

# PROGRAM EVALUATION

EVALUATION REPORT

EDUCATION OF INDIANS  
IN FEDERAL AND PROVINCIAL  
SCHOOLS IN MANITOBA



Indian and Northern Affairs  
Indian and Inuit Affairs Program  
Program Evaluation Branch

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IN FEDERAL AND PROVINCIAL  
SCHOOLS IN MANITOBA

COMMISSIONED BY

PROGRAM EVALUATION BRANCH  
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DEPT. OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT  
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ABSTRACT

The purpose of the study was:

1. to identify a full range of variables which might be used to describe the current state of education of Indians in federal and provincial schools.
2. to select indicators and to field test their validity for potential application to other areas of the country.
3. to field test the design for a comparative analysis of education of Indians in selected provincial integrated schools and federal day schools on reserves, at the elementary and secondary levels.

Twelve indicators were selected for field testing in the Province of Manitoba. Data for these indicators was collected from existing records in Manitoba and Ottawa and through interviews and meetings held with parents and school staff. The first seven indicators report data for a five year period from 1972-73 to 1976-77.

1. Enrollment of Indian students by grade
2. Drop-out rate of Indian students by age and grade
3. Age-grade placement of Indian students
4. Course placement of Indian students in high school grades  
e.g. Academic, General, Vocational
5. Destination of Indian school leavers
6. Indian student graduates
7. Attendance survey reasons for absenteeism

8. Student questionnaire
9. Parent questionnaire
10. Survey of staff
11. Provincial & federal school profiles,  
e.g. enrollment, no. of staff, etc.
12. Observation questions for data collectors

The general conclusions of the study are that there is little observable difference between the performance of Indian students in federal and provincial schools. In both systems, there is evidence of a high drop-out rate, approximately 30% of those students surveyed are age-grade retarded; the majority of the high school students are in the General Course stream; very few Indian students graduate from high school; absenteeism is a general problem and there is very little parental involvement in the schools. Secondly, data is difficult to obtain from existing records due to the inconsistency of record-keeping in the Department of Indian Affairs and Northern Development.

It is recommended that parents, band councils, band education authorities, school staffs and administrators (federal/provincial) establish local forums for discussion of "education of Indian children" in an effort to improve the performance of Indian students. If Indian parents and their band councils do

not become more involved in the education system, it is likely that the present unfavourable results in federal and provincial schools will continue.

It is recommended that the Nominal Roll be revised to request additional information and to clarify certain terms. It should be established as the vehicle for collecting statistical data uniformly from the school level, to the district, to the region and to headquarters.

REPORT FORMAT

This report is organized into three sections. Section I, "Executive Summary" is a synthesis of the findings of the entire study. It presents the study's conclusions and recommendations.

Section II, "A Report of the Findings of the Study" presents a comprehensive overview of results produced by an analysis of data from sources. Section II is in 10 major parts.

Section III, "Evaluator's Comments and Further Recommendations Based on General Experience in Indian Education" provides insight that is not directly related to the findings of this study. It is presented for consideration in the broad context of Indian education and has definite implications for this study.

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SECTION I

EXECUTIVE SUMMARY

## Introduction

The Program Evaluation Branch, Policy, Research and Evaluation Group, commissioned Verna J. Kirkness to develop and test an evaluation framework for a comparative analysis of the federal and provincial systems of education for Indian students at the elementary and secondary levels.

An abstract of the evaluation is presented at the beginning of the volume. The conclusions and recommendations are presented in this section. The complete report of study findings is presented in Section II. Presented with the general findings are the evaluator's comments indicated as observations. Section III provides the evaluator's comments and recommendations on Indian education in general which could have implications for the Manitoba study.

It is the hope of the evaluator that this study will serve as a discussion base for, not only the schools involved in this evaluation, but for all schools attended by Indian children. There is need for a concerted effort on the part of parents, band education authorities, band councils, school staff and federal and provincial authorities to address jointly the issue of Indian education.

Studies such as this are beset by many difficulties, therefore the report is replete with ambiguities, inconsistencies and unresolved issues. The validity of the findings of this study must be interpreted in the light of constraints that limited its quality as noted later in the report.

### Conclusions and Recommendations

The presentation that follows provides a list of the evaluator's recommendations matched with the appropriate study conclusions. The conclusions listed on the left hand page are statements related to the operation and impact of the education of Indians in federal and provincial schools as well as statements related to the use of the evaluation design. The corresponding recommendations, listed on the right hand page, are the evaluator's judgement concerning necessary and desired improvements in the education program.



## CONCLUSIONS

### Phenomena of Highest Enrollment in Primary Grades

In the federal and provincial schools sampled, the largest percentage of Indian enrollment is concentrated in grades 1 to 3 (Tables 3 & 4). Age-grade retardation is a contributing factor to this backlog (Tables 5 & 6). Many children from grade 1 onward do not progress at the rate of one grade per year. The original enrollment is never recovered.

RECOMMENDATIONS

1. That a rigorous effort be made to determine the factors which impact on the children during their first years of formal schooling. i.e.
  - a) K4 and K5 patterns - behaviour, learning, attendance, etc.
  - b) curriculum
  - c) teachers - native - non-native
  - d) parents - interest (involvement)
  - e) promotion policy of school
  
2. That parents, band education authorities, band councils, school staff and federal and provincial authorities be involved in a review of this primary school phenomena and jointly identify directions to be taken to change this situation.



## CONCLUSIONS

### Age-Grade Retardation and Drop-Out Rate of Indian Students

In the federal and provincial schools sampled, approximately 30% of the Indian student population is age-grade retarded. Age-grade retardation begins in grade 1 with the highest rate occurring at the grade 7 and 8 level among the 14, 15 and 16 year old students. Drop-out rate is highest at the end of grade 7 and in grade 8 among 15 and 16 year old students. A significant number of students drop out prior to grade 6 in federal schools. Many leave prior to official school-leaving age (Tables 5, 6, 7 and 8). The majority of school leavers remain at home and are unemployed.

RECOMMENDATIONS

3. That causes of age-grade retardation be examined and experimental approaches be implemented to correct this situation.
4. That a well-designed Native Studies Program be established at the grade 7, 8 and 9 levels.
5. That each reserve be surveyed to identify those children of school age (6-16) who are not in school and efforts be made to provide a meaningful school program for them.
6. That local studies be conducted to determine the number of school leavers (drop-outs) between the ages of 15 and 21 who are at home and/or unemployed. That a program be developed to assist this group.
7. That all surveys and studies be done jointly by parents, band education authorities, band councils, school staff and federal and provincial government authorities.

CONCLUSIONSPlacement of Indian Students in High School Courses

The majority of high school students in the selected sample of federal and provincial schools are placed in the Manitoba General Course (Table 16). In the provincial schools, the occupational entrance course accounts for 12% of students clustered in two schools. There have been no Occupational Entrance Course graduates in the 5 years under study. Few have obtained jobs through the program. The federal schools are usually limited to the General Course due to their small high school enrollments.

RECOMMENDATIONS

8. That a further investigation be conducted to determine the number of students in provincial schools who are enrolled in OEC programs. That the survey include grades 7 to 11 inclusive. That the viability of the program be examined. i.e. Have students obtained jobs as a result of the program?
9. That efforts be made to determine why few Indian students in provincial high schools are in the academic stream.
10. That parents and federal school authorities explore the possibility of implementing a high school trimester system with one trimester away from home in a comprehensive high school. This would enable students to have a choice of various vocational course options.

CONCLUSIONSIndian Student Graduates

The number of Indian student graduates in the two federal reserve schools offering up to grade 12 (inclusive) and the one provincial school on a reserve indicates that more students have graduated from reserve high school education than from provincial schools off reserve from 1972-73 to 1976-77. i.e. of the federal and provincial schools in the selected sample 37 of the 38 graduates were from reserve schools. Only 1 student graduated from a provincial off-reserve school.

RECOMMENDATIONS

11. That wherever possible, reserve schools extend their program to include grade 12.
  
12. That parents and provincial school authorities examine reasons for the low rate of graduation in provincial schools and that local efforts be made to identify means of retaining students. Consideration should be given to such things as counselling, tutoring, native studies, and course offerings.

## CONCLUSIONS

### Problem of School Attendance

In the selected sample of federal and provincial schools, there is great similarity in the attendance pattern of Indian children over the 5 year period. The overall average yearly attendance is 60% to 80% with several schools recording attendance as low as 30%. Attendance tends to decrease as the year progresses. It is better in September than in June. Attendance begins to drop at grade 5 but is most serious at the grade 7 and 8 level.

Absenteeism in grades 1 to 8 is generally attributed to illness. At the high school level in federal schools, reasons for absenteeism are given as being due to having to help at home or parental neglect, and students choosing not to attend. In provincial schools, high school students' reasons for absenteeism are given as the problem of cultural and social adjustment, parental neglect, irrelevant program and truancy.

RECOMMENDATIONS

13. That the attendance pattern of children in K4 and K5 be studied so that good attendance patterns be established during these pre-school years.
14. That parents be well informed about the K4 and K5 program to ensure that the importance of pre-school is understood. Parents should be encouraged to visit classes while they are in session. Being properly informed of the pre-school program could result in improved attendance.
15. That projects be introduced at the various levels involving children, parents and teachers in improving school attendance. e.g. wake-up calls, breakfast programs, incentive programs - class effort, native studies.
16. That an in-depth long-range investigation be established to probe the facts underlying the poor attendance records of Indian pupils in the primary, elementary, and secondary classes.



## CONCLUSIONS

### Academic Staff

Staff in federal schools are somewhat less academically qualified and less experienced than staff of provincial schools (Tables 20 and 21).

Many provincial schools employ native paraprofessionals (teacher-aides). A number of these paraprofessionals become certified teachers during the course of their service through specialized teacher-training programs such as Project for Education of Native Teachers (PENT) and Indian, Metis Program for Careers in Teacher Education (IMPACTE). Upon becoming certified, there is no guarantee that they will be employed as regular teachers for the school or division.

RECOMMENDATIONS

17. That the placement of the less academically qualified and the less experienced teachers in federal schools be reviewed to determine whether there is any correlation between their placement and the backlog of pupils in the primary grades.
  
18. That provincial school divisions employ on their payroll, Indian teachers who have previously served as paraprofessionals on their staffs and have subsequently obtained teacher-certification.

## CONCLUSIONS

### Assessment of Education of Indians by Parents and Students

#### A. Involvement

Parents and students feel that Indian people should be more involved in the education system. Interest was expressed in working toward local control of education and in facilitating better communication between parents, teachers and students.

Several parents elected as school trustees expressed a need to understand more about their roles and functions as trustees. Greater familiarity with the functioning of schools is necessary if meaningful involvement is to occur. e.g. program, budgets, staffing.

RECOMMENDATIONS

19. That local education workshops be conducted to enable parents, band education authorities, band councils, school administrators and teachers to work toward the concept of "Indian Control of Indian Education."
20. That local education sessions be conducted to enable parents to learn more about the education process and to improve parent/teacher/student relationships.
21. That band education authorities be established on all reserves to be involved actively in the educational process.  
e.g. promoting Indian control of education, assisting and supporting school trustees, providing direction for curriculum, staffing, etc.
22. That training be provided for Indian people who are serving as school trustees on provincial school boards.

## CONCLUSIONS

### B. School Program

There was strong sentiment among parents and students of the importance of an Indian orientated curriculum, i.e. Indian languages, legends, history, culture, values, arts and crafts, and singing and dancing.

Parents felt that students should receive hunting and life skills courses.

Parents expressed the desire for cross-cultural education for their students, e.g. cultural differences of Indian and non-Indians.

RECOMMENDATIONS

23. That parents, band education authorities, band councils and school authorities convene joint meetings at the local level to discuss curriculum and to determine their particular needs in terms of cultural inclusion.
24. That local curriculum committees of parents and teachers be formed to be responsible for the design, identification and development of required materials and implementation of the programs.
25. That emphasis be placed on cross-cultural education, particularly at the junior and senior high school grades, i.e. cultural differences of Indians and non-Indians.
26. That curriculum advisers be hired to assist schools in adapting or developing curricula.
27. That the teaching of an Indian language as the second language be concentrated at primary and elementary levels.
28. That the Manitoba Native Bilingual Program continue to be supported and that it be expanded to other reserves where Indian languages are dominant.

CONCLUSIONSC. Staff

Parents and students feel that there should be Indian (native) teachers in schools attended by Indian children. Indian teachers should be trained and have teacher certification.

Indian teacher-aides are seen as a valuable resource.

Parents and students were vague as to whether the counselling service is adequate. It is non-existent in some schools.

RECOMMENDATIONS

29. That Indian teacher graduates be given preference for employment in federal schools.
30. That the provincial government adopt a policy of hiring Indian teachers where joint school agreements and tuition agreements are in existence and that this be determined by a quota system.
31. That teacher-aides enroll in a teacher-training program e.g. BUNTEP, PENT.
32. That teacher-aide training be provided to those not aspiring to become teachers. Training should be 4 to 6 week annual training sessions.
33. That parents and students be provided with information regarding the role and function of the counsellor/home-school coordinator. This could be achieved by meetings of counsellors/home-school coordinators with parents and students.
34. That every band have access to the services of a counsellor/home-school coordinator.



CONCLUSIONS

Parents whose children attend provincial schools stated that the school staff generally lacked knowledge of Indian people.

RECOMMENDATIONS

35. That the Manitoba Department of Education appoint a superintendent-at-large, preferably of Indian origin, to coordinate all efforts to improve education in integrated provincial schools.
36. That principals and teachers in integrated provincial schools visit the reserves and homes of their Indian students.
37. That orientation courses be conducted for new teachers in federal and provincial schools to acquaint them with the social, economic, political, educational aspects of reserves and to provide them with an insight into cultural differences.
38. That cross-cultural awareness seminars be conducted throughout the school year. Professional development days could be used for this purpose and should include administrators and parents.

CONCLUSIONSD. Integration

Concern was raised in some areas by parents whose children attend joint schools. There was a clear expression of dissatisfaction with being bound by a joint school agreement that parents feel was imposed on them.

In several areas, parents felt that all their efforts to improve education in provincial integrated schools had failed. The alternative they propose is a return to reserve schools.

RECOMMENDATIONS

39. That the effects of integration be reviewed and alternative arrangements made where integration has not been effective.
40. That the continuation of any joint school agreement should be conditional on the school's continuing to provide Indian children with an improved education.
41. That any future joint school agreement should require a referendum of the band.
42. That where all efforts to improve education in an integrated school have failed, the Department of Indian Affairs and Northern Development should enable bands to re-establish reserve schools for specific grades or for all grades. Experiments should be conducted in establishing primary grades back on reserves or grade 7 and 8. The latter is the bottleneck for Indian students and calls for this type of experimentation.

## CONCLUSIONS

### General Problems Emerging from Classroom Observations, Interviews and School Records

For many Indian children in federal schools, English is a second language. A need was expressed for implementation of a well developed program for teaching English as a second language.

Many Indian children read below the norm for their grade level.

Several teacher-aides (paraprofessionals) in provincial schools were engaged in clerical and supervisory tasks rather than in assisting in classroom instruction.

RECOMMENDATIONS

43. That a well-developed program of TESL (Teaching English as a Second Language) be identified for use in federal schools where English is a second language.
44. That remedial reading programs be instituted to assist children with reading problems. That reading specialists be employed to assist teachers in setting up reading remediation programs.
45. That the role and function of teacher-aides (paraprofessionals) sponsored by the Manitoba Tripartite Committee be one of assisting primarily in the area of instruction.

CONCLUSIONSThe Design and Application of the Evaluation Framework

- A. The Sample - Selection of the sample was by school rather than by band. Records are more readily accessible and accurate by band. The limited sample prohibited efficient utilization of a computer.
- B. K4 and K5 - Kindergarten 4 and 5 were omitted from the sample. In retrospect, it appears that information in this area would provide greater insight into the primary school phenomena.

RECOMMENDATIONS

46. That future studies of this type select sample by band to ensure greater access and accuracy of information. That where a small sample is to be studied, data be secured from local sources.
  
47. That K4 and K5 be included in future studies of this type.



CONCLUSIONS

C. Nominal Roll - The Nominal Roll is the official data base for information related to the education of Indian students. This record is becoming increasingly accurate and accessible as was evidenced in securing data for 1975-76 and 1976-77 as opposed to its ability to provide information for the three years previous to 1975-76. The Nominal Roll does not provide certain information which the study indicated would be useful.

The lack of consistency in the numbering of schools can cause problems in securing data.

RECOMMENDATIONS

48. 1. That the Nominal Roll be revised to ensure:
- (a) that it includes course placement of students by grade
  - (b) that it includes graduates by course placement.
  - (c) that it includes information on school attendance
    - (i) with a breakdown of categories
      - e.g. 0 - 10 days absent
      - 11 - 20 " "
      - 21 - 30 " "
      - 31 - 50 " "
      - 51 - 75 " "
      - 76 - 100 " "
      - 101 - 125 " "
      - 126 - 150 " "
      - 151 - 190 " "
    - (ii) with reasons for absenteeism
  - (d) that the same information be required from both federal and provincial schools.
2. That the responsibility for numbering of schools remain the jurisdiction of the Program Statistics Division as designated in 1974-75 to ensure consistency of numbering can be maintained.

CONCLUSIONS

- D. Record -Keeping - Although the Indian and Inuit Affairs Program of the Department of Indian Affairs and Northern Development keeps many records, there appears to be no consistency throughout the system, i.e. Indian schools, provincial schools, districts, regions, headquarters.

RECOMMENDATIONS

49. That the record-keeping process in the Indian and Inuit Affairs Program be reviewed to determine means whereby consistency can be maintained throughout the system to facilitate access and exchange of information.

## CONCLUSIONS

E. Assessment of Indicators1. Enrollment of Indian Students by Grade and Age-grade Placement

These two forms contain a duplication of information, i.e. Forms II and VII.

2. Dropouts by Age and Grade (Form I)

This form included only those students age 12 to over 18 and grades 6 to 12. The study showed that some children leave school prior to age 12 and grade 6.

RECOMMENDATIONS

50. That the age-grade placement form be used to provide information on both age-grade placement and enrollment by grade.
  
51. That a survey of drop-outs begin from grade 1 and include students from age 6.

## CONCLUSIONS

### 3. Destination of Indian School Leavers - Form IV

This information for the study was obtained from Nominal Roll field sheets. The information is subject to error as complete accuracy would require a search originating from the sample, extending to the province and finally to all of Canada to ensure that all students who might be enrolled elsewhere are identified.

### 4. Course Placement of High School Students (Form III)

The course placements used were Academic, General, Vocational and OEC. Other students were categorized according to the course in which they were taking the most subjects.

RECOMMENDATIONS

52. That studies involving a small sample (as in this study) utilize local data sources for information on "destination of Indian school leavers".
  
53. Future studies on course placement must use the more recently adopted streams, i.e. Vocational Business Education, Vocational Industrial Course, Occupational, Academic and Other.



CONCLUSION5. Attendance (Form VI)

For the last 4 or 5 years, schools were not required to calculate average monthly attendance.

RECOMMENDATIONS

54. That the schools be required to calculate average monthly attendance to provide readily available information on attendance patterns.

## CONCLUSION

### 6. Student Questionnaire (Form VIII)

The questionnaire required true or false responses which presented the students with forced choices which limited their scope. The grade span of the sample was too wide resulting in the grade 7's having some difficulty with the concepts and vocabulary.

### 7. Parents Questionnaire (Form IX)

Given the degree of literacy among Indian people, questionnaires are difficult to administer.

RECOMMENDATIONS

55. That the type of questionnaire for students be one in which they can respond to a choice of concerns with degrees of response to those concerns.
  
56. That a survey of parents be done by conducting workshops where they can orally express their views on education.

CONCLUSIONSF. Future Evaluations

This study has proven that it is difficult and in some cases impossible to obtain reliable and complete data pertaining to the education of Indians, particularly for the years previous to 1975-76.

RECOMMENDATIONS57. Monitoring System for Bands

That rather than attempting to trace what has gone on in the past, it might be more profitable to begin in 1978-79 by obtaining the following information from the school administration:

- (a) School Profiles
  - Number of teachers
  - Number of native teachers
  - Number of grades
  - Kind of cultural program offered
- (b) Enrollment of students by grade
- (c) Age-grade - placement of students

In December and June of each school year, request

- (a) Drop-outs by age and grade (name - if you wish to follow up)
- (b) Attendance Survey - average % attendance by month.

In October of each school year request a report on destination of school leavers.

At least once a year hold a student education meeting to determine their views on education and at least twice a year hold a similar meeting with parents.

With the accumulation of this data, bands will be able to monitor what is happening in their schools and thereby, directly affect through contact with the school, the direction of education.

## Evaluation Design and Methodology

### Purpose of the Study

The purpose of the evaluation study is twofold:

- (1) to develop a design of an evaluation framework that would provide a suitable model for potential application to other areas of the country.
- (2) to field test the design for a comparative analysis of the education of Indians in selected provincial integrated schools and federal day schools on reserves, at the elementary and secondary levels.

### Framework for the Study

The design and implementation plan was developed by the evaluator with the monitoring assistance of two committees comprised of departmental education officers and education officers of Indian organizations at both the national and regional levels. The time frame for the study covers the period between October 1, 1977 to August 31, 1978. The evaluator's time on the project was 110 days (approximately 5½ months).

### Instrumentation

This study utilized several comparative indicators. These are:

1. Enrollment of Indian students by grade
2. Drop-out rate of Indian students by age and grade
3. Age-grade placement of Indian students
4. Course placement of Indian students in high school grades  
e.g. Academic, O.E.C.
5. Destination of Indian school leavers
6. Indian student graduates
7. Attendance survey - reasons for absenteeism
8. Students questionnaire
9. Parents questionnaire
10. Survey of staff
11. Provincial and federal school profiles, e.g. enrollment, no.  
of staff, etc.
12. Observation questions for data collectors.

