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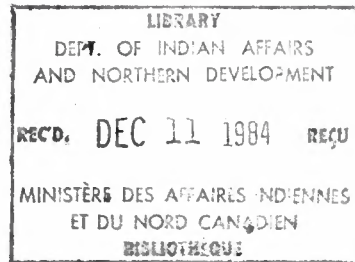


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DEPARTMENT
OF INDIAN AFFAIRS
AND NORTHERN DEVELOPMENT

5,000 LITTLE INDIANS
WENT TO SCHOOL



A Survey of the First Four Critical Growth Years
of School Starters Enrolled
in Federal Schools in 1964

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A C K N O W L E D G E M E N T S

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Finally, Mr. L.G.P. Waller's initiative in launching the project as well as Miss Rose Colliou's continuous collaboration from the inception of the survey to the final editing of this report deserve grateful recognition.

Ottawa

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G. D. Cromb,
Director, Education Branch.

PREFACE

In 1964, when this five-year survey of the beginner group enrolled in federal schools was initiated, Indian education had reached a critical point in its development towards goals that had been foreshadowed, if not defined in the recommendations of the Joint Parliamentary Committee of 1948. The break with the traditional patterns of education, established centuries earlier, was almost complete. The enrolment in federal schools had reached a plateau at about 32,000 and a gradual decline was predicted as more comprehensive agreements between the federal and provincial governments were concluded in consultation with Indian communities. New services, such as guidance, language arts supervision, intercultural teacher training, vocational training and kindergarten expansion, were gaining strength and support, and through those and other services we looked for the solution to some of the deep-rooted problems plaguing the education of Indian children. Fully aware that these problems could not be solved through the resources of the education staff of Indian Affairs alone, we solicited the support of departments of education and the involvement of Indian communities. What was lacking at this period of intense activity and growth was study and empirical research. If hearsay and conjecture were to be displaced by accurate statistical data a sustained survey involving large numbers of Indian children had to be undertaken and with that in mind this Five-Year Survey of the 1964 Beginner Group was launched.

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INTRODUCTION

This report summarizes and interprets largely by means of statistical tables the data collected on survey forms prepared by Education Branch in collaboration with the Dominion Bureau of Statistics and completed annually by teachers in federal schools from 1964 to 1968. The purpose of the survey was to trace the progress of the 1964 beginner group over a period of years and to draw conclusions from the data on the school life and family background of the survey group.

By reason of the isolation and distribution of the numerous small Indian communities throughout the country all surveys of this nature are difficult to administer. This survey was confined to the federal school enrolment because the largest group of beginners are enrolled in federal schools and the collection of data on these children was administratively feasible through the departmental field staff.

The first four years of the child's school life were surveyed not only because they are generally recognized as the most critical, but also because of the emphasis given to the development of the educational program in the primary grades of the federal schools by the expansion of kindergarten facilities, the oral language program, supervision of the primary program by language arts specialists and experimentation with continuous progress. A further factor was the preparatory nature of the federal school program for the integration of Indian children into provincial schools at an earlier age.

The term "beginner grade" used in this report was the preparatory year of schooling in which most beginners of all ages were enrolled to prepare them for Grade 1 entrance. By 1964 the beginner grade was being replaced by kindergarten and modern programs of instruction.

Since the initiation of the survey in 1964 significant changes have taken place in the attitudes of Indian parents towards education and in the development of educational policy. The value of this report, therefore, lies in the factual information it provides on the generation of Indian children completing the first six years of schooling in 1970, the students on the threshold of their high school careers in 1971.

THE SCOPE OF THE SURVEY

The first questionnaire -- FORM I -- completed by the teacher of each beginner in 1964 provided basic information on the school, the pupil and the educational level of the parent. The factors selected reflected influences that were likely to affect the progress of the child through the first five years of schooling. For instance, very small, remote Indian communities are, of necessity, served by an ungraded school of one or two classrooms. The age range at which the children enter school is somewhat wider than that of a comparable group of rural non-Indian children by reason of the migratory habits of many Indian families. The language spoken by the child on entering school establishes the degree of acculturation of the family and the type of instruction required by the child during the first months of schooling.

Subsequent questionnaires -- FORMS II and III -- completed at the end of each of the four years of the survey -- 1965 - 1968 -- recorded the annual progress of the child and school attendance.

Copies of these questionnaire forms are to be found in the appendix of this report.

The use of the Basic Oral English Course developed by the Education Branch under the direction of Miss Rose Colliou was the only factor directly related to the school curriculum included in the survey.

SCHOOL ENTRANCE AGE

By 1964 school accommodation was available for every Indian who was six years of age or who would reach the age of six years during the school year. There was limited kindergarten accommodation for children of four and five years of age. Table 1 shows the age distribution of the 1964 beginner group. Since no similar statistics are available on the Indian children who entered provincial schools no firm conclusions can be drawn from Table 1, but it is apparent that about 20% of the group comparable in size entered kindergarten where they could be prepared for Grade 1 entrance at the normal age of six years. The enrolment of 2,885 six-year-old beginners in federal schools out of about 6,500 Indian children who were six years of age in September 1964, raises the question which cannot be answered as to how many of the remaining 3,615 were attending a provincial school and how many postponed school entrance until they were seven.

Table 1

CHRONOLOGICAL AGE DISTRIBUTION OF FIRST YEAR SURVEY
PUPILS IN FEDERAL SCHOOLS AS OF SEPTEMBER 1964

Chronological Age	4	5	6	7	8	9	10-15	Total
No. of Pupils	69	978	2,885	857	158	41	61	5,049
% of Total		19%	57%	16%	3%			99%

Table 2

POPULATION INCLUDED IN THE SURVEY BY
AGE, SEX AND GRADE CLASSIFICATION - SEPTEMBER 1964

Age of Entry September 1964	Kindergarten			Beginner Grade			Grade I			Total		Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
4 Years	27	36	63	3	3	6	--	--	--	30	39	69
5 Years	271	329	600	154	183	337	20	21	41	445	533	978
6 Years	79	82	161	764	755	1,519	580	625	1,205	1,423	1,462	2,885
7 Years	19	13	32	275	228	503	192	130	322	486	371	857
8 Years	4	1	5	52	57	109	28	16	44	84	74	158
9 Years	1	1	2	16	11	27	9	3	12	26	15	41
10 Years	2	1	3	6	5	11	5	4	9	13	10	23
11 Years	--	--	--	2	4	6	4	--	4	6	4	10
12 Years	--	--	--	2	1	3	2	1	3	4	2	6
13 Years	1	--	1	2	4	6	3	1	4	6	5	11
14 Years	--	--	--	5	2	7	--	--	--	5	2	7
15 Years	--	--	--	--	3	3	1	--	1	1	3	4
TOTAL	404	463	867	1,281	1,256	2,537	844	801	1,645	2,529	2,520	5,049

GRADE DISTRIBUTION BY AGE AND SEX

Table 2, showing the classification by age, sex and grade of the survey group, reveals something of the transition through which the federal schools were passing in 1964. The newly formed kindergartens retained some of the Beginner Grade characteristics by taking in six- and seven-year-old beginners. The Beginner Grade received the largest group of 2,537 children whose ages ranged from four to 15 years. Less than one half of the group aged six and over were placed in Grade 1.

