.g., in one, three and five years' time).

A few of the Interview Schedules A, B and C (all three were fully
and well completed) may well serve immediately in an over-all review
of prevailing characteristics of students and boarding home parents.
Programming is an on-going process and cannot always wait for pending
research. In fact, some policy decisions should not be contingent
upon research.

(c)   Research Indicators

Listed here is a number of isolated questions that arise throughout
the study and which, in the opinion of the writer, bear direct
scrutiny. Many do not need to await any sophisticated research.

    (a)   <u>One Parent Syndrome</u>

        Twenty-five per cent of the Indian students come from
        one-parent homes. Five per cent of the boarding home
        families fall into this category. What is the policy
        of the Directorate with respect to use of homes where
        the boarding home mother is widowed, separated,
        divorced, etc.?

    (b)   <u>Working Mother Syndrome</u>

        Several boarding home mothers are working. Approximately
        one-quarter is the estimate from the research data. The
        number in part-time work is not factored out.

        What is the policy with respect to the working boarding
        home mother?

    (c)   <u>Indian Boarding Homes</u>

        In one small community, approximately 80 per cent of
        the boarding homes are Indian. Well over 10 per cent of
        the boarding homes have one and/or both parents of Indian

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status or Indian origin. Does the Indian student make
a better adjustment in these homes?

(d) Incidence of Children Fourteen Years and Younger

The study does not include these younger children. However,
as one of the counsellors pointed out, an increasing number
of 14 year old and younger children attend high school.
The Directorate may wish to determine what number of
boarding home students are presently in this age group.

(e) Use of Indian-Metis Friendship Centres

The writer, in the course of her discussions with execu-
tives of these Centres and personnel of Education
Services, sensed some differences of opinion about the
use of these Centres by Indian high school students.
The reasons for this conflict seem to bear further
scrutiny.

APPENDICES OF ORIGINAL REPORT

* Appendices selected for inclusion in abridgement.

APPENDIX E   Table A Series

A1.   Distribution of Students by Age and Sex for Metro and Urban Centres.

A2.   Distribution of Students by Religion and Sex in Metro and Urban Centres.

*   A3.   Distribution of Students by Number of Years in Residential School for Metro and Urban Centres.

*   A4.   Percentage Distribution of Students by Number of Years in Indian Day Schools in Metro and Urban Centres.

*   A5.   Distribution of Students by Number of Years in Provincial Schools in Metro and Urban Centres.

A6.   Distribution of Students by Number of Years in Parochial Schools in Metro and Urban Centres.

A7.   Distribution of Students by Type of Last School Attended in Metro and Urban Centres.

*   A8.   Distribution of Students by Reason of Changing to Present School in Metro and Urban Centres.

A9.   Distribution of Students by Grade in Metro and Urban Centres.

A10.   Distribution of Students According to Age and Grade in Metro and Urban Centres.

A11.   Distribution of Students in Provincial Schools by Home Class Size in Metro and Urban Centres.

A12.   Distribution of Students by Number of Other Indian Students in Home Class in Metro and Urban Centres.

*   A13.   Distribution of Students by Type of Course in Metro and Urban Centres.

*   A14.   Distribution of Students by Number of Days Missed Through Illness in Metro and Urban Centres.

A15.   Distribution of Students by Type of Health Problem in Metro and Urban Centres.

A16.   Distribution of Students Who Had Summer Employment by Amount of Money Earned in Metro and Urban Centres.

A17.   Distribution of Students Who Have Part-time Employment by Hourly Rate of Pay in Metro and Urban Centres.

A18.   Distribution of Students by Reason for No Part-time Employment in Metro and Urban Centres.

A19.   Distribution of Students by Highest Grade Completed by a Brother in Metro and Urban Centres.

Table A3   Distribution of Students by Number of Years in Residential
            School for Metro and Urban Centres

No. of Years	Metro			Urban			Total
	Male	Female	Sub-T.	Male	Female	Sub-T.	
a) numbers							
None	25	38	63	23	15	38	101
1	1	8	9	1	3	4	13
2	3	8	11	5	1	6	17
3	2	1	3	5	1	6	9
4	1	4	5	5	2	7	12
5	1	1	2	5	3	8	10
6	2	0	2	11	5	16	18
7	2	0	2	5	2	7	9
8 & over	3	9	12	6	4	10	22
Not Stated	2	0	2	2	1	3	5
Total	42	69	111	68	37	105	216
b) percentages							
None	59.5	55.0	56.7	33.8	40.5	36.1	46.7
1	2.3	11.5	8.1	1.4	8.1	3.8	6.0
2	7.1	11.5	9.9	7.3	2.7	5.7	7.8
3	4.7	1.4	2.7	7.3	2.7	5.7	4.1
4	2.3	5.7	4.5	7.3	5.4	6.6	5.5
5	2.3	1.4	1.8	7.3	8.1	7.6	4.6
6	4.7	0.0	1.8	16.1	13.5	15.2	8.3
7	4.7	0.0	1.8	7.3	5.4	6.6	4.1
8 & over	7.1	13.0	10.8	8.8	10.8	9.5	10.1
Not Stated	4.7	0.0	1.8	2.9	2.7	2.8	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A4   Percentage Distribution of Students by Number of Years in
Indian Day Schools in Metro and Urban Centres