The first 7 indicators report data for a five year period 1972-77

This was done in order to establish the consistency of certain trends.



Data was collected mainly by Department of Indian Affairs and Northern Development regional and headquarters (Ottawa-Hull) staff from the Nominal Roll, student cumulative records, class attendance registers, tuition claim forms and Statistics Canada. Questionnaires were completed by students in grades 7, 10, 11 and 12.

The inclusion of grade 7 was to provide a comparison of responses between students at the junior high level and those in high school. True or false responses were required.

Questionnaires were completed by parents. A choice of responses was provided along with open-ended questions.

Structured and unstructured interviews were conducted with school principals and/or vice-principals. Unstructured interviews were held with a number of Indian school trustees. Meetings were held with parents and band councils at which questionnaires were administered. Explanation of the purpose, format and implementation of the evaluation prompted many comments from the parents and council members regarding their views on education.

### The Sample

This study is restricted in scope to a selected sample of provincial and federal schools in Manitoba. Selection of provincial schools was based on the following criteria:

1. integrated schools attended by Indian children who commute daily from their homes on reserves
2. schools that have had integration for ten years or more
3. schools from several school divisions in Manitoba.

Selection of federal schools was based on:

1. schools offering the highest grades
2. schools from several education districts in Manitoba

### Data Collection, Analysis and Reporting Procedures

Details regarding the method of data collection, analysis and reporting are presented in Section II of this report.

### Organization of the Remainder of this Report

Section II provides information on which the evaluator's judgement is based. It is presented in ten parts.

Section III provides comments and recommendations based on the overall experience of the evaluator as an Indian educator.

### Limitations Imposed on the Evaluation Design

The evaluation plan developed to accomplish the objectives of this study was influenced by several factors which limited the quality of the final product.

Difficulty was encountered in obtaining accurate and complete information for some years and for several of the indicators. The source of data from the Program Statistics Division of the Indian and Inuit Affairs Program in Ottawa was the Nominal Roll. Factors limiting the accuracy and completeness of this source were: the frequent changes in the numbering of schools from 1972-73 to 1976-77; the duplication of school numbers; lost records or lack of records; and the failure to identify specific bands with specific schools.

The size of the sample posed a limitation in terms of utilization of the computer. The small sample did not warrant computer calculations, therefore, the task of counting individual entries off computer printouts increased the possibility of error due to miscalculations.

Source of data collected by regional Department of Indian Affairs and Northern Development staff was not always consistent.

Finally, the styles and approaches to data collecting varied as several people were involved in this task.

#### Concluding Statement

Despite these limitations, the evaluator is confident that there is merit in the final product. It is a formative evaluation, i.e. the provision of the information is intended to facilitate the improvement of the education program. This is the purpose for which it should be used.

SECTION II

THE EDUCATION OF INDIANS  
IN FEDERAL AND PROVINCIAL  
SCHOOLS IN MANITOBA

## I. Introduction

Education of Indians is a Federal Government responsibility. The Indian Act is the legal framework which provides the overall parameters of this responsibility. The Department of Indian Affairs and Northern Development is charged with the administration of education and through its Minister ensures that education is provided for Indians. In discharging this responsibility, the Minister may enter into agreements with:

- a) the government of a province
- b) the Commissioner of the Northwest Territories
- c) the Commissioner of the Yukon Territory
- d) a public or separate school board, and
- e) a religious or charitable organization (Indian Act - Section 114)

Over the years, the Minister has utilized all these alternatives as seen by the different types of schools, ranging from federal day schools, boarding and residential schools, to provincial integrated schools.

Today 56% or 44,431 of the 78,688 Indian student population attend provincial schools with the remaining 44% primarily in attendance in federal day schools on reserves.

(Nominal Roll 1977-78)

This study attempts to identify basic information about the education of Indians in federal and provincial schools in order to address such basic policy issues as:

- a) integration into provincial schools
- b) high schools on reserves
- c) the future involvement of the Federal Government in elementary and secondary education of status Indians.

## II Purpose

The purpose of this evaluation study is twofold:

1. to develop a design of an evaluation framework that would provide a suitable model for potential application to other areas of the country
2. to field test the design for a comparative analysis of the education of Indians in selected provincial integrated schools and federal day schools on reserves, at the elementary and secondary levels.

## III Methodology

### Data Sources

Data was drawn from the following five main sources for the indicators selected for this study:

1. Nominal Roll
2. Student Cumulative Records

3. Attendance Registers
4. Tuition Claim Forms
5. Statistics Canada

Additional data was collected through questionnaires, interviews and meetings.

#### Sample

Approximately one-half of the Indian student population is enrolled in provincial schools with the other half in federal day schools. The selection criteria for the provincial school population was based on:

1. schools that have had integration (Indians in attendance) for ten years or more.
2. schools attended by Indian children who commute from their homes or reserves daily.
3. schools from various school divisions in the province.

The selection criteria for federal schools was based on:

1. schools offering the highest grades
2. schools from several education districts in the province.

#### Instruments (Indicators)

Since both qualitative and quantitative data was required for the study, simple indicators were designed to capture both kinds of data. These were forms designed to obtain information on:



1. Enrollment of Indian students by grade
2. Drop-out rate placement of Indian students
3. Age-grade placement of Indian students
4. Course placement of Indian students in high school grades  
e.g. Academic, General, Vocational, etc.
5. Destination of Indian school leavers
6. Indian student graduates
7. Attendance - Reasons for Absenteeism.

Data for these seven indicators was reported for a five-year period from 1972-73 to 1976-77.

In addition to the forms, questionnaires were administered to:

1. the grade 7 students and the high school students in grades 10, 11 and 12; and
2. parents in areas where they were able to read and write in English.

Both structured and unstructured interviews were conducted with school personnel to obtain information for the school profiles, i.e. current enrolment, date of integration, number of native staff, etc.

Unstructured interviews were held with Indian school trustees, teacher-aides, band council members, and parents. A guide for observation was provided for data collectors. (Samples of all these instruments are included in Appendix I.)

#### Data Collection Procedures

The data was collected by staff of the Program Statistics Division of the Indian and Inuit Affairs Program in Ottawa, by education officers of the regional office in Manitoba, and by the evaluator.

The Student Questionnaire was administered either by principals, band education counsellors, classroom teachers, or by those who collected data namely, education counsellors and superintendents.

The Parents' Questionnaire was administered primarily by the evaluator at meetings called for that purpose. However, in a few cases, questionnaires were not completed during the meeting and were left with band education officers to administer.

### Report Format

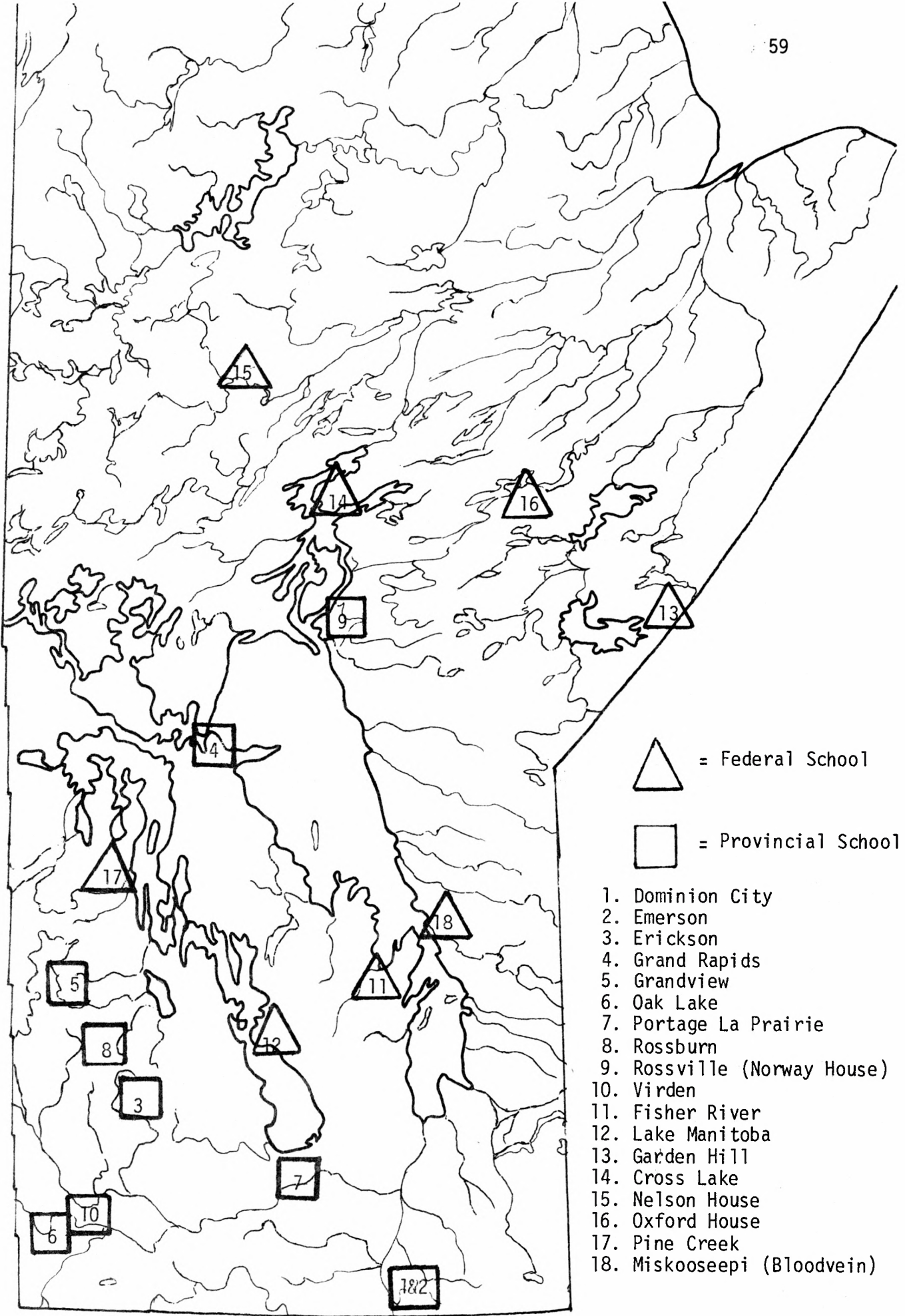
After analysis, the findings were tabulated. The study identified drop-outs, age-grade placement, course placement, destination of school leavers, graduates, attendance, views of students and parents. These were the main variables considered. The following section reports findings as they are related to each of these variables. In each section, a summary of the available data is discussed. In some instances the data is insufficient to support definitive conclusions and should be verified by further study.

IV Schools in the SurveyFederal

1. Cross Lake
2. Fisher River
3. Garden Hill
4. Lake Manitoba
5. Miskooseepi
6. Nelson House
7. Oxford House
8. Pine Creek

Provincial

- Dominion City
- . Roseau Valley
- Emerson
- Erickson
- Grand Rapids
- Grandview
- Oak Lake
- Portage la Prairie
- . Fort la Reine
- . Prince Charles
- . Victoria
- . Yellowquill
- Rosburn
- Norway House
- . Rossville
- Virden



△ = Federal School  
□ = Provincial School

- 1. Dominion City
- 2. Emerson
- 3. Erickson
- 4. Grand Rapids
- 5. Grandview
- 6. Oak Lake
- 7. Portage La Prairie
- 8. Rosburn
- 9. Rossville (Norway House)
- 10. Virden
- 11. Fisher River
- 12. Lake Manitoba
- 13. Garden Hill
- 14. Cross Lake
- 15. Nelson House
- 16. Oxford House
- 17. Pine Creek
- 18. Miskoosepi (Bloodvein)

V. SCHOOL PROFILES

TABLE I

Note: This information was obtained from school principals. Nominal Roll figures do not agree with these enrolment figures in many cases.

## FEDERAL SCHOOLS

School	Enrolment 1977-78		Grades Offered	Academic Staff		Indian Culture related Programs	Band/Parent/School Involvement
	Indian	Total		Indian	Total		
Cross Lake	575	691	N-9	12	25	Bilingual Program N-3 Arts and Crafts 7-9	School Committee Noon supervision
Fisher River	263	296	N-12	6	24½	Native studies History K-12 Cree Language - K12 Native Crafts/Arts 7-9 History - local gov't 9 Outdoor ed., Cree choir	Parent/teacher meetings social events i.e. concerts, sports, noon supervision
Garden Hill	489	503	N-10	9	28	Cree Language Native studies (social studies) Outdoor education	School Committee One band councillor delegated to educational concerns; parent teacher interviews; social activities
Lake Manitoba	159	180	N-12	8	13	Native Language	School Committee - consisting of chief, councillor, band manager; several ladies organize bingo games to raise money for xmas gifts; noon supervision
Miskooseepi (Bloodvein)	164	190	N-10	3½	13½	Handicrafts; social studies (supplement)	School Committee; teaching beadwork resource people to assemblies

FEDERAL SCHOOLS (cont'd)

School	Enrolment 1977-78		Grades Offered	Academic Staff		Indian Culture related Programs	Band/Parent/School Involvement
	Indian	Total		Indian	Total		
Roland Lauze (Nelson House)	388	447	N-10	8	18	Bilingual Program N-3	Helping to prepare for social events, i.e. banquets, dances, recreational activities
Oxford House	320	326	N-11	2½	20½	Cree syllabics 7-9 Native Studies (social studies); Outdoor Education 7-9 - Lindsay Program	School Committee; parent teacher meetings; principal - band council meetings, BUNTEP students attend staff meetings
Pine Creek	80	81	N-9	1	7	Indian history in Saulteaux 1-3 Indian history 6-9	Parents' day - twice a year; noon supervision Parents organize annual school sports day



Note: "Band(s) in the Agreement"  
 This does not mean that Bands  
 are necessarily signatories to  
 the Agreements. DIAND may have  
 signed Agreements to include  
 certain Bands.

TABLE 2

PROVINCIAL SCHOOLS

SCHOOLS	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENTS	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND/PARENT/ SCHOOL INVOLVEMENT
					INDIAN	TOTAL	INDIAN	TOTAL		
Dominion City Primary		1971	Roseau River	K-4	33	141	1	7½		
Emerson Elem.		1971	Roseau River	1-8	46	136	2	11¾	Occasional cultural group meeting. Portion of curriculum based on Indian culture.	Roseau River is ward of Boundary School Division School trustee on School Board
Roseau Valley Collegiate (Dominion City)		1971	Roseau River	4-12	38	343	2	24	Native language and cultural program 2 hrs. per wk for gr. 4-8 Cultural Program organized by the Band 40 min per wk. Indian Awareness Week	

PROVINCIAL SCHOOLS (cont'd)

SCHOOLS	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENTS	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND, PARENT, SCHOOL INVOLVEMENT
					INDIAN	TOTAL	INDIAN	TOTAL		
Erickson Elem.	1962	1965	Rolling River	K-6	61	190	2	12¼	As part of social studies program Study Culture and history of Rolling River Reserve Field Trip to Reserve	Rolling River Reserve is ward of Roll- ing River School Division Trustee on Board Parent-teache days
Erickson Coll.	1965	1965	Rolling River	7-12	37	254	1	17	Native Studies at grade 8 level. Metis history gr. 9	
Grand Rapids	1961	1961	Grand Rapids	N-11	114	348	4	28	Native Studies Cree Outdoor Educ- ation	Representat- ive on board parent/studen teacher meet- ing School Comm- ittee

PROVINCIAL SCHOOLS (cont'd)

SCHOOLS	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENTS	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND/PARENT/ SCHOOL INVOLVEMENT
					INDIAN	TOTAL	INDIAN	TOTAL		
Grandview	1967	1969	Valley River	K-12	67	591	2	36	None	Valley River Reserve is a ward of Intermountain School Division no. 36. Trustee on Board Parents attend concerts, Open House, Parents' Day
Oak Lake (Assiniboine) Elem	1964	1964	Sioux Valley	1-6	81	186	3	15	Sioux language Arts & Crafts	
Oak Lake Jr. High	1964	1964	Sioux Valley	7-9	32	78	1	6	Areas are cover- ed in Arts and Crafts	

PROVINCIAL SCHOOLS (cont'd)

SCHOOL	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENTS	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND/PARENT/ SCHOOL INVOLVEMENT
					INDIAN	TOTAL	INDIAN	TOTAL		
Portage la Prairie - Yellowquill		1969	Long Plains	1-9	45	542	2	31	Cultural programs indirectly built into guidance courses Native Awareness week	Parent/teach er inter- views
- Fort la Reine			Long Plains	K-6	33	285	1	15	Gr. 3 - 1 unit on Indian culture Gr. 6. 1 unit Native awareness week	Parent/teach er days
- Prince Charles			Long Plains	K-9 7-9 (OEC) 2 DEOS	24	487	1	34½	Gr. 3, 5 - 6 Social studies courses	
- Victoria			Long Plains Dakota Tipi Dakota Plain	K-6 Special Education	20	195	2	18½	Native Awareness Week Native Counsell- ing	Resource people parent/ teacher days

PROVINCIAL SCHOOLS (cont'd)

SCHOOL	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENTS	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND/PARENT/ SCHOOL INVOLVEMENT
					INDIAN -	TOTAL	INDIAN	TOTAL		
- Portage Collegiate			Long Plains	10-12		530				
Rosburn Elementary	1959	1964	Waywayseecappo	K-8	123	360	3	21½	Beadwork	Parent/Teacher interviews. Awards night. Scholastic Achievement. School Comm- ittee on reserve. Waywaysee- cappo Reserve is a Ward of Pelly Trail School Div- ision Trustee on Board
Rosburn Collegiate	1959	1964	Waywayseecappo	7-12	35	180	2	13½	Arts and Crafts Native studies	
Rossville (Norway House)	1968	1968	Norway House	N-12	440	498	6	37	Cree classes grades 4-9 Native studies 201 in gr. X1	Local Advisory Committee Divisional Advisory Committee Parents Day

PROVINCIAL SCHOOLS (cont'd)

SCHOOL	INTEGRA- TION YEAR	YEAR OF SIGNING JOINT SCHOOL AGREEMENT	BAND(S) IN THE AGREEMENT	GRADES OFFERED	ENROLMENT 1977-78		ACADEMIC STAFF		INDIAN CULTURE PROGRAM	BAND/PARENT SCHOOL INVOLVEMENT
					INDIAN	TOTAL	INDIAN	TOTAL		
Virden Coll.	1964	1964	Sioux Valley	9-12 7-11 (OEC)	55	525	2	39	Native studies included in regular program of studies	

VI. DEFINITION OF TERMS

VI. Definition of Terms

- Age - age of the students as of December 31
- Band Education Authority - an elected or appointed body of the band council which is responsible for educational concerns.
- Course Placement - Manitoba has 4 main course placements  
Academic - University preparation  
General - Community college type preparation  
Vocational - Business College or Community College preparation.  
Occupational Entrance Course (OEC) - Students are trained for immediate employment in service-oriented type jobs.
- Drop-Out - a student who, before completing grade school discontinues his formal learning during the school year and no longer receives educational assistance from DIAND
- Grade Level of Drop-out - this is shown as the grade from which the student leaves school, i.e. a student leaving in grade 9 is a grade 9 drop-out.



Grades

- K4 - Nursery
- K5 - Kindergarten
- Primary - grades 1 - 3
- Elementary - grades 4 - 6
- Junior High - grades 7 - 9
- High School - grades 10 - 12  
(Secondary)
- Special - ungraded classes designed for children  
with learning disabilities

Graduate

- this is a student who completed a full grade  
12 program (or grade 11 OEC)

Integration  
Program

- this means that Indian children are attending  
provincial schools with non-Indians

Joint School

- this term is used to designate a school  
established by formal agreement between the  
federal government and a local school authority,  
for which the construction and equipment has  
been jointly financed.

Manitoba Native  
Bilingual Program

- This is a program which uses an Indian language  
as a medium of instruction in K4 to grade 3  
(inclusive) in several schools in Manitoba.

Native

- this refers to people of Indian ancestry whether they are Indian, Metis or non-status Indians

Native Studies

- A program of studies based on Indian culture i.e. history, language, arts and crafts, music and dance

VII. A REPORT OF THE FINDINGS OF THE STUDY

Discussion of the Data

- A. Enrollment of Indian students by grade
- B. Age-grade placement of Indian students
- C. Drop-out rate of Indian students by age and grade
- D. Destination of Indian school leavers

Difficulty was encountered in obtaining accurate and complete information for the above-mentioned indicators. The source used was the Program Statistics Division of Indian and Inuit Affairs in Ottawa. Computer printouts based on information from the yearly nominal roll updates were used. In the Indian and Inuit Affairs system, all schools are assigned numbers. However, during the course of five years, many school numbers have been changed. In some cases, a particular school could be known by as many as four numbers in a given year. See Appendix II. There is duplication of numbers in several cases, e.g. Fisher River (one of selected schools) and Little Black River (not in sample).

Several schools were omitted in printouts because names were not known. Portage la Prairie is an example of this. Only information on Portage Collegiate appeared on the printout. Attempts to get information on Prince Charles, Fort la Reine, Yellowquill, etc.

resulted in information which did not correspond to known facts. On this basis, Portage la Prairie was excluded entirely from these four indicators.

Data was simply unavailable for some schools due to loss or lack of records, e.g. Garden Hill 1972-73, Grand Rapids 1972-73.

A. Enrolment

TABLE 3

INDIAN STUDENT ENROLMENT IN SELECTED SAMPLE OF  
FEDERAL AND PROVINCIAL SCHOOLS IN MANITOBA

Note: These are pooled figures for the 5 school years  
1972-73 to 1976-77.