The degree to which late starting age and the beginner grade retarded the survey group is shown in Table 3. The 1,047 pupils enrolled in kindergarten and the 1,205 six year olds in Grade 1, representing 43% of the group, were at or above normal age-grade placement. This segment of the group had an even chance of maintaining normal age-grade progress through school. The rest were handicapped from the beginning. This factor must be taken into consideration in any measurement of progress or projection of Grade 12 graduates in 1976 and 1977. Recently published data on the school progress or failure rate of Indian students have ignored this important factor.

Table 3

AGE-GRADE DISTRIBUTION OF FIRST YEAR
PUPILS AS OF SEPTEMBER 1964

Grades	Chronological Age							Total No. & %	Total Overage No. & %
	4	5	6	7	8	9	10-15		
Kindergarten	63	600	161	32	5	2	3	866 17.0	203 4.0
Beginner Grade	6	337	1,519	503	109	27	36	2,537 50.0	2,194 43.0
Grade 1		41	1,205	322	44	12	21	1,645 32.0	399 8.0
Total Survey	69	978	2,885	857	158	41	61	5,049	2,796
% of Total Population	1.0	19.0	57.0	16.0	3.0			99.0	55.0

The positive correlation between age-grade retardation and drop-out predictability, based on research, applied to the data in Table 3, labels 55% of the survey group as potential dropouts on the basis of their late starting age.

Table 4

AGE GRADE DISTRIBUTION OF PUPILS ENROLLED IN FEDERAL
SCHOOLS FROM SEPTEMBER 1963 TO SEPTEMBER 1969 - NON-SURVEY DATA*

Grade	Chron. Age	1964-65							
		1963-64	1964-65	SURVEY GROUP	School Years		1967-68	1968-69	1969-70
					1965-66	1966-67			
Kindergarten K4 K5	4			63				164	420
	5	313	469	600	1,191	2,067	2,350	4,199	4,100
	6	170	186	161	118	385	413		
	7	36	95	32	20	117	105		
	8	6	13	5	7	42	20		
	9-	2	3	5	2	12	5		
Total		527	866	866	1,338	2,623	2,893	4,363	4,520
Beginner Grade	4			6					
	5	238	243	337	230*				
	6	635	1,450	1,519	501				
	7	662	657	503	281			Beginner program Discontinued	
	8	216	143	109	39				
	9-	54	63	63	19				
Total		2,805	2,650	2,537	1,470				
Grade I	4								
	5	54	62	41	527	804	626		
	6	1,605	1,751	1,205	2,101	2,723	2,216	4,889	4,346
	7	1,857	2,012	322	1,399	1,518	1,051		
	8	1,099	990	44	572	472	421		
	9-	396	358	33	172	130	107		
Total		5,011	5,173	1,645	4,771	5,647	4,421	4,889	4,346
∞ GRAND TOTAL		8,343	8,495	5,049	6,241	8,270	7,314	9,552	8,866

* From Principal's September Enrolment Returns

AGE-GRADE DISTRIBUTION, 1963-1969

The data in Table 4 have been introduced to indicate the changes in the federal school enrolment in kindergarten and Grade 1 between 1963 and 1969, brought about by the expansion of the kindergarten classes and the elimination of the beginner grade in 1966. The number of five-year-old children attending kindergarten increased during this period from 313 to 4,100 and the six-year-old enrolment in Grade 1 increased from 1,605 to 4,346. There was also a steady decline in the enrolment of seven- and eight-year-old pupils in Grade 1 during this period.

It must be borne in mind that during this period the transfer of Indian children from federal to provincial schools at all grade levels was accelerated as an increasing number of school boards provided accommodation for Indian children, and Indian parents expressed a willingness to have their children enrolled in public schools. During this period, 1963 to 1969, the federal government purchased accommodation for 26,091 Indian children in provincial and private schools across Canada.

To enlarge on this point Table 5 provides data on the total enrolment of Indian pupils in both federal and provincial schools for 1967 to 1970, in the first three years of the school program. K4 is the first year of kindergarten for four year olds, K5 the second year of kindergarten for five year olds. These figures show the spectacular rise in the enrolment of five-year-old children to an estimated 94% of the

total age group in 1969, reflecting the enthusiasm of Indian parents for this kindergarten instruction. In this regard it should be mentioned that many kindergartens were established at the request of parent groups, and 'mother aides', later called 'kindergarten aides', were enlisted from the Indian communities and trained for employment in the kindergarten classes of the federal schools. They were also employed in some provincial kindergartens.

An analysis of the age distribution of the Grade 1 enrolment is not available, but setting aside the small accelerated group, it is evident that Grade 1, with an enrolment of 8,799 pupils in 1969-70, still includes an abnormal number of overage pupils.

Table 5

NUMBER OF PUPILS ENROLLED IN KINDERGARTEN AND GRADE 1
CLASSES IN FEDERAL AND PROVINCIAL SCHOOLS 1967-68 TO 1969-70

Years	Schools	K4	K5	Grade 1
1967-68	Federal		3,513	5,593
	Provincial		1,018	3,193
	Total		<u>4,531</u>	<u>8,786</u>
	% of Anticipated Annual Grade Enrolment		69.0	135.0
1968-69	Federal	164	4,199	4,889
	Provincial	—	1,553	3,674
	Total	<u>164</u>	<u>5,732</u>	<u>8,563</u>
	% of Anticipated Annual Grade Enrolment	2.0	88.0	131.0
1969-70	Federal	420	4,006	4,344
	Provincial	—	2,031	4,455
	Total	<u>420</u>	<u>6,037</u>	<u>8,799</u>
	% of Anticipated Annual Grade Enrolment	6.0	94.0	135.0

The annual average number of children born (1963-68) was 6,500 according to the Indian Registry for Indians living on reserves. This figure was used in projecting the anticipated annual grade enrolment.