Number of Years	Metro Male No.	Metro Male %	Metro Female No.	Metro Female %	Male No.	Male %	Female No.	Female %	Total No.	Total %
None	6	14.2	15	21.7	24	35.2	11	29.7	56	25.9
1	4	9.5	0	0.0	4	5.8	6	16.2	14	6.4
2	1	2.3	2	2.8	5	7.3	1	2.7	19	8.7
3	5	11.9	5	7.2	5	7.3	6	16.2	21	9.7
4	2	4.7	2	2.8	3	4.4	1	2.7	8	3.7
5	2	4.7	6	8.6	4	5.8	1	2.7	13	6.0
6	3	7.1	5	7.2	7	10.2	2	5.4	17	7.8
7	5	11.9	11	15.9	5	7.3	2	5.4	23	10.6
8 & over	9	20.2	14	20.7	8	11.7	5	13.5	36	16.6
Not Stated	5	11.9	9	13.0	3	4.4	2	5.4	19	8.7
Total	42	100.0	69	100.0	68	100.0	37	100.0	216	100.0

Table A5   Distribution of Students by Number of Years in Provincial
          Schools in Metro and Urban Centres

No. of Years	Metro			Urban			
a) numbers							
	Male Male	Female	Sub-T.	Male	Female	Sub-T.	Total
None	13	18	31	13	7	20	51
1	7	16	23	9	4	13	36
2	3	10	13	21	4	25	38
3	6	11	17	12	8	20	37
4	4	1	5	3	3	6	11
5	3	2	5	2	5	7	12
6	2	3	5	3	1	4	9
7	1	4	5	2	0	2	7
8 & over	2	2	4	1	2	3	7
Not Stated	1	2	3	2	3	5	8
Total	42	69	111	68	37	105	216
b) percentages							
None	30.9	26.0	27.9	19.1	18.9	19.0	23.6
1	16.6	23.1	20.7	13.2	10.8	12.3	16.6
2	7.1	14.4	11.7	30.8	10.8	23.8	17.5
3	14.2	15.9	15.3	17.6	21.6	19.0	17.1
4	9.5	1.4	4.5	4.4	8.1	5.7	5.0
5	7.1	2.8	4.5	2.9	13.5	6.6	5.5
6	4.7	4.3	4.5	4.4	2.7	3.8	4.1
7	2.3	5.7	4.5	2.9	0.0	1.9	3.2
8 & over	4.7	2.8	3.6	1.4	5.8	2.8	3.2
Not Stated	2.3	2.8	2.7	2.9	8.1	4.7	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A8   Distribution of Students by Reason of Changing to Present School in Metro and Urban Centres

Type of Reason	Metro			a) Numbers	Urban		
	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
No Answer	1	1	2	1	0	1	3
Promoted	18	28	46	44	19	63	109
Unsuitable Course	2	2	4	2	4	6	10
Behaviour Problem	1	2	3	4	2	6	9
Change of Brdg. Home	4	8	12	5	2	7	19
Overcrowding	0	1	1	3	1	4	5
Unsatisfactory Curriculum	3	4	7	2	0	2	9
Requested Transfer	6	10	16	5	6	11	27
Other	4	11	15	2	3	5	20
Not Stated	3	2	5	0	0	0	5
Total	42	69	111	68	37	105	216
			b) percentages				
No answer	2.3	1.4	1.8	1.4	0	0.9	1.3
Promoted	42.8	40.5	41.4	64.7	51.3	60.0	50.4
Unsuitable Course	4.7	2.8	3.6	2.9	10.8	5.7	4.6
Behaviour Problem	2.3	2.8	2.7	5.8	5.4	5.7	4.1
Change of Brdg. Home	9.5	11.5	10.8	7.3	5.4	6.6	8.7
Overcrowding	0	1.4	0.9	4.4	2.7	3.8	2.3
Unsatisfactory Curriculum	7.1	5.7	6.3	2.9	0	1.9	4.1
Requested Transfer	14.2	14.4	14.4	7.3	16.2	10.4	12.5
Other	9.5	15.9	13.5	2.9	8.1	4.7	9.2
Not Stated	7.1	2.8	4.5	0	0	0	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A13   Distribution of Students by Type of Course in Metro and Urban Centres.