(Source: Nominal Roll)

GRADE	FEDERAL SCHOOLS	PROVINCIAL SCHOOLS	TOTAL
1	1,357	811	2,168
2	1,210	578	1,778
3	1,300	540	1,840
4	1,120	514	1,634
5	1,098	482	1,580
6	948	544	1,492
7	1,078	661	1,739
8	735	435	1,170
9	593	420	1,013
10	193	239	432
11	63	145	208
12	18	64	82
Special	13	116	129
Total	9,726	5,549	15,275

Note: This table does not show those students who may have transferred from the schools in the sample to other schools. In the case of federal schools only 2 offer up to grade 12; 1 to grade 11; 3 to grade 10; 2 to grade 9. Therefore a number of students would transfer after grade 8.

Table 3 provides an indication of several trends.

1. Enrolment is highest at the grade 1 level
2. Enrolment generally declines with each grade
3. There is a marked drop in enrolment between grade 7 to grade 8
4. After grade 8 enrolments decline by 50% or more with each grade
5. The pattern is consistent for a five-year period for every grade
6. The pattern is similar in both the federal and provincial system

#### Observations

The high enrolment in grade 1 with the subsequent dramatic drop in grade 2 and onward draws attention to a crucial problem. Age-grade retardation with its potential for "dropping out" has its origin in the first year of formal education. In analyzing this phenomenon the fact emerges that 17% of all grade 1 pupils do not advance to grade 2 in one year.



TABLE 4

% ENROLLMENT OF INDIAN STUDENTS IN SELECTED  
FEDERAL & PROVINCIAL SCHOOLS IN MANITOBA

GRADE	1972-73		1976-77	
	FED.	PROV.	FED.	PROV.
1-3	42.8	33.7	33.6	31.8
4-6	30.4	29.5	33.6	26.0
7-9	24.0	30.4	23.5	25.3
10-12	.6	5.1	4.2	10.1

(Source: Nominal Roll)

Note: Special (ungraded) - not included in %s

Table 4 shows that in the two years 1972-73 and 1976-77, a span of five years, that the largest percentage of our school population is in the primary (grades 1-3), decreasing in elementary (grades 4-6), junior high (grade 7-9) and finally with a very small percentage left in high school (grade 10-12).

The general decline in enrollment prevails in the two systems. The high school student enrollment in federal schools is small due in part to the few high schools in the federal system as compared to the provincial schools in the sample, all of which offer grades 10-12.

B. Age-Grade Placement

If a student enters school at age six and progresses at the rate of one grade each year, he is progressing "normally". If he has to repeat one or more grades, his progress is retarded.

TABLE 5

FEDERAL SCHOOLS

YEAR: 1972-73 to 1976-77 (compiled)

AGE-GRADE PLACEMENT OF INDIAN STUDENTS

Note: Special - not included

Source: Nominal Roll

AGE	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	872	77	5												954
7	376	549	66	1											992
8	86	379	441	50	3										959
9	14	143	442	335	58	8	9								1009
10	6	42	225	342	296	129	3								1043
11	3	14	80	212	300	264	53	6							932
12		4	29	115	235	256	242	37	2						920
13		2	8	52	116	167	285	190	46						866
14			4	12	55	86	242	205	147	15					766
15				1	21	31	133	173	172	57	2				590
16					13	7	91	83	122	63	17				396
17					1		19	25	60	33	28	7			173
18							1	14	31	11	13	5			75
19								2	10	3	0	3			18
Over 19									3	11	3	3			20
Total	1357	1210	1300	1120	1098	948	1078	735	593	193	63	18			9713
% Age Grade retard	8.0	17.0	26.6	35.0	40.0	30.0	45.0	40.0	38.0	30.0	25.4	33.3			29.6

TABLE 6

PROVINCIAL SCHOOLS

YEAR: 1972-73 to 1976-77

AGE-GRADE PLACEMENT OF INDIAN STUDENTS

Note: Special - not included

Source: Nominal Roll

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	542	45	2												589
7	185	261	32	2											480
8	67	187	216	28	1										499
9	17	74	171	178	37		1								478
10		9	86	167	143	45	2								452
11		2	29	86	163	160	38	1							479
12			4	41	91	174	150	27	6						493
13				11	37	109	197	116	32						502
14				1	9	44	152	108	115	24	1				454
15					1	9	86	106	107	71	11				391
16						3	27	51	105	63	50	2			301
17							5	22	44	55	36	20			182
18							1	3	9	20	30	14			77
19									1	5	14	16			36
Over 19							2	1	1	1	3	12			20
Total	811	578	540	514	482	544	661	435	420	239	145	64			5433
% Age-Grade retard.	10.4	14.7	22.0	27.0	28.6	30.3	41.3	42.0	38.0	33.9	32.4	44.0			27.6

Tables 5 and 6 show age-grade placement of Indian students in the selected sample of federal and provincial schools in Manitoba. Results are a compilation of the 5-year period 1972-73 to 1976-77. See Appendix III for results of individual school years.

Several patterns emerge from the data:

1. A disproportionately high number of Indian students are age-grade retarded.
2. Age-grade retardation begins in grade 1.
3. Some students are 5 years age-grade retarded,  
i.e. 17 years of age in grade 5  
18 years of age in grade 7
4. Highest percentage of age-grade retardation is at grades 7 and 8, with many students overage by 3 years or more.
5. Age-grade retardation is most serious at ages 14, 15 and 16.
6. After 13 years of age, there is a serious decline in the numbers of students who remain in school.
7. There are a number of Indian students in school who are beyond compulsory school age. Some are over 19 years of age.
8. There is an age-grade retardation of approximately 30% in the Indian student population.
9. The pattern is similar in federal and provincial schools.

Observation

One strategy to overcome age-grade retardation was restructuring federal schools for "continuous progress". This permits a child to advance at his own speed, without failure, continuing in September at the level reached in June. (See Appendix IV for text of letter re: continuous progress.)

Despite this policy of continuous progress, substantial numbers of Indian students remain age-grade retarded by one or more years. Although "continuous progress" may have succeeded in bringing federal schools to the level of those in provincial schools (Table 7). It is but a slight improvement as the retardation rate of Indians in provincial schools is also high.

TABLE 7% of AGE GRADE RETARDATION

YEAR	FEDERAL	PROVINCIAL
1972-73	50.0	30.0
1973-74	21.2	11.0
1974-75	31.6	32.6
1975-76	27.4	33.4
1976-77	30.5	28.8

Source: Nominal Roll

C. Achievement and Destination of  
Indian School Leavers

1. Drop-out rate of Indian Students  
by Age and Grade

FEDERAL SCHOOLS

YEAR

1975-76

Drop-out rate of Indian students by age and grade

Source: Raw data for Nominal Roll

AGE	GRADE								
	6	7	8	9	10	11	12	Special	Total
11		1							1
12									
13	1	1	1						3
14	4	3	3	1					11
15	3	9	7	7	1				27
16	3	8	15	9	2				37
17		2	3	3	3	5	1		17
18						5	2		7
Over 18					3	2	1		6
Total	11	24	29	20	9	12	4		109
Total population	218	215	165	131	46	22	5	0	802
% of total population	5.1%	11.2%	17.5%	15.3%	19.6%	54.5%	80%		13.6



TABLE 9

School:

FEDERAL SCHOOL

Year:

1976 - 77

Drop-out rate of Indian students by age and grade

Source: Raw data for Nominal Roll

Age	GRADE								Total
	6	7	8	9	10	11	12	Special	
12	1								1
13	2	3	3						8
14	5	5	5	1	2				18
15	8	15	12	12	4				51
16	3	5	5	12	4	1			30
17	1	4	1	9	2	3	1		21
18			1	5	3	6			15
Over 18				3	3		1		7
<b>Total</b>	20	32	27	42	18	10	2		151
Total Pop.	223	231	153	142	65	19	12	13	858
% of total Indian pop.	8.95	13.8%	17.6%	29.6%	27.7%	52.6%	16.6%		17.7%

## PROVINCIAL SCHOOLS

1975-76

Drop-out rate of Indian students by age and grade

Source: Raw data for Nominal Roll

AGE	GRADE								
	6	7	8	9	10	11	12	Special	Total
12		2							2
13		1	1					2	4
14	2	8	3	3	2				18
15		7	5	6	1				19
16		6	4	17	5	1	1		34
17		2	1	4	5	6	1		19
18					5	3	1		9
Over 18					2	2	3		7
Total	2	26	14	30	20	12	6	2	112
Total Population	76	137	95	89	73	38	29	19	556
% of total population	2.6%	11.7%	14.7%	33.7%	27.4%	31.7%	20.7%	10.5%	20.2%

Drop-out rate of Indian students by age and grade

Source: Raw data for Nominal Roll

AGE	GRADE								
	6	7	8	9	10	11	12	Special	Total
12									
13									
14		1	1	2	1			1	6
15		5	2	8	3			2	20
16		4	5	7	3	2		1	22
17		1	3	1	10	3	2	1	21
18					1	2	1		4
Over 18					2	2	4		8
<b>Total</b>		11	11	18	20	9	7	5	81
<b>Total Population</b>	90	123	98	86	58	42	24	69	590
<b>% of total population</b>	0.0%	8.9%	11.2%	39.1%	34.5%	21.4%	27.5%	7.3%	13.7%

1. The Federal tables 8 and 9 indicate that students in these schools drop out even prior to Grade 6.
2. In the provincial schools, it appears that drop-out occurs from grade 7 onward.
3. Drop-out is highest in both systems at the end of grade 7 and in grade 8. It continues to follow a pattern of high drop in succeeding grades.
4. In both systems, the largest number of drop-outs peaks at age 15 and 16.

#### Observation

A random check showed that in Cross Lake in 1975-76, 14 students in grades 1 to 5 dropped out. At Garden Hill in 1976-77, 22 students left school prior to grade 6. At Nelson House in 1976-77, 12 students left school prior to Grade 6. It is possible that these students transferred to other schools but it is also possible that they are no longer attending school.

While school leaving is regulated at age 16 for Indian children by two pieces of legislation, i.e. the Indian Act (Sec. 116 (2)(b)) and the provincial public schools acts, enforcement has either not been practiced or has been ineffective.

2. Destination of Indian School  
Leavers by School and Grade

FEDERAL

TABLE 12

YEAR: 1975-76

## ACHIEVEMENT &amp; DESTINATION OF INDIAN SCHOOL LEAVERS BY SCHOOL &amp; GRADE

ACHIEVEMENT	GRADES						
	6	7	8	9	10	11	12
1. Graduation							1
2. Pass	3						
3. Failure							
4. Dropout	7	24	29	20	9	11	2
5. Partial Pass							2
6. Transfer & Others						1	
TOTAL	10	24	29	20	9	12	5
DESTINATION							
80. At work			1			2	
81. Upgrading							1
82. Vocational (Short)							
83. Vocational (Long)							
84. Teacher Training							
85. University							
86. At home	6	15	15	10	3	4	3
87. Unemployed	3	7	6	2	1		
88. Dead							
89. Unknown	1	2	3	3	4	4	
90. Off Reserve			3				
91. Other			1				
92. CAS							
93. Married				5	1	2	1
94. Commercial College							
TOTAL	10	24	29	20	9	12	5
Total No. of Students per Grade	218	215	165	131	46	22	5

## ACHIEVEMENT &amp; DESTINATION OF INDIAN SCHOOL LEAVERS BY SCHOOL &amp; GRADE

ACHIEVEMENT	GRADES						
	6	7	8	9	10	11	12
1. Graduation							8
2. Pass	2	5	7	8	3	2	
3. Failure	3	1	0	9	5	1	
4. Dropout	15	26	18	26	9	7	2
5. Partial Pass					1		
6. Transfer & Others			2				
TOTAL	20	32	27	43	18	10	10
DESTINATION							
80. At work							
81. Upgrading							
82. Vocational (Short)				1			
83. Vocational (Long)							2
84. Teacher Training							
85. University							3
86. At home	2	12	8	13	5	6	
87. Unemployed	11	7	5	11	3	1	
88. Dead							
89. Unknown	5	9	6	10	5	2	
90. Off Reserve		1	1	3	1	1	2
91. Other		2	3	3	1		
92. CAS	1		2				
93. Married	1	1	2	2	3		1
94. Commercial College							2
TOTAL	20	32	27	43	18	10	10
Total No. of Students per Grade	223	231	153	142	65	19	12

ACHIEVEMENT & DESTINATION OF INDIAN SCHOOL LEAVERS BY SCHOOL & GRADE

ACHIEVEMENT	GRADES							
	6	7	8	9	10	11	12	Special
1. Graduation							7	
2. Pass		1		3	2	3	3	
3. Failure			1					
4. Dropout	2	25	13	28	15	9	6	2
5. Partial Pass								
6. Transfer & Others								
<b>TOTAL</b>	<b>2</b>	<b>26</b>	<b>14</b>	<b>31</b>	<b>17</b>	<b>12</b>	<b>16</b>	<b>2</b>
<b>DESTINATION</b>								
80. At work		1	1		2	3	3	
81. Upgrading								
82. Vocational (Short)								
83. Vocational (Long)							2	
84. Teacher Training								
85. University							4	
86. At home	1	12	7	24	14	9	5	1
87. Unemployed		1	2	3	1			1
88. Dead								
89. Unknown		4	2	1	1		2	
90. Off Reserve	1	6	1	1	1			
91. Other		1						
92. CAS		1		1				
93. Married			1	1	1			
94. Commercial College								
<b>TOTAL</b>	<b>2</b>	<b>26</b>	<b>14</b>	<b>31</b>	<b>20</b>	<b>12</b>	<b>16</b>	<b>2</b>
Total No. of Students per Grade	76	137	95	89	73	38	29	19



ACHIEVEMENT & DESTINATION OF INDIAN SCHOOL LEAVERS BY SCHOOL & GRADE

ACHIEVEMENT	GRADES							
	6	7	8	9	10	11	12	Special
1. Graduation						1	9	
2. Pass				3		1	1	2
3. Failure		1		3				3
4. Dropout		10	9	15	6	8	5	2
5. Partial Pass					1		1	
6. Transfer & Others								
TOTAL		11	9	21	7	10	16	7
DESTINATION								
80. At work				6		4	5	
81. Upgrading								
82. Vocational (Short)							1	
83. Vocational (Long)								
84. Teacher Training						1	1	
85. University								
86. At home		2	4	2	1			
87. Unemployed		5	6	9		3	2	1
88. Dead								
89. Unknown		2	1	2	4	2	2	4
90. Off Reserve							1	
91. Other		2	1	1	2		1	2
92. CAS								
93. Married								
94. Commercial College							3	
TOTAL		11	9	20	7	10	16	7
Total No. of Students per Grade	90	123	98	86	58	42	24	69

1. By and large, most school leavers are drop-outs.
2. Most school leavers are either at home or unemployed (likely both), or their destination is unknown.
3. Students appear to leave school earlier in federal schools than in provincial schools.  
i.e. federal - grade 6 or earlier  
provincial - grade 7 on
4. Students leave school mainly at Junior High School level.

Observation

It would appear that many school leavers stay at home and are unemployed because they lack minimum requirements for training programs and they lack job skills of any kind.

D. High School Course Placement  
of Indian Students

Course Placement of Indian Students in High School  
Indian Student Graduates

Data for these two indicators was collected by Education Officers of the Manitoba Region, DIAND. The source of the data for course placement was student reports filed in cumulative records, nominal rolls and class registers. This information was difficult to obtain for provincial schools and therefore, it may be inaccurate due to the possibility of some students not being reported. In a number of cases students are taking a combination of courses, e.g. Academic (100) and General (101). In these cases, the stream with the greater number of courses was used.

The source of data for graduates was primarily school records. Excluding Rossville and Grand Rapids, the provincial schools' records for this indicator were not readily accessible. This makes the data subject to error by omission.

For secondary education, most students enrolled in federal elementary schools must relocate, often hundreds of miles from home. In a few cases federal schools offer a partial or full program in one or two course streams. Among the 8 federal schools surveyed, students could follow a General course completing grade 12 in two of the schools; grade 11 in one; grade 10 in three schools, and grade 9 in the two other reserve high schools.

For students in the provincial or integrated systems a full high school education can generally be obtained in the same city or town where they have completed their elementary grades. All but one of the provincial schools in the Manitoba survey follow this pattern: i.e. Grand Rapids, with classes covering Grade 11 subjects.

In another respect, Grand Rapids differs from the provincial schools sampled. Grand Rapids and Rossville (Norway House) belong to Frontier School Division #48. These are provincial schools with predominantly native enrolments. Of the 348 pupils in Grand Rapids, 114 are Indians, with approximately an equal number of Metis. At Rossville School, formerly a federal school, 440 of the 498 pupils registered are Indians.

TABLE 16

## HIGH SCHOOL COURSE PLACEMENT OF INDIAN STUDENTS 1972-77

Source: Nominal Roll, Students  
Cumulative Records, Class Registers

Grade	Stream	1972 - 1973		1973 - 1974		1974 - 1975		1975 - 1976		1976 - 1977		Total	
		Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.
10	Academic (100)			1			8		16	3	21	4	45
	General (101)	8	24	32	27	47	33	57	21	42	43	186	148
	Vocational (102)							1				1	
	OEC	8		5		9		9		16		47	
11	Academic (200)								9		3		12
	General (201)	9		2		27	8	32	9	38	14	108	31
	Vocational (202)					3						3	
	OEC	1		1		4		2		4		12	
12	Academic (300)										3		3
	General (301)	1		3		1		27	3	24	6	56	9
	Vocational (302)					1						1	
	Total	27	24	44	27	92	49	128	58	127	90	418	248

NOTE: Number of Schools reporting:  
of the sample schools:  
2 Federal schools go up to grade 9 only  
3 Federal schools go up to grade 10 only  
1 Federal school goes up to grade 11 only  
2 Federal schools go up to grade 12  
Total of Federal schools in the sample is 8  
Total of Provincial schools in the sample are 8  
All Provincial schools go to grade 12  
2 Provincial schools make up the OEC total

Provincial

Federal

Stream	%
- Academic	1%
- General	84%
- Vocational	2%
- OEC	12%
- Academic	24%
General	76%

### High School Course Placement of Indian Students

Several course routes are offered in Manitoba at the secondary level, i.e. Academic, General, Vocational and Occupational Entrance.

Table 16 shows the course placement of Indian High School students over a 5 year period in the selected sample of schools. These facts emerge:

1. the majority of Indian students in high school are in the General Course stream. (i.e. 84% provincial, 75% federal)
2. Indian students in provincial schools are under-represented in the Academic stream (1% provincial, 24% federal)
3. there is no record of OEC courses in federal schools
4. Vocational Placement courses enroll 2% of the Indian students in the provincial system as recorded over a 5-year period. There is no record of vocational placement in federal schools.
5. In the provincial system OEC accounts for 12% of students clustered in two schools, i.e. Rosburn and Virden.
6. Students are highly represented in the General and OEC streams in both the provincial and federal systems: 96% and 76% respectively.

There is predictable consistency in the streaming patterns reflected in the available statistics for the 5-year period under scrutiny.

E. Indian Student Graduates



TABLE 17

Source: Nominal Roll, Student Cumulative Records, Class Register

GRADE 12 INDIAN STUDENT GRADUATES 1972-1977

Grade	Stream	1972 - 1973		1973 - 1974		1974 - 1975		1975 - 1976		1976 - 1977		Total	
		Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.	Prov.	Fed.
12	Academic (300)				1						3	1	3
	General (301)							6	3	9	6	15	9
	Vocational (302)												
11	OEC												
	Total				1			6	3	9	9	16	12

Provincial High Schools and Number of Graduates

Roseau Vally	nil
Erickson	nil
Grand Rapids	nil
Grandview	nil
Rosburn Collegiate	nil
Rossville	15
Portage Collegiate	1

Federal Schools offering grade 12 and number of graduates

Fisher River	9 ( 1975-77)
Lake Manitoba	3 ( 1976-77)

From the table, these facts emerge:

1. Over a 5-year period, 16 Indian students graduated from provincial schools and 12 graduated from federal schools.
2. Of the 16 graduates in provincial schools, 15 graduated from one particular school, Rossville, which is located on the Norway House Indian Reserve in Northern Manitoba. The enrolment in Rossville is predominantly Indian.
3. The 12 graduates in federal schools graduated from the only 2 federal schools in the sample which offer up to grade 12.
4. The majority of the students graduated from the General Course.
5. There were no Vocational or OEC graduates.
6. The number of Indian students who graduate is low.

Note: Prior to 1976-76, grade 12 was not available in any of the federal schools in the sample. Fisher River added grade 12 in 1975-76 and Lake Manitoba followed in 1976-77. The graduates from these two federal schools (9 and 3 respectively) have used their education to advantage dispelling any suspicion of "Mickey Mouse" courses. See Appendix V. Graduates from the provincial high schools in the sample number 16: fifteen from Rossville, one from Portage Collegiate. It is to be noted that Rossville School is located on the Norway House Reserve in Northern Manitoba and has a predominantly Indian enrolment.

Observation:

The crisis situation described in 1967 by the Education Division continues to exist with high school enrolment at approximately the same level of 10%. The graduation rate is well below 10% in most schools. The remedies proposed in 1967 have made no significant change in high school attendance or graduation in the ensuing ten years.

"The attached table showing the high school enrolment (Grade IX - XIII) by region over the past five years indicates progress towards Objective, 10, dealing with our target for the expansion of high school enrolment. While there is a steady annual increase the over-all percentage high school enrolment remains at ten per cent of the enrolment in Grades I to XIII, compared with twenty-five per cent in provincial schools."

"The solutions to the problems involved in high school education must be sought in the federal school system to overcome retardation and raise the level of achievement and in the provincial school system to which virtually all of the students have been transferred for instruction. These students require counselling to assist them in choosing the right courses and in adjusting to the high school environment. There also should be a follow-up on students who have dropped out of school."