HANDICAPPED CHILDREN

The initial questionnaire asked for information on pupil handicaps detected by the teacher which might affect his or her progress through the school. Table 6 gives the data on this aspect of the survey.

Table 6

REPORTED NUMBER OF PUPIL HANDICAPS

	No. of Pupils	Per Cent of Total Population
Mentally retarded	161	3.0
Defective vision	90	1.0
Defective hearing	62	1.0
Defective speech	146	3.0
Defective limb	61	1.0
Other	22	-
	<hr style="width: 100px; margin: 0 auto;"/> 542	<hr style="width: 100px; margin: 0 auto;"/> 9.0
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THE GRADE PLACEMENT OF SURVEY PUPILS ATTENDING
FEDERAL SCHOOLS WITH FOUR YEARS OF SCHOOLING

The purpose of the survey was to follow the progress of the group through the first four years of their education. Table 7 provides a summary of grade placement of the 3,430 pupils in the survey group who were still enrolled in federal schools. Of the original group, 1,093 were reported as having transferred to provincial schools and the remaining 526 were for various reasons lost to the survey.

Normal annual promotion would have placed the children who entered kindergarten or the beginner grade in 1964 in Grade 3 by 1968 and the Grade 1 pupils in Grade 4. For the purpose of the following analysis pupils in Grades 3 and 4 are in their normal grade while pupils below Grade 3 are rated as underachievers and those above Grade 4 as accelerated pupils.

Table 7

GRADE PLACEMENT OF PUPILS STILL
IN FEDERAL SCHOOLS AS OF JUNE 1968

Grades	1	2	3	4	5	6	Not Reported	Total
No. of Pupils	2	199	847	1,436	850	11	93	3,430
Percent		5.0	24.0	41.0	24.0		2.0	96.0

The distribution in the above table gives a normal curve with 65% at grade norm, 24% accelerated and 5% retarded. In effect the picture is more encouraging than the initial enrolment data predicted.

A further breakdown of these figures is given in Table 8 from which pupils who were eight years of age or over have been dropped. This age sampling isolated the core of the survey group who had started school at five, six and seven years of age respectively.

Table 8

NUMBER AND PERCENT DISTRIBUTION BY GRADE AND BY SCHOOL STARTING AGE OF SURVEY PUPILS STILL IN FEDERAL SCHOOLS AS OF JUNE 1968

Chronological Age		Total No. of Pupils	Grades					
September 1964	June 1968		II Underachievers		III & IV Grade Norm		V & VI Accelerated	
			No.	%	No.	%	No.	%
5 years	9 years	622	73	11.0	529	82.0	20	3.0
6 years	10 years	2,010	86	4.0	1,316	64.0	608	29.0
7 years	11 years	602	27	3.0	389	65.0	186	31.0
Total		3,234	186	5.0	2,234	69.0	814	

Table 8 reveals that the 82% of the five-year-old school starters were at age grade norm, 11% were underachieving, and 3% were accelerated. Since most of the five-year-old starters had enrolled in pre-Grade 1 classes, an 85% school success for this age group during their first four years of school can be predicted under prevailing conditions. However, there is a possibility that a higher percentage of successful pupils in this group may emerge now that the beginner grade has been abolished because in some federal schools in 1964 the kindergarten pupils were promoted to the beginner grade rather than Grade 1 and thereby were one year late in entering Grade 1. In small schools with limited classroom accommodation this may have been an administrative expedient in order to accommodate all of the children in this age group.

Any assessment of the progress of the six- and seven-year-old pupils must invoke some conjecture and invite further study of the school progress of these children. It must be assumed that the practice of continuous progress recommended by the Education Branch in order to eradicate the abnormal accumulation of overage pupils in the primary grades, together with the various improvements in the program of instruction, had produced the desired effect. The fact remains that the survey data show a very low rate of underachievement and an abnormally high rate of acceleration. Now that all but a very small percentage of Indian children are admitted to school at the age of five years and a growing

number at the age of four years the achievement pattern of six- and seven-year-old beginners is of historical interest only, but such was not the case when this survey was initiated.

A breakdown by age, sex and grade achievement of the survey pupils still attending federal schools in 1968 appears in Table 9.

Table 9

BREAKDOWN BY GRADE PLACEMENT AND SEX OF NINE- TO ELEVEN-YEAR-OLD PUPILS STILL IN FEDERAL SCHOOLS AS OF JUNE 1968

Chronological 1964	Age 1968	Total No. of Pupils	II		III & IV		V & VI	
			Boys Underachievers	Girls	Boys At Age Grade Norm	Girls	Boys Accelerated	Girls
5	-9	622	48	25	211	318	5	15
6	10	2,010	50	36	670	646	263	345
7	11	602	13	14	232	157	102	84
Total		3,234	111	75	1,113	1,121	370	424

Research findings indicate the incidence of learning difficulties is higher for boys than for girls. Table 9 confirms that this also applies to Indian pupils.

Comparing the June 1968 grade placement of survey pupils still in federal schools with the grade placement of the original September 1964 survey population and projecting the grade placement of the latter population in a normal annual promotion picture, the grade placement projections for the survey pupils and the actual grade placement in June, 1968, appear below.

Table 10

A COMPARISON OF THE PROJECTED WITH THE
ACTUAL GRADE PLACEMENT OF PUPILS STILL IN
FEDERAL SCHOOLS FROM SEPTEMBER 1964 TO JUNE 1968

% by Grade Placement	K	B	1	2	3	4	5
Actual September 1964	17.0	50.0	32.0				
Actual June 1965	17.0	36.0	46.0				
Projected September 1967					53.0	46.0	
Actual June 1968				5.0	24.0	41.0	24.0

Table 10 indicates that there must have been considerable grouping and reassessment of pupil performance from the first year of schooling and during the subsequent three years. It also indicates that traditional promotion patterns were gradually being supplanted by continuous promotion which became the promotion policy of federal schools in June 1968.

As previously stated 1,093 pupils from the original survey population transferred to provincial schools. Information on grade placement of pupils transferring in September of each school year was reported in June of that year. Table 11 summarizes this information.

Table 11

GRADE PLACEMENT OF PUPILS ON TRANSFER
TO PROVINCIAL SCHOOLS IN SEPTEMBER

School Year	Pupils by Grade Placement						Total
	K	1	2	3	4	Rem.	
September 1965	13	282	186				481
% Distribution by Grade	2.0	59.0	38.0				
September 1966	2	69	121	88	1	4	285
% Distribution by Grade		25.0	42.0	30.0			
September 1967		7	73	159	77	11	327
% Distribution by Grade			22.0	50.0	24.0		
Total No. of Pupils							1,093

The 1965 data in Table 11 reveal that presumably 59% of Indian pupils who transferred to provincial schools had received kindergarten instruction the previous year while 32% of the same year group had completed Grade 1 in federal schools during their first year of schooling.