Type of Course	Metro			Urban			
	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
Academic	17	29	46	21	18	39	85
Acad.-Tech.	5	6	11	22	7	29	40
Vocational	17	30	47	20	8	28	75
Occupational	3	4	7	5	4	9	16
Total	42	69	111	68	37	105	216

Table A14   Distribution of Students by Number of Days Missed Through Illness in Metro and Urban Centres

a) numbers

No. of Days	Metro			Urban			
	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
6 & less	34	53	87	58	31	89	176
7 to 15	8	16	24	8	4	12	36
16 to 30	0	0	0	-	1	1	1
Not Stated	0	0	0	2	1	3	3
Total	42	69	111	68	37	105	216

b) percentages

	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
6 & less	80.9	76.8	78.3	85.2	83.7	84.7	81.4
7 to 15	19.0	23.1	21.6	11.7	10.8	11.4	16.6
16 to 30	0	0	0	0	2.7	0.9	0.4
Not Stated	0	0	0	2.9	2.7	2.8	1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A22　　Distribution of Students by Length of Time in Present Boarding Home in Metro and Urban Centres

a) numbers							
	Metro			Urban			
Length of Time	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
1 month	1	6	7	3	0	3	10
1 - 3 months	3	8	11	8	3	11	22
3 - 6 months	12	24	36	24	9	33	69
7 - 12 months	14	14	28	13	13	26	54
1 - 2 years	8	13	21	13	9	22	43
Over 2 years	3	2	5	7	3	10	15
Other	0	1	1	0	0	0	1
Not Stated	1	1	2	0	0	0	2
Total	42	69	111	68	37	105	216
b) percentages							
1 month	2.3	8.6	6.3	4.4	0	2.8	4.6
1 - 3 months	7.1	11.5	9.9	11.7	8.1	10.4	10.1
3 - 6 months	28.5	34.7	32.4	35.2	24.3	31.4	31.9
7 - 12 months	33.3	20.2	25.2	19.1	35.1	24.7	25.0
1 - 2 years	19.0	18.8	18.9	19.1	24.3	20.9	19.9
Over 2 years	7.1	2.8	4.5	10.2	8.1	9.5	6.9
Other	0	1.4	0.9	0	0	0	0.4
Not Stated	2.3	1.4	1.8	0	0	0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A24   Distribution of Students by Position of Person Initiating
Boarding Home Placement in Metro and Urban Centres

Position of Person	Metro			Urban			Total
	Male	Female	Sub-T.	Male	Female	Sub-T.	
a) numbers							
Counsellor	29	44	73	53	24	77	150
Other IAB Staff	3	12	15	2	3	5	20
Teacher or Principal	0	1	1	1	2	3	4
Parents	4	4	8	3	1	4	12
Student	1	1	2	2	5	7	9
Residence Staff	2	2	4	2	1	3	7
Not Stated	3	1	4	1	1	2	6
Miscoded	0	4	4	4	0	4	8
Total	42	69	111	68	37	105	216
b) percentages							
Counsellor	69.0	63.7	65.7	77.9	64.8	73.3	69.4
Other IAB Staff	7.1	17.3	13.5	2.9	8.1	4.7	9.2
Teacher or Principal	0.0	1.4	.9	1.4	5.4	2.8	1.8
Parents	9.5	5.7	7.2	4.4	2.7	3.8	5.5
Student	2.3	1.4	1.8	2.9	13.5	6.6	4.1
Residence Staff	4.7	2.8	3.6	2.9	2.7	2.8	3.2
Not Stated	7.1	1.4	3.6	1.4	2.7	1.9	2.7
Miscoded	0.0	5.7	3.6	5.8	0.0	3.8	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A25   Distribution of Students by Number of Different Boarding Homes Since Commencing High School in Metro and Urban Centres