Appendix VI

F. Attendance

## Discussion of the Data

### Attendance

Data for the attendance survey was collected by Department of Indian Affairs and Northern Development Education Officers in the Manitoba Region using school registers and tuition claims (provincial schools). These sources proved to be inadequate and incomplete since (a) some school registers were unavailable and (b) attendance percentages were not recorded by most schools, necessitating calculations by data collectors on the basis of the attendance records.

The resulting information must therefore be interpreted with caution, given the limitations of incomplete data and possible calculation errors. A further limitation must be noted. Information on "Reasons for Absenteeism" is reliable for the school year 1977-78 only, and represents the subjective opinion of the teaching staff in the schools sampled. The value of the data collected on absenteeism, therefore, is to be found in the reading it gives of established patterns and developing trends.

Attendance (1972-73 to 1976-77)

The attendance survey was recorded for a five-year period: Tables 18 and 19 indicate the average yearly attendance of Indian students in federal and provincial schools. These facts emerge:

1. the average yearly attendance ranges from 60% to 80%
2. the attendance pattern is similar in federal and provincial schools
3. the pattern is consistent over the five years
4. poor attendance is a major problem

A review of the yearly attendance forms by grade shows:

1. that attendance tends to decrease as the year progresses
2. that attendance begins to drop at grade 5 with the most noticeable drop occurring at grade 7 and 8
3. that in several schools the average attendance for some months is as low as 30%.

### Reasons for Absence

At the elementary level, grades 1-8, in both school systems illness is named most frequently as the reason for absence. At the high school level in federal schools, these reasons are identified:

1. helping at home
2. parental neglect
3. student choice not to attend

In provincial high schools, the main reasons given for absence are:

1. cultural and social adjustment
2. parental neglect
3. irrelevant program
4. truancy

Two provincial schools are reported as not having any attendance problems, (Erickson and Oak Lake).

TABLE 18

ATTENDANCE BY YEAR

FEDERAL

Source: School Registers

SCHOOLS	1972-73	1973-74	1974-75	1975-76	1976-77	5 year Average
Cross Lake	-	-	-	70	65	-
Fisher River	88	84	86	85	85	86
Garden Hill	65	70	71	63	58	65
Lake Manitoba	-	73	-	-	79	-
Miskoosepi	67	68	64	52	56	61
Nelson House	-	64	71	69	66	67
Oxford House	79	71	66	76	72	73
Pine Creek	83	83	85	84	87	84

## FEDERAL - REASONS FOR ABSENTEEISM

(. code - 1 school - 1 grade)

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
Illness	::	::	::	::	::	.	::	::	::			
Family Migration Pattern	*											
Helping at Home	.	.			:	:	:	.	:	:	.	.
Parental Neglect	:	::	::	:	:	::	::	::	::	.		
Irrelevant Program								.				
Student Choice Not To Attend								.	.	.	.	.
Working											.	
Not interested										.		



TABLE 19

## PROVINCIAL

## ATTENDANCE BY YEAR

Source: Tuition Claim Forms

SCHOOLS	1972-73	1973-74	1974-75	1975-76	1976-77	5-year Average
Dominion City	65	71	65	68	69	68
Emerson	69	69	67	73	64	68
Erickson Elem.	90	-	-	91	-	-
.Erickson Collegiate	87	-	-	84	-	-
Grand Rapids	84	81	86	74	73	80
Grandview	-	-	-	-	80	
Oak Lake (Assiniboine)	-	-	-	-	91	-
.Oak Lake Jr. High	-	85	-	86	-	-
Portage La Prairie						
.Portage Collegiate	84	87	-	-	73	-
.Fort la Reine	93	78	74	83	86	83
.Prince Charles	-	-	-	61	64	-
.Victoria	-	83	-	84	89	-
.Yellowquill	79	-	81	70	77	77
Rossburn Elem.	84	81	-	82	-	-
.Rossburn Collegiate	58	-	-	-	-	-
Rossville	-	84	81	78	80	80
Virden Jr. High	-	-	-	-	-	-
.Virden Collegiate	85	88	-	88	-	-

## PROVINCIAL - REASONS FOR ABSENTEEISM

(. code - 1 school - 1 grade)

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
Illness	•••	•••	••••	•••	•••	•••	••	••	•			
Family Migration Pattern												
Helping at Home												
Parental Neglect	•	•	•	•	•	•	••	••	••	•	•	•
Irrelevant Program or Lack of Interest		•					•	•	•	•	•	•
Truancy									•	•	•	•
Different Emphasis Placed on Need for Education							•	•	•			
Cultural & Social Adjustment										•	•	•
No Reason Given	•	•	•	•	•	•	•	•	•	•		
No Problems	•	•	•	•	•	•						

G. Staff Survey

## Discussion of the Data

### Staff Survey

Data for this survey was obtained from Statistics Canada. Information is related to teachers' academic qualifications and number of years of experience. For federal schools additional information was available on the number of status Indians employed, their proficiency in any of the Indian languages and training in intercultural education. The latter could not be obtained for provincial schools.

Numbers reported in the survey are for 1976-77 only, and include all staff involved in the teaching program, e.g. principals, librarians, as well as classroom teachers.

Prior to 1975, detailed records on educational staff were not available, thus imposing a further limitation on this study. However, as an instrument in assessing the characteristics of the teaching staff encountered by Indian children in the sample schools, the information can provide certain insights.

Table 20

Comparison of Academic Qualifications of the Teaching Staff  
in Selected Federal and Provincial Schools in Manitoba, 1976-77

Source: Statistics Canada

DEGREES	FEDERAL		PROVINCIAL	
	No.	%	No.	%
Bachelors	79	62.2	249	74.6
Masters	5	3.9	7	2.0
Doctorate	0	0	0	0
No Degree	43	33.9	78	23.4
TOTAL	127	100.0	334	100.0

Table 20 compares the number and percentage distribution of certification held by teaching staff in the two systems.

- 1) 62.2% of federal staff have Bachelors degrees as compared to 74.6% in provincial schools.
- 2) 3.9% of federal staff have Masters degrees compared to 2.0% of provincial staff
- 3) The number of federal teachers with no degree is 10% higher than in provincial schools.

TABLE 21

Comparison of Experience of the teaching staff in selected Federal and Provincial Schools  
in Manitoba 1976-77

Source: Statistics Canada

		less than 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15+	TOTAL
FEDERAL	N	21	19	11	18	8	7	6	6	4	4	4	0	2	1	1	15	127
	%	16	15	9	14	6	5	5	5	3	3	3	0	2	1	1	12	100%
PROVINCIAL	N	26	18	22	15	13	14	15	23	12	18	18	17	13	13	8	86	331
	%	8	5	7	5	4	4	5	7	4	5	5	5	4	4	2	26	100%

Table 21 compares the number and percentage distribution of teaching experience.

- 1) In federal schools 54% of the teachers have three years experience or less compared to 25% in provincial schools.
- 2) Teachers with ten years or more experience comprise 46% of the provincial teaching staff, as compared to 19% in federal schools. Based on this data, teachers in federal schools fall behind their provincial counterparts in qualifications and experience.

Information on the number of status Indian teachers proficient in an Indian language with training in Native Studies is available for the federal sample only. This data appears in Appendix VII.

H. Student Questionnaire



## Discussion of the Data

### Student Questionnaire

The statements were designed to elicit responses in specific areas of concern, i.e.

- stereotyping
- values
- occupational
- school - personal
- school - general
- parents
- personal identity
- nature content

The results are presented to facilitate examination of similarities and/or differences in three specific categories.

- i.e.
1. Federal - Provincial
  2. Male - Female
  3. Grade 7's - Grade 10, 11, 12's

The limitation to be noted is the lack of uniformity in administering the questionnaire. In addition to the assigned education officers who collected data, principals, Band education counsellors or classroom teachers assisted in completing the survey of students.

TABLE 22  
STUDENT QUESTIONNAIRE

RESPONSES

STEREOTYPING:

2. I find it difficult to talk to white people:

(B1 - Blank, i.e. no response)

RATING GROUP	TRUE	FALSE
Federal	31%	69%
Provincial	31%	69%
Male	22%	78%
Female	32%	68%
Grade 7's	34%	66%
Grades 10, 11, 12	35%	65%

7. I think some teachers don't like people of other races:

RATING GROUP	TRUE	FALSE	
Federal	36%	64%	
Provincial	59%	41%	
Male	66%	31%	3% B1
Female	51%	49%	
Grade 7's	57%	43%	
Grades 10, 11, 12	46%	51%	3% B1

18. Most white people "look down" on Indians:

RATING GROUP	TRUE	FALSE
Federal	75%	25%
Provincial	73%	27%
<hr/>		
Male	69%	31%
Female	70%	30%
<hr/>		
Grade 7's	68%	32%
Grades 10, 11, 12	81%	19%

28. White children generally get better grades than Indian children:

RATING GROUP	TRUE	FALSE
Federal	41%	59%
Provincial	52%	48%
<hr/>		
Male	58%	42%
Female	38%	62%
<hr/>		
Grade 7's	58%	42%
Grades 10, 11, 12	36%	64%

## VALUES:

13. I feel I am a better person for having known my grandparents:

RATING GROUP	TRUE	FALSE
Federal	63%	37%
Provincial	62%	38%
Male	58%	42%
Female	71%	29%
Grade 7's	70%	30%
Grades 10, 11, 12	62%	38%

15. People should learn to live with nature instead of trying to change it:

RATING GROUP	TRUE	FALSE
Federal	84%	16%
Provincial	93%	7%
Male	93%	7%
Female	70%	27%
Grade 7's	58%	42%
Grade 10, 11, 12	97%	3%

3% B1

24. I would have liked to live in the old days when there were plenty of buffalo and other animals to hunt:

RATING GROUP	TRUE	FALSE
Federal	47%	53%
Provincial	49%	51%
Male	59%	41%
Female	31%	69%
Grade 7's	51%	49%
Grades 10, 11, 12	45%	55%

23. When there is a chance to work alone or with a group, I would rather work with a group:

RATING GROUP	TRUE	FALSE
Federal	70%	30%
Provincial	71%	29%
Male	75%	25%
Female	72%	28%
Grade 7's	76%	24%
Grade 10, 11, 12	64%	36%

OCCUPATIONAL;

14. I feel that I should plan for an occupation, so that I can have a better life in the future:

RATING GROUP	TRUE	FALSE
Provincial	93%	7%
Federal	90%	10%
Male	94%	6%
Female	88%	9%
Grade 7's	88%	12%
Grades 10, 11, 12	94%	6%

3% B1

25. I plan to go to university or community college after I finish high school:

RATING GROUP	TRUE	FALSE
Provincial	79%	21%
Federal	62%	38%
Male	55%	45%
Female	76%	24%
Grade 7's	65%	35%
Grades 10, 11, 12	73%	27%

SCHOOL-PERSONAL:

8. I plan to leave school as soon as I am 16 years old:

RATING GROUP	TRUE	FALSE
Federal	12%	88%
Provincial	13%	87%
Male	19%	81%
Female	12%	88%
Grade 7's	19%	81%
Grades 10, 11, 12	8%	92%

9. I plan to finish Grade 12:

RATING GROUP	TRUE	FALSE
Federal	93%	7%
Provincial	79%	21%
Male	71%	29%
Female	94%	6%
Grade 7's	68%	32%
Grades 10, 11, 12	90%	10%

16. I try to have the highest grades (marks) in my class:

RATING GROUP	TRUE	FALSE
Federal	70%	30%
Provincial	65%	35%
Male	58%	42%
Female	64%	34%
Grade 7's	73%	27%
Grades 10, 11, 12	61%	39%

2% B1

27. I attend school regularly:

RATING GROUP	TRUE	FALSE
Federal	76%	24%
Provincial	84%	16%
Male	83%	15%
Female	71%	27%
Grade 7's	78%	22%
Grades 10, 11, 12	87%	13%

2% B1

2% B1

32. I like to attend a high school that gives both academic and vocational courses:

RATING GROUP	TRUE	FALSE
Federal	83%	17%
Provincial	79%	21%
Male	73%	24%
Female	82%	16%
Grade 7's	80%	16%
Grades 10, 11, 12	77%	20%

3% B1

2% B1

4% B1

3% B1

34. Unpleasant experiences at home, such as drinking, may cause me to quit school:

RATING GROUP	TRUE	FALSE
Federal	54%	46%
Provincial	48%	52%
Male	47%	53%
Female	48%	49%
Grade 7's	58%	42%
Grade 10, 11, 12	39%	61%

3% B1



37. I almost always get my homework finished:

RATING GROUP	TRUE	FALSE
Federal	72%	28%
Provincial	63%	37%
Male	62%	38%
Female	69%	31%
Grade 7's	67%	33%
Grades 10, 11, 12	64%	36%

39. I am satisfied with how I am doing at school:

RATING GROUP	TRUE	FALSE
Federal	75%	25%
Provincial	69%	31%
Male	73%	14%
Female	72%	28%
Grade 7's	70%	30%
Grades 10, 11, 12	72%	28%

SCHOOL-GENERAL:

3. Indian children should be able to take their grade 1 to 12 education in reserve schools:

RATING GROUP	TRUE	FALSE
Federal	87%	13%
Provincial	72%	28%
Male	67%	33%
Female	68%	32%
Grade 7's	70%	30%
Grades 10, 11, 12	75%	25%

4. Indian children should be able to take their grade 1 to 12 education in provincial schools:

RATING GROUP	TRUE	FALSE
Federal	55%	45%
Provincial	57%	43%
Male	60%	38%
Female	50%	50%
Grade 7's	62%	38%
Grades 10, 11, 12	55%	45%

2% B1

5. Indian children should attend reserve schools up to grade 8 or 9 and then go to provincial schools:

RATING GROUP	TRUE	FALSE
Federal	52%	48%
Provincial	47%	53%
Male	54%	46%
Female	45%	55%
Grade 7's	58%	42%
Grade 10, 11, 12	45%	55%

19. Most of the Indian students in my class are doing well in school:

RATING GROUP	TRUE	FALSE	
Federal	92%	8%	
Provincial	70%	26%	4% B1
Male	61%	35%	4% B1
Female	92%	8%	
Grade 7's	77.8%	20.2%	2% B1
Grades 10, 11, 12	81%	19%	

20. I feel that I am helped a lot by my education counsellor/home-school co-ordinator:

RATING GROUP	TRUE	FALSE	
Federal	51%	49%	
Provincial	56%	41%	3% B1
Male	53%	43%	4% B1
Female	67%	33%	
Grade 7's	53.6%	43.4%	3% B1
Grades 10, 11, 12	56.8%	43.2%	

35. Indian students are treated the same as white students in our school:

RATING GROUP	TRUE	FALSE	
Federal	73%	25%	2% B1
Provincial	68%	29%	3% B1
Male	68%	29%	3% B1
Female	72%	25%	3% B1
Grade 7's	64%	36%	
Grades 10, 11, 12	81%	19%	

40. I would like my teachers to come to visit in our home once in a while:

RATING GROUP	TRUE	FALSE	
Provincial	21%	75%	4% B1
Federal	52%	48%	
Male	22%	75%	3% B1
Female	72%	28%	
Grade 7's	33%	67%	
Grades 10, 11, 12	37%	63%	

10. My parents/guardians want me to finish grade twelve:

RATING GROUP	TRUE	FALSE
Federal	90%	10%
Provincial	85%	15%
Male	84%	14%
Female	81%	19%
Grade 7's	82%	18%
Grades 10, 11, 12	91%	9%

2% B1

11. My parents/guardians would like me to quit school and go to work when I'm 16 years old:

RATING GROUP	TRUE	FALSE
Federal	8%	92%
Provincial	9%	91%
Male	11%	89%
Female	9%	91%
Grade 7's	9%	91%
Grade 10, 11, 12	8%	92%

22. My parents/guardians are old-fashioned and so I usually don't believe what they have to say:

RATING GROUP	TRUE	FALSE
Federal	23%	77%
Provincial	16%	84%
Male	21%	79%
Female	24%	76%
Grade 7's	20%	80%
Grades 10, 11, 12	37%	63%

26. My parents/guardians usually attend the parent-teacher meetings at our school:

RATING GROUP	TRUE	FALSE	
Federal	57%	41%	2% B1
Provincial	35%	61%	4% B1
Male	38	58	4% B1
Female	38%	60%	2% B1
Grade 7's	36%	61%	3% B1
Grades 10, 11, 12	49%	51%	

31. My parents/guardians let me decide whether to keep in school or not:

RATING GROUP	TRUE	FALSE	
Federal	55%	45%	
Provincial	43%	57%	
Male	42%	56%	2% B1
Female	48%	52%	
Grade 7's	47%	51%	2% B1
Grades 10, 11, 12	48%	52%	

33. Indian parents should have more of a say in school matters:

RATING GROUP	TRUE	FALSE	
Federal	76%	24%	
Provincial	86%	14%	
Male	84%	16%	
Female	87%	13%	
Grade 7's	80%	20%	
Grades 10, 11, 12	79%	21%	

PERSONAL IDENTITY:

12. I feel the average Indian person is as good as the average white person:

RATING GROUP	TRUE	FALSE
Federal	84%	16%
Provincial	83%	17%
Male	86%	14%
Female	69%	29%
Grade 7's	70%	30%
Grades 10, 11, 12	88%	12%

2% B1

17. I think Indians are just as smart as white people:

RATING GROUP	TRUE	FALSE
Federal	78%	22%
Provincial	81%	19%
Male	82%	18%
Female	68%	32%
Grade 7's	78%	22%
Grades 10, 11, 12	89%	11%

29. I feel I don't have much to be proud of:

RATING GROUP	TRUE	FALSE
Federal	41%	59%
Provincial	65%	35%
Male	36%	64%
Female	41%	59%
Grade 7's	52%	48%
Grades 10, 11, 12	36%	64%

36. I don't have many friends at school:

RATING GROUP	TRUE	FALSE
Federal	22%	78%
Provincial	15%	85%
Male	16%	84%
Female	14%	83%
Grade 7's	16%	84%
Grades 10, 11, 12	15%	85%

3% B1

38. I think people like me don't have much of a chance in life:

RATING GROUP	TRUE	FALSE
Federal	47%	53%
Provincial	29%	71%
Male	23%	77%
Female	27%	73%
Grade 7's	40%	60%
Grades 10, 11, 12	22%	78%



NATIVE CONTENT:

1. I think it is important to study an Indian language in school:

RATING GROUP	TRUE	FALSE
Federal	77%	23%
Provincial	61%	39%
Male	59%	41%
Female	73%	27%
Grade 7's	70%	30%
Grades 10, 11, 12	68%	32%

6. I would like to see more Indian legends and stories about the Indian way of life:

RATING GROUP	TRUE	FALSE
Federal	88%	12%
Provincial	70%	30%
Male	79%	21%
Female	76%	24%
Grade 7's	85%	15%
Grades 10, 11, 12	76%	24%

20. Where Indian children begin school knowing only an Indian language, they should be taught in that Indian language for the first few years of school:

RATING GROUP	TRUE	FALSE
Federal	60%	40%
Provincial	59%	41%
Male	58%	39%
Female	67%	33%
Grade 7's	56%	44%
Grades 10, 11, 12	57%	48%

3% B1

21. I think there should be some Indian teachers in all schools attended by Indian children:

RATING GROUP	TRUE	FALSE
Federal	80%	20%
Provincial	71%	30%
Male	93%	7%
Female	83%	17%
Grade 7's	89%	11%
Grades 10, 11, 12	85%	15%

In comparing responses in the federal and provincial categories, differences of 15% or more are noted in Table 23.

TABLE 23

(T- True)

Statement	Federal	Provincial
# 7	36% T	59% T
#25	62% T	79% T
# 3	87% T	72% T
#19	92% T	70% T
#40	52% T	21% T
#26	57% T	35% T
#29	41% T	65% T
#38	47% T	29% T
# 1	77% T	61% T
# 6	88% T	70% T

This would indicate that students in federal schools are more strongly in agreement with the following statements than students in provincial schools.

#3 Indian children should be able to take their grade 1 to 12 education on reserves.

#1 I think it is important to study an Indian language in school.

- #6 I would like to see more Indian legends and stories about Indian way of life in schools.
- #19 Most of Indian students in my class are doing well in school.
- #40 I would like my teachers to come to visit in our home once in a while.
- #26 My parents/guardians usually attend parent/teacher meetings at our school
- #38 I think people like me don't have much of a chance in life.

Students in provincial schools showed stronger agreement with the following statements than those in federal schools.

- #7 I think some teachers do not like people of other races
- #25 I plan to go to University or community college after I finish high school
- #29 I feel I do not have much to be proud of.

Comparing responses by the male - female category, the differences noted are shown in Table 23.

TABLE 24

(T - True)

STATEMENT	MALE	FEMALE
# 7	66% T	51% T
#28	58% T	38% T
#15	93% T	70% T
#24	59% T	31% T
#25	55% T	76% T
# 9	71% T	94% T
#19	61% T	92% T
#40	22% T	72% T
#12	86% T	69% T

This table shows that male students are more strongly in agreement with the following than are the female students.

# 7 I think some teachers do not like people of other races.

#28 White children generally get better grades (marks) than Indian children

#15 People should learn to live with nature instead of trying to change nature

#24 I would like to have lived in the old days when there were plenty of buffalo and other animals to hunt.

#12 I feel the average Indian person is as good as the average white person.

Female students agree more strongly with

#25 I plan to go to University or community college  
after I finish high school.

#9 I plan to finish grade 12

#19 Most of the Indian students in my class are  
doing well in school

#40 I would like my teachers to come to visit in  
our home once in awhile..

Table 25, compares views of grade 7 students with  
grade 10, 11 and 12 students. Several differences  
are noted.

TABLE 25

(T - True)

STATEMENT	Grade 7	Grade 10-12
#28	58% T	36% T
#15	58% T	97% T
#9	68% T	90% T
#34	58% T	39% T
#35	64% T	81% T
#22	20% T	37% T
#12	70% T	88% T
#29	52% T	36% T
#38	40% T	22% T

There is stronger agreement to the following statements  
by the grade 7's.

