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SCHOOL IN CRISIS

Tobique Education Evaluation Report

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by W.D. Hamilton and R.D. Owston

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### Prefatory Note

Prior to undertaking this study, we had occasions to work with a number of the people of the Tobique Indian Reserve, largely through the University of New Brunswick's Indian Students Teachers' Program. Bonds and friendships thus formed made the task of undertaking and carrying out the study much easier and considerably more enjoyable than it might otherwise have been. We are especially indebted to Chief George Francis for his overall leadership of the project. Although the report contains pointed criticisms of aspects of the Band administration of Chief Francis and his Council at Tobique, it is a mark of the stature and graciousness of the man that he was the first to praise it for its thoroughness and candor.

Other leaders at Tobique responded as positively, both towards the conduct of the study and its findings--James Bear, Peter Bernard, and Andrew Nicholas, for example, to mention only some of those in key positions in the community. Parents and others interviewed in their own homes were, almost without exception, more than cooperative, and candid to a fault. We much appreciate the trust which the community in general placed in us throughout this study, and we have emerged from it with even greater admiration for the Tobique people than we had at the beginning. As the report reveals, this community has a serious problem with its school. In part, this is undoubtedly because the people of the community are thinking people, tending

towards individualism, not all of whom have been content to settle for whatever type of educational establishment happened to emerge in their midst. There may be more turmoil to come before this community finds stability and unity, but what must be understood is that positive creative forces are at play here, which omens very well indeed for the longer-term future.

This study could not have been done as it was without the cheerful, personal, and very competent "guidance from above" of Ms. Mary K. Rombout, Evaluation Manager (Corporate Policy), Indian and Northern Affairs, Ottawa. Her role was critical in the drafting of the terms of reference for the study, in acting as liaison between Ottawa and the field throughout, and, last but not least, in managing the budget and getting expense and other accounts processed through the federal bureaucracy.

Finally, we wish to thank the teachers and supervisory personnel of District 31 who gave us much of their time and assisted us in providing school records and other data on the Tobique students enrolled in their schools. Their willingness to cooperate in whatever way we requested was indicative of their concern for the betterment of the education of the Tobique people.

## I Introduction

On 24 August 1981, Professors W. D. Hamilton and R. D. Owston, of the Faculty of Education of the University of New Brunswick, entered into a six-month contract with the Evaluation Branch, Corporate Policy Section of the Department of Indian and Northern Affairs, Ottawa, to do a comprehensive evaluation of the federal school at Tobique, New Brunswick, and more broadly speaking, of the educational opportunities and services available to children residing on the Tobique Indian Reserve.

The request for this study had been made by Chief George Francis and the Council of the Tobique Indian Band to the Evaluation Branch of Indian Affairs, and terms of reference for it had been developed over a period of more than a year by an Evaluation Advisory Committee of the Tobique Band Council on which the Evaluation Branch was represented by Ms. Mary K. Rombout, and local provincial school District 31 by Mr. Hudson Clowater.

The terms of reference (Appendix A) were premised on the assertion that both the Tobique Band and the Department of Indian Affairs were committed to a policy of "Indian control over Indian education," and it was within the context of this stated policy that the study was undertaken. Above all else, the study was designed to assist the Band in determining when and how they might proceed to assume operational control over the education program offered to the children of Band members residing on the Tobique Indian Reserve.

### A. The Tobique Community

The village on the Tobique Indian Reserve is situated on a scenic point of land on the south side of New Brunswick's St. John River at its junction with the Tobique, ten kilometers north of the town of Perth-Andover. With some 600 residents, occupying 137 households, Tobique is, by any measure, a tiny community. But the fact that it is the largest, and in many ways the most highly developed, of the five Maliseet settlements in New Brunswick gives it an importance far out of proportion to its size. In this report, Tobique is not viewed merely as a small rural New Brunswick community, but also as the principal settlement and cultural center of the Maliseet nation.

### B. The Tobique School

For several generations, Tobique had a modest federally-operated elementary school which provided the basic education that most of the adult residents of the reserve today possess. In more recent years, Tobique children wishing to obtain further schooling have attended junior and senior high school in Perth-Andover. Of those who have done so, quite a number have also proceeded to universities and other post-secondary institutions to acquire academic, professional, and semi-professional qualifications. A medical doctor, two lawyers, a civil engineer, several social workers, and a number of university-graduated teachers account for only a few of those whose academic and professional accomplishments have demonstrated that the Tobique people are talented, persevering people who have earned the right to have confidence in the educational capabilities of their children and to insist on access to a first rate school for them.



Until the mid-1970's, the elementary federal school at Tobique was staffed by the Sisters of Charity and administered by the Department of Indian Affairs. By all accounts, the "old school" was a tolerably effective institution within the paternalistic tradition, and relations between the Sisters and the community were usually good. But everything changed in 1975 when, through the efforts of the Band, a handsome new school building was opened on the reserve by Indian Affairs and a bold new plan of "Band control over education" was implemented by agreement with the Department.

Born of the idealism which permeated Native Indian movements and North American society generally in the 1960's and early '70's, the new Mahsos School was envisioned as an instrument for restoring pride in culture and for expressing and preserving the Maliseet heritage. Physically, educationally, culturally, and administratively it was to be a model for Indian education in the province and country. The following passages from a brochure published at the time hint at the utopian dreams of its founders:

Recognizing that people are the most important resource in any society, the Tobique Band wishes to insure that each child on the Reserve is given the opportunity to develop his potential abilities to the fullest extent possible...

The Band looks to the school as the meeting place of its past and its future. The young will be educated there in the rich heritage of the Maliseet Indians. The old will share their wisdom and experience to continue the traditions of the Maliseet Indians...

The Band knows that tomorrow's decisions require vision and fortitude. The community expects the school to serve as the center for developing the next generation of the Maliseet in this heritage. The community expects to reach out across the land and the waters it lives with to attract the best available resources.

A democratically-elected school committee was put into place; a Native Indian Principal was recruited from the United States, and any number of innovative initiatives were taken. But alas, within a few months, the Principal had abandoned his post without leave taking;<sup>1</sup> within a few more months the school committee had dissolved in anger and disarray, and the Band was left with no choice but to invite the Department of Indian Affairs to take back control over the school and the education program. Exactly what went awry may not yet be fully understood in the community, but the current consensus is that the Band was simply not qualified or ready to assume the responsibilities which followed their decision to launch and operate a new school in 1975.

Any number of problems have flowed from this initial failure. Central among these is that, though nominally and legally the Department of Indian Affairs resumed responsibility for the school in 1977, the agency never reasserted effective control over it. At present, the situation is ambiguous and chaotic. Both Department and Band employees teach and work in the school and both agencies are making decisions, in isolation from one another, which have profound implications for the quality of the school's program and its chances for survival.

Linked to the fact that no agency is exercising effective control over Mahsos School is the fact that a large segment of the Tobique public have lost confidence in the institution -- so much so that nearly half the children of elementary school age in the community have been removed from the school by their parents and enrolled in

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<sup>1</sup>The sudden departure of the first principal was only the first of many problems with this position. Principals and Acting Principals, 1975 to date, have been: D. Kipp, 1976; A. Nicholas, 1975; G. DeWitt, 1976; T. Huggard, 1976-78; J. Jacques, 1978-80; T. Huggard, 1980-present.

the provincial schools in Perth-Andover.<sup>2</sup> In this report, this fact is not dealt with as the main problem facing the school, however, but rather as the most obvious symptom of the larger problem mentioned above. All other problems too -- from the rapid staff turnover rate,<sup>3</sup> to parental allegations of lack of discipline in the school, lack of academic rigor, lack of specialist services and equipment -- can be explained, in whole or in part, in terms of the fact that Mahsos school is a ship adrift at sea without a compass.

It is the contention of this report that the situation in which this school finds itself is a desperate one which must be decisively corrected without delay if the school is not to continue to shrink in enrolment and credibility to the point that it becomes no longer economically or otherwise feasible to continue its operation.

The following chart shows the 1981-82 staff complement of Mahsos School:

<u>Name/Degrees</u>	<u>Dates of Service</u>	<u>Maliseet/ non-Indian</u>	<u>Employer</u>	<u>Grade or Class</u>	<u>No. Pupils Mahsos</u>
Turner Huggard, BA, MA, BEd	1976-78 1980-	non-Indian	Dept.	Prin.	--
Paula Pirie, BEd	1981-	Maliseet	Band	1	8

<sup>2</sup>Enrolments as of 31 December 1981: Mahsos School (Grades 1-7), 53; Perth-Andover elementary schools, 39. In 1975-76, there were 21 Tobique students in Perth-Andover elementary schools. The next year there were 40. Enrolments since then have been as follows: 1977-78, 29; 1978-79, 32; 1979-80, 41; 1980-81, 42; 1981-82, 39.

<sup>3</sup>The turnover of principals was given in footnote #1. In all, 32 teachers have joined the staff of the school since 1975, of whom 10 remain. The average stay of those leaving has been less than 3 years; 4 of them quit without notice, 6 resigned, 7 were laid off, 2 were fired, and 3 were transferred elsewhere by Indian Affairs.

<u>Name/Degrees</u>	<u>Dates of Service</u>	<u>Maliseet/ non-Indian</u>	<u>Employer</u>	<u>Grade or Class</u>	<u>No. Pupils Mahsos</u>
Mary Perley, BEd	1981-	Maliseet	Band	2	8
Timothy Nicholas, BEd	1981-	Maliseet	Band	3	8
Warren Tremblay, BEd	1981-	Maliseet	Band	4	7
Jacqueline Francis, BS(Ed)	1975-	Maliseet (by marriage)	Dept.	5	7
Gary Sappier, BA, BEd	1975-76 1979-	Maliseet	Dept.	6	7
Brian Clark, BA, BEd	1975-	non-Indian (wife Maliseet)	Dept.	7 8	8 <u>5</u>
			Total (Grade 1-7)		53
			Total (Grade 1-8)		58

Kindergarten (½ day)

Evelyn Sappier	1975-	Maliseet	Band	K-5	9
Marilyn Nicholas	1975-	Maliseet	Band	K-4	<u>11</u>
					20

Phys. Ed. Aide

John Perley		Maliseet	Band	--	--
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If the 39 students attending Perth-Andover schools (Grades 1-7) were in attendance at Mahsos, the teacher-pupil ratio would be approximately 1:12; as the situation stands (in Grades 1-8), the ratio is not much better than 1:7 -- while the Indian Affairs norm is 1:18. On the basis of this statistic alone, it is obvious that Mahsos is a school in trouble.

## II Methodology of the Study

The methodology of this study was largely set out in the terms of reference (Appendix A), but the emphases and the specific procedures followed were developed by the principal investigators.

### A. Community Survey

In late August and early September, 1981, a community opinion survey was conducted on a door-to-door basis by a team of two university students (a Tobique Band member and a former Band member) who were selected, trained and supervised by the principal investigators. The survey questionnaire (Appendix B), which consisted of 54 items (including 23 identification and factual items), was administered orally by the student interviewers, who also recorded in writing the responses given. The anonymity of the 137 persons interviewed was protected from all but the interviewers themselves.

The survey yielded data (Appendix C) concerning public attitudes towards Mahsos School across a broad spectrum of topics (including curriculum, instruction, discipline, communication, school services), public perceptions of the reason Band control over education failed when first introduced at Tobique, public opinion concerning possible future Band control and the future management of the school. Several items also allowed for public assessment of the suitability and quality of the schooling available to Tobique children in the provincial schools in Perth-Andover, and for other expressions of opinion.

## B. Interviews

In addition to the survey conducted throughout the community, one-to-one interviews of 30-60 minutes duration each were conducted with the following persons in accordance with the terms of reference of the study:

1. Eleven persons (or pairs of parents) named on a list provided by the Band Manager (Appendix D).
2. The Principal and all teachers (as well as 1980-81 teachers no longer on staff) at Mahsos School.
3. Eleven administrators and teachers in the provincial system of District 31, representative of the Board Office and all three Perth-Andover schools attended by Tobique children.
4. Three former residents of Tobique now living in Fredericton.
5. Two senior Indian Affairs officials.

The interviews were structured to elicit responses on the key issues, but allowance was also made for those interviewed to discuss questions arising from their own concerns or knowledge. In all but a few instances, the interviews were recorded in shorthand with the understanding that the transcripts would be treated confidentially, or anonymously.

## C. Analysis of School Records

A variety of school records and files was made available by the Principal of Mahsos School, but regrettably, student cumulative record folders in the school have not been consistently kept up through the many changes in school administration which have occurred. Copies of student record folders (with names deleted) and other data,

including certain standardized test statistics, were provided by District 31 authorities for those students who transferred to Perth-Andover schools.

#### D. Test Administration

Because no useful standardized test statistics were available for the students currently attending Mahsos School, the Canadian Tests of Basic Skills were administered there to all students in Grades 2 to 8, with the cooperation of the teaching staff during the week of 19 October.

#### E. Sub-Consultants' Visits and Reports

The following sub-consultants were engaged with respect to the areas indicated:

- Professor Margaret MacLean, UNB (Language Arts Education)
- Professor Marian Small, UNB (Mathematics Education)
- Mrs. Villa Urquhart, School District 8 (General Academic Diagnosis)
- Professor Phillip Wright, UNB (Physical Education)

Each sub-consultant spent one full day in Perth-Andover schools and a full day at Mahsos School, and each filed a written report based on his/her classroom observations and discussions with teachers and school administrators (Appendix E).

#### F. Consultants' On-Site Work

The principal investigators spent considerable periods of time on-site -- roughly 12 days in all -- attending meetings of the Evaluation Advisory Committee, conducting interviews, administering

tests, speaking with teachers, and meeting with the Chief and Band Manager. They also visited the District 31 board office and the Perth-Andover schools on different occasions.

#### G. Former Studies

The following former studies relating to the Tobique community and school were consulted:

Goddu, R. and Nicholas, D., Community Survey of Tobique Reserve: Perceptions and Attitudes About the Elementary School, 1975, 10 pp.

Goddu, R. and Nicholas, D., Report on Workshop on Band Control of Education, Tobique Band, Maliseet Nation, August, 1979, 10 pp.

Huggard, T., Assessment of Mahsos School, September, 1980, 13 pp.

Nicholas, D., Education Report to the Chief and Council, Tobique Indian Reserve, October, 1978, 19 pp.

Paul, S., Community Profile of the Tobique Indian Reserve, August, 1979, 17 pp.

#### H. Study Tours to Other Reserves

Two study tours to other reserves were undertaken. The first, to Eskasoni, Nova Scotia, on 25-26 September 1981, involved nine members of the Tobique Band including the Chief, the Band Manager, and three other members of the Tobique Evaluation Advisory Committee. The second, to Alkali Lake, British Columbia, on 14-18 December 1981, involved two members of the Tobique Band who were also members of the Evaluation Advisory Committee.

The study tour to Eskasoni (near Sydney), Nova Scotia, was significant in that it enabled the participants to examine a Band takeover of an education program in progress at a Maritime provinces



location. Key features of this takeover are that it was gone about in a studied, methodical way; that it is being effected under the supervision of a professional employee of the Department of Indian Affairs who is on secondment to the Band as Band Education Director; and that it has involved the negotiation of a detailed written agreement between the Department and the Band which is available as a reference document to any other Band in the region.<sup>4</sup>

The study tour to Alkali Lake (near Williams Lake), British Columbia, provided participants with an opportunity to examine the education program of a Shuswap Indian Band who have had control over their own school (the Sxoxomic School) for several years and who are conducting their educational affairs effectively. Among key observations made were that the Band Education Authority (or school board), which functions independently (de facto) of the Chief and Council, has operational responsibility for curriculum, staffing, budget, and the development of education policy; that effective communication and maximum community participation are achieved goals of the Authority; and that the Principal of the school is the main interlocutor among pupils, parents, teachers, and the Education Authority.

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<sup>4</sup>Concern was expressed at Eskasoni about whether or not the Department of Indian Affairs would take the terms of the agreement seriously and abide by them. For example, delays had already been experienced in the transfer of funds to the Band.



### III Results

The results of the study are divided in this report into two distinct categories: (a) public perceptions, and (b) other findings. In reporting on the first category the principal investigators are not speaking for themselves (except where this may be stated), but rather for the residents of Tobique, as their perceptions and opinions were conveyed through their responses to the community survey questionnaire and the one-to-one interviews. In the category of "other findings," more interpretations by the principal investigators or the sub-consultants will be found.

#### A. Public Perceptions

1. Why was the Band unable to make a success of its first takeover of control of the school, or why did the Band surrender this control?

Of the 137 persons to whom this question was asked in the house-to-house community survey, 62 offered responses. Of these, 53 per cent stated that the Band was unqualified, or incompetent, to retain control; 31 per cent felt there was a lack of financial support from the Department; and the others cited "community interference" with the school and a variety of other reasons as explanations.

A number of the Band members interviewed at length also cited Band lack of expertise or experience, or unreadiness, as the main reason why the first attempt at Band control failed. Some gave

detailed accounts of the violent differences of opinion and the personality clashes which allegedly marked the meetings of the first school committee.<sup>5</sup>

Here are four sample comments on this question from the interviews:

- The first committee dissolved because they did not anticipate all the problems; things happened too fast.
- The first school committee failed because of the inexperience of the Band; Tobique people did not understand the school system.
- A lot of the members were not qualified to make decisions. Emphasis was often on "Indianness" -- not education. The committee dissolved because of conflict with the Chief and Council.
- The committee members could not work together; it got to the point where questions were answered with threats.