The September 1966 and 1967 transferees follow a normal curve distribution by grade placement. Of these groups of pupils 72% and 74% of them respectively were at grade norm placement compared with approximately 25% and 22% who were below grade norm placement expectancy.

A clue to a rough measurement of the adjustment factor imposed on pupils who transfer from a federal to a provincial school at various grade levels is provided in Table 11. This adjustment to a strange school environment has always been very apparent. In past years for many students making the transfer at the junior and senior high school levels the adjustment problems were insuperable; hence the slow progress of high school education amongst Indian students. Although no firm deductions can be drawn from the limited data in Table 11, there is an indication that the youngest children experience less difficulty in an integrated school environment.

PROMOTION AND NON-PROMOTION PATTERNS

The following data on promotion and non-promotion extracted from the survey is presented in the following tables with little comment because further analysis province by province is necessary to deal adequately with a topic such as this which is tied to the provincial grade structure, program of studies, promotion policy, methods of instruction, teacher training, etc. Over the past 20 years federal schools have been steadily drawn into the orbit of the provincial school systems as more and more Indian children enter provincial schools.

Table 12

THE PASS-FAIL PERCENTAGES BASED ON THE NUMBER OF
REPORTED CASES OF SURVEY PUPILS IN JUNE OF EACH YEAR

Survey Year	1965	1966	1967	1968
No. of Reported Cases	4,789	4,163	3,081	3,430
No. of Pupils who Passes	3,867	3,310	2,437	2,970
No. of Pupils who Failed	922	853	644	468
% Pass	81.0	80.0	86.0	87.0
% Fail	19.0	20.0	14.0	13.0

As already noted elsewhere in this report, 3,430 of the pupils in the survey began their schooling and remained in federal schools for the duration of the survey. The promotion and non-promotion pattern of this group is displayed in Table 13. Comparing the percentage pass rates in Tables 12 and 13, except for 1965 they are substantially lower for the group shown in Table 13 which remained in federal schools. The implication is that some selection was exercised in the transfer of children to provincial schools.

Table 13

THE PASS-FAIL PERCENTAGE OF SURVEY PUPILS
STILL IN FEDERAL SCHOOLS IN JUNE 1968

Survey Year	1965	1966	1967	1968
No. of Pupils	3,430	3,430	3,430	3,430
Pass	2,857	2,643	2,760	2,862
Fail	573	787	670	568
% Pass	84.0	78.0	81.0	84.0
% Fail	16.0	22.0	19.0	16.0

The year by year progress of the group studied in Table 13 is given in Table 14. For the purpose of this analysis the pupils were divided into two groups: Group A consisting of pupils who were not promoted in their first year of schooling and Group B, those who were promoted in their first year of schooling. According to these statistics the pupil who fails his first year has a better than 50% chance of passing the next three, and the pupil who succeeds in his first year has a similar chance of continued success. The rest experienced a chequered career of pass and failure.

Table 14

THE NUMBER OF PASSES OR FAILURES BY INDIVIDUAL
PUPIL READING DURING FOUR CONSECUTIVE YEARS OF
SCHOOLING OF SURVEY PUPILS STILL IN FEDERAL SCHOOLS

First Year June 1965	Second Year June 1966	Third Year June 1967	Fourth Year June 1968	4 Year Total
Group A				
<u>Fail - First Year</u>				
Fail	Fail	Fail	Fail	3
Fail	Fail	Fail	Pass	10
Fail	Fail	Pass	Fail	19
Fail	Fail	Pass	Pass	58
Fail	Pass	Fail	Fail	21
Fail	Pass	Fail	Pass	91
Fail	Pass	Pass	Fail	72
Fail	Pass	Pass	Pass	299
				573 16 %
Group B				
<u>Pass - First Year</u>				
Pass	Fail	Fail	Fail	116
Pass	Fail	Fail	Pass	88
Pass	Fail	Pass	Fail	90
Pass	Fail	Pass	Pass	403
Pass	Pass	Fail	Fail	36
Pass	Pass	Fail	Pass	305
Pass	Pass	Pass	Fail	211
Pass	Pass	Pass	Pass	1,708
				2,857 84 %
GRAND TOTAL				3,430

Table 15

REPORTED NUMBER OF SURVEY PUPILS STILL IN FEDERAL SCHOOLS
BY FAILURE COUNT DURING FOUR CONSECUTIVE YEARS OF SCHOOLING

No. of Failures Per Pupil in Four Years of Schooling	No. of Pupils	Percentage of Total
No. Failures	1,708	49.0
1 Failure	1,218	35.0
2 Failures	435	13.0
3 Failures	66	2.0
4 Failures	3	.0
Total	3,430	99.0

Table 15 yields the following facts. There were 1,708 pupils still in federal schools in June 1968 or 49% who did not experience failure during their first four years of school; 1,213 pupils or another 35% experienced one failure within the same period of time, and 504 pupils or 13% experienced two or more failures during this four-year period.

Table 16

THE FAILURE RATE BY GRADE REPORTED
ON THE PRINCIPAL'S ANNUAL JUNE PROMOTION FORMS FROM 1963-67*

	No. enrolled in grade for first year	No. not promoted after 1 yr. in grade	Annual % Failure rate per grade
June 1963			
K-B	2210	386	17.0
I	3551	996	28.0
II	3150	591	18.0
III	2917	595	20.0
IV	2531	486	19.0
June 1964			
K-B	2328	452	19.0
I	3621	1000	27.0
II	3252	639	20.0
III	2988	656	21.0
IV	2618	506	19.0
June 1965			
K-B	2251	356	15.0
I	3734	1005	26.0
II	3156	460	14.0
III	2825	405	14.0
IV	2540	373	14.0
June 1966			
K-B	2385	286	11.0
I	4634	1389	29.0
II	4289	748	17.0
III	3854	609	15.0
IV	3481	477	13.0
June 1967			
K	3068	290	9.0
1	4710	1316	27.0
2	4082	713	17.0
3	3883	611	15.0
4	3386	462	13.0
*Non-survey Data			

Recent enrolment figures of Indian pupils attending federal or provincial schools are given in Table 17.