- #28 White children generally get better grades  
(marks) than Indian children
- #34 Unpleasant experiences at home, such as drinking  
may cause me to quit school
- #29 I feel I do not have much to be proud of
- #38 I think people like me don't have much of a  
chance in life.  
The grade 10, 11 and 12's agree more  
with the following
- #15 People should learn to live with nature instead  
of trying to change nature
- #9 I plan to finish grade 12
- #35 Indian students are treated the same as  
white students in our school
- #12 I feel the average Indian person is as good as  
the average white person.

I. Parents' Questionnaire



Parents' Questionnaire

This questionnaire was designed to get an indication of how parents feel about the education of their children. The questionnaire was administered by the evaluator at meetings arranged by Indian Affairs education officers. The reserves visited were those from which children attend the selected sample of federal and provincial schools being evaluated. See Appendix VIII for schedule of meetings. Where more than one reserve sent children to a particular school, only one reserve was visited e.g. Oak Lake - Sioux Valley. Two reserves, Grand Rapids and Miskoosepi were not visited due to difficulty in scheduling.

The sample of respondents for the questionnaire is very small. There are several reasons for this

1. The Garden Hill sample is not included. The original questionnaire was field tested on this reserve and was revised on the basis of the difficulties experienced by the respondents at Garden Hill. The revision was then used with further respondents.
2. On some reserves no advance notice was given of the arrival of the evaluator. Instead of the anticipated meetings, impromptu gatherings were hurriedly arranged with the Band Council, School Committee and/or other interested people. The questionnaire was not administered in these cases.

3. In other cases, parents were unable to read or write in English and therefore could not complete the questionnaires.
4. In other cases, questionnaires were not completed during the meeting but were left with Band Education Officers for completion. Not all of these were returned.

The attendance at these meetings ranged from 4 to 40 plus people. Not all had children in school but were interested as potential parents and/or as band employees. The questionnaire became secondary as the people took the opportunity to comment on education in their respective schools.

The Indian bands represented in the parents' questionnaire are:

1. Fisher River
2. Lake Manitoba
3. Pine Creek
4. Sioux Valley (Oak Lake and Virden)
5. Long Plains (Portage la Prairie)
6. Rolling River (Erickson)
7. Waywayseecappo (Rossburn)

The results of the parents' questionnaire are adaptable to a comparative examination of similarities and/or differences in the responses. This format will be useful for discussion purposes, particularly in the

context of local meetings of parents, education staff  
and the band councils.

No further analysis or interpretation is attempted due to the  
limited sample.

See questionnaire results attached. Table 26.

PARENTS QUESTIONNAIRERESPONSES

The following results represent 51 respondents in the federal system and 43 respondents in the provincial system. Where there were no responses, percentages are not given.

1. Do your children, who are in elementary school grades (1-8), like going to school?

	Federal	Provincial	Total
Yes	66.7	62.8	64.9
No.	7.8	16.3	11.7
N.A.	11.8	7	9.6
Other	0	0	0

2. Do your children who are in high school (grades 9-12) like going to school?

	Federal	Provincial	Total
Yes	33.3	18.6	26.6
No	3.9	14	8.5
N.A.	51	39.5	45.7
Other	2	0	1.1

3. Do you think your children are receiving adequate school counselling?

	Federal	Provincial	Total
Yes	52.9	34.9	44.7
No.	31.4	46.5	38.3
N.A.	0	0	0
Other	7.8	0	4.3

4. Do you think Indians should receive the same kind of education as non-Indians?

	Federal	Provincial	Total
Yes	68.6	72.1	70.2
No	23.5	23.3	23.4
N.A.	0	0	0
Other	0	0	0

This was often qualified by stating "yes , but it should be culturally relevant"

5. If you had a choice, where would you like your children to attend elementary school (grade 1-8)?

	Federal	Provincial	Total
on the reserve	78.4	48.8	64.9
in the nearest town	0	27.9	12.8
in any provincial school	5.9	7	6.4
in a city	2	0	1.1
other	0	0	0

6. If you had a choice, where would you like your children to attend high school?

	Federal	Provincial	Total
on the reserve	78.4	39.5	60.6
in the nearest town	3.9	25.6	13.8
in any provincial school	5.9	7	6.4
in a city	5.9	2.3	4.3
other	2	0	1.1

7. What kind of high school would you prefer to have your children attend?

	Federal	Provincial	Total
academic high school	51	30.2	41.5
comprehensive high school	33.3	37.2	35.1
other	7.8	0	4.3

8. Would you like the teacher(s) of your child(ren) to visit in your home once in a while?

	Federal	Provincial	Total
Yes	88.2	62.8	76.6
No	2	18.6	9.6
Not sure	2	7	4.3

9. Do you think it is good to have native teachers and teacher-aides in the school your children go to?

	Federal	Provincial	Total
Yes	94.1	95.3	94.7
No.	4	0	2.1
Not sure	0	1	1.1

10. Do you think Indian people should be more involved in the education system?

	Federal	Provincial	Total
Yes	92.2	97.7	94.7
No.	2	0	2.1
Don't know	0	0	0

11. Do you find it easy to go and talk to your child's teacher/principal?

	Federal	Provincial	Total
Yes	64.7	58.1	61.7
No	3.9	14	8.5
Never go to the school	13.7	4.7	9.6

12. What do you feel are the three most important things required in a school program to make it meaningful to your children?

FEDERAL

1. communication between teacher and child
2. communication between parents and teachers
3. qualified native teachers

PROVINCIAL

1. Indian language
2. Indian history and culture
3. Indian arts, crafts, singing and dancing

13. Many Indian students leave before finishing high school. What do you feel are the main reasons for this?

FEDERAL

1. unsatisfactory curriculum
2. to get a job
3. drinking

PROVINCIAL

1. discrimination
2. irrelevant curriculum
3. lack of parental encouragement

14. Do you feel it is important to have Indian people on provincial school division boards?

	Federal	Provincial	Total
Yes	74.5	79.1	76.6
No	9.8	9.3	9.6
Not Sure	9.8	2.3	6.4

15. Do you think it is important to have an active School (Education) Committee in your community?

	Federal	Provincial	Total
Yes	51	74.4	61.7
No	0	7	3.2
Not Sure	2	0	2.1

16. What do you like the best about the school your child is attending?

FEDERAL

1. good teachers
2. the school is near home
3. native language teachers

PROVINCIAL

1. native teachers and aides
2. nothing
3. good staff



16. What do you dislike the most about the school your child is attending?

## FEDERAL

1. lack of discipline

## PROVINCIAL

1. the staff lack knowledge of Indian people

18. Make any particular comments about the education of your children in particular or education in general. (Some comments were as follows:)

## FEDERAL

1. dissatisfied with some teachers
2. need more qualified native teachers
3. should work towards local control
4. should have more qualified teachers and aides
5. should emphasize FOCUS and BUNTEP
6. need more local workshops and seminars
7. should have an active PTA going again
8. need more community participation

## PROVINCIAL

1. high school students should be taught life skills
2. integration hasn't worked in our area
3. a school on the reserve might be more effective
4. need Indian oriented curriculum
5. parents must become more involved
6. require more native teachers
7. too many children are placed in OEC
8. should have cross-cultural courses for students

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Note:

During the meetings with parents many comments were prompted by the evaluators explanation of the purpose, format and implementation of the evaluation project. Interest in "rapping" about education resulted in meetings lasting as long as four hours on some reserves. The desire of parents to discuss their children's education and their willingness to get more involved in the education system was evident in the sessions.

The parents concern for education is directed to five areas which require attention and improvement, i.e. responsibility, program, teachers and other staff, funding, facilities and services.

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The following is a summary of directions proposed by parents to improve the quality of education programs available to their children.

Responsibility

- 1) that steps be taken toward local Indian control of education
- 2) that local education workshops be held to enable parents to learn more about the education process and to improve parent/teacher/student relationships.

- 3) that active PTA's or Education Committees be established on reserves.

#### School Program

- 1) that the Manitoba Native Bilingual program continue to be supported
- 2) that all grades (K-12) be offered in northern reserve communities
- 3) that a comprehensive type of high school program be offered with vocational courses including carpentry, electrical, hunting and life skills courses
- 4) that adult education courses be offered
- 5) that school program be related to job opportunities in the local community
- 6) that the DIA give ongoing support to native studies programs
- 7) that there be cultural inclusion in the curriculum
- 8) that students receive courses in cross cultural education.

#### Teachers and Other Staff

- 1) that BUNTEP (Brandon University Northern Teacher Education Program) graduates be given preference for employment on their home reserves
- 2) that teachers who fail to perform satisfactorily be removed

- 3) that provincial school divisions employ on their payroll, Indian teachers who have previously served as paraprofessionals on their staffs and have subsequently obtained teacher certification.
- 4) that home-school coordinators be hired for all reserves
- 5) that Indian people be hired for school maintenance work
- 6) that more qualified Indian teachers be recruited
- 7) that teacher-aides (paraprofessionals) enroll in teacher training programs (eg. PENT)

#### Funding

- 1) that funds be increased for school improvements
- 2) that research monies be made available for work toward local control of education
- 3) that adequate funds be provided to cover cost of school transportation
- 4) that the DIA be responsible for payment of piano lessons for students
- 5) that adequate funds be provided for curriculum development.

#### Integration

- 1) that the effects of integration be reviewed and alternative arrangements made where integration has not been effective.
- 2) that joint school agreements not be made binding for 25 years

Facilities and Services

- 1) That proper facilities be constructed for high school grades.
- 2) That roads be repaired in those communities where they are hazardous to children being bussed to school (e.g. Norway HUse and Oxford House).
- 3) That group homes be established on an experimental basis in some towns (e.g. Dauphin for Waywayseecappo students)
- 4) That school facilities be improved (e.g. Norway House washrooms and lunch area).
5. That safe playgrounds be developed.

J. General Observations

General Observations

In addition to the findings based on the questionnaires and statistics, the evaluator sought to broaden the description of education in the Manitoba sample.

These details emerge as answers to 5 general questions elicited by (a) observing classroom and school activity

(b) interviewing education staff, band employees and school trustees

(c) reviewing student cumulative records.

1. How involved and interested are the students?

Both federal and provincial responses indicate that interest is good (high) in lower grades.

2. Are curriculum materials the best available and are they appropriate?

The provincial program of studies is followed and authorized textual materials are used. These are generally up to date. In schools where the Manitoba Native Bilingual Program is operating, appropriate materials are available. Curriculum development and adaptation are more evident in federal schools than in provincial schools. One provincial school has introduced a fairly comprehensive Native Studies Program at the Junior High School level. There is a stated need for a developmental T.E.S.L. (Teaching English as a Second Language) program and for improved library resources in federal schools.

3. What are the reading levels of children in grade 3 and grade 7?

Based on Gates MacGintie Reading Tests, Canadian Tests of Basic Skills and teacher-made tests, Indian children in both federal and provincial schools are generally reading below grade level. e.g. In one provincial school, it is reported that grade 7 students average about 1- $\frac{1}{2}$  grades below normal grade 7 reading level. One federal school reports grade 3 students reading at 2.3 level and grade 7 students at 4.3 level.

4. Do teacher-aides (paraprofessionals) play an effective role in the school?

Teacher-aides were employed in all schools in the sample. In almost all cases they are reported to be playing an effective role. Several functions they perform are

- a) carrying out bilingual program
- b) serving as models
- c) assisting in reading and math programs
- d) supervising
- e) assisting slow children in catch-up work
- f) providing local point of view
- g) liaison between community and school

Although, a large number are performing a meaningful function, interviews with several of the aides, particularly in provincial schools, revealed that



some are often given clerical and supervisory tasks, i.e. duplicating materials, correcting workbooks and supervising children.

Important though these tasks may be, the intended function of Indian teacher-aides is to assist teachers in the instruction of children. To do this effectively, teacher-aides are encouraged to take training. A large number have received teacher certification in the last 5 years through programs at Brandon University such as PENT (Program for Education of Native Teachers) and IMPACTE (Indian and Metis Program for Careers in Teacher Education).

5. Does the school appear well organized?

Answers varied from excellent to

- needs improvement
- requires better supervision and program planning.

6. Do staff appear sensitive to cross-cultural aspect of school?

The federal schools staff is reported to be sensitive to the cross-cultural aspect. Presence of the Native Bilingual Program and the presence of Indian staff contributes to this cross-cultural sensitivity. Sensitivity is said to be more apparent from Nursery (K4) to grade 5.

In the provincial schools, it was observed that there is a general reluctance to emphasize one group over another consequently the cross-cultural aspect is reduced.

Native staff do provide sensitivity to this aspect.

As in federal schools, it was noted that sensitivity is more apparent in the primary grades.

VIII. EDUCATION OF NON-INDIANS IN PROVINCIAL SCHOOLS

VIII. Education of Non-Indians in Provincial Schools

To place education of Indians in perspective a comparison with the non-Indian school population in the sample schools would have been useful. Although this aspect was not pursued in depth due to time restraints, a cursory look at information obtained from Statistics Canada gives an indication of trends.

The data cover the 1977-78 school year, and report on all students in a provincial school i.e. Indian students are included in the enrollment.

Table 27 shows the distribution of enrollment in five schools, namely, Erickson, Grandview, Grand Rapids, Rossburn and Rossville

TABLE 27 1977-78

Source: Statistics Canada

GRADES	TOTAL ENROLLMENT	% OF TOTAL ENROLLMENT
1 - 3	541	26%
4 - 6	526	25%
7 - 9	595	28%
10 - 12	430	21%
TOTAL	2092	100%

TABLE 28

(Source: Statistics Canada)

AGE	GRADE												SPECIAL	TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	144	18													162
7	25	121	29	1											176
8	2	25	95	18	1										141
9	1	6	46	75	25										153
10		5	20	40	96	22	1								184
11		3	1	14	50	69	18								155
12				5	27	53	82	15							182
13					10	15	50	99	17						191
14					1	4	20	50	104	29					208
15							9	22	67	95	27				220
16								9	25	26	77	19			156
17									6	11	27	83			127
18									1	3	12	16			32
19											1	0			1
Over 19											1	3			4
Total	172	178	191	153	210	163	180	195	220	164	145	121			2092
% age-grade retard.	1.7	7.9	11.0	12.4	18.1	11.7	16.1	15.9	14.5	8.5	9.6	2.5			11.3

There is an even distribution of students in all grades; primary, elementary, junior and senior high school.

Table 28 shows age-grade placement of students for 1977-78 for Erickson, Grandview, Grand Rapids, Rossburn and Rossville Schools. This table reveals an overall age-grade retardation rate of 11.3%. This table shows that 11.5% are underage for their grades i.e. younger than normal age for their grade. This leaves 77% in the normal age range.

Course placement of high school students in these same schools for 1977-78 show the following distribution in Table 29.

TABLE 29

(Source: Statistics Canada)

COURSE PLACEMENT - HIGH SCHOOL					
	Vocational Business Education	Vocational Industrial Courses	Occupational	Academic	TOTAL
Grade 10	37	3	0	130	170
Grade 11	13	1	0	141	155
Grade 12	7	1	0	114	122
TOTAL	57	5	0	385	447

Academic	86.1%
Vocational Bus.	12.8%
vocational Ind.	<u>1.1%</u>
	100.0%

This shows a change in categories of course placement from categories used in this study. The majority of students are in academic placement. No one is shown in occupational courses which suggests two possibilities:

- a) OEC is no longer offered in those schools.
- b) OEC students are reported under vocational.

Graduates by course placement are reported in Table 30 for Erickson, Grandview, Rossburn, Rossville, Virden, Portage la Prairie for 1977-78.

TABLE 30  
GRADUATES BY COURSE PLACEMENT

	Vocational Business Education	Vocational Industrial Courses	Occupational	Academic	Total
Grade 12 Graduates	13	7	3	274	296

The majority of students in these schools graduate from the Academic course. It is apparent that a large percentage of students complete grade 12.

No information was available on the drop-out rate of students. Some indication of the provincial drop-out rate can be had from a study conducted in 1972-74 in the southern region of Manitoba including 9 school divisions. 7.3% of students over a 2 year period dropped out of school before graduating with a full grade 12 program. Of these the majority left school after grade 10 at age 17. The main reasons given for discontinuance were:

1. to seek employment
2. course beyond ability
3. school of no benefit

Although a direct comparison between performance of Indian students and non-Indians cannot be made from these data, it would appear that there are significant differences.

It emphasizes the urgency of identifying the steps to be taken toward making the education process more meaningful to Indian children.



IX. SUMMARY

IX Summary

The data provided for this evaluation indicate that there is little observable difference between the performance of Indian students in federal and provincial schools. The following phenomena prevail:

1. The Indian student population is concentrated in grade 1 to 6 with enrollment generally highest in grade one followed by a marked decline in enrollment in grade 8.
2. The rate of age-grade retardation is approximately 30%. Age-grade retardation begins in grade 1 with the highest percentage occurring at grades 7 and 8 and ages 14, 15 and 16.
3. The highest rate of drop out occurs in grades 7 & 8 among students aged 15 and 16. There is a higher incidence of drop-out before Grade 6 in federal schools as compared to provincial schools where drop-outs occur from grade 7 onward.
4. Most Indian students who leave school(drop out) are either unemployed and/or at home.
5. The majority of Indian high school students are in General Courses.
6. Very few Indian students graduate from grade 12 (grade 11 OEC).
7. Absenteeism is a problem in most schools. It appears to peak at the grade 7 and 8 levels

8. The staff in provincial schools have higher qualifications and experience than staff in federal schools.
9. Students in both systems express similar opinions to statements related to school and personal issues.
10. Many Indian communities express an interest in being more involved in the education process.

X. WHAT DO THE NATIVE PEOPLE WANT?

X What Do the Native People Want?

Indian people have voiced their wants and needs on numerous occasions in the form of written briefs, position papers and formal presentations to various governmental agencies.

In 1971, the Manitoba Indian Brotherhood presented their position paper "Wahbung - Our Tomorrows" to the federal government.

The Chapter on education consists of a statement of the problem, a review of the history of education for Indians, the position of Manitoba Indians and their recommendations for improving education. The text of the position and recommendations are given in Appendix IX.

In June, 1971, the Standing Committee on Indian Affairs and Northern Development released its report on Indian and Eskimo Education.

The evidence was obtained from testimonies from a cross section of witnesses concerned with Indian and Eskimo education. Among the witnesses were Indian University students, representatives of Provincial Indian Organizations, Indian Affairs Branch Officials, Indian reserve leaders, parents, young people and students. 17 recommendations were presented in the report. See Appendix X.

In 1973, the National Indian Brotherhood presented its policy paper "Indian Control of Indian Education" to the Minister of Indian Affairs and Northern Development.

This policy statement was based on the position papers of provincial/territorial associations and on discussions of Association's representatives at an Education Workshop in June 1972.

Summary of the Indian position on education is given in Appendix XI.

In reviewing these early statements on education, it becomes apparent that Indian people indeed recognize the problems confronting Indian education. These concerns focus on the general areas of responsibility, programs and teachers, covering many aspects of each. There is some progress to be noted in response to the many and oft repeated statements of Indian people. It appears however, that the approach is not based on systematic planning involving the Department of Indian Affairs, Indian band councils, provincial Indian associations, school boards and parents.

Although a policy of Indian Control of Education has existed for 6 years, only three schools in Manitoba can be classified as being Indian controlled schools. While there is legislation in Manitoba that enables Indian representation on school boards, a number of boards do not have Indian trustees.

Even in cases, where Indians do sit on school boards, their influence or powers to have changes made that might enable greater success of Indian students is limited. In many cases, there is merely token representation and cannot be called Indian control.

There is an urgent need for Indian parents, Indian chiefs and councillors, DIA officials and provincial school administrators to come together on a local basis to discuss their educational concerns .

They must plan for immediate and long range goals and for alternative approaches in an effort to find an effective way of providing education for Indians.

SECTION III



### Section III

#### Evaluator's Comments and Further Recommendations Based on General Experience in Indian Education

##### Format

This section begins with a brief history of Indian education followed by conclusions and recommendations. It represents the views of the evaluator based on her research and years of involvement in Indian education.

It is presented as part of the total report to bring forward suggestions as to possible underlying causes of problems experienced in the field of Indian education and to record recommendations not directly related to the findings of this study but which should be considered before positive changes can occur.

##### Note:

In evaluating a program, it is customary to identify the objectives and to measure the quality of the program on the basis of how well the objectives are being met. In the case of this evaluation, the only comprehensive statement of policy, goals and objectives that could be identified were in an Indian Affairs Branch document dated December 1966 and entitled "Long Range Planning and Financial Forecasting" by the Education Division.

### A Brief History of Indian Education

Despite the lack of documentation of statements of policy, goals and objectives, Indian education developed historically toward certain expected results. The early missionary day schools put emphasis on moral and religious training.

Industrial Boarding schools were opened with the stated purpose of removing the child from the influence of the parents. These schools offered farming and domestic work programs, as well as religious training with the goal of turning out productive, law-abiding citizens.

Few Indians graduated from High School before 1950. This might be explained in part by the "half-day" plan dividing the day for formal learning and manual labour. Although many Indian children spent twelve (12) years in school, the majority did not even complete an elementary school education because only half of the time was devoted to formal studies.

Residential schools gradually introduced more academic content into the formal education.

Segregated residential schools gave way to student residences with the introduction of integration. Children attended classes in provincial schools while living at home or in residences. Joint School Agreements and Tuition Agreements were signed with school divisions to finance construction, equipment and tuition. Many day schools were closed on reserves or were put under the jurisdiction of the province.

"To civilize and christianize" gave way in the 50's and 60's to a policy of "integration". The importance attached to this can be found in a letter from the Director of Education Services (DIA - Ottawa) dated November 10, 1967 sent to all superintendents.