2. What is the principal problem today with Mahsos School?

From the community opinion survey, no consensus was obtained as to what is the principal problem today with Mahsos School. Undoubtedly, some responses to the question relate to the internal operation of the school alone, while others relate to the overall management of the education program. This seems particularly evident when it is noted that no person interviewed mentioned the loss of students to the town schools as the principal problem. Of the 137 questioned, 80 did identify a main problem. These 80 responses break down as follows:

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<sup>5</sup>It might be noted that those interviewed included several former members of this committee.

Lack of discipline	28%
Weak administration	19%
Political interference	15%
Poor community support	11%
Low teacher qualifications	9%
Other	19%

It is difficult to know if "Weak administration" may, in some cases, include "Political interference" on the one hand, or "Lack of discipline" on the other. The responses suggest that this question should have been more precisely phrased.

The interviews were more informative on this question than the survey is since they provided for free discussion of all major issues. There was very little criticism of teacher qualifications in the interviews, but there was some qualified criticism of "standards" at Mahsos School. As far as in-school problems go, discipline was again cited by quite a number of people (including a few teachers) as a problem or concern.

The interviews were in no way ambiguous on the question of political interference as a major problem of the school. Almost every Band member interviewed and almost every teacher at the school was at pains to stress that political interference was not only a problem, but a serious threat, and, in candor, it must be stated the finger of criticism on this issue was often pointed directly at the Chief of the Band. Here are seven sample comments:

- The Chief and Council create problems for the school. They have too much power. [teacher]
- The Chief calls the shots; the Principal doesn't have anything to say. [teacher]

- The Principal should have more control instead of having to run to the Chief and Council. [teacher]
- The Chief has decision-making power and he is totally irresponsible and thoughtless about it. He is not interested in education. [teacher]
- Mahsos is controlled and run on a personal basis by the Chief. [parent]
- Politics should not be involved. The Chief has brought damage to the school. [parent]
- Probably the Chief did the hiring of teachers, in 1981 -- not the Council. This kind of one-man management is not found on other reserves in New Brunswick. [parent]

Several other problems were mentioned in the interviews as major ones, including the problem of communication among the Chief and Council/School Committee/Principal. The Principal, when questioned about communication, stated that his letters to the Chief and Council are not answered or acknowledged, that his advice is not sought and, when offered freely, is ignored. He is not invited to attend meetings of the current school committee (supposedly a liaison committee between the school and the Council), and he was not directly consulted, for instance, concerning the four teaching positions filled for 1981-82 before the appointments were made. Neither was he consulted on the preparation of the 1981-82 education budget. These claims correspond with public and teacher perceptions of the Principal's role, or lack of it, in the overall operation of the school.

3. What other perceptions do the public have of Mahsos School?

From those who offered responses to the main items on the community survey questionnaire pertaining to public perceptions of Mahsos School, the following results were obtained, in terms of the most frequent responses:

	<u>Number Responding</u>	<u>Agree</u>	<u>Disagree</u>
Students/teachers work well together	51	59%	31%
School reports are informative	46	74%	22%
School listens to parents' concerns	56	63%	32%
School teaches basic skills well	57	79%	16%
Teachers are strict enough but not too strict	48	58%	35%
Teachers are good	56	59%	38%
Student activities are good	47	45%	51%

Another matter on which opinion was expressed in the survey and interviews was the need for greater use of school facilities for community purposes; for example, adult education courses, and recreational programs. Fifty per cent of residents stated that, at present, they seldom or never have occasion to make use of the school facilities.

It should be noted that, because the community opinion survey was conducted in August/September, 1981, any perceptions are not of the 1981-82 school staff or operation.

4. What other perceptions do the teachers have of Mahsos School?

From the interviews held with teachers and former teachers, the following perceptions, in addition to those already mentioned, were noted:

<u>Item</u>	<u>Summary of Teacher Perceptions</u>
Principalship	Rapid turnover of principals since 1975 has had a devastating effect. One principal was seldom in the school; one was not a teacher; one had no interest in education or children.

<u>Item</u>	<u>Summary of Teacher Perceptions</u>
Present Principal	Enjoys good relations with children. Some rapport with parents. Permits teachers to enforce discipline, but has no discipline policy. Is crippled by lack of communication and support from above, but also communicates poorly with teachers in the school. Provides no instructional leadership or classroom assistance.
Teachers	Generally qualified and serious, but lack much needed professional assistance. Tend to form cliques and communicate poorly. Feel insecure, discouraged.
Parents	Many lack confidence in the school. Some hypercritical, especially of Indian teachers. Others unconcerned.
Students	Students need Mahsos School as a "backup" school. Many of the students remaining are underachievers requiring special attention. Poor academic performance of these children does not reflect badly on the teachers, but the public might not understand this.
Future	Grim. No hope without positive changes in the management of the education program from the top down. To succeed in the long run, the school must be comparable to District 31 schools in all respects. (Some would have District 31 take over the school.)

5. Why have so many parents withdrawn their children from Mahsos School and enrolled them in Perth-Andover elementary schools?

The interviews with members of the Tobique public, Mahsos teachers, and teachers and administrators in Perth-Andover all reveal that a large segment of the Tobique public lack confidence in the capacity of the Mahsos School to provide a quality education for their children.

Interestingly, no parent among those interviewed who had children attending school in Perth-Andover voiced any criticism against Perth-Andover schools, and several parents had high praise for these schools.



Similarly, no teacher or administrator interviewed in Perth-Andover offered any adverse criticism of Tobique children or parents. On the contrary, they extolled the academic and athletic achievements of a number of the children and pointed out that they often bring special talents and backgrounds to the school which affect the curriculum and program of activities in a positive way. The only concern expressed by these teachers was that their classes are already too large and that every student added (Indian or not) exacerbates this problem.

While the interviews conducted at Tobique were almost unanimous in pointing to the public lack of confidence in Mahsos School as the main reason why parents withdrew their children from it, several other reasons were identified, as follows:

<u>Item</u>	<u>Comment</u>
The free transportation, lunch money, and gym uniforms provided by Indian Affairs to children who attend provincial schools are an inducement to parents to enroll their children in these schools.	A number of parents and most teachers see this as an important factor.
A number of parents prefer to be rid of their children for the whole day.	Mahsos teachers, especially, feel that this is so.
It is a "social thing," with "middle class" Indians, in particular, to send their children to school in town.	Some teachers and others feel that this is so and that nothing can be done to change it.
In households where the mother is "white," the decision to send the children to school in town can be regarded as a racial decision. <sup>6</sup>	A number of teachers and others stated this, but no "white woman" did.

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<sup>6</sup>There are approximately 25 non-Indian wives and mothers at Tobique.

<u>Item</u>	<u>Comment</u>
In principle it is preferable for all races to be educated together as equals.	This is a minority view, but those who hold it feel strongly about it.
The Perth-Andover schools provide many more educational opportunities.	This is the typical view expressed by those whose children are attending the provincial schools. It is only another way of saying that Mahsos School is inadequate.

## B. Other Findings

### SCHOOL MANAGEMENT

The findings with respect to the management of the school were stated in essence in the introduction to this report: that is, the school is not under the control of any one agency, with the result that it is directionless. Except for doling out the annual budget and doing whatever else it must do, the Department of Indian Affairs has been taking a hands-off approach to the operation of the school. On the other hand, because they have no formal responsibility for the conduct of the school, the Chief and Council take no informed educational interest in it.

The negative effects of this non-management of the school are many, and they permeate the whole system. A Principal of a school cannot do the job for which he is paid if he is not consulted on major issues and made a party to discussions leading to decision-making. Neither can he do the job properly when his communications are ignored. To the extent that he does not know to whom he is accountable, he is rendered impotent and ineffective; he can have no confidence and instill none in his teachers. Teachers must be answerable to the Principal of a

school if there is to be institutional harmony in the long run. The situation of Mahsos School is such that no teacher need feel answerable to anyone, except possibly directly to the Chief and Council in some respects in the case of those teachers employed by the Band. It would not matter which teachers, which Principal, or which students were at Mahsos: the school would not function as a school should under conditions such as this. In fact, it is surprising that it still works as well as it does, a situation which would seem to be attributable only to the personal goodwill and professionalism of the Principal and teaching staff.

#### SCHOOL ADMINISTRATION

Given the state of affairs already described, it is not possible to assess the internal administration of Mahsos School meaningfully. The Principal could do relatively little to improve the school no matter how much he tried or how talented he was. Besides, the uncertainty and isolation of a position such as he occupies would almost inevitably engender an attitude of hopelessness.

Public and teacher perceptions of a school discipline have been mentioned. Maybe discipline or discipline policy could be improved. But has the School Committee discussed this seriously with the Principal? Have the Chief and Council expressed a constructive interest in it? Has Indian Affairs? Who would stand behind the Principal if new discipline policy initiatives boomeranged? In spite

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<sup>7</sup>When the Principal of Sxoxomic School, at Alkali Lake, B.C., was asked how he would respond to a lack of consultation from above such as the Principal at Tobique is experiencing, he stated that he would not continue in the position under such conditions because they were "insane."

of the general perception that discipline is weak at Mahsos School, most teachers nonetheless feel that the children are better behaved than they were in previous years, and under previous principals. In spite of claims to the contrary, the present Principal has an identifiable philosophy of discipline; briefly, it is to treat the children in a decent, kindly way; be grateful if you get some show of respect and good order in return; and avoid regimentation, rules and punishment as much as possible. This may be the wisest approach which could be taken to discipline at Mahsos School at the moment. Maybe no other approach would be as acceptable to students and parents. Direct comparisons with Perth-Andover schools are not very helpful. These schools are relatively large and crowded. More rules are needed. And many of the children attending these schools are accustomed to abiding by strict codes of conduct. It is true, of course, that most Tobique students who attend these schools conform readily to the discipline policies enforced in them, but they are under considerable pressure to conform -- from parents, peers, and the whole tradition of the system. If the same students were attending Mahsos School, the same discipline policies might cause both them and their parents to respond defiantly.

The teachers at Mahsos School feel that the Principal could provide more instructional and academic leadership and assistance than he does, and the report of one of the sub-consultants points to his failure to do so as being a serious shortcoming of his administration. This is an area in which the Principal is not inhibited from acting should he choose to become more meaningfully involved.

A number of the teachers also feel that internal communications are poor between the Principal and the staff. Again, the Principal

might explore possibilities for improvement in this area, but the teachers themselves should examine their attitudes and consider whether they may be contributing to communication problems by forming cliques and not meeting the Principal half way. The Principal maintains a "communications book" in which he files all written notices and reminders which he prepares for staff members. Even in the smallest schools, it is best to write important messages down, but in a school as small as Mahsos most communication should be oral and casual. Again, if the Principal were more directly involved with the whole curriculum, this problem might not exist.

The school records and files would seem to leave a good deal to be desired, but how much of this is attributable to current practice and how much to the discontinuity caused by the coming and going of administrators is difficult to ascertain. Maybe it would be fair to observe, however, that this is an area about which little concern would seem to have been shown at any time at Mahsos School relative to the concern shown for good record keeping in most provincial schools.

#### TEACHING STAFF

The Principal and all seven of the regular staff members (Grades 1-8) at Mahsos School are properly qualified in formal terms -- at least as well qualified in these terms as most other elementary school teaching staffs in the province. Strict formal qualifications and the real qualifications and qualities needed to do a first rate teaching job are not always synonymous, of course, but as far as the performance of the teachers is concerned, no problem which could not be corrected was isolated in the course of this evaluation study.

This is not to say no problems exist. For example, the Chief and Council engaged four newly-graduated and inexperienced teachers, on a staff of only seven classroom teachers, in the fall of 1981. Inexperienced teachers should have an opportunity to learn from experienced teachers on a school staff. This is hardly possible at Mahsos School, but since these engagements are now water under the bridge, the only proper way to deal with the situation is to ensure that the teachers concerned get maximum assistance and ongoing in-service training. A role for the Principal in providing such assistance has already been mentioned. These teachers should be encouraged too to consult with their counterparts in the provincial school system and to attend provincial conferences and workshops.<sup>8</sup>

The sub-consultants' reports (Appendix E) are recommended in their entirety to those interested in an assessment of the instruction which is taking place at Mahsos School and a comparison of that instruction with what is being given in Perth-Andover schools. At the risk of oversimplifying, it can be stated that, in general, spirited, imaginative teaching is being done in town, while much of that being done at Mahsos is ritualistic and uninspired, and thus inevitably less effective. This is not a reflection on the teachers' training, ability, or potential -- merely on the inexperience of most of them, their lack of direction, and their isolation from accomplished, dynamic colleagues.

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<sup>8</sup>It was mentioned to the Principal in November, 1981, that the Micmac-Maliseet Educational Development Institute, UNB, could provide certain kinds of inservice assistance free of charge, but no request for assistance has been received by the Institute to date.

A more subtle reason for differences in performance between Mahsos teachers and experienced teachers in the provincial system is that the latter, by and large, work under conditions of employment which liberate them to devote their best efforts to their classroom work. They have clearly defined responsibilities, clear lines of authority through which to report or appeal, a whole network of support services on which to draw, job security, a pension plan, good employment fringe benefits, and so on. There is no question that until similar working conditions are brought about at Mahsos School teachers will not perform up to the level of their counterparts in the provincial system. This is not because they will not wish to do so, but simply because feelings of well-being, security, and the sense that one's efforts are being noted and appreciated are major motivators to high performance for most people. Morale is low at Mahsos School -- not as low as it might be, but low enough to dampen the initiative and enthusiasm of the teaching staff.

A positive factor at Mahsos School is the small size of the classes. With only a third or a quarter as many students as most teachers have, miracles (in theory) should be possible as far as instruction goes, but this is not enough to offset the problems faced by the teachers, and it is a situation which is unlikely to last very long in any event.

#### CURRICULUM

Little needs to be said about the curriculum at Mahsos School in this section of the report except that the school is endeavoring to follow the New Brunswick Program of Studies for Grades 1-8. That this objective may not always be achieved is shown in several of the sub-consultants' reports, but it is the intent of the school, at least.

There is very little specialist curriculum or teaching at Mahsos School -- no full-scale physical education program, no remedial reading, no special education, no home economics, shop, art -- nor could a school of this size expect to make most of these subjects or services available. Yet, some of them might be regarded as virtually essential, especially at Mahsos, as indicated later in the report.

#### STUDENT ACHIEVEMENT

The terms of reference called for an assessment of student achievement at Mahsos School and of Indian students in District 31. This made it necessary to use a standardized achievement test battery in order to obtain a common basis of comparison. Immediately, upon mention of standardized tests, one is open to charges of test bias against minority students no matter what test is used. Different people think of test bias in different ways. Some think of a test as being biased if a specific group merely scores low on that test; others feel a test is biased if it does not predict future performance well. The point is that there is no commonly agreed upon definition of test bias. Perhaps the most important factors that need to be considered in interpreting the standardized test results for the Tobique students are: (a) that the tests measure objectives which the school considers important, and (b) that the children have had as much prior exposure to writing standardized tests as the children upon whom the test was standardized.

The Canadian Tests of Basic Skills (CTBS). Since District 31 routinely administers the CTBS to Grades 3 and 6 each year, it was decided that this would be the most appropriate test battery to use



in the assessment. By using this test, the first of the above factors which may result in test bias has been eliminated because District 31 believes that the CTBS measures important objectives in their schools; so by implication it should measure important objectives at Mahsos since Tobique residents believe that the District sets the academic standards by which their school should be evaluated. On the other hand, unlike District 31 and the provincial schools upon which the CTBS was standardized, where standardized testing is routinely done from the beginning of school, students at Mahsos have had little or no exposure to standardized tests. Therefore, caution must be used in comparing the Mahsos students to District 31 students and to national norms.

The CTBS is an adaptation of the Iowa Tests of Basic Skills which was revised to reflect Canadian curricula. It was standardized in 1966, and again in 1973, on a representative sample of schools across Canada. According to the test manual, the CTBS measures skills in five main areas:

- Vocabulary (V) - knowing the meaning of words
- Reading (R) - understanding what you read
- Language (L) - spelling, capitalization, punctuation, usage
- Work-Study Skills (W) - reading maps, graphs, and tables, alphabetizing; using an index, the dictionary, and similar materials
- Mathematics (M) - understanding the number system, mathematical terms and operations; solving problems

At the primary levels (under Grade 3), the CTBS has a subtest on Word Analysis (WA) and the Work-Study Skills test is omitted.

Test Administration. The CTBS was administered at Mahsos School by homeroom teachers in Grades 2-8 during the week of 19 October 1981. Prior to the administration, a meeting was held with the teachers to explain the purpose of the tests and how they were to be administered. CTBS results were available for Grades 3 and 6 in District 31 schools (Perth and Andover); therefore, it was not necessary to administer the tests in those schools. Teachers at Mahsos reported that some students were hostile towards the tests, others were frustrated because of the difficulty of the tests, while still others often resorted to guessing (there is no penalty on the CTBS for guessing). Fortunately, these students were exceptions; the majority tried to do their best.

Comparison of District 31 to Mahsos. From Tables 1 and 2 a comparison can be made between Indian and non-Indian students in District 31 and Indian students at Mahsos in Grades 3 and 6. These tables contain the mean (or average) grade-equivalent scores (GE)<sup>9</sup> and standard deviation (a measure of how much the scores or the group vary) of each of the three groups on each of the five skill areas as well as the composite score on the total test. In order to compare directly the District 31 and Mahsos students, it was necessary to adjust the scores to take into account the difference in dates when the District 31 and Mahsos students were tested. Since the District 31 students were tested in March and the Mahsos students in October, 5 grade equivalent units were added to the Mahsos students' scores. This

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<sup>9</sup>The grade equivalent score represents the raw score obtained by the typical or median student at a particular grade level. GE scores are expressed as two digits, the first being the year and the second the month within the grades in which the typical pupil makes the corresponding raw score.