	Metro			Urban			
Number	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
a) numbers							
1	22	33	55	20	15	35	90
2	10	20	30	23	9	32	62
3	4	8	12	10	9	19	31
4	1	4	5	4	1	5	10
5	2	1	3	4	0	4	7
6	0	0	0	0	1	1	1
7	0	0	0	1	0	1	1
8 & over	0	0	0	1	0	1	1
Not Stated	3	3	6	5	2	7	13
Total	42	69	111	68	37	105	216
b) percentage							
1	52.3	47.8	49.5	29.4	40.5	33.3	41.6
2	23.8	28.9	27.0	33.8	24.3	30.4	28.7
3	9.5	11.5	10.8	14.7	24.3	18.0	14.3
4	2.3	5.7	4.5	5.8	2.7	4.7	4.6
5	4.7	1.4	2.7	5.8	0	3.8	3.2
6	0	0	0	0	2.7	0.9	0.4
7	0	0	0	1.4	0	0.9	0.4
8 & over	0	0	0	1.4	0	0.9	0.4
Not Stated	7.1	4.3	5.4	7.3	5.4	6.6	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A27   Distribution of Students by Reason for Moving from Last Boarding Home in Metro and Urban Centres

Type of Reason	Metro			Urban			Total
	Male	Female	Sub-T.	Male	Female	Sub-T.	
	a) numbers						
No move	26	33	59	23	16	39	98
B.H. Parents Moved	5	2	7	4	2	6	13
No more Boarders	0	2	2	5	2	7	9
Change of Schools	0	0	0	3	3	6	6
Unhappiness in B.H.	7	14	21	9	8	17	38
Discipline Problems	0	3	3	2	2	4	7
Dist. of School	2	1	3	5	1	6	9
Poor Food	0	1	1	0	0	0	1
Other	0	11	11	15	3	18	29
Not Stated	2	2	4	2	0	2	6
Total	42	69	111	68	37	105	216
	b) percentages						
No move	62.0	48.0	53.1	34.0	43.2	37.1	45.3
P.H. Parents Moved	12.0	3.0	6.3	6.0	5.4	6.0	6.0
No more Boarders	0.0	3.0	1.8	7.3	5.4	6.3	4.1
Change of Schools	0.0	0.0	0.0	4.4	8.1	6.0	3.0
Unhappiness in B.H.	16.6	20.2	18.9	13.2	22.0	16.0	17.5
Discipline Problems	0.0	4.3	2.7	3.0	5.4	4.0	3.2
Distance of School	4.7	1.4	2.7	7.3	3.0	6.0	4.1
Poor Food	0.0	1.4	0.9	0.0	0.0	0.0	0.4
Other	0.0	16.0	10.0	22.0	8.1	17.0	13.4
Not Stated	4.7	3.0	4.0	3.0	0.0	2.0	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A31   Distribution of Students by Specific Type of Activity Shared
with Boarding Home Family in Metro and Urban Centres

Type of Activity	a) numbers						
	Metro			Urban			
	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
Nothing	28	36	64	39	15	54	118
Outdoor	3	4	7	11	3	14	21
Driving	3	12	15	2	4	6	21
Sporting	2	2	4	1	3	4	8
Family Discussions	1	2	3	2	3	5	8
Other	2	9	11	11	6	17	28
Not Stated	3	4	7	2	3	5	12
Total	42	69	111	68	37	105	216
	b) percentages						
Nothing	66.6	52.1	57.6	57.3	40.5	51.4	54.6
Outdoor	7.1	5.7	6.3	16.1	8.1	13.3	9.7
Driving	7.1	17.3	13.5	2.9	10.8	5.7	9.7
Sporting	4.7	2.8	3.6	1.4	8.1	3.8	3.7
Family Discussions	2.3	2.8	2.7	2.9	8.1	4.7	3.7
Other	4.7	13.0	9.9	16.1	16.2	16.1	12.9
Not Stated	7.1	5.7	6.3	2.9	8.1	4.7	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table A34 Distribution of Students by Reasons for Dissatisfaction with Boarding Home in Three Metro and Three Urban Centres

| Type of Reason | a) male | | | | | | | | |
| | Metro | | | | Urban | | | | |
	Vanc.	Edm.	Wpg.	Sub-T.	LH	PA&R	SSM	Sub-T.	Total
Yes *	15	8	15	38	18	18	22	58	96
Too Strict	1	0	0	1	0	0	2	2	3
Loneliness	0	0	0	0	1	0	1	2	2
Isolation	0	0	0	0	1	0	0	1	1
Distractions	0	0	1	1	1	0	0	1	2
Other Children	1	0	0	1	1	1	0	2	3
Not Stated	0	0	0	0	0	1	0	1	1
Miscoded	0	1	0	1	0	1	0	1	2
Total	17	9	16	42	22	21	25	68	110
	b) female								
Yes *	19	21	17	57	11	10	13	34	91
Too Strict	1	0	2	3	1	1	0	2	5
Loneliness	1	0	2	3	0	0	0	0	3
Isolation	0	0	0	0	0	0	0	0	0
Distractions	0	1	0	1	0	0	0	0	1
Other Children	0	0	1	1	0	0	0	0	1
Not Stated	0	2	1	3	0	1	0	1	4
Miscoded	0	1	0	1	0	0	0	0	1
Total	21	25	23	69	12	12	23	37	106

* Yes indicates the number of students satisfied. Other items in this column indicate type of reason for dissatisfaction.