"The primary role of the Education Directorate is to assist Indian people toward educational integration and emancipation as rapidly as possible."

"Our professional reputation depends upon how rapidly and how well we develop a system of integrated education rather than on how well we patch up our own system."

"Some educators state that integration has gone about as far as it can go in such and such an isolated area and, of course, the statement is true (in a literal sense) if there are no non-Indians in the area but surely that fact does not mean the school must, therefore, be excluded from the mainstream of education. I can see no reason why the whole school cannot be integrated into the provincial system. After all, provincial school boards have demonstrated, across the country, that they are more than capable of operating schools where only Indian children attend."

"It is our job to provide the necessary information, not only to Indian people but to provincial administrators as well so that two things can happen. The Indian people can see the advantages of becoming part of the main stream and the administrator can see the necessity for changes not only in his education program but in provincial legislation as well."

(For the complete text of the letter, see Appendix XII.)

No specific outcomes were predicted in this letter. It is implied that integration is synonymous with emancipation. The intention appears to be:

1. total integration of Indian children into the provincial system of education either by having Indian children attend provincial schools with non-Indians or by having federal reserve schools under provincial jurisdiction
2. total removal of the Federal Government from the business of educating Indians

The 1969 White Paper on Indian Affairs promoted increased provincial jurisdiction for status Indians. This was rejected by Indian people as a contravention of the BNA Act and a breach of their treaties. The cause of integration was given a set back.

A document dated December 1966, on "Long Range Planning and Financial Forecasting" by Education Division, IAB, more explicitly covers departmental policy with its broad and specific objectives. These can be summarized as follows:

POLICY

- a) A complete education for every Indian child, for whom the Federal Government has responsibility according to need and ability.
- b) Close collaboration with provincial governments to provide education for Indian children in provincial schools and colleges; provincial inspection of Federal schools; the transfer of Federal schools on reserves to public school boards with the consent of the Indian community; general agreement with the provincial government.
- c) Fuller participation by Indian parents in school affairs through consultation between parents, Band Councils and Branch field officials and through the formation of school committees.
- d) The program of studies used in Federal schools will be that of the Province or Territory in which the Federal school operates. These programs may be modified only with the approval of Education Division to meet the special needs of the pupils.
- e) Residential schools and hostels are subject to the full control of the Department and will operate under regulations established following consultation between the churches and the Federal government. Admissions to residential schools and hostels at the elementary school level will be limited to bona fide institutional cases.
- f) Federal school accommodation will be provided and maintained at provincial standards.
- g) The education program will be carried out with appropriate co-ordination with that of the Development Directorate.

### BROAD EDUCATIONAL OBJECTIVES

The objectives of the Education Division are to provide effective educational services under the provisions of the Indian Act in collaboration with provincial and local school authorities and with the co-operation of Indian parents:

1. to all Indian children of school age
2. to Indian children of kindergarten age
3. to post-school students who desire vocational, professional or other training
4. to adults as requested.

The ultimate objective is to help the Indian people to attain social and economic competence so that they may participate in the life of the country in the same measure as other citizens and be able to choose where and how they will live.

### SPECIFIC EDUCATIONAL OBJECTIVES

1. The needs of the individual child will be met through effective instruction, careful supervision, guidance, testing, consultation with parents and collaboration with medical authorities.
2. Indian children will be enrolled, wherever possible, in provincial schools by agreement with parents. The joint school system will be expanded by the purchase of additional accommodation in provincial schools, the leasing of Federal schools to local school boards and the formation of school units on Indian reserves under provincial school legislation. It is anticipated that the provincial enrolment will reach sixty percent of the total Indian school enrolment within the next five years.

3. Federal schools for Indian children will be operated only in those areas where acceptable provincial services are not available.
4. Retardation amongst Indian pupils contributing to early dropout, low achievement and lack of success in school will be reduced:
  - a) by kindergarten instruction to prepare the child for Grade I at the age of six years,
  - b) by encouraging more regular school attendance,
  - c) by improved instructional methods,
  - d) by sound promotional practices in the federal schools,
  - e) by adequate counselling,
  - f) by the removal of factors contributing to school failure.
5. Temporary and substandard school accommodation will be systematically replaced where there is no possibility of the extension of provincial services.
6. Admissions to residential schools and hostels will be controlled so that only students who require this special service are accepted after all other avenues, such as foster homes, day school attendance and improved housing have been explored.
7. The best teaching staff available will be recruited. Every effort will be made to attract specialists and well-trained teachers for the kindergarten and primary grades in which grades over fifty percent of the children in Federal schools are enrolled.
8. The training of students of Indian ancestry for employment in Federal schools will be encouraged.

9. The level of achievement in the classrooms will be raised by:
  - a) Special methods of instruction designed for Indian schools and authorized for use by the Branch,
  - b) improved supervision by specialists -- every region will have the services of one or more language arts specialists,
  - c) in-service training at institutes, teachers' conventions, summer schools, special university courses,
  - d) adequate health services for school children, supplementary nutrition in the form of biscuits, milk and school lunches.
10. The existing gap between the Indian and the non-Indian high school enrolment will be narrowed. At present, only nine percent of the Indian school population, compared with twenty percent of the non-Indian school population is in high school. A minimum annual increase of two percent in the Indian high school enrolment should be the target.
11. Senior high school (Grades X, XI and XII) instruction in small classes in Federal schools will be phased out in consultation with Branch headquarters and alternate services will be planned to accommodate all post-Grade IX students in provincial schools.
12. The present declining trend in the enrolment of Indian pupils in Federal schools in the junior high school grades (VII-IX) will be encouraged and where feasible alternate accommodation provided in provincial schools.
13. The post-school enrolment in universities, colleges, technical schools and vocational training institutes must be greatly increased if Indian students are to be prepared for economic competence. This aspect of the educational services will be supervised by the regional superintendents of vocational training, assisted by counsellors.



14. Adult education will reduce and eventually banish illiteracy on the reserves and will prepare and encourage adults to take advantage of all available courses for retraining and rehabilitation.
15. Administration will be organized to carry out the program effectively.

That results have fallen short of these goals is evident when the facts of the social and economic conditions of Canada's 250,000 status Indians are known. More than 50% of the potential Indian labour force is unemployed; over 90% of Indian students do not complete high school; the average annual income of Indians is well below the poverty line.

Conclusions and Recommendations

In 1976, OECD (Organization for Economic Co-operation and Development,) released its report on "Reviews of National Policies for Education" in Canada. "There is no overall conception for the improvement of the educational opportunities of Native children, and for their steady and devoted realization", was the judgement made by the examiners. They continued "it is hard to understand why the federal government has not taken the opportunity to develop striking new models of school reform demonstrating 'best practice' pedagogy in difficult conditions" (OECD-1976).

It is noted further that rather than identify new models, the federal government has been satisfied to adopt the provincial system of education. Such an evaluation by objective, unbiased educators question this policy as a viable means of bringing the best education to native children. An overall philosophy of Indian education must be adopted along with current clearly defined educational objectives. In order to respond to the critical issue of Indian education, consideration should be given to establishing an Indian Education Commission within the federal government which would concentrate on improving and advancing Indian education. The status of education within the DIAND does not provide the kind of independent authority required to impact on Indian education today. Statistics show the urgency of the situation.

Certain existing policies may have to be changed in order to respond to present needs. More effort has to be made toward a common understanding of the National Indian Brotherhood's policy of "Indian control of Indian Education" and its application to more Indian Bands. The two basic principles of this policy are parental responsibility and local control. these prime ingredients have until now been omitted from Indian education while federal government officials have displaced parents in the decision-making process.

Over the years, various recommendations have been made in an effort to improve Indian education. Three major statements are presented in Appendicies IX, X and XI. Many of these have gone unheeded. This cannot be allowed to continue. The following recommendations have appeared in other documents. They are repeated here because they could transform Indian education both in federal and provincial schools.

Recommendations:

I. On Jurisdiction

That an Indian Education Commission be established within the federal government as a separate authority to be responsible for the education of status Indians in Canada.

II. On Philosophy

That a national philosophy of Indian education and clearly defined educational objectives be adopted jointly by Indian parents, Band Councils, Indian organizations, and Federal authorities.

III. On Policy

1. That a Joint Committee of Indian representatives and federal government officials should be established to review existing policies with the view of recommending their continuance or their termination as well as introducing new policies.
2. That the Provincial governments adopt policies of "Indian Control of Indian Education" applicable in the provincial systems.
3. That it be mandatory for teachers of Indian children to have cross-cultural education courses.
4. That the grant structure of the provincial governments and the per capita grant of the federal government be modified as necessary to make more money available to schools with Indian children.

IV. On Responsibility

1. That provincial-wide workshops be held to discuss the policy "Indian Control of Indian Education" and directions for its implementation.
2. That meetings of all Indian trustees on provincial school boards be convened to discuss the effectiveness of their involvement.

V. On School Program

1. That school programs reflect job opportunities on the reserve as well as off the reserve.
2. That a systematic diagnostic achievement testing program be adopted for use in federal and provincial schools

VI. On Adult Education

1. That basic literacy courses be provided to bands who request them.
2. That upgrading courses be provided.

VII. On Staff

1. That Superintendents of Education conduct classroom supervision of academic studies and teacher evaluation.
2. That orientation courses be conducted for new teachers in both federal and provincial schools to acquaint them with the social, economic, political, educational aspects of reserves and to provide them with an insight into cultural differences.

3. That several professional development days be devoted to cultural awareness seminars to be conducted throughout the school year with parents, teaching staff and administrators.
4. That specialists (consultants) be hired to assist teachers in the areas particularly of:
  - a) Native (Indian) studies (Curriculum Adaptation)
  - b) Language Arts

APPENDICES

APPENDIX I



FORM I

School \_\_\_\_\_

Year \_\_\_\_\_

Drop-out rate of Indian students by age and grade

Age	GRADE							Special	Total	% of Total Population
	6	7	8	9	10	11	12			
12										
13										
14										
15										
16										
17										
18										
Over 18										
Total										
% of Total Pop.										

FORM II

School \_\_\_\_\_ Year \_\_\_\_\_

Age-grade placement of Indian students

GRADE														
Age	1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
6	1													
7	1	1												
8		1	1											
9		1	1	1										
10			1	1	1									
11				1	1	1								
12					1	1	1							
13						1	1	1						
14							1	1	1					
15								1	1	1				
16									1	1	1			
17										1	1	1		
18											1	1		
19														
Over 19														
Total														

FORM III

School \_\_\_\_\_

Number of Indian students in the various High School streams from 1972 to 1977

GRADE	STREAM	1972-73	1973-74	1974-75	1975-76	1976-77	Total
10	Academic (100)						
	General (101)						
	Vocational (102)						
	Other (105)						
	OEC						
11	Academic (200)						
	General (201)						
	Vocational (202)						
	Other (205)						
	OEC						
12	Academic (300)						
	General (301)						
	Vocational (302)						
	Other (305)						
	OEC						
Total							

FORM IV

## Achievement and Destination of Indian School Leavers

CODE - Achievement

1. Graduation
2. Promotion
3. Failure
4. Drop-out
5. Partial Promotion
6. Transfer Off Reserve and Other

Destination

## A) EMPLOYMENT

80. At Work
86. At Home
87. Unemployed

## B. FURTHER EDUCATION

81. Upgrading
82. Short Term Vocational
83. Long-term Vocational
84. University - Teacher Education
85. University - Other

## C. MISCELLANEOUS

88. Death
89. Unknown
90. Off Reserve
91. Other
92. Children's Aid
93. Marriage



FORM V

School \_\_\_\_\_

## PART I

Number of Indian students who graduated from grade XII  
(Academic, General, Vocational) or grade XI O.E.C.

	ACADEMIC	GENERAL	VOCATIONAL	OEC (Grade XI)
1973				
1974				
1975				
1976				
1977				
Total				

## PART II

Grade I Indian student enrolment from 1961 to 1965

YEAR	ENROLMENT
1961	
1962	
1963	
1964	
1965	







FORM VII

School \_\_\_\_\_

Enrolment of Indian students by grade from 1972-77.

GRADE	1972-73	1973-74	1974-75	1975-76	1976-77
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Special					
Total					

FORM V111

Student Questionnaire

This questionnaire is not a test. There are really no "right" or "wrong" answers to any of the questions. The way that you answer the questions will tell us how you feel about things related to your education. Be sure to answer them the way you feel and not the way you think your teacher or I would wnat them answered. You do not have to sign your name to this questionnaire. All questionnaires will be kept confidential.

Read the questionnaire over once before you answer the questions.

Part 1

Write "true" or "false" in the blank before the statement.

1. \_\_\_\_\_ I think it is important to study an Indian language in school.
2. \_\_\_\_\_ I find it difficult to talk to white people.
3. \_\_\_\_\_ Indian children should be able to take their grade 1 to 12 education in reserve schools.
4. \_\_\_\_\_ Indian children should be able to take their grade 1 to 12 education in provincial schools.
5. \_\_\_\_\_ Indian children should attend reserve schools up to grade 8 or 9 and then go to provincial schools.
6. \_\_\_\_\_ I would like to see more Indian legends and stories about Indian way of life in schools.
7. \_\_\_\_\_ I think some teachers do not like people of other races.
8. \_\_\_\_\_ I plan to leave school as soon as I am 16 years old.
9. \_\_\_\_\_ I plan to finish grade twelve.
10. \_\_\_\_\_ My parents/guardians want me to finish grade twelve.
11. \_\_\_\_\_ My parents/guardians would like me to quit school and go to work when I'm 16 years old.
12. \_\_\_\_\_ I feel the average Indian person is as good as the average white person.

13. \_\_\_\_\_ I feel that I am a better person for having known my grandparents.
14. \_\_\_\_\_ I feel that I should plan for an occupation, so that I can live better in the future.
15. \_\_\_\_\_ People should learn to live with nature instead of trying to change nature.
16. \_\_\_\_\_ I try to have the highest grades (marks) in my class.
17. \_\_\_\_\_ I think Indians are just as smart as White people.
18. \_\_\_\_\_ Most White people "look down" on Indians.
19. \_\_\_\_\_ Most of the Indian students in my class are doing well in school.
20. \_\_\_\_\_ Where Indian children begin school knowing only an Indian language, they should be taught in that Indian language for the first few years of school.
21. \_\_\_\_\_ I think that there should be some Indian teachers in all schools attended by Indian children.
22. \_\_\_\_\_ My parents/guardians are old-fashioned and so I usually do not believe what they have to say.
23. \_\_\_\_\_ When there is a chance to work alone or with a group, I would rather work with a group.
24. \_\_\_\_\_ I would like to have lived in the old days when there were plenty of buffalo and other animals to hunt.
25. \_\_\_\_\_ I plan to go to university or community college after I finish high school.
26. \_\_\_\_\_ My parents/guardians usually attend the Parent/Teacher meetings at our school.
27. \_\_\_\_\_ I attend school regularly.
28. \_\_\_\_\_ White children generally get better grades (marks) than Indian children.
29. \_\_\_\_\_ I feel I do not have much to be proud of.
30. \_\_\_\_\_ I feel that I am helped a lot by my education counsellor/home-school co-ordinator.

- 31. \_\_\_\_\_ My parents/guardians let me decide whether to keep on in school or not.
- 32. \_\_\_\_\_ I like to attend a high school that gives both academic and vocational courses.
- 33. \_\_\_\_\_ Indian parents should have more of a say in school matters.
- 34. \_\_\_\_\_ Unpleasant experiences at home, such as drinking, may cause me to quit school.
- 35. \_\_\_\_\_ Indian students are treated the same as White students in our school.
- 36. \_\_\_\_\_ I don't have many friends at school.
- 37. \_\_\_\_\_ I almost always get my homework finished.
- 38. \_\_\_\_\_ I think people like me don't have much of a chance in life.
- 39. \_\_\_\_\_ I am satisfied with how I am doing at school.
- 40. \_\_\_\_\_ I would like my teachers to come to visit in our home once in awhile.

Part 11: Give the following information.

Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Sex: M or F

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

Reserve: \_\_\_\_\_

Languages (spoken)

Languages (written) \_\_\_\_\_

FORM IXParents' Questionnaire

In the following set of statements and questions, indicate how you feel about each by circling the appropriate answer.

1. Do your children who are in elementary school (Grades I-VIII) like going to school?
  - a. yes
  - b. no
  - c. NA
  - d. other: specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
  
2. Do your children who are in high school (Grades IX-XII) like going to school?
  - a. yes
  - b. no
  - c. NA
  - d. other: specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
  
3. Do you think your children are receiving adequate school counselling?
  - a. yes
  - b. no
  - c. other: specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
  
4. Do you think Indians should receive the same kind of education as non-Indians?
  - a. yes
  - b. no
  - Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

- 2 -

5. If you had a choice, where would you like your children to attend elementary school (Grade I-VIII)

- a. on the reserve
  - b. in the nearest town
  - c. in any provincial school
  - d. in a city
  - e. other: specify \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. If you had a choice, where would you like your children to attend high school?

- a. on the reserve
  - b. in the nearest town
  - c. in any provincial school
  - d. in a city
  - e. other: specify \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. What kind of high school would you prefer to have your children attend?

- a. an academic high school
  - b. a comprehensive high school
  - c. other: specify \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. Would you like the teacher(s) of your child(ren) to visit you in your home once in awhile?

- a. yes
  - b. no
  - c. not sure
- Why? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3 -

9. Do you think it is good to have Native teachers and teacher-aides in the school your children go to?
- a. yes
  - b. no
  - c. not sure
- Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
10. Do you think Indian people should be more involved in the education system?
- a. yes
  - b. no
  - c. don't know
- Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
11. Do you find it easy to go and talk to your child's teacher/principal?
- a. yes
  - b. no
  - c. never go to the school
12. What do you feel are the three most important things required in a school program to make it meaningful to your children?
- a. \_\_\_\_\_  
\_\_\_\_\_
  - b. \_\_\_\_\_  
\_\_\_\_\_
  - c. \_\_\_\_\_  
\_\_\_\_\_.

- 4 -

13. Many Indian students leave before finishing high school. What do you feel are the main reasons for this?

14. Do you feel it is important to have Indian people or provincial school division boards?

- a. yes
- b. no
- c. not sure

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

15. Do you think it is important to have an active School (Education) Committee in your community?

- a. yes
- b. no
- c. not sure

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

16. What do you like the best about the school your child is attending?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



- 5 -

17. What do you dislike the most about the school your child is attending?

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18. Make any additional comments about the education of your children in particular or Indian education in general.

Name: (Optional) \_\_\_\_\_

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

Reserve: \_\_\_\_\_

Age range            \_\_\_\_\_ 30 or under

                          \_\_\_\_\_ 31 to 45

                          \_\_\_\_\_ 46 -

Survey of Staff

I. Preparation

List the university degree(s) you hold:

<u>Name of Institution</u>	<u>Degree (Major-Minor)</u>	<u>Date Issued</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

State the number of years of teacher education for which you are being paid. \_\_\_\_\_

Specify subject (class) you teach for which you have had special preparation:

\_\_\_\_\_

\_\_\_\_\_

<u>Subject or Class</u>	<u>Special preparation or Courses Taken</u>
_____	_____
_____	_____
_____	_____
_____	_____

What is the highest teaching certificate you hold? \_\_\_\_\_  
 What special certificates do you have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you had any specific training for teaching Indian children?

\_\_\_\_\_ yes \_\_\_\_\_ no

If yes, describe the training

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

II. Experience

List in order, teaching positions held during the last five years and record your present position last.

Teaching Positions

Position or Grades	Name of School	Location	No. of Yrs.

Years of teaching experience in this school \_\_\_\_\_

Years of teaching experience in this system \_\_\_\_\_

Years of teaching experience elsewhere \_\_\_\_\_

Total \_\_\_\_\_

Comments:

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Name of Teacher: \_\_\_\_\_

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

Grade(s)  
Taught or  
Subjects: \_\_\_\_\_

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FORM XI

## PROVINCIAL SCHOOLS

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

Division: \_\_\_\_\_

Original signing of Joint School Agreement: \_\_\_\_\_

Year integration began: \_\_\_\_\_

Indian enrolment at time of signing: \_\_\_\_\_

Present Indian enrolment: \_\_\_\_\_

Total enrolment: \_\_\_\_\_

Grades offered: \_\_\_\_\_

Band(s) Represented: \_\_\_\_\_

Staff:

\_\_\_\_\_ Principal  
 \_\_\_\_\_ Vice-principal  
 \_\_\_\_\_ Regular classroom teachers  
 \_\_\_\_\_ Industrial arts  
 \_\_\_\_\_ Home Economics  
 \_\_\_\_\_ Music  
 \_\_\_\_\_ Physical Education  
 \_\_\_\_\_ Librarian  
 \_\_\_\_\_ Native Language  
 \_\_\_\_\_ Teacher Aide  
 \_\_\_\_\_ Home - School Co-ordinator  
 \_\_\_\_\_ Nurse  
 \_\_\_\_\_ Janitors  
 \_\_\_\_\_ Secretary  
 \_\_\_\_\_ Other: (Specify)  
 \_\_\_\_\_  
 \_\_\_\_\_

Form XI (continued)

How many of the above are of Indian (Canadian) origin? \_\_\_\_\_  
What specific positions do they hold?

What program or courses are offered related to Indian culture?

Is there Indian representation on your School Board?

How are Indian parents involved with your school?