Table 1  
Grade 3 Results on the  
Canadian Tests of Basic Skills

Test	District 31 Non-Indians (n=86)		District 31 Indians (n=4)		Mahsos <sup>1</sup> (n=7)		F Statistic <sup>2</sup>
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Vocabulary	33.6	9.8	34.0	9.0	26.3	6.1	1.80
Reading	34.0	10.6	31.8	12.9	25.7	7.4	2.04
Language	34.9	9.5	29.8	9.2	29.4	4.5	1.62
Work Study	33.3	9.3	31.0	7.4	30.1	5.2	.48
Mathematics	33.3	9.0	28.0	3.7	31.0	5.8	.89
Composite	33.8	8.6	30.8	7.8	28.4	5.0	1.51

<sup>1</sup> Mahsos GE scores were adjusted to compensate for different testing dates. See text for details.

<sup>2</sup> F must exceed 3.10 for the differences between means to be significant.

was done on the assumption that if the Mahsos students were tested five months later, in March, their scores would have increased on the average 5 GE units; or conversely, if the District 31 students had been tested five months earlier, in October, their scores would be on the average 5 GE units less. While making such an adjustment is clearly not desirable, there was no alternative short of delaying the Mahsos testing or re-testing District 31 students, neither of which would have been convenient.

On all test areas, District 31 non-Indian students scored higher than Mahsos students. And on all test areas except Grade 3 mathematics District 31 Indian students scored higher than Mahsos students. When the scores were analyzed statistically using the F test analysis of variance, however, none of the mean scores of the three groups were found to be significantly different for any test area. That is, the differences among the mean scores are such that, 95 out of 100 times, differences of these magnitudes would be found due to sampling errors alone. Since class sizes were relatively small (Grade 3 at Mahsos had only 7 students), caution must be used when generalizing the results of this comparison. Thus, with this caveat, it was concluded that there is no substantial evidence to support the claim made by a number of Tobique residents that Mahsos students do not achieve as well as their counterparts in District 31 schools.

Achievement in Comparison with National Norms. While Mahsos students did not score significantly lower than District 31 students, their scores were considerably lower than the national norms of the CTBS. This can be seen in Figure 1 which shows the composite GE scores of

Table 2  
Grade 6 Results on the  
Canadian Tests of Basic Skills

Test	District 31		District 31		Mahsos <sup>1</sup>		F Statistic <sup>2</sup>
	Non-Indians (n=80)		Indians (n=5)		(n=8)		
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	
Vocabulary	63.8	13.5	59.6	9.9	53.9	15.3	2.09
Reading	63.0	13.7	66.4	7.0	57.6	12.5	.79
Language	62.3	12.7	60.4	5.0	58.3	14.3	.40
Work Study	65.1	11.0	62.6	5.4	61.0	9.2	.64
Mathematics	64.7	10.9	59.2	5.9	59.1	12.1	1.43
Composite	64.0	10.9	61.8	4.0	57.9	11.5	1.21

<sup>1</sup>Mahsos GE scores were adjusted to compensate for a different testing date. See text for details.

<sup>2</sup>F must exceed 3.10 for the differences between means to be significant.

Grades 2-8 at Mahsos relative to the median GE composite scores (or 50th percentile)<sup>10</sup> of the standardization group. Relative to the standardization group, Grade 6 scored the highest -- although they scored only at the 9th percentile. Grades 3, 5, and 7 scored at the 1st percentile, while the remaining grades scored between the 1st and 9th percentiles.

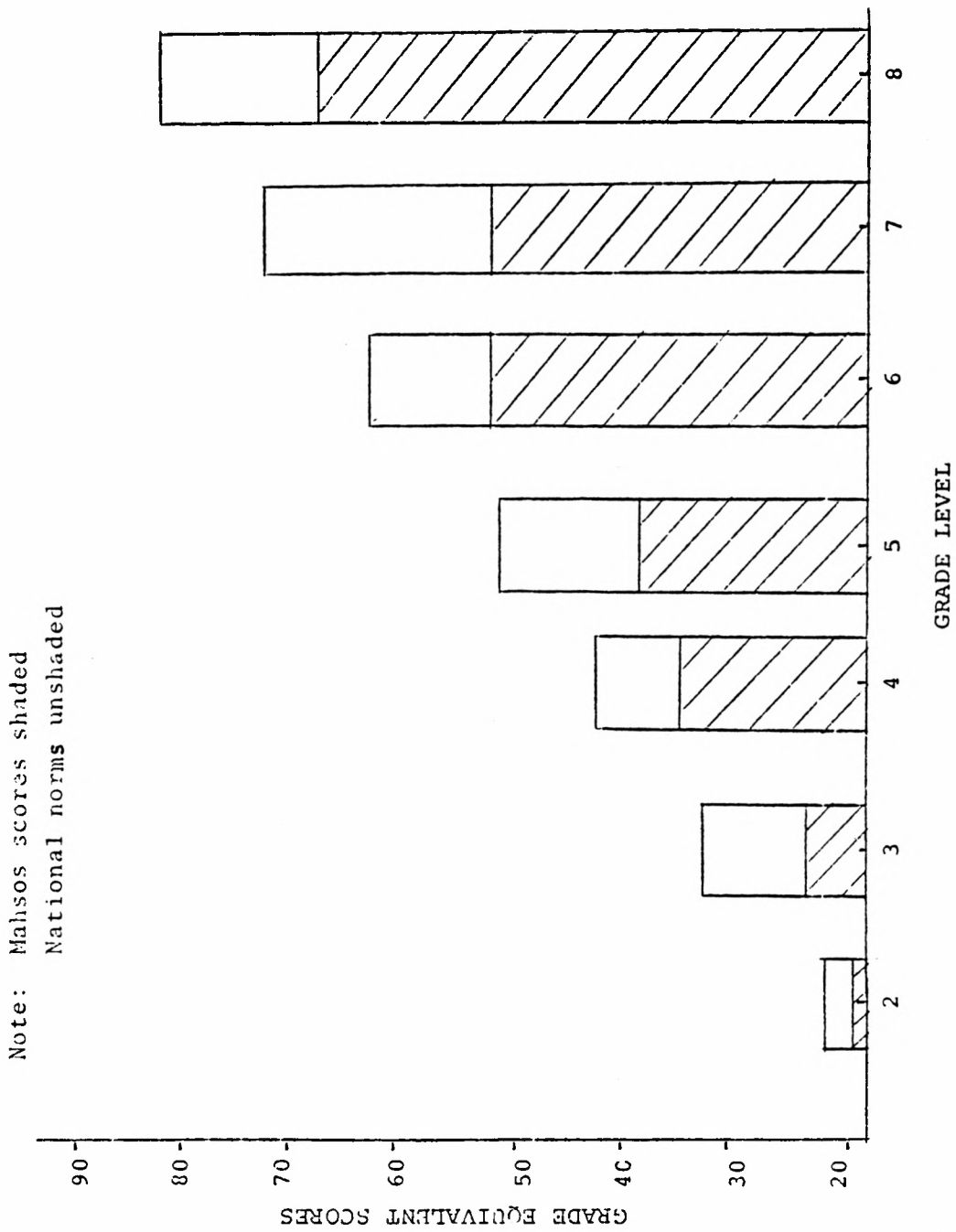
Despite the weak standing of the Mahsos students relative to the national norms, evidence of steady achievement growth between Grades 2 and 8 can be seen if it is assumed that the students now in these grades are representative. The one exception to this is Grade 7 where achievement decreased slightly from Grade 6. There is no obvious explanation why the Grade 7 achievement decreased other than the possibility that the students made little progress the previous year or had a negative attitude towards the test.

Relative Strengths and Weaknesses. Figure 2 shows the GE scores for each grade tested in the five areas measured by the CTBS as well as the Composite score. From these profiles several observations can be made. First, in all grades except Grades 2 and 3, Vocabulary is the weakest skill area. This is very apparent in Grades 6, 7, and 8, and undoubtedly it contributed substantially to their low Composite scores. In Grade 2, Language, which is marginally lower than Vocabulary and Word Analysis, is the weakest area; whereas in Grade 3, the weakest skill is Reading which is slightly lower than Vocabulary.

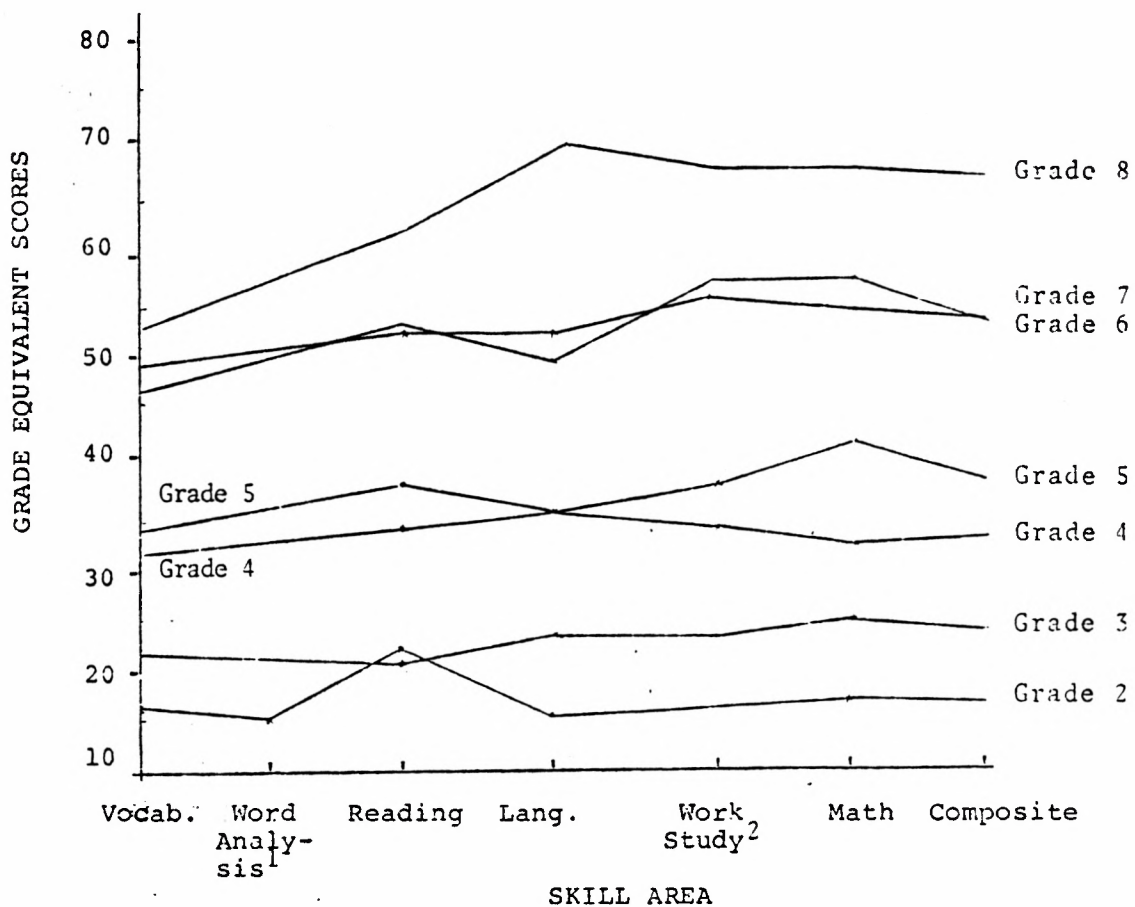
Another observation is that Mathematics is a relatively strong skill for all grades except Grade 4. In Grades 3, 5, and 7,

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<sup>10</sup>A percentile score indicates the percentage of the group writing a test obtaining the same, or less, than a given raw score on that test.



**FIGURE 1**  
Composite grade equivalent scores of Mahsos students relative to national norms for Grades 2 to 8.



<sup>1</sup> Grade 2 Only

<sup>2</sup> Estimate not available for Grade 2

**FIGURE 2**

Relative strengths and weaknesses of Grade 2 to 8 Mahsos students in skill areas measured by the CTBS.



Mathematics is the area of greatest strength while in Grades 2, 6, and 8, it is above their respective Composite scores.

Mahsos teachers commented after the testing session that students experienced difficulty with the Work-Study Skills section on the CTBS. From Figure 2, it can be seen that Work-Study Skills for all grades (except Grade 2 where there is no test for this) are all relatively high, and in all cases, their scores are greater than the Composite scores.

In summary, Mahsos students scored slightly lower, but not significantly differently, from District 31 students in the CTBS, while both groups scored significantly below national norms -- possibly because of their rural backgrounds.

There is certainly nothing in the test results to indicate that these students are incapable of coping with the usual curriculum of Canadian schools, however.

#### PHYSICAL FACILITIES

It is pleasant to be able to state that in one respect, at least, Mahsos School is truly outstanding, i.e., in respect of its physical plant. The building's aesthetic design, superior quality construction, bright classrooms, generous resource center, gymnasium, and other features, as well as its basic equipment, is as much as any community could ask for in a school. There are missing items (such as essential physical education equipment and supplies) but nothing that could not be acquired at relatively little cost.

For purposes of contrasting the care given facilities and equipment between the public schools of New Brunswick and Mahsos

School, however, the following brief statements from the report of the sub-consultant on physical education are worthy of note:

FACILITIES: OUTDOORS -SAFETY

Andover Elementary

Well maintained; no obvious debris. Used effeciently by a great majority of the students.

Mahsos

Playing field was in very poor shape; debris, broken glass, poorly maintained grass, broken posts, abused by dirt bikes.

Equipment in poor repair.

Fence broken. Lights broken.

Maintenance by janitors poor.

Why this contrast? Both schools have maintenance personnel. No particular expertise is required to gather up glass and debris, mend or remove broken fence posts, or mow grass. Does this situation also reflect the fact that no agency is really assuming responsibility for Mahsos School and that the Principal, therefore, does not have the authority to have the premises maintained at an acceptable standard?

## IV Conclusions and Recommendations

As stated at the outset, this study was premised on the assumption that it would help to point a way for the Tobique Band to resume responsibility for, and control over, the education program to be provided on the reserve for the children of Band members resident there. An aspect of this question which has not been dealt with, however, is whether the program should be directed towards only the primary grades (1-3), all elementary grades (1-6), or these grades plus one or more of the junior/senior high school grades.

For a period of time, Mahsos School provided limited junior and senior high school instruction at all grade levels, but enrolments were extremely small beyond Grade 7 (20 in 1979-80; 25 in 1980-81), and instruction beyond Grade 8 was terminated in 1981. Surely the decision to cease enrolling senior students was a wise and inevitable one. The full range of junior and senior high school programs is offered in Perth-Andover; by and large, the 60-odd students currently enrolled in Southern Victoria High School have adapted well and are progressing satisfactorily; and Tobique elementary enrolments, which are running under 10 students per grade in all grades in 1981-82, simply do not promise the possibility of a viable high school program being projected for Mahsos School in the foreseeable future.

The small Grade 8 class of 5 students retained at Mahsos School this year are not going to be able to make an easy transition to Grade 9 next year in the provincial system. Clearly, Grade 8 should

not be offered any longer at Mahsos School. On the other hand, since Southern Victoria High School admits students at Grade 8, Grade 7 could be retained.

Thus, it is recommended

1. THAT, in conformity with the other recommendations in this report, the Tobique Indian Band do the necessary planning and make the necessary arrangements with the Department of Indian Affairs to conduct a program under its auspices involving an approved kindergarten class (or classes) and elementary Grades 1-7.

This having been proposed, it must be stated emphatically that there is little support in the community for the idea of a Band takeover of the school. Most of those interviewed were apprehensive about this prospect and felt that such a move would have the same outcome as the move made in 1975. Besides, no evidence was found to show that the Band is any better prepared or qualified today to conduct an education program than it was previously. On the contrary, the bitterness and skepticism in the community (in contrast with the widespread euphoria of the mid '70's), the manner in which the Chief and Council have failed to communicate with the Principal and school staff; the marginal school enrolment; the uncertain economic conditions -- all of these factors and others militate against the likelihood of any hasty takeover by the Band having any realistic prospect of success.

Public opinion on this issue in the community is deserving of some analysis. On the question of whether or not the school should be brought back under local control (at any time), only 37 of the 107

responses obtained in the community survey were positive; that is, only 35 per cent of those to whom the question was put felt that the Band should resume full control. The others responded with a categorical "no" (36 per cent), or a "not sure" (30 per cent). This is anything but a mandate for the Band to act confidently in this matter. On the other hand, the distribution of responses is such as to suggest that many residents of the community still have open minds on the question.

The responses given to some of the more specific items in the community survey raise even more doubts about the wisdom of a premature Band takeover. These data can be summarized as follows:

<u>Item</u>	<u>Number Responding</u>	<u>School Staff</u>	<u>Chief &amp; Council</u>	<u>School Board</u>	<u>Ind. Aff.</u>	<u>Other</u>
Which body should control ...?						
CURRICULUM	102	36%	3%	34%	4%	23%
BUDGET	98	21%	9%	27%	26%	17%
STAFFING	101	9%	8%	51%	13%	20%

There are undoubtedly different ways to read this table, but it is quite clear that, at the moment, the community wishes to see no direct involvement in school affairs (not even in the budget) by the Chief and Council. There is a reasonable amount of support for the concept of a school board -- to deal with staffing, in particular -- but again not enough to warrant the hasty establishment of such a board.