APPENDIX F   Table B Series

Table E37   Distribution of Indian Parents by Residence in Three Metro and
Three Urban Centres.

| Type of Residence | a) numbers | | | | | | | | |
| | Metro | | | | Urban | | | | |
	Vanc.	Edm.	Wpg.	Sub-T.	L.M.	FA&H.	SAM	Sub-T.	Total
Reserve	24	32	33	89	33	25	35	93	182
Other	8	1	4	13	3	2	1	6	19
Not Stated	3	0	1	4	2	5	2	9	13
Total	35	33	38	106	38	32	38	108	214
	b) percentages								
Reserve	68.5	97.0	86.8	84.0	86.8	78.1	92.1	86.1	85.0
Other	22.8	3.0	10.5	12.2	7.9	6.2	2.6	5.5	8.8
Not Stated	8.5	0.0	2.6	3.7	5.2	15.6	5.2	8.3	6.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table P41   Distribution of Indian Parents by School Grade Completed in Metro and Urban Centres

Grade	Metro			Urban			Total
	Male	Female	Sub-T.	Male	Female	Sub-T.	Total
	a) numbers						
None	28	26	54	13	15	28	82
Less than Vlll	40	54	94	59	68	127	221
Vlll	12	13	25	14	16	30	55
Some High School	5	5	10	6	5	11	21
Not Stated	21	8	29	16	4	20	49
Total	106	106	212	108	108	216	428
	b) percentages						
None	26.4	24.5	25.4	12.0	13.8	12.9	19.1
Less than Vlll	37.7	50.9	44.3	54.6	62.9	58.7	51.6
Vlll	11.3	12.2	11.7	12.9	14.8	13.8	12.8
Some High School	4.7	4.7	4.7	5.5	4.6	5.0	5.0
Not Stated	19.8	7.5	13.6	14.8	3.7	9.2	11.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table P45   Distribution of Indian Parents by School Aspirations for Boarding Home Children in Three Metro and Three Urban Centres

| School Level Expected | a)numbers Metro | | | | Urban | | | | |
	Vanc.	Edm.	Wnpg.	Sub-T.	L.R.	PA&B.	SSM	Sub-T	Total
Grade X	0	0	1	1	0	0	0	0	1
Grade XII	6	7	2	15	7	2	1	10	25
Finish High School	20	19	25	64	26	22	30	78	142
Other Training	1	3	3	7	1	1	3	5	12
University	1	0	3	4	1	3	2	6	10
Other	6	0	1	7	1	2	0	3	10
Not Stated	1	4	3	8	2	2	2	6	14
Total	35	33	38	106	38	32	38	108	214
	b) percentages								
Grade X	0.0	0.0	2.6	.9	0.0	0.0	0.0	0.0	.4
Grade XII	17.1	21.2	5.2	14.1	18.4	6.2	2.6	9.2	11.7
Finish High School	57.1	57.5	65.7	60.3	68.4	68.7	78.9	72.2	66.3
Other Training	2.8	9.0	7.8	6.6	2.6	3.1	7.8	4.6	5.6
University	2.8	0.0	7.8	3.7	2.6	9.3	5.2	5.5	4.6
Other	17.1	0.0	2.6	6.6	2.6	6.2	0.0	2.7	4.6
Not Stated	2.8	12.1	7.8	7.5	5.2	6.2	5.2	5.5	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table B46 Percentage Distribution of Indian Parents By Reason For Children Continuing Their Education In Three Metro and Three Urban Centres

Type of Reason	Metro				Urban				Total
	Vanc.	Edm.	Wnpg.	Sub-T.	L.M.	PA&B.	SSM	Sub-T.	
Obtain Good Educ.	17.1	21.2	31.5	23.5	26.3	28.1	15.7	23.1	23.3
High Pay	0.0	3.3	0.0	.9	0.0	0.0	0.0	0.0	0.4
Good Job	48.5	33.3	21.0	34.0	31.5	25.0	52.6	37.0	35.4
Employment Possibility	0.0	9.0	13.1	7.5	2.6	21.8	10.5	11.1	9.3
Not Stated	34.2	33.3	34.2	34.0	39.4	25.0	21.0	28.7	31.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table B47 Distribution of Indian Parents By Preference of Secondary School Location in Three Metro and Three Urban Centres