Principal \_\_\_\_\_

FORM XII  
FEDERAL SCHOOLS

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

Area: \_\_\_\_\_

Enrolment:            Indian    \_\_\_\_\_

                          Other    \_\_\_\_\_

                          Total    \_\_\_\_\_

Grades offered    \_\_\_\_\_

Band represented   \_\_\_\_\_

Staff

\_\_\_\_\_

Principal

\_\_\_\_\_

Vice-Principal

\_\_\_\_\_

Regular classroom teachers

\_\_\_\_\_

Industrial Arts

\_\_\_\_\_

Home Economics

\_\_\_\_\_

Music

\_\_\_\_\_

Physical Education

\_\_\_\_\_

Librarian

\_\_\_\_\_

Native Language

\_\_\_\_\_

Teacher Aide

\_\_\_\_\_

Home-School Co-ordinator

\_\_\_\_\_

Nurse

\_\_\_\_\_

Secretary

\_\_\_\_\_

Janitor

\_\_\_\_\_

Other: (Specify)

\_\_\_\_\_

How many of the above are of Indian (Canadian) origin? \_\_\_\_\_  
What specific positions do they hold?

What program or courses are offered related to Indian culture?

Is there an active school committee (advisory body, parents committee)  
on your reserve?

How are Indian parents involved with your school?

Principal \_\_\_\_\_

FORM XIII

School \_\_\_\_\_

Questions for data collectors to consider during visits to schools being evaluated.

1. How involved and interested are the Indian students?
2. Are curriculum materials the best available and are they appropriate for the students of the school?
3. What are the reading levels of the Indian children in grades 3 and 7?
4. Do teacher-aides play an effective role in the school?  
(ask principal, teacher and aide).
5. Does the school appear well organized?  
\_\_\_\_\_ Administration  
\_\_\_\_\_ Supervision  
\_\_\_\_\_ Program
6. Does the staff appear to be generally sensitive to the cross-cultural aspect of the school?



APPENDIX II

APPENDIX II

School Number for the School Year

<u>School</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
1. Dominion City	501-204	501-204	501-204	501-304	501-304
2. Emerson	501-204	501-204	501-204	501-203	501-203
3. Erickson	501-513	501-513	501-513	501-307	501-307
4. Grand Rapids	501-302/514	501-302/514	501-302/574	501-309	501-309
5. Grandview	501-504	501-504	501-504	501-308	501-308
6. Oak Lake	501-584/516/ 205/545	501-584/516/ 205/545	501-516	501-279/210	501-279/210
7. Portage La Prairie	501-524/659	501-524	501-659	501-727	501-727
8. Rossburn	501-503	501-503	501-503	501-726/315 503/346	501-726/729
9. Rossville (Norway House)	501-551/512	501-551	501-551	501-317	501-317
10. Virden	501-604/529/572	501-604 Elem Coll (592)	501-529/549	501-711/712/302	501-711/712
11. Cross Lake	501-001/096/102	501-103/096	501-096/001	501-101	501-101
12. Fisher River	501-003/023	501-023	501-023/003	501-103	501-103
13. Garden Hill	501-004/043	501-043	501-043/004	501-104	501-104
14. Lake Manitoba	501-011/025	501-025	501-011-025	501-109	501-109
15. Miskoosepi (Bloodvein)	501-017/001	501-017	501-017-001	501-115	501-115
16. Nelson House	501-093/564/083	501-093	501-083	578-104	578-104
17. Oxford House	501-018/042	501-042	501-042/018	501-116	501-101
18. Pine Creek	501-592/075	501-075/592	501-075/021	501-119	501-119

APPENDIX III

AGE - GRADE PLACEMENT OF INDIAN STUDENTS

GRADE														
AGE	1	2	3	4	5	6	7	8	9	10	11	12	Special	Total
6	106	4												110
7	23	80	1											104
8	2	38	58										I L	98
9		8	30	45	2								A I	85
10			16	36	22	12							I	86
11			4	20	28	30	5						C	87
12				8	12	48	28						E	96
13				4	8	29	49	25	1				P	116
14					3	11	17	21	20				S	72
15					1	4	23	30	26	6				90
16						1	8	16	33	9			3	67
17								11	13	11	1		L	36
18								2	5	4	8	1		20
19									1	3	4	3		11
Over 19										1		5		6
Total	131	130	109	113	76	135	130	105	99	34	13	9	(13)	1097
% Age-Grade Retard	1.5	6.2	18.3	28.3	31.6	32.6	36.9	56.2	52.5	56.0	92.3	88.9		30.0

AGE - GRADE PLACEMENT OF INDIAN STUDENTS

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	168	31	1												200
7	22	43	29	1										I	95
8	7	18	55	27	1									A	108
9		4	28	36	30		1							I	99
10			7	27	32	32	2							C	100
11			3	5	30	44	31	1						E	115
12				5	11	29	38	25	6					P	115
13					2	11	44	21	23					S	102
14						5	22	20	24	17	1				91
15						0	3	7	17	11	6			S	44
16						1	1	2	12	13	11	1			41
17								0	3	5	5	1			14
18								1				4			5
19												1	1		2
Over 19												1			1
Total	197	96	123	101	106	122	142	77	85	46	29	3	(5)		1132
% Age-grade retard	3.6	4.2	8.1	9.9	12.3	13.7	18.8	13.2	17.6	10.9	21.4	33.3			11.0

SCHOOL: Provincial

YEAR: 1974-75

AGE-GRADE PLACEMENT OF INDIAN STUDENTS

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	103	1													104
7	66	39	2											L	107
8	28	32	39	1										A	100
9	5	17	50	37	1									I	110
10		3	24	37	34									C	98
11			7	25	32	38	1							E	103
12			2	3	29	42	33	1						P	110
13				3	12	29	37	24	6					S	111
14					2	11	46	22	23						104
15						3	22	21	24	16	1			6	87
16						1	4	8	18	12	6				49
17							2	1	12	13	9	1			38
18									3	4	8	1			16
19											4				4
Over 19							2	1			1	1			5
Total	202	92	124	106	110	124	147	78	86	45	29	3		(6)	1152
% Age Grade retard	16.3	21.7	26.6	29.2	39.1	35.5	51.7	41	38.4	37.8	48.3	33.3			32.6

AGE-GRADE PLACEMENT OF INDIAN STUDENTS

AGE	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	74	8	1												83
7	42	50												I	92
8	17	54	23											A	94
9	7	27	27	30	2									I	93
10	3	5	24	34	29	1								C	96
11		2	14	12	37	22								E	87
12			1	12	23	20	30	1						P	87
13				2	4	20	35	25	1					S	87
14				1	3	12	31	21	24	6					98
15							21	23	20	22				G	86
16							9	12	23	18	16	1		L	79
17							2	5	7	10	11	9			44
18							1			9	6	6			22
19										1	2	8			11
Over 19												2			2
Total	143	146	90	91	98	75	129	87	75	66	35	26	(19)		1080
% age grade retard	19.0	23.3	43.3	29.7	30.6	42.7	50.0	46.0	40.0	30.3	22.9	38.5			33.4

SCHOOL: Provincial

YEAR: 1976-77

AGE-GRADE PLACEMENT OF INDIAN STUDENTS

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	91	1													92
7	32	49		1											82
8	13	45	41	0									2		101
9	2	18	36	30	2								7		95
10		1	15	33	26								16		91
11			1	24	36	26	1						15		43
12			1	13	16	35	21	1					13		99
13				2	11	20	32	21	1				4		91
14					1	5	36	24	24	1			5		96
15						2	17	25	20	16	4		7		91
16							5	13	19	11	17		2		67
17								1	5	9	16	10	9	2	52
18										1	3	4	6		14
19										0	1	3	4		8
Over 19										1		1	4		6
Total	138	114	94	103	92	88	113	88	75	48	39	23	(73)		1088
% age-grade retard	10.9	16.7	18.1	37.8	30.4	30.7	52.2	48.9	40.0	41.7	20.5	34.8			28.8



Note: for this year  
five schools only  
reported

School: Federal Schools

Year: 1972 - 73

Age-grade placement of Indian students

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	38	1													39
7	107	23													130
8	12	75	2												89
9	5	32	69	4											110
10	2	11	48	38	7										106
11		5	21	35	40	3									104
12		1	6	14	55	35	9								120
13			4	3	26	19	34	1							87
14				4	8	12	39	15	1						79
15					6	4	16	16	13						55
16					2		25	21	5						53
17							4	10	11						25
18								4	18						22
19								2	7						9
Over 19									2	4	1	1			8
Total	164	148	150	98	144	73	127	69	57	4	1	1			1036
Age-grade retard. %	11.6	32.4	52.7	57.1	67.0	48.0	66.0	76.8	75.4	100	100	100			50.0

School: Federal Schools

Year: 1973-74

Age-grade placement of Indian Students

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	236	66	2												304
7	41	131	49												221
8	13	53	97	40	3										206
9	1	17	66	65	47	2									198
10		4	32	65	55	56	3								215
11		4	13	31	53	49	37	6							193
12		1	1	15	42	61	59	25	2						206
13		1	1	6	12	25	66	42	30						183
14			1		6	11	48	31	35	8					140
15					2	3	24	38	27	13	1				108
16					2		22	19	27	7	3				80
17							1	2	7	3	7				20
18							1		2	1					4
19										1					1
Over 19															
Total	291	277	262	222	222	207	261	163	130	33	11				2079
Age-Grade retard. %	4.8	9.7	18.3	23.4	28.8	18.8	36.8	36.2	27.7	15.2	0				21.2

## Age-grade placement of Indian students

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	182	2	1												185
7	67	141	4												212
8	18	110	109	1											238
9	2	45	80	78	4										209
10	3	15	43	77	78	4									220
11	1	3	18	54	70	77	4								227
12		1	17	21	52	55	59	6							211
13		1	1	13	31	58	62	57	5						228
14			3	1	16	23	54	58	40	1					196
15					4	11	34	34	38	11	1				133
16					2		21	15	29	21	3				91
17							6	5	18	7	6				42
18								9	4	3	1				17
19										1					1
Over 19										1					1
Total	274	318	276	245	257	228	240	184	134	45	11				2212
Age-grade Retar. %	8.8	20.4	29.7	36.3	40.9	40.4	47.9	34.2	38.1	26.7	9.1				31.6

School: Federal Schools

Year: 1975-76

Age-grade placement of Indian students

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	193	7	2												202
7	75	128	5	1											209
8	15	77	134	3											229
9	1	20	117	99	6										243
10	1	4	60	80	67	3									215
11		2	14	44	72	68	6								206
12			2	33	48	61	64	5							213
13			2	12	21	45	61	41	8						190
14					9	27	46	59	39						180
15				1	5	9	26	40	49	14					144
16					3	6	14	17	24	17	3				84
17							2	4	9	10	11	1			37
18									1	3	6	2			12
19									2	0	0	1			3
Over 19										3	2	1			6
Total	285	238	336	273	231	219	219	166	132	47	22	5	0		2,173
Age-grade Retar. %	6	10.9	23.2	33	37.2	39.7	40.2	36.7	27.3	34	36.4	40			27.4

## Age-grade placement of Indian students

Age	GRADE												Special	Total	
	1	2	3	4	5	6	7	8	9	10	11	12			
6	223	1													224
7	86	126	8												220
8	28	64	99	6											197
9	5	29	110	89	1		9						3		246
10		8	42	82	89	6							4		231
11	2		14	48	65	66	6						2		203
12		1	3	32	38	67	51	1					3		196
13				18	26	44	62	49	3						202
14				7	16	20	55	42	32	6			1		179
15					4	13	33	45	45	19					159
16					4	4	9	11	37	18	8				91
17					1	1	6	4	15	13	4	6			50
18								1	6	4	6	3			21
19									1	1		2			4
Over 19									1	3		1			5
Total	344	229	276	283	244	221	231	153	140	64	18	12	13		2227
Age-grade Retar. %	10.2	16.6	21.4	37.2	36.5	37.1	44.6	39.9	42.9	32.8	33.3	25			30.5

APPENDIX IV

## M E M O R A N D U M

To ALL SCHOOL SUPERINTENDENTS

Your File No.  
Votre dossier

Our File No.  
Notre dossier 1/1-13 (E.16)

From Director, Education Services

Date May 14, 1968.

Subject Continuous Promotion EDUCATION DIVISION LETTER NO. 33

In Education Division Letter No. 19, dated August 15, guidelines were established for the curriculum in federal schools, amongst which was the implementation of continuous promotion. During the year at workshops, institutes and conferences, considerable time has been devoted to the implications of this practice and its impact on pupils and the federal school program. As the end of the school year approaches, when decisions vital to the child's school career must be made, we wish to enlarge on some aspects of the supervision of continuous promotion.

Continuous promotion is a practical and humane approach recognizing pupil effort and removing fear of failure. Non-promotion by weakening learning initiative warps the child's personality development.

The concept of continuous promotion necessitates a revision of tradition which has become embedded in federal schools. The term "slow-learner" is a case in point. It will be replaced by the term 'under-achiever'. The slow-learner label connotes acceptance of under-achievement as a status quo whereas the term 'under-achiever' recognizes inherent ability.

The term 'remedial instruction' will be replaced by 'upgraded instruction'. The former implies an attempt to patch up gaps in the learning-teaching process whereas upgraded programs require continuous evaluation of both the needs of the learner and the means used to maximize his learning performance. Upgrading also dictates continuous progress throughout the formative years of early schooling. Upgraded teaching aims at removing the need for remedial instruction.

The terms 'slow-learner' and 'remedial instruction' can develop and nourish negative attitudes towards Indian pupils. The concepts of 'under-achiever' and 'upgraded instruction' should challenge both the teacher and the pupil confronting them with the responsibility of meeting the learning-teaching difficulties with positive attitudes and of following courses of action to improve pupil achievement.

The practice of continuous promotion also requires that emphasis be placed on adapting 'instructional programs' to pupil potential-ability and learning needs. This can be done through diagnostic evaluation of pupil strengths and weaknesses.

The kindergarten projection program uses the terms 'K1' and 'K2'. Kindergarten 1 applies to four year olds and Kindergarten 2 to five year olds. From Kindergarten 1 to the 6th year of formal schooling, a total of eight years, and from Kindergarten 2 to the 6th year of formal schooling, a total of seven years, all pupils will be promoted with their peer group. Exceptions are in order for a few pupils who can cover six years of grade work in five years. Another exception is made for some pupils who may spend a maximum of seven years covering six years of grade work. The majority of pupils will be expected to start their sixth year of grade work at eleven years of age.

By establishing age-grade levels as detailed above, continuous promotion should be in operation from Kindergarten 2 to Grade VI inclusive within the next three years. This pattern of policy implementation should be the guiding principle of this year's June promotion.

The attached table showing the age-grade distribution of pupils in federal schools as of September, 1966, indicates clearly the magnitude of the retardation problem.

R. F. Davey.



EDUCATION DIVISION - INDIAN AFFAIRS BRANCH - CANADA

September 1966 Enrolment by Age and Grade for Indian Pupils

Attending Federal Schools

GRADES	K 1	K 2	1	2	3	4	5	6	7	8
4 year olds										
5 " "		2266	851							
5 " "		439	2831	358	4					
7 " "		118	1675	1887	250	4				
3 " "		42	484	1407	852	205	2			
9 " "		12	139	729	1353	963	108	4		
0 " "		3	40	272	797	145	745	123	6	
1 " "			12	82	369	764	951	591	81	4
2 " "			8	29	136	411	798	811	384	32
3 " "			2	5	55	186	469	675	642	228
4 " "			3	4	37	83	241	376	547	371
5 " "				3	17	36	94	178	320	346
6 " "					5	9	26	51	100	159
7 " "						1	5	8	18	50
8 " "									4	4
8 years and over									1	3
TOTAL		2880	6045	4776	3875	2807	3439	2817	2103	1197
Number of pupils in age group		614	2363	2531	2769	1635	2584	2099	1632	933
PERCENTAGE		21%	39%	53%	71%	58%	75%	74%	78%	78%
Number of pupils who accelerated			851	358	254	209	110	127	87	36
PERCENTAGE			14%	8%	7%	7%	3%	5%	4%	3%

APPENDIX VI

## APPENDIX VI

## M E M O R A N D U M

To: ALL SCHOOL SUPERINTENDENTS

Your File No.  
Votre dossierOur File No.  
Notre dossier 1/25-14 (E.10)

From: Director Education Services

Date October 18, 1967.

Policy Implementation - High School Education      EDUCATION DIVISION LETTER NO. 23

As time permits, data relative to the specific educational objectives outlined in the Long-Range Planning and Financial Forecasting directive of December, 1966, will be distributed. This data will be used by field officials to analyze the current situation and set in motion the necessary investigations and studies leading to the attainment of objectives.

With respect to the reduction of the senior high school program in federal schools (Objective, 11) considerable progress was made last year. In 1966-67 senior high school instruction in federal schools was confined to Ontario, Manitoba, Saskatchewan and Alberta involving 187 students. It is anticipated that all senior high school instruction in federal schools will be closed out this year.

The attached table showing the high school enrolment (Grades IX - XIII) by region over the past five years indicates progress towards Objective, 10, dealing with our target for the expansion of high school enrolment. While there is a steady annual increase the over-all percentage high school enrolment remains at ten per cent of the enrolment in Grades I to XIII, compared with twenty-five per cent in provincial schools.

Obviously, there can be little change in the high school enrolment until the enrolment distribution undergoes a considerable change. As long as about thirty per cent are retained in Grades I and II, as is the case now, compared with twenty per cent in provincial schools, very little expansion of the high school enrolment can occur, beyond the retention of more students in high school who have entered Grade IX.

The solutions to the problems involved in high school education must be sought in the federal school system to overcome retardation and raise the level of achievement and in the provincial high school system to which virtually all of the students have been transferred for instruction. These students require counselling to assist them in choosing the right courses and in adjusting to the high school environment. There also should be a follow-up on students who have dropped out of school.

R. F. Davey

Regional Secondary School Indian Enrolment

<u>Grade IX</u>	<u>Year</u>	<u>Mar.</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C. &amp; Y.</u>	<u>Total</u>
	1962-63	65	118	465	189	193	249	526	1,085
	1963-64	65	168	548	198	192	251	509	1,931
	1964-65	64	153	581	219	242	423	594	2,276
	1965-66	102	176	677	268	249	457	507	2,436
	1966-67	113	169	701	287	294	419	561	2,544
<u>Grade X</u>									
	1962-63	26	102	262	96	113	110	342	1,051
	1963-64	40	83	279	134	120	110	356	1,122
	1964-65	38	80	369	140	120	152	296	1,195
	1965-66	40	105	407	171	143	165	361	1,392
	1966-67	55	99	446	154	163	210	355	1,482
<u>Grade XI</u>									
	1962-63	14	59	144	54	58	52	156	537
	1963-64	16	50	149	51	80	69	196	611
	1964-65	26	44	159	94	75	96	215	709
	1965-66	25	69	220	101	78	107	164	764
	1966-67	30	78	223	98	92	135	212	868
<u>Grade XII</u>									
	1962-63	10	12	85	27	49	74	106	363
	1963-64	8	16	80	18	26	61	102	311
	1964-65	5	3	115	34	58	113	144	472
	1965-66	8	8	137	56	66	97	116	488
	1966-67	15	4	143	44	52	106	101	465
<u>Grade XIII</u>									
	1962-63			22				8	30
	1963-64		1	19				12	32
	1964-65		3	19				11	33
	1965-66			31				16	47
	1966-67			14				11	25

Does not include N.W.T.

APPENDIX VII

APPENDIX VI

STAFF SURVEY - FEDERAL SCHOOLS 1976 - 1977 (LANGUAGE AND NATIVE STUDIES)

School	Status Indian	Proficient in Native Language	Courses in Intercultural Education/Native Studies
Cross Lake	2	3	4
Fisher River	5	3	7
Garden Hill	5	3	5
Lake Manitoba	2	1	1
Miskooseepi	2	1	1
Nelson House	7	7	6
Oxford House	0	0	3
Pine Creek	0	0	2

APPENDIX VIII

APPENDIX VIIISchedule of Parent Meetings

Garden Hill	-	March 29, 1978
Oxford House	-	March 30, 1978
Sioux Valley (Oak Lake Virden)		April 24
Waywayseecappo (Rossburn)		April 26
Valley River (Grandview)		April 26
Fisher River	-	May 16
Lake Manitobo	-	May 17
Roseau River (Dominion City & Emerson)		May 18
Long Plains (Portage la Prarie)		May 26
Rolling River (Erickson)	-	May 29
Pine Creek	-	May 30
Cross Lake	-	June 12
Norway House (Rossville)	-	June 13
Nelson House	-	June 15



APPENDIX IX



## APPENDIX IX

Wahbung: Our Tomorrows by Indian Tribes of Manitoba  
M.I.B., 1971 - page 116-128.

## POSITION

To be effective, education must be nurtured in relevancy, commitment, motivation, and identifiable purpose. The process must be part of community activities and community progress.

We, the Indian people of Manitoba believe in education:

As a preparation for total living, and in this context it extends far beyond the boundaries of what is conventionally considered schooling;

As a prime means of improving our economic and social conditions;

As a means of providing that which should be the right of every citizen; namely, the choice of where to live and to work. The essential provision of those required skills that will allow this privilege of choice;

As a means by which we can be enabled to participate fully in our own social, economic, political, and educational advancement;

As a comprehensive program which must be designed to meet the needs of the total community by including offerings to people of all ages.

The present system of education is to be noted for its irrelevancy to the culture and environment in which people live; by its lack of involvement by both parents and students; by its inability to achieve its purpose without a concurrent estrangement of the student from his environment.

Education as a program of government has fallen tragically short of its objectives of Indian advancement. As a tool to develop the capability to participate equally with the rest of society, the education process has been notably narrow in its concept and rigid in its approach. The time has come for a drastic change in the orientation of education in order to pursue a program . . . of education in its broadest context, a program designed to include all aspects of the community so as to ensure that all people have adequate opportunity to improve their knowledge and expand their options.

The provision in the treaties for schools on reserves must be interpreted in a present context to mean comprehensive education for Indian people.

It must recognize the need for change in the assimilationist policy of education perpetuated for decades.

The Government of Canada must not only realize its obligation to treaty promises, but its moral obligation to assist in upgrading the standard of education for Indian people in recognition of the past function of education in the destruction of the Indian way of life.