Table 17

ENROLMENT BY GRADE OF INDIAN PUPILS
IN FEDERAL AND IN PROVINCIAL SCHOOLS*

Grades	September School Enrolment					
	1968-69			1969-70		
	Fed.	Prov.	Total	Fed.	Prov.	Total
K4	164		<u>164</u>	362	58	<u>420</u>
K5	4,155	1,553	5,708	4,086	2,031	6,117
1	4,789	3,674	8,463	4,386	4,455	8,841
2	4,088	3,171	7,259	3,590	3,755	7,345
3	4,439	2,897	7,336	3,389	3,381	6,770
4	3,271	2,977	6,248	3,234	3,224	6,458
TOTAL	20,742	14,272	35,014	18,685	16,846	35,585

*Non-survey data

REASONS FOR NON-PROMOTION

The survey explored four main areas of reasons for non-promotion:

1. Lack of ability in language skill,
2. Lack of ability in number readiness,
3. Lack of ability in both language and number readiness, and
4. Poor attendance.

The first three areas were considered as crucial to the survey population since the majority of Indian pupils starting school lack fluency in the language of instruction. Attendance was included since this factor has generally been considered a chronic problem of federal schools.

Table 18

NUMBER AND PERCENTAGE DISTRIBUTION OF
REASONS FOR NON-PROMOTION

Reasons for Non-Promotion	June No.	1965 %	June No.	1966 %	June No.	1967 %	June No.	1968 %
Lack of:								
Language Skills	72	8.0	83	10.0	61	9.0	66	14.0
Number Skills	23	2.0	16	2.0	11	2.0	21	4.0
Language and Number Skills	656	71.0	390	45.0	210	32.0*	236	51.0
Attendance	-	-	92	11.0	45	7.0	83	18.0
Others	20	2.0	58	7.0	34	5.0	35	7.0
Not Reported	151	16.0	214	25.0	283	43.0	19	4.0
Total No. of Non-Promotions	922	98.0	853	100.0	644	100.0	460	99.0

*See page 28

The data in Table 18 indicate that the majority of pupils who failed their grade did so because of lack of both language and number skills as opposed to one or the other skill. During the first year of school, 71% or 656 out of 922 failures were attributed to the above factor compared with an approximate 48% for the years 1966 and 1968. Due to the high number of unreported cases in 1967, and in the light of the 1966 and 1968 figures it is quite likely that a valid estimate for 1967 would range between 45% and 51% as reported for 1966 and 1968.

The survey data on the influence of the educational background of parents on promotion is presented in Table 19. While children from the homes of educated parents have a better chance of success than those whose parents received no schooling the data does not support the often expressed view that the children of uneducated parents have little chance of success in school. In fact the data in Table 19 show quite clearly that the majority of this latter group of children perform well in school, during the first four years of schooling. This would seem to indicate that the total school program is geared to meet the special needs of this group.

PROMOTION AND NON-PROMOTION OF SURVEY PUPILS
BY YEAR AND BY LEVEL OF PARENT EDUCATION

	June 1965		June 1966		June 1967		June 1968	
	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
No. of Reported Cases	3,934	914	2,302	572	3,248	665	2,847	447
Parent Education:								
% No Schooling	7.0	1.0	9.0	3.0	9.0	2.0	9.0	2.0
% Schooling	52.0	12.0	56%	9.0	65.0	10.0	57.0	8.0
% Not Reported	22.0	5.0	19.0	4.0	11.0	3.0	21.0	3.0
% Annual Pass Rate	81.0		84.0		85.0		87.0	
% Annual Failure Rate		18.0		15.0		15.0		13.0
Total No. of Pupils Reported	<u>4,848</u>		<u>2,874</u>		<u>3,913</u>		<u>3,294</u>	

SCHOOL ATTENDANCE

Irregular attendance did not appear as a very significant cause for non-promotion largely because there is no regulation governing the minimum number of school days attendance required for a pupil to be eligible for promotion. However, it is generally accepted that the average child requires the maximum exposure to the learning atmosphere of the school, particularly at the primary grades level, to progress from grade to grade. Certainly poor attendance has long been lamented by teachers as one of the major obstacles to school progress, and its effect would of necessity show up in low achievement in the basic skills. The following analysis of the data provided by the survey indicates the relationship between attendance and achievement.

The figures in Table 20 show that 63% of the survey group attended school for 160 or more days in 1964-65 and that by 1967-68 this percentage had risen to 80%, a very significant change which can be attributed to the cooperative efforts of the local education committees and other interested groups working with parents and teachers to stimulate an interest in education. This activity at the local level has been supported by an expanding educational program to meet the special needs of the pupils in the primary grades.

Table 20

A FOUR-YEAR COMPARISON OF ATTENDANCE
FOR REPORTED CASES ONLY

Year	Intervals in Days and Months					Total
	6 months (100-119)	7 months (120-139)	8 months (140-159)	9 months (160-179)	10 months (180 +)	
1965						
No.	582	403	806	1,553	1,445	4,789
%	11.0	9.0	17.0	33.0	30.0	100.0
1966						
No.	194	216	540	1,390	1,813	4,163
%	4.0	6.0	13.0	33.0	44.0	100.0
1967						
No.	109	175	310	925	1,562	3,081
%	3.0	6.0	10.0	30.0	51.0	100.0
1968						
No.	96	159	398	1,072	1,688	3,413
%	2.0	4.0	12.0	31.0	49.0	98.0

Table 21 gives a breakdown of the attendance data in relation to promotion and non-promotion. Attendance appears to be a significant factor in school progress but not as great as might be expected. It would be necessary to relate attendance to the age-grade factor to extract more precise information from these figures.

Table 21

A COMPARISON OF THE PASS OR FAIL PERCENTAGE BY ATTENDANCE INTERVAL
OF REPORTED CASES FOR EACH YEAR OF THE SURVEY

Intervals	Percentage of							
	Pass 1964-65	Fail 1964-65	Pass 1965-66	Fail 1965-66	Pass 1966-67	Fail 1966-67	Pass 1967-68	Fail 1967-68
6 months or below	7.0	4.0	8.0	3.0	2.0	2.0	2.0	1.0
7 months	6.0	4.0	6.0	3.0	4.0	2.0	5.0	1.0
8 months	13.0	3.0	14.0	3.0	10.0	3.0	8.0	2.0
9 months	27.0	6.0	27.0	6.0	27.0	6.0	27.0	3.0
10 months	27.0	3.0	27.0	3.0	37.0	7.0	44.0	7.0
Total %	80.0	20.0	82.0	18.0	80.0	20.0	86.0	14.0
Total No. of Reported Pupils	4,789		4,163		3,081		3,413	

The relationship between school attendance and the level of schooling of parents is given in Table 22. Although the survey returns on the education of parents was incomplete there is sufficient data to indicate the correlation between attendance and parent education.