a) numbers									
Type of Location	Metro				Urban				Total
	Vanc.	Edm.	Wnpg.	Sub-T.	L.M.	PA&B.	SSM	Sub-T.	
On Reserve	2	6	14	22	2	5	14	21	43
Town-Commute	5	9	1	15	9	9	10	28	43
City-Live Away	25	16	21	62	24	17	10	51	113
Not Stated	3	2	2	7	3	1	4	8	15
Total	35	33	38	106	38	32	38	108	214
b) percentages									
On Reserve	5.7	18.1	36.8	20.7	5.2	15.6	36.8	19.4	20.0
Town-Commute	14.2	27.2	2.6	14.1	23.6	28.1	26.3	25.9	20.0
City-Live Away	71.4	48.4	55.2	58.4	63.1	53.1	26.3	48.1	52.8
Not Stated	8.5	6.0	5.2	6.6	7.8	3.1	10.5	7.4	6.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table B48 Percentage Distribution of Indian Parents Who Have Contact With
Boarding Home Parents in Three Metro and Three Urban Centres

Contact	Metro				Urban				Total
	Vanc.	Edm.	Wnpg.	Sub-T.	L.M.	PA&B.	SSM	Sub-T.	
Yes	14.2	33.3	10.5	18.8	21.0	25.0	31.5	25.9	22.4
No	82.8	57.5	63.1	68.0	73.6	75.0	42.1	63.0	65.4
Not Stated	2.8	9.0	26.3	13.2	5.2	0.0	26.3	11.1	12.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table B49 Percentage Distribution of Indian Parents By Manner of Contact With
Boarding Home Parents in Three Metro and Three Urban Centres

Manner of Contact	Metro				Urban				Total
	Vanc.	Edm.	Wnpg.	Sub-T.	L.M.	PA&B.	SSM	Sub-T.	
Meet B.H.P.	0.0	0.0	0.0	0.0	0.0	3.1	2.5	1.8	.9
Visit B.H.P.	8.5	3.3	5.2	5.6	1.8	15.6	10.5	9.2	7.4
Telephone & Telegraph	8.5	18.1	2.6	9.4	18.4	6.2	5.2	10.1	10.2
Letters	42.8	15.1	15.7	24.5	42.1	12.5	15.7	24.0	24.3
Not Stated	40.0	63.6	76.3	60.3	36.8	62.5	65.7	54.6	57.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table B50 Distribution of Indian Parents' Contribution to Transportation At
Christmas and Easter and to Spending Money In Three Metro and Three
Urban Centres

Contribution	Metro				Urban				Total
	Vanc.	Edm.	Wnpg.	Sub-T.	L.M.	PA&B.	SSM	Sub-T.	
Yes	20	18	16	54	23	23	19	65	119
No	15	15	20	50	14	8	15	37	87
Miscoded	0	0	2	2	1	1	4	6	8
Total	35	33	38	106	38	32	38	108	214

APPENDIX G   Table C Series

Table C58 — Percentage Distribution of Number of Years' Experience of Boarding Home Parents in Three Metro Centres and Three Urban Centres

| No. of Years | Metro | | | | Urban | | | | |
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	Total
1	38.4	32.2	60.5	44.4	19.0	43.0	8.0	23.0	33.8
2	28.2	26.0	24.0	26.0	25.0	17.1	26.3	23.0	24.4
3 - 5	28.2	29.0	13.1	23.1	44.0	23.0	31.5	32.3	27.6
Over 5	5.1	13.0	0.0	5.5	12.5	17.1	31.5	21.0	13.1
Miscoded	0.0	0.0	3.0	1.0	0.0	0.0	3.0	1.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C59 — Percentage Distribution of Boarding Home Parents by Number of Students Taken Altogether Over the Years in Three Metro and Three Urban Centres

| No. of Students | Metro | | | | Urban | | | | |
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	Total
1	43.5	12.9	10.3	23.1	21.8	11.4	2.6	11.4	17.3
2	17.9	22.5	36.8	25.9	6.2	28.5	7.8	14.2	20.1
3	10.2	6.4	13.1	10.1	6.2	17.1	18.4	14.2	12.2
4	2.5	16.1	18.4	12.0	9.3	2.8	5.2	5.7	8.9
5	5.1	16.1	0.0	6.4	12.5	11.4	18.4	14.2	10.3
6	2.5	3.2	7.8	4.6	12.5	8.5	7.8	9.5	7.0
7	15.3	6.4	2.6	8.3	3.1	0.0	10.5	4.7	6.5
8 & over	2.5	16.1	10.5	9.2	28.1	20.0	26.3	24.7	16.9
Not Stated	0.0	0.0	0.0	0.0	0.0	0.0	2.6	0.9	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C63   Percentage Distribution of Boarding Home Parents by Reason of Preference for Students Seventeen Years and Over in Three Metro and Three Urban Centres