A positive program of educational opportunity must be developed:

- a) that relates to the total community, both in-school and out-of-school;
- b) that makes maximum use of the physical plant by broadening its use to external activities in both the fields of education and recreation;
- c) that provides a focal point for community advancement and community activities;
- d) that provides for constant involvement and commitment of the local population in both the design and operation of the educational system.

#### RECOMMENDATIONS

1. We call upon the federal government to make a clear declaration of recognition of responsibility for education as a federal obligation to Indian people as clearly set forth in the Treaties signed by the Crown.

2. We call upon the federal government to make a clear declaration recognizing that it is their responsibility to provide the means for our education: monies, facilities, resource personnel.

It is our responsibility, especially after 100 years of whiteman's failure and as those with the most to gain and the most to lose, to direct the changes in the education process.

Rejection of federal control does not imply rejection of federal responsibility for provision of means.

3. There must be a transfer of educational control to the local responsibility centre (reserve).
4. There must be a redefinition of education in a total context.
5. There must be parental participation.
6. Research must be conducted by or at least controlled by the Indian organization representing Indian people.
7. There must be stress on excellence in education programs.

There are two major areas of concern with respect to education. The first deals with the lack of participation already noted by both parents and students in the educational process. This requires immediate attention and action by the government.

The second is the external effects of the environment upon the educational process and the pressures that are brought to bear upon the student that inhibit or preclude achievement of his potential.

We, the Indian people of Manitoba, recommend to the federal government two steps urgently required to bring about greater educational opportunity for Indian people.

#### Step One

The Department of Indian Affairs and Northern Development must immediately make provision for the establishment of local school boards at the reserve level, such school boards to have all the rights, privileges and responsibilities of a conventional school board with special agreements with the federal government with respect to contractual arrangements with teachers to ensure that Indian students have access to the best teachers available.

Local school boards would be responsible for:

- a) direct participation on curriculum development,

- b) administration of the physical education plant,
- c) co-ordination of educational programs, both internally and externally,
- d) the development of adult education facilities to improve the knowledge and opportunities of all members of Indian society.

In addition to the foregoing, we call upon the government to make a declaration of recognition of educational responsibility as a federal obligation to Indian people. Rejection of Federal control does not mean rejection of Federal monies.

Provision must be made whereby training is available to those reserves desiring local control of education, and this training must be on-going.

#### Step Two

We the Indian people of Manitoba feel that a comprehensive study of the total ramifications of the educational process including all of the constraints that inhibit its growth, should be taken immediately in order that a more effective educational program may be developed. We do not want, as has been the case in the past, a continued isolated approach to the question of education, but we want an examination of education in its total context, including the effects of the environment upon the process.

In addition, we recommend that the study be implemented and controlled by the organization elected to represent the Indian people of Manitoba.

Many studies have been conducted on the Canadian Indians by anthropologists, sociologist, etc. for which large sums of money have been granted by the federal government. In view of the fact that virtually nothing has been gained by the Indian people from such studies, we request that monies be made available to us to do our own research. No longer will we passively cooperate with 'outsiders' assigned to study us. All future studies must provide meaningful information based upon direct programs leading to our own betterment.

Further to the two major steps recommended we urge the Federal Government:

1. To assure our right to total and overall educational assistance to pursue education in any educational institution in Canada.
2. To recognize the need for education programs offering opportunities to people of all ages.

The following recommendations are made regarding the In-School Program. (This program refers to education from pre-kindergarten to the end of high school).

We recommend for immediate action the following:

- 1) the establishment of classes for four-year olds.
- 2) that wherever the Indian language is the dominant language of the community, the instruction be conducted in the native language during the first few years of school.



- 3) that teachers of Indian origin be hired to teach Indians whenever possible.

Indian teachers when appropriately prepared are in a more favourable position to relate to Indian children. It is impossible to state with accuracy the number of teachers there are today of Indian origin. We do know, however, that in Manitoba at present, the Federal Government employs about seven teachers of Indian origin. This is out of a total of three hundred and thirty-seven (337) teachers employed in all. It is imperative that we have more Indian teachers in our schools.

- 4) that native people be employed as teacher-assistants to help teachers with classes having Indian children. This program has been implemented in many federal schools and is proving to be very successful. Integrated schools such as those at Oak Lake, The Pas, and Winnipeg should be directed to implement such a program. Until such time as Indian teachers are available, teacher-assistants perform a very valuable function.

Indian teachers and teacher-assistants are of great value to Indian education:

- i) They facilitate learning for the non-English speaking child.
- ii) They help the native child by presenting a model of a person in a responsible position.

- iii) They provide liaison between home and school.
- iv) They help interpret the community to the teacher and vice-versa.
- 5) that the dominant native language of the community be taught in the time allotted on curriculum for "teaching a second language" rather than imposing a foreign language such as French, German, or Ukrainian on the students already knowing something of two languages.

It is desirable to introduce the native language in the elementary grades. This action will prevent loss of native language, learning of the syllabic system and last but not least it will show the Indian language in a positive light through its placement on the school curriculum.

- 6) that schools all be made non-denominational. The emphasis on religious denomination has caused friction and division within communities over the years. The regulation in the Indian Act regarding the hiring of teachers in accordance with religious denomination is restrictive and jeopardizes the possibility of hiring the best teachers.

- 7) that the Federal Government be advised not to phase out any student residences operating at present to serve Indian students without first consulting the Indian people and their organization, the Manitoba Indian Brotherhood; that the Government be encouraged to staff the residences with people of native origin in key positions. Residences described above could continue to provide for children from broken homes and for those who live a great distance from schools. An example of the latter are those living along the Hudson Bay railway line.
- 8) that parents of the community be consulted by the school authorities regarding the school curriculum. Parents want to be involved in decisions regarding the school program. The valuable recommendations from parents on how to enrich the program culturally, materials to be used, what is to be taught, etc. would greatly enhance what school has to offer the Indian children.
- 9) that high schools be established at various reserves to serve the students of surrounding reserves. That such high schools be operated and maintained by an all Indian School Board.

It is evident that the federal government's present plan to provide high school education for Indian students is characterized by only limited success. For example, statistics showing Indian student enrollment in Federal and Provincial Schools in Grade XII over the years is as follows:

1949-50	1
1955-56	2
1959-60	7
1964-65	34
1968-69	58

The numbers in Grade Twelve are increasing but in terms of the total school population, the figures are unimpressive. To graduate from high school in 1968-69, a student would likely have started school in 1957-58. The enrollment figures for Grade 1 in that year was 1081. This indicates that 94.63% of the students failed to reach Grade XII. This is a straight forward indication that there is a need for further experimental programs to search for a means whereby Indian people will be able to attain the same educational standards as the majority of society.

Alternate means of obtaining the goal of high school education must be made possible. Reserve high schools would enable students to live in familiar surroundings, to live among their own people and be involved in a high school program better adapted to meet their particular needs:

- 10) that the Government provide as another alternate program for high school students, small-residence type accommodations. Such a residence should be designed to accommodate approximately twelve students to be maintained and supervised by Indian parents.

A homelike atmosphere would exist in this kind of design and it would operate more on a family basis than on an institutional basis. At present, residences resembling those recommended operate in Teulon, Manitoba, under the United Church Board of Home Missions. There is a residence for the boys and one for the girls, each accommodating 20 to 25 students. It appears to be a most successful operation. Statistics show retention rate between 1965-70 as being between 93% and 100%.

It appears that smaller residences operated by Indian people would be an improvement even over the Teulon residences and could be expected to produce even better results. The residences should be situated in towns and cities where high schools are available.

- 11) that the establishment of high schools at designated reserve points and the establishment of small-type residences in towns and cities as proposed in (10) and (11) be conducted on an

experimental basis. A study should concurrently be implemented by Indian people of all existing means of educating high school students to determine which means is proving most successful.

Too often, the Government has proposed plans that encompass total population. It is obvious that the first move was to schools on reserves, followed by a mass plan of residential schools, to a plan of integration. It appears that an attempt has been made to phase out the latter plan for a new one in each case. Presently, the stage is one of phasing out residential schools in favour of integration by having students bussed from reserves to schools and by a program of private home placement. Modifications are more in order in some cases than total rejection of a program.

With regard to our recommendations, we emphasize the need to experiment and evaluate before launching into full-scale operations as has been done in the past.

- 12) that there be adequate Indian representation on Provincial School Boards which have Indian pupils attending schools in their district or divisions.

We make the following recommendations in the area of Post-School Programs. Post-school programs refer to programs provided for those having completed high school and for those who are no longer in the In-School program.

- 1) that up-grading classes continue to be offered on and off reserves.

For many years, up-grading classes have been offered but the results have not been positive. The drop-out rate is astounding. Some reasons attributed to this failure are:

- i) lack of proper counselling prior and during the course
- ii) inadequately prepared instructors
- iii) irrelevance of content

Upgrading classes properly conducted can be a means for many Indians to eventually find economic security.

- 2) that basic literacy course be offered on and off reserves to enable those desiring to learn to speak, and to read and write in English to do so
- 3) that vocational training be offered on and off reserves. On reserve programs would be meaningful if conducted according to visible economic development.
- 4) that every effort be made to assist students in University to be successful. This could mean recommending to Universities a "Chair of Native Studies" to provide relevant programs. That a sincere and meaningful counselling and tutoring program be available to the students.

In the area of Adult Education we recommend the following:

- 1) Program designed to train native people as:
  - a) teacher assistants
  - b) counsellor assistants
  - c) recreation co-ordinators
  - d) police constables
  - e) medical assistants
  - f) magistrates
  - g) school trustees
  - h) automobile drivers, etc.
  
- 2) Courses in Administration and Human Relations for Chiefs, councillors, band manager, and band secretaries. That such training be provided in three levels to accommodate the various states of advancement that exist in Indian communities.
  
- 3) Courses on and off reserves in family education:
  - a) general home management
    - health
    - budgeting
    - cooking and sewing
  
- 4) Other Courses:
  - a) Human relations
  - b) The Indian Act
  - c) Legal right of Indians



- d) The law
- e) Politics and government

As an outcome of training programs it is imperative that recognition be given to trainees for certification equal to the trade to enable mobility of the candidates.

APPENDIX X

Report on Indian and Eskimo Education - Standing Committee on Indian Affairs and Northern Development 1971 (p. 27:5 to 27:15).

#### Transfer to Provinces

1. That the Government should continue its policy that no transfers of education programs from the federal level to provincial systems take place without the express and clear approval of the majority of the parents in each community concerned.

#### Culture

2. That all curriculums within the federal program be revised to include:
  - a) substantially more Indian history including Indian contributions to the economy, science, medicine, agriculture, exploration, etc.,
  - b) special courses in Indian culture, music, art, handicrafts, etc. and that pressure be brought upon the respective provincial systems to inaugurate similar reforms wherever Indian children are being taught.

#### Language Instruction

3. That the language of instruction at the pre-school level and up to the first or second year of primary school should be in the language of the local Indian or Eskimo community with secondary and tertiary languages English and/or French being introduced gradually through the pre-school and primary period and that courses linked to the local Indian or Eskimo culture continue to be taught in the local language throughout the primary level of school.

4. That decisions regarding the initial languages of instruction and the timing of introduction of secondary and tertiary languages should only be made after consultation with, and clear approval from a majority of parents in the communities concerned.

#### Pre-school Instruction

5. Over a phased period of five years that pre-school instruction be made available to all Indian and Eskimo children starting with the three year old category.

#### Student Residences

6. That the present departmental policy phasing out elementary student residences and encouraging local day schools is endorsed and that the funding necessary to achieve an early end to a system which sees children as young and five and six separated from their parents for eight or nine months of the year be provided.
7. That the existing secondary level student resident system for Indian and Eskimo children be phased out wherever the establishment of local high schools or use of non reserve high school facilities at closer proximity to the reserve or local communities is possible and is desired by a majority of local parents.

#### Vacations

8. That future educational programs provide for flexibility in the timing of vacation periods in consultation with individual communities.

9. That the government give consideration to the advisability of providing that sufficient funds be set aside each year to provide for transport to their homes, wherever it is possible of all boarding school students at Christmas.

#### Vocational Training

10. That vocational training programs be reviewed and revised in consultation with local Indian and Eskimo communities with provincial Indian associations, employers, provincial labour departments and the Federal Department of Manpower to achieve a vocational training program which will properly reflect the employment opportunities and employment requirements in the areas in which Indian and Eskimo young people live.

#### Education Committee and School Board Participation

11. That the setting up of education committees continue to be encouraged and that their scope and function be widened in consultation with regional Indian associations, and parents, to include a role in improving local community attitudes towards education.
12. That the question of the establishment of school boards to administer all schools located on Indian Reserves or within Indian and Eskimo communities be reviewed and considered in consultation with local, provincial and national Indian associations.

Higher Education

13. That Canadian universities and colleges be encouraged to initiate university and college courses both at the under graduate and post-graduate levels in Indian studies including Indian history culture, language, anthropological studies relating to the aboriginal peoples of North America, guidance counselling community and social work studies giving special attention to the Indian Eskimo and Metis peoples of Canada.
14. That the Government of Canada should widen its support for experimental teaching approaches and training programs designed for Indian Eskimo and Metis people at the secondary post-secondary and university levels.

Community and Parental Attitudes to Education

15. That consideration be given to providing additional resources be made available to Indian and Eskimo organizations in particular, earmarked for the specific purpose of encouraging parental involvement in education and fostering more positive community and home attitudes towards education.

Television

16. That in collaboration with the CBC educational programming be developed aimed specifically at the Indian Eskimo and Metis peoples of Canada including educational programming aimed at the pre-school, elementary school, secondary school and adult education levels.

Teacher Training Program

17. That the primary objective should be the setting up of additional teacher training and teacher assistant training programs.

APPENDIX XI



Indian Control of Indian Education N.I.B., 1973.

SUMMARY OF THE INDIAN POSITION ON EDUCATION

Indian parents must have FULL RESPONSIBILITY AND CONTROL OF EDUCATION. The Federal Government must adjust its policy and practices to make possible the full participation and partnership of Indian people in all decisions and activities connected with the education of Indian children. This requires determined and enlightened action on the part of the Federal Government and immediate reform, especially in the following areas of concern: responsibility, programs, teachers, facilities.

Responsibility

Local Control      Until now, decisions on the education of Indian children have been made by anyone and everyone, except Indian parents. This must stop. Band Councils should be given total or partial authority for education on reserves, depending on local circumstances, and always with provisions for eventual complete autonomy, analogous to that of a provincial school board vis-à-vis a provincial Department of Education.

School Board  
Representation

It is imperative that Indian children have representation on provincial school boards. Indian associations and the Federal Government must pressure the Provinces to make laws which will effectively provide that Indian people have responsible representation and full participation on school boards.

Transfer of  
Jurisdiction

Transfer of educational jurisdiction from the Federal Government to provincial or territorial governments, without consultation and approval by Indian people is unacceptable. There must be an end to these two party agreements between the federal and provincial governments. Future negotiations with provincial Education Departments for educational services must include representatives of the Indian people acting as the first party. The Federal Government has the responsibility of funding education of all types and at all levels for all Indian people.

Indian  
Control

Those educators who have authority in all that pertained to Indian education have, over the years, tried various ways of providing education for Indian people. The answer to providing a successful educational experience has not been found. There is one alternative which has not been tried before: in the future, let Indian people control Indian education.

Programs

## Kinds

A wide range of programs is needed in the Indian community. The local Education Authority must take the initiative in identifying the needs for adult education, vocational training, remedial classes, kindergarten, alcohol and drug education, etc., etc.

The local Education Authority must also have the authority to implement these programs, either on a temporary or long-term basis.

Language  
and  
Culture

Indian children must have the opportunity to learn their language, history and culture in the classroom. Curricula will have to be revised in federal and provincial schools to recognize the contributions which the Indian people have made to Canadian history and life.

Cultural  
Education  
Centres

Cultural Education Centres are desperately needed. Considering the vital role that these Centres could play in cultural, social and economic development, it is imperative that all decisions concerning their evolution, i.e., goals, structure, location, operation, etc., be the sole prerogative of the Indian people. The Minister is urged to recognize the rights of the Indian people in this matter. He must insure:

(a) that the Indian people will have representatives on any committees which

will decide policy and control funds for the Cultural Education Centres;

- (b) that enough funds are made available for capital expenditure and program operation.

Teachers

Native  
Teachers  
and  
Counsellors

The Federal Government must take the initiative in providing opportunities in every part of the country for Indian people to train as teachers. The need for native teachers is critical. Indian parents are equally concerned about the training of counsellors who work so closely with the young people.

Non-Indian  
Teachers  
and  
Counsellors

Federal and provincial authorities are urged to use the strongest measures necessary to improve the qualifications of teachers and counsellors of Indian children. This will include required courses in Indian history and culture.

Language

As far as possible, primary teachers in federal or provincial schools should have some knowledge of the maternal language of the children they teach.

Qualification It should be the accepted practice that only the best qualified teachers are hired for Indian schools, and always in consultation with the local Education Authority.

Para-Profession- More Indian teacher-aides and more Indian  
als counsellor-aides are urgently needed throughout the school systems where Indian children are taught. The importance of this work requires that the candidates receive proper training and be allowed to operate at their fullest potential.

### Facilities

Kinds Education facilities must be provided which adequately meet the needs of the local population. These will vary from place to place. For this reason, there cannot be an "either-or" policy, which would limit the choices which Indian parents are able to make. In certain localities several types of educational facilities may be needed: e.g. residence, day school, integrated school. These must be made available according to the wishes of the parents.

Substandard            Substandard school facilities must be replaced and new buildings and equipment provided in order to bring reserve schools up to standard. Financing of such building and development programs must be dealt with realistically by the Federal Government.

Integration            Responsibility for integration belongs to the people involved. It cannot be legislated or promoted without the full consent and participation of the Indians and non-Indians concerned.

Conclusion            There is difficulty and danger in taking a position on Indian education because of the great diversity of problems encountered across the country. The National Indian Brotherhood is confident that it expresses the will of the people it represents when it adopts a policy based on two fundamental principles of education in a democratic country, ie.:

.....parental responsibility, and  
.....local control.

If this policy is recognized and implemented by officials responsible for Indian education, then eventually the Indian people themselves will work out the existing problems and develop an appropriate education program for their children.

## M E M O R A N D U M

ALL SCHOOL SUPERINTENDENTS

Your File No.  
Votre dossierOur File No.  
Notre dossier

1/25-11 (E.3)

Director, Education Services

Date

November 10, 1967

Joint School ProgramEDUCATION DIVISION LETTER NO. 24

The primary role of the Education Directorate is to assist Indian people toward educational integration and emancipation as rapidly as possible. There was considerable initial resistance to this goal from many quarters outside the Branch but, because we were convinced that the policy of integration was the only possible long-range goal, we persisted. The initial objections to integration were relatively easy to withstand and have consequently disappeared but have been replaced by a more subtle, "scientific" argument which tends to flatter our ego and consequently exerts a much more subtle appeal.

This newest argument runs something like this. Indians are different. They require a different education. They should receive this education from educators who are specialists. The specialists who should come forward, of course, are the educators in the Indian Affairs Branch.

If we are honest with ourselves I think we will have to admit that there are no educators in Indian Affairs who were specialists in the education of minority groups before they joined the Branch. We learned on the job. Others can do the same and the Indian pupils will benefit from this learning. If we have a particular job to do in addition to encouraging integrated schooling it is to help the provincial educator gain a competence in catering to the special needs of Indian children.

Our professional reputation depends upon how rapidly and how well we develop a system of integrated education rather than on how well we patch up our own system. I do not believe that running a competitive school system will be fruitful even if we explain away our ambivalence by saying that we are "teaching by example".

Some educators state that integration has gone about as far as it can go in such and such an isolated area and, of course, the statement is true (in a literal sense) if there are no non-Indians in the area, but surely that fact does not mean the school must, therefore, be excluded from the mainstream of education. I can see no reason why the whole school cannot be integrated into the provincial system. After all,



- 2 -

provincial school boards have demonstrated, across the country, that they are more than capable of operating schools where only Indian children attend.

It is true that we all tend to resist change and I am sure that there are groups of Indian people who are still apprehensive about their children entering the provincial school system. If one of our problems is an inertia at the local or community level, perhaps it would help us to look at how other education changes are being brought about.

In Canada today education changes are almost invariably brought about by the central authority and I am thinking now about reform in both administration and curriculum in almost every Province in the country. In each case the Provincial Government brought about the change, at least in part, through economic persuasion. The grant system was designed to make sure that acceptance of the new program was to the economic advantage of the local board. To effect the necessary changes governments have increased their grants and in some cases have taken over the total financial burden for a particular program.

Indian Affairs Branch staff will be remiss if they do not exercise the same economic discretionary power. It should, and will, become much more difficult to pay for Branch programs than to pay for those aimed at attaining the goal of integrated education.

Economic incentives are not the only way to bring about change. Accurate and adequate information as well as appropriate legislation are essential ingredients. It is our job to provide the necessary information, not only to Indian people but to provincial administrators as well so that two things can happen. The Indian people can see the advantages of becoming part of the main stream and the administrator can see the necessity for changes not only in his education program but in provincial legislation as well.

Necessary changes when left too late require sudden sweeping corrective action which is frequently followed, unfortunately, by a strong counter movement among the people affected. I believe we have avoided the necessity of taking extreme measures by moving steadily but surely ahead in our program. However, when there is 10% of the Indian school population in high school, as opposed to 25% or 30% in the provinces, there are many who will say that sweeping changes are already overdue. I believe that we can avoid the necessity of taking severe corrective action only by moving our present program of integration ahead at an accelerated speed.

I would appreciate receiving your considered comments on this very important matter. Would you also please forward an outline of the action you propose taking in order to ensure a completely integrated education system.

WALLER

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