A final item of interest on this matter from the community opinion survey is a question having to do with whether or not parents would send their children to Mahsos School if the Band resumed control over

it. Of the 87 with children in the school who responded, 36 (41 per cent) stated that they would; 23 (26 per cent) stated that they would not; and 28 (32 per cent) stated that they were unsure.

In short, it seems more than obvious that a considerable job of persuasion remains to be done in the community before the Band moves to resume control over the education program.

For these reasons, it is recommended

2. THAT the Band plan to resume control over the education program set out in Recommendation 1 on 1 July 1985, and that in the interim the following steps taken:
  - (A) THAT, under sponsorship of the Chief and Council, a school management training program consisting of at least 36 hours of instruction by qualified professionals be conducted on the Tobique Reserve during the period 1982-85 for the Chief and Council, the staff of Mahsos School, Band members serving on the Band's School Committee (or Advisory Committee), Band members wishing to become qualified to serve on an elected school board, and other interested Band members, and
  - (B) THAT, in addition to sponsoring the school management training program, the Chief and Council assume as their responsibility the task of educating the public with respect to the planned takeover, with the objective of obtaining, by general resolution of the Band, majority support for the takeover, and
  - (C) THAT, before 1 July 1984, (i.e., at least one year prior to the proposed date of takeover) the Chief and Council determine

through a regular or special general Band meeting whether or not majority support exists for the takeover, and if not, that a further vote be conducted before 1 January 1985 (i.e., at least six months prior to the proposed date of takeover) and that the proposed takeover be delayed by arrangement with the Department of Indian Affairs if majority support is not obtained, and until such support is obtained.

In respect to the school board proposed to come into being on 1 July 1985, it is recommended

3. THAT the proposed school board be constituted in accordance with a written agreement to be negotiated with the Department of Indian Affairs in which provision would be made for an elected board, the membership of which would include the Chief of the Band (or his designate) as an ex-officio voting member and a designated number of other members elected from among the eligible candidates offering for office, none of whom, however, could be full-time employees of the Board or members of the Band Council while also serving on the school board.<sup>11</sup>

All other arrangements for the Band takeover would be negotiated with the Department of Indian Affairs and would be in conformity with successfully negotiated transfers of responsibility elsewhere. In

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<sup>11</sup>The agreement between the Eskasoni Indian Band and the Department disqualifies members of the Eskasoni Band Council and employees of the Eskasoni School Board from school board membership.

the negotiations, the Band and the Department should give consideration to retaining those features of the interim plan (recommended later in this report) for the management and conduct of the school which prove to be effective.

As stated previously, the situation of Mahsos School is a desperate one crying out for immediate corrective action. If such action is not taken, there is no reason to suppose that the school will still be operational in 1985. Unless the school is brought under firm control and management; unless an effective leadership role is created for a Principal (or Director); unless the outflow of students to Perth-Andover is ended and the trend reversed, maybe the school should not continue to operate. Schools have in their hands the future of the rising generation (as most parents at Tobique are well aware -- and thus the controversy); under no circumstances should they be toyed with politically or left to founder because of indifference or neglect. It seems that the Tobique Band has perhaps one last chance to put its school house in order. The medicine about to be prescribed for the coming three years may seem bitter, but it is intended to maximize the Band's chances of revitalizing the school. Thus, it is recommended

4. THAT, for the period 1982-1985, the Department of Indian Affairs actively exercise full responsibility for the conduct of the Mahsos School on such terms as are detailed in this report.

This will entail the return (or first assignment on a term basis) to Departmental status of all school employees -- teaching, secretarial, custodial, and other staff -- all persons employed in the school



building or on the school premises, full or part-time. The reason for this is that the school must be responsible in all of its parts to a single agency so that it can be restored to normal operating status administratively, academically, and physically. The Department will determine which of the present employees will be offered federal term appointments for 1982-1983 and until 30 June 1985.

In the meantime, the Band Council should strike an independent advisory school committee composed of the Chief of the Band (or his designate) and six other members broadly representative of the Tobique community none of whom would be members of the Band Council. Care should be taken to achieve on the committee a balance of men and women, parents of school age children and others, parents who have sent their children to school in town and parents who have not, as well as good political, social, and educational balance. The Band should also name to the committee as non-voting members a) the Principal or Director of Mahsos School, as Chairman of the committee, b) a representative of School District 31, nominated by the District 31 Superintendent, and c) two neutral educators of significant office and reputation in whom the Band Council has confidence. As stated above, this advisory committee would be an independent entity; it would not be answerable to, or subject to direction by, the Chief and Council. Thus, it is recommended

5. THAT the school advisory committee described above become the advisory committee to the Department of Indian Affairs for the period 1982-1985 on all matters

pertaining to the conduct of Mahsos School and that  
the Department undertake to ensure the committee's  
full participation in the conduct of the school.

Nothing proposed above is likely to have a dramatic effect on Mahsos School unless, effective 1 July 1982, and for a three-year period, a ranking educator is named by the Department of Indian Affairs to take full administrative charge of the institution and endeavor to re-establish its credibility in the eyes of Tobique students and parents. In making this proposal, it cannot be underlined too strongly that an experienced educational leader of established reputation is needed. Moreover, because of the widespread conviction at Tobique that the provincial school system delivers the quality of education required on the reserve, it would be important that the appointee either be drawn from the public system (possibly on secondment) or have a reputation for competence within the public system.

In order to guard against the possibility of a Department/Band dispute or deadlock developing over the selection of a Principal or Director, it is proposed that the selection task be contracted to an independent educational consultant or personnel consulting firm on certain agreed-upon conditions, including the condition that an interviewing committee be established by the consultant(s) which is acceptable to both the Department and the Band. This committee would be advisory to the consultant(s), who would, in turn, be advisory to the Department, but in the final analysis, the Department would be solely responsible for making the appointment.

Because the most important decision to be made with respect to the future of Mahsos School will be the decision concerning the appointment of an administrator, the Department is urged to find a way to make the position sufficiently appealing in terms of salary, benefits, and working conditions to attract first rate candidates to it. In order to distinguish the position from the existing principalship at Tobique, it is suggested that the title "Director" be used for the interim period. This title would suit the position, as conceived, best because the occupant of this office must be the undisputed head of the school and the Department's full representative in the community. The Director need not acquire formal powers beyond those enjoyed by federal principals, but the Department should expect to delegate as much responsibility as possible to him/her and to support him/her in every way during the interim period. In addition to his/her administrative responsibilities, the Director of the school should carry a half-time teaching load. Thus, it is recommended

6. THAT the Department of Indian Affairs engage a Director of Mahsos School for the period 1982-1985 to assume the responsibilities of principal and such other responsibilities relative to the administration of the education program as the Department deems appropriate, and to carry a half-time teaching load.

The above are the SIX KEY RECOMMENDATIONS of this report, no one of which is intended to stand on its own or to have any validity unless all six are adopted as a package. The additional recommendations are supplementary, and while they are important, and essential to the

fulfillment of the contract for this study, it is felt that if Recommendations 1-6 were adopted a structure would exist which would be capable of generating further recommendations as well-informed as these additional recommendations are.

On the thorny question of what, if anything, should be done about the Tobique students who are already attending the elementary schools in Perth-Andover, the following observations are offered: Any decision to require the parents of these children to return them to Mahsos School would be both unwise and unjust -- unwise because scarcely anyone interviewed at Tobique would support such a move (The interview notes are replete with references to "civil rights," "human rights," etc. on this question), and unjust because such an action could seriously jeopardize the educational careers of the children concerned. For the same reasons, it would not be feasible or fair to cut off the financial or other benefits which these children and their parents have come to take for granted. But if Recommendations 1-6 are adopted, there would seem to be no good reason why the Department could not then deny, effective 1 September 1982, the extension of similar benefits to any other students who transferred from Mahsos School to Perth-Andover for any reason which was not considered to be valid by the Director of the school. Thus it is recommended

7. THAT, if Recommendations 1-6 of this report are adopted, any parent who transfers his/her child from Mahsos School to a provincial elementary school after 1 September 1982, except on the recommendation of the

Director of Mahsos School, not be eligible to claim transportation, tuition or other benefits from the Department of Indian Affairs.

More important than penalizing parents who would withdraw their children from Mahsos School would be to take immediate steps to make Mahsos School at least as attractive to students and their parents as the town elementary schools are. A principal difference between Mahsos and these other schools at the moment is that the town schools are all-day institutions with programs of activities going far beyond the formal curriculum which occupy, entertain, and challenge children, and contribute substantially to their physical and social growth -- sports activities, clubs, contests, special events. Mahsos, unfortunately, offers almost nothing of the kind -- not even very much mingling or socializing time. The doors of the school are unlocked late in the morning and locked up again at noon; and soon after school hours end, the building passes out of school use. It is proposed that, under the Director of the school, an all-day program of activities be developed and that the teaching staff be expected to share the responsibility of carrying it out. Perhaps a noon-hour hot lunch service should not be attempted, but the students could be encouraged to bring their lunches to school and eat them under staff (or parental) supervision. The whole range of possible activities should be considered, but central to them should be a full-scale program of physical education and sports. To this end, it is recommended

8. THAT a fully-qualified and experienced physical education teacher be added to the staff of Mahsos School effective 1 September 1982.

The physical education teacher should be assigned half-time to his/her specialty area and half-time to regular classroom teaching. For example, he/she might share responsibility for a class with the Director of the school on a 50/50 basis. This would be realistic relative to the size of the school, and it would help improve the teacher-pupil ratio.

The enrollment statistics show, however, that, if a physical education teacher is to be added to the staff, other steps must be taken to improve the teacher-pupil ratio, which is seriously out of line not only with the Departmental norm of 1:18 but also with the ratios at other federal schools in the province.<sup>12</sup> Thus it is recommended

9. THAT several of the seven classroom positions at Mahsos School be eliminated effective 1 September 1982, and that the need for the existing (or any) teacher-aide position(s) be reassessed.

With a Director and a physical education specialist each functioning half-time in the classroom, the retention of three other full-time classroom positions could be justified within the ratio of 1:18 if all Tobique elementary students, including those currently enrolled in Perth-Andover schools, were included in the calculation. Regardless, it is proposed that a professional staff of at least five, including

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<sup>12</sup> Statistics compiled by Mr. Levi Sock, of the Micmac-Maliseet Educational Development Institute, show the following approximate ratios for other New Brunswick federal schools for the 1980-1981 school year (excl. of kindergarten in all cases): Big Cove, 1:16; Burnt Church, 1:16; Eel Ground, 1:13, Kingsclear, 1:19; Red Bank, 1:15.

the Director and physical education specialist, be retained for the interim period (1982-1985).<sup>13</sup> As far as teacher aides are concerned, it is felt that consideration should be given to redirecting any funds available for a teacher-aide (or aides) towards meeting other school needs.

In order that Mahsos School may be seen to be functioning at a provincial standard, close operational links should be established with District 31. At the most basic level, Mahsos School should participate in inter-school games and activities with District 31 and possibly other provincial schools. Mahsos teachers should become full participants in the committees and professional development activities of District 31 teachers. But more importantly still, the Department of Indian Affairs should formally contract for District 31 educational services, such as pupil personnel services and elementary consultant services, to be extended to Mahsos School.

To this end, it is recommended

10. THAT, for the period 1982-1985, the Department of Indian Affairs contract with New Brunswick School District 31 to have all specialist and supervisory services provided to Mahsos on the same basis as these services are provided to District 31 schools.

In view of the fact that an important original purpose of Mahsos School was to promote the Maliseet Indian culture, it is ironic that there is no cultural program offered at the school at a time when other,

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<sup>13</sup>The principal investigators asked the Department of Indian Affairs to avoid cutting the Mahsos School staff back during the 1981-1982 school year in spite of the existing teacher-pupil ratio.

and smaller, Maliseet schools are developing and offering such programs. The need for such a program is very evident at Tobique, where most of the children are losing (or have lost) their Native language. Without suggesting that a cultural program within the school could restore the language, it could nonetheless make the language a living reality in an educational context and thus excite the children's curiosity about it and desire to study or acquire it. Other aspects of the culture could be similarly strengthened by a sound cultural program. When most of the teachers in the school are themselves Maliseet, and natives of Tobique, it can scarcely be said that the school does not have the resources to mount such a program. Care would have to be taken to avoid giving the public the impression that "Indianness" was taking precedence over basic education as a curricular priority (as many felt that it did in the conceptual plan for Mahsos School), but by integrating the cultural program with the social studies curriculum it should not be difficult to avoid this problem without diminishing the social studies curriculum. Thus, it is recommended

11. THAT a Maliseet cultural education program be developed for Mahsos School for integration with the existing curriculum.

There are other aspects of the Mahsos School question on which discussion and recommendations could be presented, but rather than extend this report further, it would be preferable, assuming the report's recommendations are adopted, that all other questions be resolved at the local level through the mechanisms proposed and through a public information program sponsored by the Chief and



Council. Specifically, it is urged that the Chief and Council see that the report's recommendations are discussed throughout the community, on a household-by-household basis by a team of persons trained to do this effectively -- in the way that a team was trained to conduct the community survey which was undertaken as part of this evaluation study. The importance of involving the public in this way was stressed by those responsible for the introduction of the takeover program at Eskasoni, Nova Scotia. The benefits to be derived from open communication and public involvement were dramatically illustrated at Alkali Lake, British Columbia.

There is a great need, as already described, at Tobique for public involvement and input into educational decision-making.

Thus, it is recommended

12. THAT the adoption of the recommendations contained in this report be followed by a public information program designed to involve all interested Tobique residents in free and open discussion of all features of the plan for Band resumption of control over the education program.

- A qualified and experienced physical education teacher should be added to the staff of Mahsos School effective 1 September 1982 but several of the classroom teaching positions should be deleted and the need for teacher-aides reassessed.
- The Department should contract with School District 31 (Perth-Andover) to have all District specialist and supervisory services extended to Mahsos School.
- A Maliseet cultural education program should be developed for Mahsos School.
- All other questions concerning the school should be resolved locally through the mechanisms proposed in the report and public discussion initiated by the Chief and Council.

Postscript

The Evaluation Branch, Corporate Policy, Indian and Northern Affairs, has pointed out that several topics, or sub-topics, in the terms of reference for the evaluation study were not specifically addressed in the report. Chief among these, perhaps, were absenteeism and drop-out rates, and the age-grade retardation level of students -- in both the federal and provincial systems. In the proposal filed originally in response to the terms of reference, it was stated that whether or not meaningful sub-studies could be done in these areas in the limited time available would depend upon the condition of the school records or the availability of the necessary data otherwise. Unfortunately, as indicated in the report, the records are incomplete and, in some cases, chaotic. The thorough investigation of absenteeism, age-grade retardation levels, and the like would have required a good deal of intensive, on-site work, which was simply not provided for in the contract. Thus, such studies were not attempted. They could, of course, be undertaken separately at any time.

On the question of the appropriateness of the grade system at Mahsos -- while this was not commented upon explicitly in the report, it is implicitly stated there that the federal school should (or must) be structured in the same way as the provincial schools are structured, when it is a "feeder" school for the provincial system.

No comment was made in the report on French language instruction at the federal school. Emphasis was placed instead on the need for

a Maliseet cultural program. Again, the federal school should not get far out of line with the provincial schools in any curriculum area, but whether French, specifically, should be emphasized or de-emphasized is a decision which should be left to the fine-tuning stage of revamping the curriculum of the federal school. If the recommendations of the report were adopted, the machinery would exist for handling such curriculum questions.

Finally, liaison between the province and Indian and Northern Affairs on policy, program planning, and the like was not explored in depth during the course of the evaluation. There are two recommendations in the report, however, which are designed to improve liaison -- Recommendation 4, which would see a representative of provincial school District 31 as a member of the interim (1982-85) school committee, and Recommendation 10, which would see Indian Affairs contract with District 31 for the extension of all specialist and supervisory services to the federal school.

Appendices

APPENDIX A

June 1981

TERMS OF REFERENCE  
for the  
EVALUATION OF EDUCATION PROGRAMS  
TOBIQUE RESERVE

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I INTRODUCTION

The Department of Indian Affairs and Northern Development and the Indians of Canada are committed to a policy of Indian control over Indian education. This policy involves two fundamental principles: local control (that is, at the community level), and parental responsibility in the education of Indian children. Increasingly, Indian Bands (or groups of Bands) are taking over the management and operation of the various education programs and services their people require.

The question of whether the education programs and services provided either by the Department or through Departmental funding are of a quality and scope to meet the needs and aspirations of the Indian people is being raised with increasing frequency.

The Tobique Band has requested the assistance of the Evaluation Branch (Corporate Policy) of the Department in carrying out an evaluation of the effectiveness of the education programs and services available to their members, particularly to their children. Band officials look forward to taking over the full responsibility for these programs in the near future. At present, the Band has responsibility for many aspects of these programs, and requires a thorough assessment of the strengths and weaknesses of the programs as they are now operating. The information provided by the proposed evaluation is expected to serve as a base upon which to develop an improved education program managed by the Tobique Band officials on behalf of and with the fullest possible participation by the Tobique community at large.

II BACKGROUND

The Tobique Band reside on a reserve in Maliseet, New Brunswick, about six miles north of the town of Perth. The community numbers approximately 700 status and non-status Indians. Located in Maliseet is the Mahsos School which was built by the Department for the Band in 1975. It has the physical capacity to accommodate about 200 children, and provides an education program following provincial standards from the pre-Kindergarden to Grade 8 levels.

The past two years a high school program has also been provided in a separate facility. This program was set up primarily to provide instruction to Tobique youth who have dropped out of the high school program in town (provincial school system). It is expected that the on-reserve high school program (current enrolment of about eighteen student) will terminate this June, largely because of economic factors.