Table 22

PUPIL SCHOOL ATTENDANCE BY LEVEL OF SCHOOLING OF PARENT

	Years	No. of Parents (Reported Cases Only)	Per cent by Intervals					Total 160-180 days
			Below 119 days	120-139 days	140-159 days	160-179 days	180+ days	
No Schooling	1964-65	478	18.0	8.0	15.0	29.0	30.0	59.0
	1965-66	447	13.0	7.0	12.0	26.0	42.0	68.0
	1966-67	301	11.0	6.0	10.0	23.0	50.0	73.0
	1967-68	395	7.0	2.0	15.0	28.0	43.0	71.0
An Elementary Grade	1964-65	2,623	11.0	8.0	18.0	37.0	26.0	63.0
	1965-66	2,288	7.0	5.0	14.0	33.0	41.0	74.0
	1966-67	1,755	5.0	4.0	10.0	31.0	50.0	81.0
	1967-68	1,892	4.0	4.0	14.0	32.0	46.0	78.0
A Secondary Grade	1964-65	461	11.0	8.0	14.0	37.0	28.0	65.0
	1965-66	363	3.0	4.0	12.0	40.0	41.0	81.0
	1966-67	295	3.0	1.0	9.0	30.0	57.0	87.0
	1967-68	288	2.0	1.0	5.0	33.0	59.0	92.0

Information on the reasons given for absenteeism gathered from the survey is presented in Table 23.

Table 23

REASONS GIVEN FOR ABSENTEEISM BY NUMBER
OF REPORTED CASES EACH YEAR

Years	1965	1966	1967	1968
Reasons:				
Illness	465	439	231	227
Helping at home	18	24	15	53
Truancy	74	60	40	62
Migration of parents	113	93	49	43
Home neglect	30	46	22	16
Weather	12	12	10	1
Late registration	34	4	1	1
Others	66	16	13	13
Total no. of reasons	812	694	381	416
Annual enrolment	4,789	4,163	3,308	3,413
% of annual enrolment	17.0	16.0	12.0	12.0

PUPIL FLUENCY IN LANGUAGE OF INSTRUCTION

The language of instruction for Indian school children is English or French although their mother tongue is one of the Indian languages. The survey took a rough measurement of the fluency of the 1964 beginner group in the language of instruction in federal schools -- English in all schools outside of Quebec and in about 40% of the Quebec schools -- and a summary of this data is given in Table 24.

Table 24

FLUENCY IN THE LANGUAGE OF INSTRUCTION ON STARTING SCHOOL

Rating	No. of Pupils	%
Fluent	1,066	20.0
Fair	1,370	26.0
Little	1,212	27.0
None	1,377	26.0
Total	4,966	99.0

The magnitude of the teacher's task in teaching a second language is suggested in the above figures which also explain learning difficulties of the children in acquiring a sufficient knowledge of the basic skills for annual grade to grade progress dealt with earlier in this report.

The survey also asked for information on the language spoken at home. The data given in Table 25 coincide fairly closely with that in Table 24, showing 22% of the pupils from homes in which only English or French is spoken.

Table 25

LANGUAGE SPOKEN IN THE HOME BY REPORTED CASES FOR EACH YEAR									
Spoken Language	1964-65		1965-66		1966-67		1967-68		
	No.	%	No.	%	No.	%	No.	%	
Indian Dialect	3,751	78.0	3,312	78.0	3,037	79.0	2,669	80.0	
English or French Only	1,141	22.0	942	22.0	831	21.0	733	20.0	
Total	4,892		4,254		3,868		3,402		

A breakdown by province on the use of the language of instruction or an Indian language in the home is shown in Table 26. Of special interest in this table is the high degree of acculturation in British Columbia where English appears to be displacing the use of an Indian

language in the home, and to a lesser extent in Ontario. These two provinces also have the largest Indian populations and the highest percentage of Indian children enrolled in public schools.

Table 26

PERCENTAGE DISTRIBUTION BY PROVINCE ON THE USE OF
AN INDIAN LANGUAGE OR ENGLISH IN THE HOME
OF PUPILS STILL IN FEDERAL SCHOOLS
JUNE 1968

Province	No. of Reported Cases	% of Indian Dialect	% of English or French
Prince Edward Island	5	100.0	
Nova Scotia	84	100.0	
New Brunswick	81	100.0	
Quebec	466	80.0	20.0
Ontario	698	65.0	35.0
Manitoba	699	88.0	12.0
Saskatchewan	493	96.0	4.0
Alberta	363	99.0	
British Columbia	513	48.0	52.0
Balanced Total	3,402		
Annual Enrolment	3,430		

Obviously, fluency in one of the official languages is dependent upon the level of education. The precise relationship as it affected the survey group is set forth in Table 27.

Table 27

LANGUAGE FLUENCY IN ENGLISH BY PARENT
LEVEL OF SCHOOLING AS REPORTED ON THE 1964-65 FORM

Parent Level of Schooling	No. of Parents	Fluency Rating of Pupils							
		Fluent		Fair		Little		None	
		No.	%	No.	%	No.	%	No.	%
No Schooling	479	5	-	47	-	131	27	296	61
Elementary	2,659	531	19	824	30	726	27	578	21
Secondary	463	229	49	158	34	58	-	18	-
Not Reported	1,364	243	17	341	24	297	22	485	35
Total	4,967	1,008		1,370		1,212		1,377	
%	100.0	20.0		26.0		27.0		26.0	

During the period 1964-70 the direction of the educational program for Indian children was towards integration within the provincial system. Indian parents contemplated this situation with some reserve because it was painfully apparent to them that integrated education might

lead to the abandonment of Indian values and tradition and to the eventual demise of Indian culture.

Dynamic interrelationships of integrated education prompted some Indian parents and students to raise their voices against the alienating effects of integrated schooling on the one hand while enrolment of Indian pupils in provincial schools advanced at a gradual and regular pace on the other. Relatively large numbers of pupils are now passing through the junior high school grades to secondary school and a small but growing number are entering university. Not all successful students feel alienation, and a growing number of them have found or are finding a comfortable niche in Canadian society.

The inference that Indian pupil enrolment in provincial schools has had some bearing on or was partially instrumental in the current revival of Indian cultural values, the injection of Indian content in provincial curriculums, and courses in intercultural education in institutes of higher learning is worthy of consideration. Since 1964 the intercultural aspects of education has been central to the development of educational programs for Indian students in all types of schools in which they are enrolled.