Reason	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Companionship	20.0	7.6	16.6	14.6	0.0	14.2	0.0	7.1	12.7
Same Age as own child	0.0	7.6	0.0	2.4	0.0	14.2	0.0	7.1	3.6
Easier to Care for	20.0	7.6	11.1	12.2	40.0	57.1	50.0	50.0	21.8
More Self-Sufficient	30.0	23.0	33.3	29.2	40.0	0.0	0.0	14.2	25.4
Better Communication	10.0	7.6	0.0	4.8	0.0	0.0	50.0	7.1	5.4
Other	10.0	0.0	11.1	7.3	20.0	14.2	0.0	14.2	9.0
Not Stated	10.0	46.1	27.7	29.2	0.0	0.0	0.0	0.0	21.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C64   Percentage Distribution of Boarding Home Parents by Reason for Taking Indian Students in Three Metro Centres and Three Urban Centres

Reason	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
To help Indian Students	58.9	48.3	68.4	59.2	62.5	68.5	65.7	65.7	62.4
To help Indian Affairs	2.5	3.2	0.0	1.8	0.0	8.5	2.6	3.8	2.8
To increase annual income	0.0	12.9	5.2	5.5	3.1	5.7	0.0	2.8	4.2
Previous Association	2.5	6.4	2.6	3.7	12.5	5.7	5.2	7.6	5.6
Church Request	7.6	3.2	2.6	4.6	3.1	0.0	5.2	2.8	3.7
Relatives request	7.6	6.4	0.0	4.6	0.0	0.0	0.0	0.0	2.3
Companionship	2.5	12.9	7.8	7.4	12.5	2.8	10.5	8.5	7.9
Other	17.9	6.4	10.5	12.0	6.2	8.5	7.8	7.6	9.8
Not Stated	0.0	0.0	2.6	9.3	0.0	0.0	2.6	0.9	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C67   Percentage Distribution of Boarding Home Parents by Their Opinion of Useful Information on Background of Students in Three Metro Centres and Three Urban Centres

Types of Information	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Medical Information	12.8	0.0	7.8	7.4	9.3	8.5	7.8	8.5	7.9
Family History	38.4	35.4	18.4	30.5	34.3	51.4	47.3	44.7	37.5
Previous School Record	5.1	3.2	5.2	4.6	3.1	2.8	5.2	3.8	4.2
Community Background	10.2	6.4	26.3	14.8	21.8	5.7	18.4	15.2	15.0
Behaviour Pattern	20.5	16.1	18.4	18.5	21.8	20.0	15.7	19.0	18.7
Other	5.1	16.1	5.2	8.3	3.1	2.8	2.6	2.8	5.6
Not Stated	7.6	22.5	18.4	15.7	6.2	8.5	2.6	5.7	10.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C68   Percentage Distribution of Boarding Home Parents by Type of Contact with I. A. B. Counsellors in Three Metro Centres and Three Urban Centres

Type of Contact	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Visited him	5.1	3.2	2.6	3.7	6.2	11.4	15.7	11.4	7.5
Visited by him	79.4	29.0	86.8	67.5	71.8	74.2	78.9	75.2	71.3
Phone	10.2	64.5	5.2	24.0	18.7	8.5	5.2	10.4	17.3
Other	2.5	3.2	5.2	3.7	3.1	5.7	0.0	2.8	3.2
Not Stated	2.5	0.0	0.0	9.3	0.0	0.0	0.0	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C+9   Percentage Distribution of Boarding Home Parents by Frequency of Contact of Counsellor with Student in Their Home in Three Metro Centres and Three Urban Centres

Frequency of Contact	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Regularly	7.6	3.2	0.0	3.7	28.1	8.5	50.0	29.5	16.4
Sometimes	61.5	16.1	7.8	29.6	40.6	37.1	36.8	38.1	33.8
Seldom	10.2	19.3	2.6	10.1	25.0	14.2	10.5	16.1	13.1
Never	20.5	61.2	89.4	56.4	6.2	40.0	2.6	16.1	36.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C70   Percentage Distribution of Boarding Home Parents by Frequency of Visit of Counsellor to Boarding Home Parents in Three Metro Centres and Three Urban Centres