Enrolment this year at Mahsos (pre-Kindergarten up to and including Grade 12) is approximately 100. About 50 Tobique young people attend the elementary school in Andover, and another 3 or 4 attend elementary school (Grade 1-7) in Perth. Some 57 Tobique youth attend the high school in town (Grades 8-12).

For a period after the Mahsos school was opened in 1975, the entire education program there was administered by the Band and its School Committee. In 1977 the Band returned part of this administrative responsibility back to the Department largely because of their frustration over what was seen as inadequate resourcing from the Department to run the school. Under present policy, the school facility itself belongs to the Federal government, regardless of which group administers the program.

Elementary and secondary schooling are available to Tobique young people at the town schools through an agreement between the Federal and Provincial governments. As indicated by the enrolment figures noted earlier, the option of having their children attend town schools rather than the on-reserve school has been chosen in a large number of instances.

### III THE EVALUATION

The Tobique Chief and Council and the School Committee have indicated a number of concerns about the education program, both as provided at Mahsos and through the Provincial system. It should be noted that the concerns which the Chief and Council and School Committee want addressed in the evaluation have been drawn from a number of sources: - from their own experience and observation, from teachers and principals (both past and present), and from the parents in the Tobique community. As well, in an effort to address education concerns in the past, several steps were taken by the Band including a community survey and a workshop led by an outside consultant.



The evaluation will focus mainly on elementary/secondary education programs and services at Mahsos and in District 31 schools. For each area examined during the course of the evaluation, the evaluator will address, wherever feasible and appropriate, these three questions:

- (1) Is there a problem?
- (2) If so, what is its nature?
- (3) What options are available to improve the situation, both under the present level of Band control and with full Band control?

In specific terms, the evaluation will provide an assessment of the following:

A. Organizational Issues

- the role of Mahsos School as an educational facility for the Tobique community as a whole, including identification of community needs, preferences, and, as well, the perceptions of community members of the school and its present programs.
- the role of and relationships among: - the Tobique community, the Band government, the School Committee, students, teachers, principal, parents of students, D.I.A.N.D., and District 31 of the provincial school system. Particular emphasis should be given to these roles and relationships as they concern education policy for the reserve, program planning, administration, and support (non-financial) for education endeavours.
- options for the structure and the securing of members for the school committee (or School Board).
- the views of community members on the assumption of full control of education programs by the Tobique Band.
- liaison between province and D.I.A.N.D. on policy and program planning concerns.

B. Programming Issues - Elementary/Secondary Education

- core subjects (Mahsos and District 31)
- other subjects in curriculum (Mahsos and District 31)
- Indian language and culture instruction (Mahsos and District 31)
- French language instruction (Mahsos)
- on-reserve high school program - a) primarily for drop-outs  
b) for all who wish it
- physical education (Mahsos and District 31)
- appropriateness of provincial curriculum to goals and aspirations of Tobique students and their families' expectations for them
- appropriateness of the "Grade System" (Mahsos)
- assessment of physical facilities at Mahsos and their utilization in relation to programming (with some comparison to District 31 schools).

C. Elementary/Secondary Student Achievement

- achievement in core subjects (Mahsos and District 31)
- achievement in other instructional areas (Mahsos and District 31)
- absenteeism and drop-out rates (Mahsos and District 31)
- age-grade retardation (Mahos and District 31)
- marking standards (Mahsos and District 31)
- effects on achievement of student transfer between the two school systems

D. Staff and Other Resources

- in-service training for staff (Mahsos)
- sensitivity of staff (non-native) to Indian ways and values (Mahsos and district 31) and the need, if any, for in-service Training or other mechanisms for increasing sensitivity.
- relationship of Mahsos staff and students (discipline, rapport) and cooperation, morale among staff
- number of staff (Mahsos)
- qualifications and experience of staff, and their areas of specialization in relation to course areas
- meeting the needs of students with special learning problems and those who lag in a particular subject (Mahsos and District 31)
- staff turnover and staff job satisfaction and security
- instructional aids and other resource materials, library services (Mahsos and District 31)
- provision of lunches and gym attire and similar programs (Mahsos and District 31)

E. Other Areas To Be Addressed

An area of particular concern to Tobique leaders and educators is that so many Tobique young people attend the District 31 schools for their elementary schooling rather than the on-reserve school. Among the questions which have been raised are: Why do they or their parents choose the District 31 option? Are their reasons valid? Do the more gifted students tend to choose this option and, if so, how does this affect Mahsos?

The progress by which the Department allocates funds for the elementary and secondary instruction of Tobique children both for Mahsos and for attendance at provincial schools is also a concern to Tobique officials. A descriptive analysis of the main aspects of this process should be undertaken by the evaluator, including identification of any limitations or flexibilities which have a bearing on how education programs might be designed and administered in future under Band Control

Any other education-related issues which arise during the course of the evaluation should be addressed by the evaluator if it is feasible to do so.

#### IV Information Sources

The main sources of information available to the evaluator in assessing these evaluation issues are outlined below.

- interviews, both formal and informal, with the Band Chief, and Council, School Committee members, students and school staff (both at Mahsos and at town schools), District 31 Board of Trustees, Tobique parents and others in the community, Sisters of Charity, DIAND District and Regional staff. Where appropriate individuals who were once involved with education of Tobique young people should also be contacted in order to provide a historical perspective of various issues. Interviews with and/or administration of a questionnaire to community members will be carried out on an in-person basis.
- observation in the classroom.
- various school records on students.
- administration of standard achievement tests on a sample of students where recent results are not available.
- documentation including education workshop, community survey, principal's letters to the Band Chief and Council.
- experience of other Indian Bands in assuming full or partial control of education programs.

The Evaluation Advisory Committee have the assurance of District 31 officials that information contained in their records will be made available to the evaluator, and that their assistance in obtaining information will be forthcoming wherever possible. Mr. Hudson Clowater, Assistant Superintendent of Education for District 31 will be available to facilitate and coordinate such requests.

## V Organization of the Evaluation

The evaluation will be conducted under the direction and coordination of the Evaluation Advisory Committee set up for this purpose. This Committee, whose members are listed in Appendix A of this document, have been delegated the responsibility for conducting the evaluation by the Tobique Chief and Council to whom they will report on a regular basis.

The Committee and the evaluator will maintain a close liaison throughout the course of the evaluation through periodic committee meetings which the evaluator will attend, and frequent contacts between the evaluator and the committee chairman, Mr. Peter Bernard, and the evaluation adviser, Mary K. Rombout. Any questionnaires or other interview instruments will be reviewed by the committee prior to use.

The evaluator will submit a draft report and final report to this committee for their review.

## VI Community Involvement in the Evaluation

The evaluator shall ensure that the Tobique community is involved as fully as possible in the conduct of the evaluation. This involvement will include, as noted earlier, a thorough assessment of the needs and desires of the community members concerning education and the use of Mahsos School. As well, where assistance is required by the evaluator, for example, in setting up interviews, or in conducting community meetings or workshops, Tobique Band members will be employed through the vehicle of a sub-contract between the evaluator and the Band. In making visits to other Bands to observe their education efforts, the evaluator will be accompanied by two Band members who are participants on the Advisory Committee.

## VII Evaluation Recommendations

The evaluator, in making any recommendations for change in relation to findings and conclusions, should bear in mind the reality of government spending restraints. In this regard, recommendations offered should generally not involve additional resources and where they do, options should be presented which can be pursued should additional resources not be forthcoming.

### VIII Time Frame for the Evaluation

The evaluation will commence on September 1st or as soon thereafter as possible, once the contract between the evaluator and the Evaluation Branch (D.I.A.N.D.) has been signed. The evaluator will provide to the Advisory Committee a draft report five months after the commencement date. The final report will be submitted within 30 days of the draft report. The evaluator will be available for up to two working days in order to conduct briefing sessions as required at the close of the evaluation.

Evaluation Branch  
Corporate Policy  
June 1981

Tobique Education Evaluation

Tobique Evaluation Advisory Committee

Peter Bernard, Chairman (Tobique Band Manager)  
Turner Huggard, Secretary (Principal, Mahsos School)  
Gary Sappier (Teacher at Mahsos)  
Hudson Clowater (Assistant Superintendant, Local School  
District)  
Delbert Moulton (Social Counsellor at Mahsos, School  
Trustee in town)  
James Bear (Chairman, School Committee)  
Marge Gould (DIAND District)  
Charles Gorman (Director of Education, Atlantic Region,  
DIAND)  
Andrew Nicholas (Community Planner, Tobique Band)  
Paul L. McGillivray (Acting Chief, Elementary/Secondary  
Education, H.Q. DIAND)  
\_\_\_\_\_ (Senior Student, Mahsos)  
Mary K. Rombout (Evaluation Branch, Corporate Policy  
DIAND)

APPENDIX B



TOBIQUE COMMUNITY SURVEY

Interview Number \_\_\_\_\_

Interviewer \_\_\_\_\_

Date of Interview \_\_\_\_\_

Time of Day \_\_\_\_\_

Length of Interview  
(in minutes) \_\_\_\_\_

Location of Interview \_\_\_\_\_

Section A

1. Sex of respondent.       Male      1  
    Female      2
2. Are you the head of the household?       Yes       No
3. If you answered No to Question 2, what is your position in the household (e.g. spouse of head of household, eldest child of head)?  
\_\_\_\_\_
4. What is your age?  
 under 25      1                       45 - 54      4  
 25 - 34      2                       over 54      5  
 35 - 44      3
5. What is your marital status?  
 single      1                       separated or divorced      4  
 married      2                       common law      5  
 widowed      3                       refused      6
6. What is the highest level of school you have attended?  
 elementary      1                       college      4  
 junior high      2                       college graduate      5  
 high school      3                       other (specify) \_\_\_\_\_ 6
7. Are you presently employed?       Yes      1       No      2
8. What is your job, occupation, or trade?  
\_\_\_\_\_  
\_\_\_\_\_
- 9 - How many children in this household are in each of the following  
13. age groups?  
    under 6      \_\_\_\_\_  
    7 - 9      \_\_\_\_\_  
    10 - 12      \_\_\_\_\_  
    13 - 15      \_\_\_\_\_  
    over 16      \_\_\_\_\_
- 14 - How many children in this household are in each of the following schools?  
23.      Mahsos      \_\_\_\_\_  
    Andover Elementary      \_\_\_\_\_  
    Perth Elementary      \_\_\_\_\_  
    Southern Victoria      \_\_\_\_\_  
    Other (specify)      \_\_\_\_\_

## TOBIQUE COMMUNITY SURVEY

19 - How many children in this household are in each of the following grades?

23. preschool and/or kindergarten \_\_\_\_\_  
 grade 1 - 3 \_\_\_\_\_  
 grade 4 - 6 \_\_\_\_\_  
 grade 7 - 9 \_\_\_\_\_  
 grade 10 - 12 \_\_\_\_\_

Section B

Answer questions 25 to 37 according to the school you feel you are most familiar with.

24. The school I am most familiar with is

- Mahsos 1                       Southern Victoria 4  
 Perth Elementary 2         Other (specify) 5  
 Andover Elementary 3 \_\_\_\_\_

Indicate whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with the statements given in questions 25 to 37. If you do not have enough knowledge about a question to answer it, indicate "Don't know."

- |   | 1              | 2     | 3        | 4                 | 5          |
|---|----------------|-------|----------|-------------------|------------|
| 25. Most teachers and students in the school work well together.  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 26. Reports from the school tell me the kinds of things I want to know about my children.   | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 27. The school listens to the concerns of parents.  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 28. The school is doing a good job in teaching children the basic skills in reading and math.   | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 29. The school should teach the Maliseet language and culture.  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 30. The teachers are strict enough to help my children behave well but not too strict.  | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 31. The school has good teachers.   | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 32. The student activities provide enough variety for all students and take place at convenient times so all can take part.                                     | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |
| 33. When my children need help with a personal problem or need help to plan for the future, there is someone at the school who can provide good help or advice. | Strongly Agree | Agree | Disagree | Strongly Disagree | Don't Know |

TOBIQUE COMMUNITY SURVEY

	1	2	3	4	5
34. My children have good transportation to and from school.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
35. My children have a good lunch every school day.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
36. The students at the school are a happy, well-adjusted group.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
37. The rules at the school are fair to my children.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know

Section C

38. Some Indian bands have successfully taken control of their schools and education programs. When the Mahsos school opened, the Band assumed control for the first several years, but then turned most of the responsibility over to the Department of Indian Affairs. In your opinion, what was the main reason why the Band gave up control?

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Don't know.

39. Do you think the Tobique community should take control of the education program?

Yes (go to Question 40) 1

No (go to Question 41) 2

Not sure (go to Question 42) 3

40. If you answered YES to Question 39, are there any suggestions you can give to make community control more effective?

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(Go to Question 43)

41. If you answered NO to Question 39, are there any conditions that would make you change your mind? What are they?

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(Go to Question 43)

42. If you answered NOT SURE to Question 39, are there any conditions that would make you change your answer to YES? What are they?

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TOBIQUE COMMUNITY SURVEY

80

43 - Who would you like to see have control over the following?

45.

	<u>School Staff</u> 1	<u>Chief and Council</u> 2	<u>School Board</u> 3	<u>Indian Affairs</u> 4	<u>Other (Specify)</u> 5
Curriculum (program of studies)	_____	_____	_____	_____	_____
Budget	_____	_____	_____	_____	_____
Staffing	_____	_____	_____	_____	_____

46. If the community assumes control of the education program, would you send your children to the Mahsos school?

- Yes 1                       Not sure 3  
 No 2                         No children 4

Section D

47. This question to be answered only by parents. Why do (or did) your children go to the school(s) they are attending (or attended)?

<u>School</u>	<u>Reason</u>
_____	_____
_____	_____
_____	_____
_____	_____

48. This question to be answered only by parents who have (or had) children in Perth-Andover schools. Are there any changes that could be made to the Mahsos school that would cause you to send your children to this school?

- Yes What are the changes? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- No 1  
 Not sure 2

49. What do you think the Mahsos school should be doing for Tobique children that it is not doing now?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

50. What would you like to change about the things the Mahsos school teaches?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

51. What do you think is the biggest problem now with the Mahsos school?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Section E

52. Do you attend community events held at the Mahsos school such as meetings, sports games, or adult classes?

- often 1                       seldom 3  
 occasionally 2                 never 4

53. The Mahsos school is unoccupied for long periods of time when regular classes are not held. Do you have any suggestions on how the school could be used by the community during this time?

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54. The following is a list of possible community programs which could possible be offered at the Mahsos school. Indicate the program that you would most like to see developed during the next few years.

- Adult recreational sports and fitness 1  
 Adult arts and crafts 2  
 Adult educational upgrading 3  
 Community library or resource center 4  
 Adult vocational training 5  
 Drug and alcohol seminars for parents 6  
 Cultural program (musicians, artists, dancers, speakers) 7  
 Adult social activities (dances, bingo, card games) 8  
 Other (specify) \_\_\_\_\_ 9

APPENDIX C

01 SEX OF RESPONDENT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MALE	1.	32	23.4	23.4
FEMALE	2.	105	76.6	76.6
TOTAL		137	100.0	100.0

VALID CASES 137 MISSING CASES 0

02 HEAD OF HOUSEHOLD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	95	69.3	69.3
NO	2.	42	30.7	30.7
TOTAL		137	100.0	100.0

VALID CASES 137 MISSING CASES 0

03 POSITION IF NOT HEAD

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
SPOUSE	1.	39	28.5	90.7
ELDEST CHILD	2.	3	2.2	7.0
	0.	94	68.6	MISSING
TOTAL		137	100.0	100.0

VALID CASES 43 MISSING CASES 94

04 AGE OF RESPONDENT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
UNDER 25	1.	24	17.5	17.5
25 TO 34	2.	37	27.0	27.0
35 TO 44	3.	21	15.3	15.3
45 TO 54	4.	22	16.1	16.1
OVER 54	5.	33	24.1	24.1
TOTAL		137	100.0	100.0

VALID CASES 137 MISSING CASES 0

05 MARITAL STATUS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
SINGLE	1.	20	14.6	14.6
MARRIED	2.	65	47.4	47.4
WIDOWED	3.	15	10.9	10.9
SEPERATED DIVORCED	4.	32	23.4	23.4
COMMON LAW	5.	5	3.6	3.6
TOTAL		137	100.0	100.0

VALID CASES 137 MISSING CASES 0

## 06 LEVEL OF SCHOOL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ELEMENTARY	1.	28	20.4	20.6
JR HIGH	2.	22	16.1	16.2
HIGH SCHOOL	3.	55	40.1	40.4
COLLEGE	4.	11	8.0	8.1
COLLEGE GRADUATE	5.	5	3.6	3.7
OTHER	6.	15	10.9	11.0
	0.	1	0.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 136 MISSING CASES 1

## 07 PRESENTLY EMPLOYED?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
yes	1.	38	27.7	27.7
no	2.	98	71.5	71.5
yes	7.	1	0.7	0.7
TOTAL		137	100.0	100.0

VALID CASES 136 MISSING CASES 1

## 08 JOB OR OCCUPATION OR TRADE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
PROFESSIONAL	1.	8	5.8	5.9
SEMI-SKILLED WORKER	3.	27	19.7	19.9
UN-SKILLED WORKER	4.	13	9.5	9.6
HOUSEWIFE	5.	70	51.1	51.5
STUDENT	6.	4	2.9	2.9
RETIRED	7.	14	10.2	10.3
	0.	1	0.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 136 MISSING CASES 1