Since 1964 the intercultural aspects of education have been central to the development of educational programs for Indian students in all types of schools in which they are enrolled.

THE USE OF THE BASIC ORAL ENGLISH COURSE

Following several years of action research in federal schools on methods of instruction in the language arts in which large numbers of Indian children, their parents and teachers, were involved, the Basic Oral English Course, abbreviated to B.O.E.C. in this report, was prepared and authorized for use in federal schools in 1961. Based on the best known methods of teaching English as a second language and linked to the actual learning difficulties revealed in the classroom, the Course was designed for use in all federal school classrooms. Experimental courses had been widely used earlier to enlist teacher participation in the development of the Course. Improved supervision accompanied the introduction of the Course by the appointment of language arts supervisors in each province.

The introduction of the Course stimulated a great deal of interest in the teaching of the language arts and a measurable rise in the level of achievement was recorded by the use of standardized tests. The survey attempted to discover the degree to which the Course was used by teachers in federal schools and its direct effect through the general stimulation it gave to teachers to discover other and better methods of instruction.

Table 28 indicates the extent to which the Course was used in classes comprised of Indian-speaking children and English-speaking children. Understandably the Course had greater use with classes of

children who spoke an Indian language only on entering school. The data in this table also gives some indication of the flexibility exercised by teachers in the use of this teaching tool.

Table 28

A COMPARISON OF THE EXTENT TO WHICH THE B.O.E.C.
WAS USED WITH PUPILS WHO SPOKE AN INDIAN DIALECT AND PUPILS
WHO SPOKE ENGLISH ON STARTING SCHOOL

Language Spoken on Starting School	No. of Reported Cases %	Entirely %	Mostly %	Little or not at all %	Reported %	% by Grade
<u>Indian Dialect</u>						
Kindergarten	430	27.0	47.0	16.0	8.0	98.0
Beginner Grade	1,510	18.0	46.0	23.0	11.0	99.0
Grade 1	729	42.0	35.0	19.0	1.0	99.0
<u>English Speaking</u>						
Kindergarten	118	5.0	26.0	67.0	1.0	99.0
Beginner Grade	166	19.0	31.0	31.0	19.0	100.0
Grade 1	435	5.0	47.0	35.0	11.0	98.0

CONCLUSION

This report has presented as succinctly and objectively as possible the findings of a survey of selected conditions which appeared to have a major influence on the education of Indian children entering school in 1964. An examination of these conditions and their bearing on the implementation of educational programs was essential not only to the development of new programs but also to the search for answers to questions raised on all sides about the quality, the direction and the results of education. The information gathered in this survey provides a basis for certain conclusions stated or hinted at in this report and summarized in this final chapter.

In 1964 the school entrance age ranged from four to 15 years with about 20% of the beginners under six and about the same percentage over six. If school entrance age is as consistently important as the data in this report suggests, normal progress can be predicted for the kinder arten group and early dropout amongst the overage group. Data on the growth of kindergarten enrolment up to 1969 indicated that possibly 94% of the five-year-old group were attending kindergarten in 1969 which could mean the elimination of the late starter.

The report attaches importance to the grade in which the beginners were enrolled in 1964 because action research had indicated the desirability of developing kindergarten classes for the five year olds so

that Indian children could be ready to enter Grade 1 at six years, and the abolition of the beginner grade which tended to create grade retardation. The beginner grade had been phased out by 1966 and Indian children then began school in kindergarten or Grade 1.

Data on the grade placement of children who remained in the federal schools for the four-year period of the survey showed a normal curve of distribution with 65% at normal age-grade placement, 24% accelerated and 5% retarded, from which may be concluded that with an adequate program pupils can, within a block of four years, be challenged to better achievement.

There is a reasonably strong indication in the data on pupil performance of those who transferred to provincial schools during the survey period that the earlier the child leaves the federal school to enter a provincial school the better are the chances of successful progress in the early grades.

There is sufficient evidence to conclude that children enrolled at five years of age are better prepared for normal school progress. The survey showed that 82% of five-year-old beginners, compared with 64% of older beginners, were at the normal age-grade placement in June 1968.

Although the level of education of the parent was generally regarded as one of the main determining factors in the success of the Indian child in school it is encouraging to note that in effect it is not as significant as was generally thought.

Since lack of ability in both the language and number skills was given as the main reason for non-promotion, it can be concluded that ability in the language of instruction, which means mastery of a second language for most Indian pupils, is a key factor in success in school.

The attendance record improved during the last two years of the survey from which it can be concluded that regular school attendance had become acceptable to parent and child alike. There was a positive correlation between attendance and parental level of schooling. The attendance record of children whose parents had secondary education improved at a more rapid pace over the four-year period.

The three main reasons given for absenteeism were illness, migration of parents and truancy but the migration of parents decreased in importance over the survey period from which it can be concluded that either the school operation was better geared to look after more children of migrant parents or there were fewer migrant parents by reason of changes in their mode of life, or both.

The analysis in the report of the data on the language spoken in the home shows that in about 20% English or French only is spoken, about 30% speak Indian and either English or French and about 50% speak only an Indian language. Fluency in English or French on the part of the children is governed by the level of education of the parent. It may be concluded that unless the schools encourage Indian children to study their own language as a curriculum subject children who reach the high

school level and continue their education in various secondary programs might give up their Indian language entirely.

Canadian education requires instruction in one of the official languages, whatever the ethnic background or mother tongue of the individual. Mastery of the language of instruction is therefore basic to the educational progress of the Indian child. It can be concluded that the Basic Oral English Course, developed by Education Branch and introduced to the federal schools in 1961, gave considerable impetus to improved methods of teaching a second language to Indian children in Canada and that improved performance in the language arts skills has contributed measurably to their school progress.

**FIVE-YEAR SURVEY OF THE 1964 BEGINNER GROUP
 IN INDIAN SCHOOLS**

INSTRUCTIONS

Each teacher of a Kindergarten, Beginners or Grade I class must complete **one copy** of this Form for each Indian pupil in her class who is attending school for **the first time this year**.

The items of the form have been arranged and numbered to facilitate mechanical tabulation. **DO NOT WRITE IN SHADED SQUARES THEY ARE FOR OFFICE USE ONLY.**

Please be sure to answer every question by placing a check mark (✓) in the appropriate square or by making a written entry as required.