Frequency of Contact	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Regularly	10.2	3.2	0.0	4.6	25.0	5.7	50.0	27.6	15.9
Sometimes	69.2	12.9	21.0	36.1	50.0	45.7	36.8	43.8	39.9
Seldom	12.8	19.3	13.1	14.8	21.8	11.4	13.1	15.2	15.0
Never	7.6	64.5	63.1	43.5	3.1	37.1	0.0	13.3	28.6
Miscoded	0.0	0.0	2.6	.9	0.0	0.0	0.0	0.0	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C72 Percentage Distribution of Boarding Home Parents Concerning Their Opinion on Group Meetings in Three Metro Centres and Three Urban Centres

Type of Opinion	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Yes	38.4	64.5	71.0	57.4	46.8	71.4	76.3	62.6	65.7
No	28.2	29.0	28.9	28.7	31.2	20.0	13.6	22.8	20.9
Unimportant	33.3	3.2	0.0	12.9	21.8	5.7	7.8	13.2	11.4
Not Stated	0.0	3.2	0.0	9.3	0.0	0.0	2.6	0.0	0.9
Miscoded	0.0	0.0	0.0	0.0	0.0	2.8	0.0	1.2	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Metro   Urban

Table C73 Percentage Distribution of Boarding Home Parents by Reason for Continuing to Take Indian Students in Three Metro Centres and Three Urban Centres.

Type of Reason	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	Total
Like Indian Students	10.2	19.3	10.5	12.9	18.7	34.2	42.1	32.3	22.5
Provide Opportunity	15.3	3.2	28.9	16.6	6.2	22.8	7.8	12.3	14.5
Company	5.1	12.9	13.1	10.1	9.3	14.2	18.4	14.2	12.2
Rewarding Experience	23.0	9.6	10.5	14.8	25.0	0.0	21.0	15.2	15.0
Space available	2.5	19.3	0.0	6.4	9.3	5.7	7.8	7.6	7.0
Other	20.5	12.9	18.4	17.5	6.2	11.4	0.0	5.7	11.7
Not Stated	23.0	22.5	13.1	19.4	9.3	11.4	2.6	7.6	13.6
Miscoded	0.0	0.0	5.2	1.8	15.6	0.0	0.0	4.7	3.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C74   Percentage Distribution of Boarding Home Parents by Reason for Not Continuing to Take Indian Students in Three Metro Centres and Three Urban Centres

Type of Reason	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	FA&B	SSM	Sub-T.	
Unfortunate Experience	2.5	0.0	2.6	1.8	3.1	5.7	5.2	4.7	3.2
No space available	2.5	6.4	7.8	5.5	0.0	0.0	5.2	1.9	3.7
Want privacy	7.6	0.0	0.0	2.7	3.1	2.8	7.8	1.2	4.7
Other	12.8	12.9	5.2	10.1	6.2	2.8	0.0	3.6	2.8
Not Stated	74.3	64.5	76.3	72.2	34.3	31.4	78.9	46.9	49.5
Miscoded	0.0	16.1	7.8	7.4	53.1	57.1	2.6	44.5	36.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C75   Percentage Distribution of Boarding Home Parents by Type of Behaviour of Indian Students in Three Metro Centres and Three Urban Centres

Type of Behaviour	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	FA&E	SSM	Sub-T.	
Good	66.6	77.4	97.3	80.3	81.2	75.7	81.5	79.6	80.0
Bad	0.0	6.4	0.0	1.8	3.1	6.0	7.8	5.8	3.8
Average	33.3	16.1	0.0	16.8	15.6	18.1	7.8	13.5	15.2
Fair	0.0	0.0	2.7	0.9	0.0	0.0	2.6	.9	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table C76 Percentage Distribution of Boarding Home Parents by Type of
Expectation of Behaviour of Students in Three Metro Centres
and Three Urban Centres

Type of Expectation of Behaviour	Metro				Urban				Total
	Vanc.	Edm.	Wpg.	Sub-T.	LM	PA&B	SSM	Sub-T.	
Act differently to own child	7.6	6.4	0.0	4.6	15.6	8.5	0.0	7.6	6.1
Act as Family Member	71.7	70.9	84.2	75.9	71.8	80.0	73.6	75.2	75.5
Need Special Supervision	5.1	0.0	5.2	3.7	0.0	0.0	2.6	0.9	2.3
Abide by Existing Rules	2.5	19.3	7.8	9.2	3.1	2.8	21.0	9.5	9.3
Freer than own child	0.0	3.2	0.0	0.9	0.0	0.0	0.0	0.0	0.4
Uncertain	0.0	0.0	0.0	0.0	0.0	0.0	2.6	0.9	0.4
Other	7.6	0.0	0.0	2.7	0.0	2.8	0.0	0.9	1.8
Not Stated	5.1	0.0	2.6	2.7	9.3	5.7	0.0	4.7	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0