## 09 NO OF CHILDREN UNDER 6

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	31	22.6	53.4
	2.	18	13.1	31.0
	3.	8	5.8	13.8
	4.	1	0.7	1.7
	0.	79	57.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 58 MISSING CASES 79



Q10 NO OF CHILDREN 7 TO 9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	26	19.0	78.8
	2.	7	5.1	21.2
	0.	104	75.9	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 33 MISSING CASES 104

Q11 NO OF CHILDREN 10 TO 12

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	30	21.9	85.7
	2.	4	2.9	11.4
	3.	1	0.7	2.9
	0.	102	74.5	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 35 MISSING CASES 102

Q12 NO OF CHILDREN 13 TO 15

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	20	14.6	69.0
	2.	7	5.1	24.1
	3.	2	1.5	6.9
	0.	108	78.8	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 29 MISSING CASES 108

Q13 NO OF CHILDREN OVER 16

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	10	7.3	40.0
	2.	4	2.9	16.0
	3.	7	5.1	28.0
	4.	1	0.7	4.0
	5.	1	0.7	4.0
	6.	2	1.5	8.0
	0.	112	81.8	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 25 MISSING CASES 112

Q14 NO CHILDREN MAHSOS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	24	17.5	50.0
	2.	12	8.8	25.0
	3.	11	8.0	22.9
	4.	1	0.7	2.1
	0.	89	65.0	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 48 MISSING CASES 89

## Q15 NO CHILDREN ANDOVER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	15	10.9	75.0
	2.	4	2.9	20.0
	4.	1	0.7	5.0
	0.	117	85.4	MISSING
TOTAL		137	100.0	100.0

VALID CASES 20 MISSING CASES 117

## Q16 NO CHILDREN PERTH

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	4	2.9	100.0
	0.	133	97.1	MISSING
TOTAL		137	100.0	100.0

## Q17 NO CHILDREN SO VICTORIA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	18	13.1	58.1
	2.	5	3.6	16.1
	3.	7	5.1	22.6
	5.	1	0.7	3.2
	0.	106	77.4	MISSING
TOTAL		137	100.0	100.0

VALID CASES 31 MISSING CASES 106

## Q18 NO CHILDREN OTHER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	2.	1	0.7	100.0
	0.	136	99.3	MISSING
TOTAL		137	100.0	100.0

VALID CASES 1 MISSING CASES 136

## Q19 CHILDREN PRE OR KINDER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	21	15.3	100.0
	0.	116	84.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 21 MISSING CASES 116

## Q20 CHILDREN GD 1 TO 3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	24	17.5	82.8
	2.	5	3.6	17.2
	0.	108	78.8	MISSING
TOTAL		137	100.0	100.0

VALID CASES 29 MISSING CASES 108

Q21 CHILDREN GO 4 TO 6

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	23	16.8	79.3
	2.	6	4.4	20.7
	0.	100	78.8	MISSING
TOTAL		137	100.0	100.0

VALID CASES 29 MISSING CASES 108

Q22 CHILDREN GO 7 TO 9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	27	19.7	73.0
	2.	5	3.6	13.5
	3.	2	1.5	5.4
	4.	3	2.2	8.1
	0.	100	73.0	MISSING
TOTAL		137	100.0	100.0

VALID CASES 37 MISSING CASES 100

Q23 CHILDREN GO 10 TO 12

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
	1.	9	6.6	60.0
	2.	4	2.9	26.7
	3.	2	1.5	13.3
	0.	122	89.1	MISSING
TOTAL		137	100.0	100.0

VALID CASES 15 MISSING CASES 122

Q24 SCHOOL MOST FAMILIAR WITH

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
MAHSOS	1.	63	47.4	69.9
ANDOVER ELEM	3.	12	8.8	12.9
SO VICTORIA	4.	16	11.7	17.2
	0.	44	32.1	MISSING
TOTAL		137	100.0	100.0

VALID CASES 93 MISSING CASES 44

\*\*\*\*\*  
 Q25 WORK WELL TOGETHER  
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		Q24				
		COUNT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
Q25		ROW PCT	COL PCT	TOT PCT		
			1.	3.	4.	
STRONGLY AGREE	1.	3	0	0	3	3.3
		100.0	0.0	0.0	100.0	
		4.7	0.0	0.0	4.7	
		3.3	0.0	0.0	3.3	
AGREE	2.	30	11	9	50	54.3
		60.0	22.0	18.0	60.0	
		46.9	91.7	36.3	46.9	
		32.6	12.0	9.8	32.6	
DISAGREE	3.	16	0	3	19	20.7
		84.2	0.0	15.8	84.2	
		25.0	0.0	18.8	25.0	
		17.4	0.0	3.3	17.4	
STRONG DISAGREE	4.	2	0	0	2	2.2
		100.0	0.0	0.0	100.0	
		3.1	0.0	0.0	3.1	
		2.2	0.0	0.0	2.2	
	5.	13	1	4	18	19.6
		72.2	5.6	22.2	72.2	
		20.3	8.3	25.0	20.3	
		14.1	1.1	4.3	14.1	
COLUMN TOTAL		64	12	16	92	100.0
		69.6	13.0	17.4	69.6	

NUMBER OF MISSING OBSERVATIONS = 45

\*\*\*\*\*  
 Q26 REPORTS  
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		Q24				
		COUNT				
Q26		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT	1.	3.	4.	
		TOT PCT				
1.	STRONGLY AGREE		2	0	0	2
			100.0	0.0	0.0	2.2
			3.1	0.0	0.0	
			2.2	0.0	0.0	
2.	AGREE		34	11	8	53
			64.2	20.8	15.1	57.6
			53.1	91.7	50.0	
			37.0	12.0	8.7	
3.	DISAGREE		10	1	2	13
			76.9	7.7	15.4	14.1
			15.6	8.3	12.5	
			10.9	1.1	2.2	
5.			18	0	6	24
			75.0	0.0	25.0	26.1
			28.1	0.0	37.5	
			19.6	0.0	6.5	
COLUMN TOTAL			64	12	16	92
			69.6	13.0	17.4	100.0

NUMBER OF MISSING OBSERVATIONS = 45

\*\*\*\*\*  
 Q27 SCHOOL LISTENS  
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		Q24				
		COUNT				
Q27		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT	1.	3.	4.	
		TOT PCT				
1.	STRONGLY AGREE		1	0	0	1
			100.0	0.0	0.0	1.1
			1.6	0.0	0.0	
			1.1	0.0	0.0	
2.	AGREE		35	11	13	59
			59.3	18.6	22.0	64.1
			54.7	91.7	81.3	
			38.0	12.0	14.1	
3.	DISAGREE		18	0	2	20
			90.0	0.0	10.0	21.7
			28.1	0.0	12.5	
			19.6	0.0	2.2	

4.	STRONG DISAGREE	2	0	1	3
		66.7	0.0	33.3	3.3
		3.1	0.0	6.3	
		2.2	0.0	1.1	
5.		8	1	0	9
		88.9	11.1	0.0	9.8
		12.5	8.3	0.0	
		8.7	1.1	0.0	
COLUMN TOTAL		64	12	16	92
		69.6	13.0	17.4	100.0

NUMBER OF MISSING OBSERVATIONS = 45

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 Q28 GOOD BASIC SKILLS  
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		Q24				
		COUNT				
Q28		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT	1.	3.	4.	
		TOT PCT				
1.	STRONGLY AGREE		2	0	0	2
			100.0	0.0	0.0	2.2
			3.1	0.0	0.0	
			2.2	0.0	0.0	
2.	AGREE		45	10	14	69
			65.2	14.5	20.3	75.0
			70.3	83.3	87.5	
			48.9	10.9	15.2	
3.	DISAGREE		9	1	0	10
			90.0	10.0	0.0	10.9
			14.1	8.3	0.0	
			9.8	1.1	0.0	
4.	STRONG DISAGREE		1	0	0	1
			100.0	0.0	0.0	1.1
			1.6	0.0	0.0	
			1.1	0.0	0.0	
5.			7	1	2	10
			70.0	10.0	20.0	10.9
			10.9	8.3	12.5	
			7.6	1.1	2.2	
COLUMN TOTAL			64	12	16	92
			69.6	13.0	17.4	100.0

NUMBER OF MISSING OBSERVATIONS = 45

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 Q29 TEACH MALISEET  
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		Q24				
		COUNT				
		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT				
		TOT PCT	1.1	3.1	4.1	
Q29	1.					
STRONGLY AGREE		10	0	1	11	
		90.9	0.0	9.1	12.0	
		15.6	0.0	6.3		
		10.9	0.0	1.1		
AGREE	2.	42	3	5	50	
		84.0	6.0	10.0	54.3	
		65.6	25.0	31.3		
		45.7	3.3	5.4		
DISAGREE	3.	8	8	9	25	
		32.0	32.0	36.0	27.2	
		12.5	66.7	56.3		
		8.7	8.7	9.8		
STRONG DISAGREE	4.	1	0	0	1	
		100.0	0.0	0.0	1.1	
		1.6	0.0	0.0		
		1.1	0.0	0.0		
	5.	3	1	1	5	
		60.0	20.0	20.0	5.4	
		4.7	8.3	6.3		
		3.3	1.1	1.1		
COLUMN TOTAL		64	12	16	92	
		69.6	13.0	17.4	100.0	

\*\*\*\*\*  
 Q30 TEACHERS STRICT  
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		Q24				
		COUNT				
		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT				
		TOT PCT	1.1	3.1	4.1	
Q30	1.					
STRONGLY AGREE		2	0	0	2	
		100.0	0.0	0.0	2.2	
		3.1	0.0	0.0		
		2.2	0.0	0.0		
AGREE	2.	28	12	8	48	
		58.3	25.0	16.7	52.2	
		43.8	100.0	50.0		
		30.4	13.0	8.7		

		Q24				
		COUNT				
		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT				
		TOT PCT	1.1	3.1	4.1	
DISAGREE	3.	17	0	3	20	
		85.0	0.0	15.0	21.7	
		26.6	0.0	18.8		
		18.5	0.0	3.3		
STRONG DISAGREE	4.	1	0	0	1	
		100.0	0.0	0.0	1.1	
		1.6	0.0	0.0		
		1.1	0.0	0.0		
	5.	16	0	5	21	
		76.2	0.0	23.8	22.8	
		25.0	0.0	31.3		
		17.4	0.0	5.4		
COLUMN TOTAL		64	12	16	92	
		69.6	13.0	17.4	100.0	

NUMBER OF MISSING OBSERVATIONS = 45

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 Q31 TEACHERS GOOD  
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		Q24				
		COUNT				
		ROW PCT	MAHSOS	ANDOVER ELEM	SO VICTO RIA	ROW TOTAL
		COL PCT				
		TOT PCT	1.1	3.1	4.1	
Q31	1.					
STRONGLY AGREE		2	0	0	2	
		100.0	0.0	0.0	2.2	
		3.1	0.0	0.0		
		2.2	0.0	0.0		
AGREE	2.	33	12	11	56	
		58.9	21.4	19.6	60.9	
		51.6	100.0	68.8		
		35.9	13.0	12.0		
DISAGREE	3.	21	0	2	23	
		91.3	0.0	8.7	25.0	
		32.8	0.0	12.5		
		22.8	0.0	2.2		
	5.	8	0	3	11	
		72.7	0.0	27.3	12.0	
		12.5	0.0	18.8		
		8.7	0.0	3.3		
COLUMN TOTAL		64	12	16	92	
		69.6	13.0	17.4	100.0	

NUMBER OF MISSING OBSERVATIONS = 45

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 032      STUOENT ACTIVITIES  
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		Q24				
		COUNT				ROW
032		ROW PCT	MAHSOS	ANDOVER	SO VICTO	TOTAL
		COL PCT	ELEM	RIA		
		TOT PCT	1.1	3.1	4.1	
AGREE	2.	21	10	14	45	48.9
		46.7	22.2	31.1		
		32.8	83.3	87.5		
		22.8	10.9	15.2		
OI SAGREE	3.	24	1	2	27	29.3
		88.9	3.7	7.4		
		37.5	8.3	12.5		
		26.1	1.1	2.2		
STRONG OI SAGREE	4.	2	0	0	2	2.2
		100.0	0.0	0.0		
		3.1	0.0	0.0		
		2.2	0.0	0.0		
	5.	17	1	0	18	19.6
		94.4	5.6	0.0		
		26.6	8.3	0.0		
		18.5	1.1	0.0		
COLUMN TOTAL		64	12	16	92	100.0
		69.6	13.0	17.4		

NUMBER OF MISSING OBSERVATIONS = 45

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 033      PERSONAL HELP  
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		Q24				
		COUNT				ROW
033		ROW PCT	MAHSOS	ANDOVER	SO VICTO	TOTAL
		COL PCT	ELEM	RIA		
		TOT PCT	1.1	3.1	4.1	
AGREE	2.	23	8	8	39	42.4
		59.0	20.5	20.5		
		35.9	66.7	50.0		
		25.0	8.7	8.7		
OI SAGREE	3.	22	2	1	25	27.2
		88.0	8.0	4.0		
		34.4	16.7	6.3		
		23.9	2.2	1.1		
	5.	19	2	7	28	30.4
		67.4	7.1	25.0		
		29.7	16.7	43.8		
		20.7	2.2	7.6		
COLUMN TOTAL		64	12	16	92	100.0
		69.6	13.0	17.4		

NUMBER OF MISSING OBSERVATIONS = 45

Q38      REASONS BAND GAVE UP CONTROL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
BAND UNABLE	1.	33	24.1	30.8
COMMUNITY INTERFER	2.	2	1.5	1.9
NO FINANCIAL HELP	3.	19	13.9	17.8
OTHER OR VAGUE	4.	8	5.8	7.5
DONT KNOW	5.	45	32.8	42.1
	0.	30	21.9	MISSING
TOTAL		137	100.0	100.0
VALID CASES	107			
MISSING CASES	30			

Q39      SHOULD BAND TAKE CONTROL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	37	27.0	34.6
NO	2.	38	27.7	35.5
NOT SURE	3.	32	23.4	29.9
	0.	30	21.9	MISSING
TOTAL		137	100.0	100.0
VALID CASES	107			
MISSING CASES	30			

Q40 IF YES ANY SUGGESTIONS ?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO - DONT KNOW	1.	20	14.6	55.6
MORE COMM INVOLVE	2.	4	2.9	11.1
BOARD IN CONTROL	3.	3	2.2	8.3
QUALIFIED ADMIN	4.	3	2.2	8.3
Other	7.	6	4.4	16.7
	0.	101	73.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 36 MISSING CASES 101

Q41 IF NO WILL YOU CHANGE MIND?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO - DONT KNOW	1.	20	14.6	52.6
MORE COMM INVOLVE	2.	1	0.7	2.6
QUALIFIED ADMIN	4.	2	1.5	5.3
QUALIFIED TEACHERS	5.	5	3.6	13.2
Eliminate Politics	6.	2	1.5	5.3
Other	7.	8	5.8	21.1
	0.	99	72.3	MISSING
TOTAL		137	100.0	100.0

VALID CASES 38 MISSING CASES 99

Q42 IF NOT SURE WILL YOU CHANGE?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NONE- DONT KNOW	1.	20	14.6	62.5
MORE COMM INVOLVE	2.	1	0.7	3.1
QUALIFIED ADMIN	4.	4	2.9	12.5
QUALIFIED TEACHERS	5.	1	0.7	3.1
Eliminate Politics	6.	2	1.5	6.3
Other	7.	4	2.9	12.5
	0.	105	76.6	MISSING
TOTAL		137	100.0	100.0

VALID CASES 32 MISSING CASES 105

Q43 CONTROL CURRICULUM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
SCHOOL STAFF	1.	37	27.0	36.3
CHIEF-COUNCIL	2.	3	2.2	2.9
SCHOOL BOARD	3.	35	25.5	34.3
IND AFFAIRS	4.	4	2.9	3.9
OTHER	5.	16	11.7	15.7
PROV GOVT	6.	7	5.1	6.9
	0.	35	25.5	MISSING
TOTAL		137	100.0	100.0

VALID CASES 102 MISSING CASES 35

## Q44 CONTROL BUDGET

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
SCHOOL STAFF	1.	21	15.3	21.4
CHIEF-COUNCIL	2.	9	6.6	9.2
SCHOOL BOARD	3.	26	19.0	26.5
IND AFFAIRS	4.	25	18.2	25.5
OTHER	5.	15	10.9	15.3
PROV GOVT	6.	2	1.5	2.0
	0.	39	28.5	MISSING
TOTAL		137	100.0	100.0

VALID CASES 98 MISSING CASES 39

## Q45 CONTROL STAFFING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
SCHOOL STAFF	1.	9	6.6	8.9
CHIEF-COUNCIL	2.	8	5.8	7.9
SCHOOL BOARD	3.	51	37.2	50.5
IND AFFAIRS	4.	13	9.5	12.9
OTHER	5.	18	13.1	17.8
PROV GOVT	6.	2	1.5	2.0
	0.	36	26.3	MISSING

VALID CASES 101 MISSING CASES 36

## Q46 WILL GO TO MAHSOS IF BAND CONTROLS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
YES	1.	36	26.3	33.6
NO	2.	23	16.8	21.5
NOT SURE	3.	28	20.4	26.2
NO CHILDREN	4.	20	14.6	18.7
	0.	30	21.9	MISSING
TOTAL		137	100.0	100.0

VALID CASES 107 MISSING CASES 30

## QA47 Why Mahsos?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
TEACHERS GOOD	1.	6	4.4	12.8
CONVENIENT	2.	15	10.9	31.9
CHILDREN BELONG	3.	7	5.1	14.9
GOOD ENVIRON	4.	2	1.5	4.3
CHILOS CHOICE	5.	5	3.6	10.6
GOOD PROGRAM	7.	6	4.4	12.8
OTHER	8.	6	4.4	12.8
	0.	90	65.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 47 MISSING CASES 90



Q847 Why Andover?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
TEACHERS GOOD	1.	2	1.5	10.0
BETTER PROGRAM	2.	1	0.7	5.0
INADEQ HELP MAHSOS	3.	2	1.5	10.0
PROGRESS MAHSOS	4.	1	0.7	5.0
DISCIPLINE PROB MAH	5.	2	1.5	10.0
BETTER STANDARDS	6.	7	5.1	35.0
CHILOS CHOICE	7.	1	0.7	5.0
OTHER	8.	4	2.9	20.0
	0.	117	85.4	MISSING
TOTAL		137	100.0	100.0

VALID CASES 20 MISSING CASES 117

Q48 CHANGE TO MAHSOS FROM AND

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
NO	1.	18	13.1	38.3
NOT SURE	2.	7	5.1	14.9
YES-BETTER ADMIN	3.	2	1.5	4.3
YES-IMPROVEPGM	4.	2	1.5	4.3
YES-MORE QUAL TEACHE	5.	7	5.1	14.9
YES-FOLLOW PROV STAN	6.	2	1.5	4.3
YES-MORE DISCIPLINE	7.	5	3.6	10.6
OTHER	8.	4	2.9	8.5
	0.	90	65.7	MISSING
TOTAL		137	100.0	100.0

VALID CASES 47 MISSING CASES 90

Q49 WHAT SHOULD MAHSOS DO

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
INTRO CUL LANG PGM	1.	20	14.6	29.0
IMPROVE DISCIPLINE	2.	12	8.8	17.4
MORE PARENT INVOLVE	3.	2	1.5	2.9
IMPROVE STANDARDS	4.	18	13.1	26.1
MORE COURSE EXTRA-CU	5.	13	9.5	18.8
OTHER	6.	4	2.9	5.8
	0.	68	49.6	MISSING
TOTAL		137	100.0	100.0

VALID CASES 69 MISSING CASES 68

Q51 PROBLEM WITH MAHSOS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
TOO MUCH POL INVOLVE	1.	12	8.8	13.6
POOR COMM SUP	2.	9	6.6	10.2
PRINCIPAL-ADMIN	3.	15	10.9	17.0
DISCIPLINE	4.	22	16.1	25.0
TEACHERS UNQUAL	5.	7	5.1	8.0
OTHER	6.	15	10.9	17.0
NO PROBLEMS	7.	8	5.8	9.1
	0.	49	35.8	MISSING
TOTAL		137	100.0	100.0

VALID CASES 88 MISSING CASES 49

## Q52 ATTEND COMMUNITY EVENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
OFTEN	1.	26	19.0	23.2
OCCASIONALLY	2.	29	21.2	25.9
SELDOM	3.	26	19.0	23.2
NEVER	4.	31	22.6	27.7
	0.	25	18.2	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 112 MISSING CASES 25

## Q53 SUGGESTIONS FOR COMM USE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
OPEN GYM FOR CHILD	1.	39	28.5	43.8
RECREATION-ADULTS	2.	17	12.4	19.1
ADULT CLASSES	3.	24	17.5	27.0
OTHER	4.	9	6.6	10.1
	0.	48	35.0	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 89 MISSING CASES 48

## Q54 LIKE TO SEE DEVELOPED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)
ADULT REC	1.	13	9.5	11.5
ADULT ARTS	2.	13	9.5	11.5
UPGRADING	3.	25	18.2	22.1
COMM LIBRARY	4.	4	2.9	3.5
VOC TRAINING	5.	15	10.9	13.3
DRUG ALCH SEMINARS	6.	11	8.0	9.7
CULTURAL PRDG	7.	14	10.2	12.4
SDCIAL ACT	8.	6	4.4	5.3
OTHER	9.	12	8.8	10.6
	0.	24	17.5	MISSING
	TOTAL	137	100.0	100.0

VALID CASES 113 MISSING CASES 24

APPENDIX D

Names for interviews provided by  
Mr. Peter Bernard, Band Manager

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Mr. and Mrs. James Bear

Mr. Steve Bear

Mr. and Mrs. George Francis

Mr. and Mrs. Leo Francis

Mr. and Mrs. Turner Huggard

Mr. and Mrs. Delbert Moulton

Mr. and Mrs. Andrew Nicholas

Mr. and Mrs. Darryl Nicholas

Mr. and Mrs. Vaughan Nicholas

Mrs. Juanita Perley

Mr. Bernard Sappier

Mr. and Mrs. Loomis Sappier

APPENDIX E

## 1. Language Arts Education

By Professor M. MacLean

Over the two-day period, October 22/23, I visited Perth Elementary, Andover Elementary, and Southern Victoria High School as well as Mahsos School. At Perth Elementary I met briefly with the principal to discuss the Language Arts curriculum. At Andover Elementary, in addition to talking with the principal, I also met with the Indian worker and visited two upper and two lower elementary Language Arts classes. At Southern Victoria, I met with the principal, as well as the vice principal in charge of the junior high program and two senior high English teachers.

For the most part, all the teachers I met with thought that the Indian students they taught were coping well with the Language Arts curriculum they followed. No one identified any particular problems that these students were experiencing with the programs. The only major concern expressed was at the high school where one person stated that the high school knew very little about the Language Arts program operating at Mahsos. He suggested that it would be useful if they had more information regarding the Language Arts curricula that Mahsos followed and the methods of evaluation they used to assess student progress. In this way the high school would be better prepared to provide appropriate placement for students when they transferred from Mahsos.

At Mahsos I was able to visit all classes, meeting individually with teachers to discuss their Language Arts program. It appears that the Language Arts programs operating throughout the school are heavily skills dominated. At the lower elementary levels this is evidenced by a focus on decoding; at the upper elementary levels by an emphasis on grammar, spelling, and vocabulary

drill. While these are important aspects of a Language Arts program, they should not be the primary and restricting focus of that program.

Most of the Mahsos teachers are following the Ginn 360 series. The same series is used at Andover Elementary. However, the teachers at Andover do not appear to restrict themselves to Ginn in the same way that the teachers at Mahsos tend to. That is, the teachers at Andover tend to include other language activities to supplement the Ginn materials. Such activities include language experience stories, oral discussion, reading aloud to students, story telling, drama, story and poetry writing. In addition to providing meaningful opportunities for reinforcing and practising skills, these activities also facilitate language development and competency--both important aspects of an elementary Language Arts curriculum.

For the most part, Mahsos teachers restricted their Language Arts programs to Ginn materials. Where supplementary materials and resources were included, they tended to reinforce the skills orientation and structured approach to reading emphasized in the Ginn series. Three teachers had set up Learning Centres in their classrooms. However, these centres tended to focus on skills rather than allowing students opportunities to expand and apply their knowledge of skills to other reading and writing situations. Teachers might consider setting up other kinds of centres, i.e. listening, writing, drama, games centres which allow students to practise and use their skills in meaningful language activities.

Two Mahsos teachers have initiated "Sustained Silent Reading" in their classrooms. This activity, whereby everybody including the teacher reads for a specified period of time (usually 5-15 minutes daily depending on what appears manageable for the students), is an excellent one for helping students

practise their skills, for encouraging recreational reading, and for developing more effective, efficient and motivated readers. Other teachers should be encouraged to initiate this activity. Even the grade one class could be involved. However, in order for this activity to be effective, students need a wide selection of reading materials from which to make their daily selections. There are a number of excellent bibliographies available which list inexpensive paperbacks appropriate for upper and lower elementary grades. I would suggest that Mahsos consult these publications in order to expand their selection of recreational reading materials and picture books. While the resource centre does have a range of reading materials, the selections, especially for the younger children, could be expanded.

Some of the teachers do include regular library visits in their Language Arts program. However, there does not appear to be a general policy emphasizing the importance of regular library use for all students. It is important, too, that teachers guide students in appropriate use of library resources. Merely sending students to the library is not enough. As there is no resource person available at Mahsos to help students explore informational and recreational reading resources, teachers should try to spend time assisting students in their selection of appropriate materials. This too should be an integral part of the Language Arts curriculum for the whole school.

It is especially important that students be introduced to and be given practise in using a range of reading materials at the upper elementary levels. Here too the emphasis on isolated skills, drill work and workbook exercises was apparent. At this level, students need opportunities for applying their reading and writing skills in various subject area texts. That is, teachers should include instruction in study skills and content area reading in their



Language Arts program. J. Cunningham, P. Cunningham, and S. Arthur's text, Middle and Secondary School Reading, (Longman, 1981) contains some excellent suggestions of appropriate Language Arts activities for the junior high level.

#### RECOMMENDATIONS

##### 1. Contact with regional Language Arts consultants.

As 5 of the 7 teachers at Mahsos have not taught Language Arts before, I would suggest that it would be helpful if they could arrange regular consultation with local Language Arts resource personnel. These resource personnel might assist teachers in developing materials, resources, and activities, in demonstrating appropriate teaching strategies, and in helping teachers articulate a coherent Language Arts philosophy for the whole school.

If it is impossible to liase with the regional consultants, I would strongly recommend that the school consider sponsoring professional development days focusing on Language Arts curricula development and coordination. The school might also consider participating in workshops or professional development activities sponsored by the local District. At the very least, Mahsos teachers should consider joining the local subject area councils which meet regularly in the district in order to familiarize themselves with available materials, resources and personnel. These contacts should help the teachers, especially those who have not previously taught Language Arts, to develop more comprehensive Language Arts programs.

##### 2. Closer liaison with Southern Victoria High School.

It is important too, especially at the upper elementary levels, that close liaison be established between Mahsos and Southern Victoria. Both schools should be familiar with the goals and objectives of the Language Arts

programs operating in the other school. As well, information regarding means of evaluating students' progress should be available to each school. This exchange of information will help ensure that if students transfer schools they will not be disadvantaged in terms of their Language Arts development.

3. Extension of Language Arts program.

I would also recommend that Mahsos teachers supplement their Ginn 360 series with other language activities which involve students in less skill work and more whole language activities in reading, writing, speaking, and listening. Students need more opportunities for purposeful and meaningful reading and writing activities.

4. Development of coherent Language Arts philosophy for the school.

By articulating its Language Arts aims and objectives, the school could more easily coordinate its Language Arts programs and ensure appropriate oral and written language development for all students. As well, teachers could more easily monitor student progress and implement appropriate diagnostic and remediation programs to enhance whole language development rather than restricting students to skill instruction and practise. While a Language Arts curriculum should include aspects of skill development, its focus should not be restricted to this level. Students need opportunities to apply and transfer skill knowledge to real writing and reading activities.

## 2. Mathematics Education

By Dr. M. Small

Having spent a day at Andover Elementary School followed by a day at Mahsos, I was struck by a number of important differences, but a fundamental similarity, in the teaching of mathematics. I have decided to begin with some general observations and then become more specific.

Overall, both schools are closely following one of the two approved text series in elementary Mathematics, Mathways. This is the series used by about 99 per cent of the province. Teachers in both schools seem to depend heavily on the Mathways teachers' resource books and texts. Although the grade 7 teacher at Andover is using Math Is 1, the more popular of the approved junior high texts, the grade 7-8 teacher at Mahsos is not using the texts yet. Rather, the students in these grades are reviewing computation using other resources. In as much as close adherence to a text series produces uniformity, the two systems are tending toward that sort of uniformity. A measure of progress in both schools might be afforded by examination of results of the recently administered Canadian Tests of Basic Skills in grades 3 and 6. However, these results are not yet available and, of course, interpretation of results would not reflect exclusively on the teaching program of the past few years and certainly not on the current teaching program.

Some of the differences between the schools are of interest. One of the problems in Mahsos is that only one teacher exists at any grade level. Whereas in Andover, teachers have and take the opportunity to plan together, this possibility does not exist at Mahsos. This situation leads to a comment I heard from one teacher at Mahsos, "I don't know where they should be by Christmas." This sort of insecurity does not help to maintain a program closely matching the one in the provincial system.

Another big difference in the two schools was the amount of time spent on group work as compared to individual work sheets. The three classes at Andover which I observed which were grade 3 or higher followed a similar format with group work led by the teacher followed by seat work. At Mahsos I saw some group work in grade 3 and up, but mostly seat work on stencils. This lack of interaction with the teacher and other pupils would probably be detrimental over the long run. Apparently the reason for an individualized approach was not primarily to meet the needs of students working at different levels, since in any grade at Mahsos which I observed all students were doing essentially the same work.

A very significant ingredient in the public school system is a sense of competitiveness. Over and over, I heard comments such as "Cover your work" (in a non-testing situation), "Raise your hand if you got that right," or "Work quickly." I saw none of this at Mahsos. I am not sure whether this is an asset or a liability for Mahsos. However, if one believes that competitiveness fosters growth, there is less opportunity to shine at Mahsos.

One advantage of the small class size at Mahsos is the opportunity for the teacher to evaluate individual student progress more easily. I noticed in talking to the Mahsos teachers that they were all very aware of where individual students stood. What is a bit surprising, though, is the lack of diversity of the program for individual students whose levels differ in a setting where much of the work is individualized anyway.

Let me be more specific about some matters.

The grade 1 classes in Andover and Mahsos were working at similar levels. Both groups were still working on counting and using manipulative materials, primarily counters. There was a "math centre" at Mahsos,

although not at Andover. However, my understanding was that not too much use of the centre had been made yet. The teacher at Mahsos had apparently gone beyond the typical curriculum to some extent and had gotten into some addition and subtraction with manipulatives. She also told me that she did addition and subtraction drill on Fridays. There was not any clear evidence that the students were ready for "symbolic only" drill, but the teacher felt this was important. There seemed some lack of understanding that ability to deal with facts would be the outgrowth of the Monday-Thursday activities, rather than something one "taught" separately. However, this misunderstanding is not atypical of teachers. Although the lesson I observed went beyond the typical program, it tended to be somewhat short on explanation with a tendency on the part of the teacher to simply ask a student who did something incorrectly to do it again. There were posters around the room depicting some geometry work the students had done, again an indication of an attempt to enrich the curriculum. There was a concentration on manipulative materials at the grade 1 level. This is quite appropriate.

Although I was unable to observe a grade 2 class, I did speak to the teacher and did see some of the work the students had been doing. I was very impressed with the program. I think it would be very similar to a program in any good grade 2 provincial school. The materials being used were appropriate and there was a sense that things were being well explained. Again, there was a math centre in the corner, although I was told not much use of it would be made until after Christmas. In neither the grade 1 nor the grade 2 class did I see an over-emphasis on stencils or work sheets.

The grade 3 class seemed to be behind their counterparts in town. For example, they had not yet reached the sections on multiplications in the text, whereas most grade 3 classes would have been well into this. Again, the teachers in both settings were sticking closely to the text, although moving at different rates. There were regular fact reviews for addition and subtraction at a level which might have been more expected in grade 2 than grade 3. The class I observed saw the students working on stencils relating to the topic of time. Apparently the students had had some difficulty with the topic, so as a change, the students were working in pairs, rather than individually. Although it was nice to see an attempt to alter technique to accommodate a problem, more actual instruction might have been appropriate. This was in contrast to the town school where whole class instruction was the norm. Apparently, the Mathways stencils are used regularly at Mahsos. These stencils are built for more reinforcement than for instruction.

I spoke to the grade 4 teacher at Mahsos but was unable to visit a class. Again, the students were taught as a group. I was told that for many students, materials had to be constantly repeated. The extras beyond the text took the form of "remedial" type computational stencils. No real teaching materials other than texts were available, although the students are regularly encouraged to use counters which are handy, e.g., fingers, pencils, etc. The students apparently know their addition and subtraction facts at this stage but had trouble applying these to some computational algorithms, particularly subtraction and to "word problems." The grade 4 teacher sticks closely to the text and will teach something three ways if that's what the text does, even if one way is difficult for her students.

The grade 5 class is somewhat behind where one might expect. The material comes strictly from the text with the teacher using the student pages rather than the teacher's resource book as the guide. There is some use made of simple games from the teacher's resource file occasionally. Apparently the boys are having more difficulty than the girls in math, but the two groups are being taught together. As with the grade 4 students, the students are experiencing some difficulty with place value concepts. In that these are the cornerstone for most mathematical computations, it is important that these ideas be mastered. Following the book page by page is unlikely to engender this mastery.

The grade 6 class, too, was following Mathways. There seemed to be a heavy stencil orientation in the class. Homework was regularly assigned but instruction, the day I observed, seemed to consist mainly of asking students who had trouble with an assignment to come up while the others worked on the next stencil. I had the opportunity to play a mathematical strategy game with the grade 6 class and found them less sophisticated in their mathematical thinking than other students of that age whom I've met and in contrast to some of what I saw in Andover at that level.

The grade 7-8 program varied markedly from that in Andover. Whereas the students in town fairly rigorously follow the Math Is texts, the students at Mahsos were working on remedial computational stencils. I was told that the students had too much difficulty reading the texts, which are, indeed, relatively wordy. The students in grade 8 are apparently weak and were doing the same work as the grade 7's. It is unclear if and when they will actually be taught separate material. Although junior high consists of a lot of repeat of elementary, I am sure these grade 8s would be at a distinct disadvantage when they move into town if they remain with

the grade 7s throughout the year. One student came in and asked what the words "Find the product of" mean. This is very unusual by grade 7. Much of the typical grade 7 program deals with applications of math. I am not sure how prominent a part of the program this will be at Mahsos.

In speaking to two math teachers at Southern Victoria, I was told that most Indian students go into Level 3 rather than Level 2 Math and that Indian students who begin at Southern Victoria in grade 8 survive better than those who come later. One of the teachers suggested that the Indian students had similar difficulties to the other students. It was suggested that most Indian students who might fail drop out instead.

Overall, the grades 1 and 2 program at Mahsos seem most comparable to those in town. The grades 3-6 programs do not differ markedly from those in Andover but they seem to be going more slowly with less attention to more sophisticated mathematical thinking. The grades 7 and 8 program at Mahsos is unique, but I am told this aspect of it changes later in the year.

There were several general observations I might make. First of all, there was a casualness about the school which didn't appear in Andover. Not only were people coming in and out at will, but the "work of school" ethic did not rear its head as often. One interesting incident involved a teacher who was 20 minutes late to class because he was at the Band office running off stencils. This was in contrast to a general adherence to schedules. Secondly, this school, reminded me in many ways of other private schools where, for some reason, stencils are more the order of the day.



One problem, of course, is that I did not have an opportunity to observe over an extended period of time. The newer teachers, in particular, had not really planned far ahead and any conclusions I draw are based only on what has happened until now. Also, I caught several teachers during Halloween parties, which is probably not the best time for talking. As a result, conversations had to be limited and information might be more distorted than it should be.

### 3. General Academic Diagnosis

by

Mrs. V. Urquhart

On November 18, 1981, I visited Perth Elementary School, Andover Elementary School, and Southern Victoria Regional High School in Perth-Andover, N. B., and I spent November 19 at Mahsos School on the Indian Reserve at Tobique, N. B. I met with teachers and administrators at all schools and had an opportunity to do classroom observation in Andover Elementary and Mahsos.

School administration exists chiefly for the pupils, and its efficacy must be measured by the extent to which it contributes to teaching and learning. With this in mind, allow me to begin my report with the following observations:

1. At Perth Elementary I met with a Principal who this year, for the first time, gives less than 50 per cent of her day to classroom teaching. Her consistent and continuing involvement at the classroom level makes her familiar and concerned with the programs being taught at all grade levels within her school and able to discuss any one of them in detail.
2. At Andover Elementary the Vice-Principal with whom I met was a full-time teacher. He too was fully knowledgeable about the teaching and learning which was taking place in the school; I discussed with him the social studies curriculum for all grade levels, and he displayed keen interest in the most effective approaches to teaching it.
3. At Southern Victoria Regional High School, the Vice-Principal with whom I met was a part-time teacher and overseer of the junior high curriculum and special education program of the school. Like the others, his focus was on the actual teaching and learning which was going on in the building.
4. At Mahsos School the Principal taught French classes, but he was not sufficiently familiar with the content of most programs to discuss them with me. He obviously did not see this as a Principal's responsibility, rather envisioning his role as that of a facilitator.

Such differences of approach affect the academic climate of the schools concerned and ultimately the educational achievements of the children. In the town schools, the effective teaching of the provincial curriculum, as it relates to the physical, intellectual, social, and emotional growth of the students, is the central concern around which the school's activities revolve. At Mahsos School, the teachers are attempting individually to follow the same curriculum, but there is no discernible overall school policy of curriculum implementation and thus no atmosphere of united effort or clear sense of direction among the teachers. In fact, most of the teachers would seem to have misgivings concerning the appropriateness of the provincial curriculum for their pupils. The climate which I sensed at Mahsos was that of an organization within which learning was a by product of a range of activities carried on with the pupils, whereas in the town schools a climate of learning prevailed to which all activities which I observed were subservient. At Mahsos, the teachers paid a good deal of attention to the pupils' physical comfort, to their likes and dislikes; such concerns loom large in an environment in which the teaching-learning process itself does not clearly dictate the whole direction of the day's activities.

At Andover Elementary School, the classes were large, varying from a low of about twenty-five in the primary grades to a high of about thirty-five at the intermediate level, while at Mahsos School I did not observe any class with more than ten children in attendance. At Andover, the children were grouped for instruction in the various subjects, while at Mahsos I observed no grouping; all were on the same 'educational diet.' The small enrollments provided the teachers with excellent opportunities to give individual help, and they seemed willing to do this, but in many instances the teaching materials that were being used were beyond the achievement level of the pupils, and thus, meaningless to them. Really, what was in evidence was traditional type programming when an ideal situation for individualized programming existed.

Both the teachers and administrators in the provincial schools were unanimous in their evaluation of the achievement of the Indian students

enrolled in their schools, all feeling that they were, for the most part, able to cope with the regular curriculum. Although some were receiving remedial help in resource rooms, modified classes, and special education classes, the number being served was proportional to that of the entire student body. At Mahsos, teachers did not feel that their students could cope with the regular curriculum, many of them needing special assistance. They were most concerned that support services of the type available in the provincial school districts were unavailable to them. In some cases the concerns were legitimate, but in other instances, it would seem that the needed services could be provided by the teachers themselves. Such small classes should preclude the need for resource room teachers or remedial specialists. However, in order for the regular classroom teachers (especially those with limited experience) to feel secure in this role, they must be educated in techniques of remediation. It seemed that in this school time, space, and personnel were in abundance. What was lacking was expertise. In Andover, on the other hand, classes were crowded, but the teachers were, for the most part, confident in their roles and were constantly making use of the additional expert services that were available.

Finally, I would like to look at the educational opportunities for the Grade Eight students at Mahsos School as compared to those available at Southern Victoria Regional High School. At Mahsos, the four or five Grade Eight students are part of a combined Grade Seven and Eight. Although the number of students in the class is small, the teacher's job is very demanding since he must teach all subjects to two grades at a level where the curriculum becomes more 'open' and where a wealth of material is available for the use of both the students and the teacher--if they have time to use it. These students at present are unable to keep pace with much of the Grade Eight program, so they are being required to repeat Grade Seven material. At Southern Victoria Regional High School, not only would they be in a self-contained class, but alternative programs would be available if they experienced difficulty; that is, the modified program and the special education program. Nowhere else, perhaps, are

the shortcomings of Mahsos School more evident than in the Grade Eight class. It will be extremely difficult, if not impossible, for these students to cope with Grade Nine next year in the provincial system.

RECOMMENDATIONS:

1. The teachers at Mahsos School should be provided with assistance in program development and implementation on a regular basis. Programs of studies within the school should be more closely monitored to ensure a full range of developmental learning for all students.
2. Teachers should be grouping for classroom instruction and providing the remedial services needed by their students. Again, they need direction from some person with proven expertise in the field.
3. Since all students of this school eventually move into the provincial public school system, it is crucial that a close correlation exist between the standards and expectancy levels at Mahsos School and those of the public schools in Perth-Andover. A closer liaison between professional development and/or professional growth activities in the two areas should help in this regard.

#### 4. Physical Education

By Dr. P. Wright

PERTH ELEMENTARY SCHOOL  
School Population 190  
Indian Students 10

#### FACILITIES

##### OUTDOORS:

Baseball Diamond and Soccer Field

##### SAFETY:

Well maintained by Town  
and School District.  
No obvious debris.  
Playground equipment in  
good repair.

##### RELATIONSHIP TO CLASSROOMS:

Behind the school and separated from the classrooms.

Gymnasium INDOOR:

SAFETY:  
No safety hazards.

##### DECOR:

Newly painted; light colours; attractive.

##### AUXILLIARY AREAS:

Community rink next door to school.

##### CHANGING ROOMS:

Boys and girls locker rooms. Showers; not used.



COMMUNITY PROGRAMMING:

Minor hockey: very popular with younger Maliseet children; drop off with age.

Little League Baseball: Less involvement by native children in the summer because of programming on the reserve.

Cubs, Scouts.

STAFF CAPABILITIES:

One specialist on staff. Classroom teachers motivated and physical education is becoming a habit.

There are 10 Maliseet students in the school of 190 students. They integrate well into all school activities and no social problems were reported.

The response to physical education was generally good. It was reported that the native students were very often good athletes (hockey and baseball in particular).

Principal is very supportive.

ANDOVER ELEMENTARY SCHOOL

School Population 450

Indian Students 30 TOBIQUE SCHOOL STUDY

FACILITIES

OUTDOORS:

Soccer Field  
Running Track  
Playground

SAFETY:

Well maintained; no obvious debris. Used efficiently by a great majority of the students.

RELATIONSHIP TO CLASSROOMS:

Behind the school and separated from the main building.

INDOOR:

Gymnasium

SAFETY:

stage at one end.



**DECOR:**

Freshly painted and bright colours. A pleasant environment.

**AUXILLIARY AREAS:**

Equipment room and office. Students have limited access to equipment for outdoor free play.

**CHANGING ROOMS:**

Boys and girls. Showers available. Not used.

**RELATIONSHIP TO LOW NOISE AREAS:**

In cafeteria area; downstairs from majority of classrooms.

**PROGRAM**

<b>INDOOR:</b>	<b>GRADE LEVEL:</b>	<b>Units:</b>
Physical Education everyday with classroom teacher	1-7	Volleyball
3 periods/week 20 minutes with specialist	1-3	Basketball
2 periods/week 30 minutes with specialist + 1 period with homeroom teacher	4-6	Floor Hockey
2 periods/week 50 minutes with specialist + 1 period with homeroom teacher	7	Ringette
		Team Handbal
		Gymnastics
		Fitness

<b>OUTDOOR:</b>	<b>GRADE LEVEL:</b>
Units: Soccer Track and Field Softball	

Very well equipped and equipment maintained very well. Classroom teachers do health.

**EXTRACURRICULAR PROGRAMMING:**

Basketball: Limited Schedule (5-6 games); local schools; Boys and Girls Grades 6 and 7.

**Noon hour Intramurals:**

Soccer  
Basketball  
Floor Hockey - Ringette  
Team Handball

75% participation rate;  
students administer the  
program.

**COMMUNITY PROGRAMMING:**

See Perth Elementary.

**STAFF CAPABILITIES:**

One specialist on staff. Classroom teachers involved and motivated. Principal supportive.

**COMMENTS AND EVALUATION:**

A well-organized and efficiently administered program. The specialist is enthusiastic with the children, and they respond in kind. The participation rate in intramurals is outstanding: 75%.

No integration problems reported. 95% of the native children respond well to physical education. Some of the girls exhibit shyness. This is usually by girls who came into the school after grade one.

Athletically, the Indian students excel. In many cases they are models for the other students.

SOUTHERN VICTORIA HIGH SCHOOL  
School Population 620  
Indian Students 65

FACILITIES

OUTDOORS:

Tennis Courts  
Softball Field  
Soccer Pitch  
Track  
Community Pool

SAFETY:

Well Maintained

RELATIONSHIP TO CLASSROOMS:

Behind and well removed from the school building.

INDOOR:

Gymnasium

SAFETY:  
Stage at the side.

DECOR:

Newly painted, but drab colour scheme

AUXILLIARY AREAS:

Health Classroom

CHANGING ROOMS:

Poorly equipped; damaged lockers; good shower facilities.

RELATIONSHIP TO LOW NOISE AREAS:  
No noise problems.

PROGRAM

INDOOR:  
Junior High  
Grade 8      Grade 9  
Volleyball    Volleyball  
Floor Hockey   Floor Hockey  
Basketball    Basketball  
Badminton     Badminton  
Gymnastics  
Team Handball  
Aquatics  
Skating

GRADE LEVEL:

2 periods/week 50 minutes  
Health 1 period/week entire  
year.

Grades 10-12: 11-2 physical education open to all students.

Units: Tennis, volleyball, curling, cross country skiing, fitness,  
table tennis, orienteering.

OUTDOOR:  
Junior High  
Grade 8      Grade 9  
Soccer        Soccer  
                Football  
Softball

GRADE LEVEL:

EXTRACURRICULAR PROGRAMMING:

Basketball (boys and girls)  
Badminton  
Curling  
Golf  
Track and Field  
Softball

Intramurals: Junior High, full program; organized by homeroom.  
Senior High, just outdoor; Football, softball.

High participation rate at junior high; drop off at senior high.

**COMMUNITY PROGRAMMING:**

Minor hockey  
 Curling Club  
 Golf Club  
 Minor Baseball  
 Cub and Boy Scouts

**STAFF CAPABILITIES:**

Two full-time specialists to teach all grades 8-12.

**COMMENTS AND EVALUATION:**

A comprehensive program. Native students integrate well into school life. Good athletes. Participation rates in baseball, hockey, track and field very high. Big sports on the reserve.

Participation rate could be better, but increasing. Socio-economic problems were cited as being more important than race.

Athletic ability seems to run in families.

**MAH-SOS SCHOOL**

Student Population 85

**FACILITIES****OUTDOORS:**

Playing field was in very poor shape: debris, broken glass, poorly maintained grass, broken posts, abused by dirt bikes.

Playground:

Equipment in poor repair

Paved, lighted and screened tennis court:

Fence broken, lights broken

Maintenance by janitors poor.

**RELATIONSHIP TO CLASSROOMS:**  
 Situated at gymnasium end of school building, away from the classroom wing.

**INDOOR:**

Gymnasium-Auditorium

Outdoor access.

Scoreboard; 4 basketball backboards; 2 basketball hoops.

**SAFETY:**

Stage and storage area for chairs at one end.

**DECOR:**

Very attractive; murals on walls make it pleasant.

**AUXILLIARY AREAS:**

Well equipped kitchen; Auxilliary room for arts, crafts, music, and dancing.

**CHANGING ROOMS:**

Boys and girls locker rooms; two stall showers, two sinks.

**RELATIONSHIP TO LOW NOISE AREAS:**

At opposite end of school; However with the doors open there was considerable noise in the foyer area.

PROGRAM

**INDOOR:**

**GRADE LEVEL:**

The program is very unstructured. The three teachers responsible for physical education do not have adequate training or experience. The classes are small even with combined groups (grades 1-2, grades 3-4, grades 5-6, grades 7-8). The core of the experience is low organized games, some calisthenics, and gymnastics.

The equipment is very meager. The problem appears to be in the lack of supervision in the community plus the jurisdictional problem of whose responsibility physical education supplies and equipment is: the band or Indian Affairs.

Large gymnastic equipment is not being used because of a lack of qualified personnel.

Grades 5-8: Soccer, Gymnastics, basketball, Softball.

Health taught by the classroom teacher.

**OUTDOOR:**

**GRADE LEVEL:**

There appears to be very little interest in outdoor programming such as orienteering, cross country skiing, snow shoeing. There is no equipment and very little prospect of getting it.

**EXTRACURRICULAR PROGRAMMING:**

No interschool competition.

No intramural competition: the school is cleared at lunchtime and the children are not allowed back in until classes begin in the afternoon.

Not enough students to make it worthwhile.

**COMMUNITY PROGRAMMING:**

The band school committee is now in charge of community use of the school. The school has priority from 9:00 to 3:00 p.m. The gym is available for use by interested teachers from 3:00 to 5:00 p.m. Cleaning is done from 5:00 to 6:30.

From 6:30 to 10:00 the band Recreation Director is in charge. There is very little organized programming, and very poor supervision. The facility and equipment is abused. The Recreation Director has no key; he must call the principal in town for access on weekends.

Primarily floor hockey; some women's volleyball; minor hockey in town; baseball and softball on the reserve.

**STAFF CAPABILITIES:**

Three identified Personnel:

- 2 classroom teachers, but not specialists
- 1 teacher aid with no professional training

Teacher aid did it all the year before, but the parents insisted on the teachers doing it.

**COMMENTS AND EVALUATION:**

The building and surrounding area have the potential to support a comprehensive physical education program. There appear to be five major problems:

- (1) control and maintenance of outdoor areas
- (2) lack of proper equipment
- (3) lack of adequately trained personnel
- (4) lack of programming in the community
- (5) poor supervision of the facility during community use.

The students appeared to be enthusiastic about physical education. Students who go to school in town are subsidized for lunch and gym uniform.

The main difference between the town schools and Mah-Sos is the presence of a specialist on staff to teach and serve as a resource person for physical activity. The Indian teachers at Mah-Sos are eager but require more training in physical education to mount and run an adequate program. The current principal is quite supportive, but his hands are tied from a jurisdictional point of view.

**RECOMMENDATION:**

Implementation of provincial curriculum guidelines and materials would provide guidelines for the purchase of much-needed supplies and equipment.



**Professor W.D. Hamilton (1936- )**

A widely experienced educator, Professor W.D. Hamilton served for eight years as a school principal in New Brunswick and Quebec and for two years as a chief examiner for the Quebec Department of Education before entering the field of higher education. Since 1973, he has been a member of the faculty of the University of New Brunswick on which he currently holds the rank of Professor of Education. The author of numerous articles and several books in the fields of history and literary history, he was also co-editor, with W.A. Spray, of the volume, *Source Materials Relating to the New Brunswick Indians* (1976, 1977), and has taken an active part in the development of university programs for Native Indian and rural people. With R.D. Owston, he has co-authored studies and reports relating to Indian education and, with him, serves as Co-Director of UNB's Micmac-Maliseet Educational Development Institute.

**Professor R.D. Owston (1945- )**

The holder of a Ph.D. degree in educational measurement and experimentation, Professor R.D. Owston taught school in both Canada and abroad before joining the New Brunswick Department of Education as Coordinator of Testing Services. He joined the faculty of the University of New Brunswick in 1977, as Coordinator of the University's Indian Students Program, a position which he still holds in conjunction with an appointment as Associate Professor of Education. The author of several articles in his field of study and research, Professor Owston has also presented a number of papers on the education of Native Indian students at national and international conferences and collaborated on studies and reports with Professor Hamilton, with whom he also shares administrative responsibility for UNB's Micmac-Maliseet Educational Development Institute.