A. School

1. Name of school: _____
2. School number: _____
3. Province or territory: _____

5. Age at entering school in the fall of this school year _____ years _____ months

6. In which grade did this pupil enter school in the fall of this school year?
- (a) Kindergarten 1
- (b) Beginners 2
- (c) Grade I 3

B. Classroom

1. Number of grades in this classroom:
- (a) One grade 1
- (b) Two grades 2
- (c) Three grades 3
- (d) Four grades 4
- (e) Five or more grades 5
2. Language of instruction in this classroom:
- (a) English 1
- (b) French 2

7. Fluency in language of instruction
- (a) Fluent 1
- (b) Fair 2
- (c) Little 3
- (d) None 4

C. Pupil

1. Name (print) _____
- surname given names
2. Date of birth: _____
- day month year
3. Sex (a) Male 1
- (b) Female 2
4. Mother tongue (a) Indian dialect 1
- (b) English 2
- (c) French 3

8. Is this pupil an institutionalized case? Yes 1

No 2

9. If this pupil has a physical handicap, indicate nature of handicap:
- (a) Vision 1
- (b) Hearing 2
- (c) Speech 3
- (d) Defective writing hand 4
- (e) Other: _____ Specify

10. Is this pupil mentally retarded? Yes 1

No 2

- 11(a) Which parent or guardian with whom this child is now living attained the highest school grade?
- (I) Father (or male guardian) .. 1
- (II) Mother (or female guardian) 2

(b) State highest grade attained by parent or guardian reported in (a) above: _____

Name of teacher: (please print)

Signature:

Date:

**FIVE YEAR SURVEY OF THE 1964 BEGINNING GROUP
IN INDIAN SCHOOLS**

INSTRUCTIONS

One copy of this form will be completed for each Indian pupil in the Five-Year Survey of Beginners who was reported on form I earlier in the year.

The items are arranged and numbered to facilitate mechanical tabulation, please be sure to answer every question by placing a check mark (✓) or by a written entry as required.

MAKE NO ENTRY IN SHADED SQUARES; THEY ARE FOR OFFICE USE ONLY.

1. Name of pupil: _____

2. Name of school: _____

3. School number: _____

4. Province or territory: _____

5. (a) If this pupil was promoted, to what grade?
(specify) _____

- (b) If this pupil was not promoted, was deficiency in:
- (i) Language skills 1
 - (ii) Number skills 2
 - (iii) Both language and number skills 3

6. Check the extent to which the Basic Oral English Course was used in this classroom:
- (a) Entirely 1
 - (b) Mostly 2
 - (c) Little 3

7. Check the square which indicates the total number of days this pupil attended school during this school year:
- (a) 1 - 19 days 0
 - (b) 20 - 39 days 1
 - (c) 40 - 59 days 2
 - (d) 60 - 79 days 3
 - (e) 80 - 99 days 4
 - (f) 100 - 119 days 5
 - (g) 120 - 139 days 6
 - (h) 140 - 159 days 7
 - (i) 160 - 179 days 8
 - (j) 180 days or more 9

8. The main reason for this pupils absence:
(check one square only)
- (a) Migration of parents 1
 - (b) Working with parents (including home help) 2
 - (c) Illness 3
 - (d) Truancy 4
 - (e) Other (specify) _____ 5

9. If this classroom was closed for 10 or more consecutive days during this school year, check the square which indicates the total number of days the classroom was closed and give the reasons:
- (a) 1 - 19 days 0
 - (b) 20 - 39 days 1
 - (c) 40 - 59 days 2
 - (d) 60 - 79 days 3
 - (e) 80 - 99 days 4
 - (f) 100 - 119 days 5
 - (g) 120 - 139 days 6
 - (h) 140 - 159 days 7
 - (i) 160 - 179 days 8
 - (j) 180 days or more 9

Reasons: _____

Name of teacher: (please print) _____

Signature: _____

Date: _____

**FIVE YEAR SURVEY OF THE 1964 BEGINNING GROUP
IN INDIAN SCHOOLS**

Pupil's Identification Number

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

(Cols. 8-14)

(June 1966)

INSTRUCTIONS

One copy of this form will be completed for each Indian pupil in the Five-Year Survey of Beginners. The items are arranged and numbered to facilitate mechanical tabulation. Please be sure to answer every question by placing a check mark (✓) or by a written entry as required.

MAKE NO ENTRY IN SHADED SQUARES; THEY ARE FOR OFFICE USE ONLY.

<p>1. Name of pupil: _____</p> <p>2. Name of school: _____</p> <p>3. School number: _____</p> <p>4. Province or territory: _____</p> <p>5. In which grade was this pupil registered in September 1965? (Specify) _____</p> <p>6. (a) If this pupil was promoted during or at the end of this year, to what grade? (Specify) _____ </p> <p>(b) If this pupil was not promoted, was the main reason for non-promotion</p> <p>(i) Deficiency in language skills <input type="checkbox"/> 1</p> <p>(ii) Deficiency in number skills <input type="checkbox"/> 2</p> <p>(iii) Deficiency in both language and number skills <input type="checkbox"/> 3</p> <p>(iv) Poor attendance <input type="checkbox"/> 4</p> <p>(v) Other (specify) _____ <input type="checkbox"/></p> <p>7. Check the square which indicates the total number of days this pupil attended school during this school year:</p> <p>(a) 1- 19 days <input type="checkbox"/> 0</p> <p>(b) 20- 39 days <input type="checkbox"/> 1</p> <p>(c) 40- 59 days <input type="checkbox"/> 2</p> <p>(d) 60- 79 days <input type="checkbox"/> 3</p> <p>(e) 80- 99 days <input type="checkbox"/> 4</p> <p>(f) 100-119 days <input type="checkbox"/> 5</p> <p>(g) 120-139 days <input type="checkbox"/> 6</p> <p>(h) 140-159 days <input type="checkbox"/> 7</p> <p>(i) 160-179 days <input type="checkbox"/> 8</p> <p>(j) 180 days or more <input type="checkbox"/> 9</p>	<p>8. The main reason for this pupils absence: (check one square only)</p> <p>(a) Migration of parents <input type="checkbox"/> 1</p> <p>(b) Working with parents (including home help) <input type="checkbox"/> 2</p> <p>(c) Illness <input type="checkbox"/> 3</p> <p>(d) Truancy <input type="checkbox"/> 4</p> <p>(e) Other (specify) _____ <input type="checkbox"/> 5</p> <p>9. If this classroom was closed for 10 or more consecutive days during this school year, check the square which indicates the total number of days the classroom was closed and give the reasons:</p> <p>(a) 10- 19 days <input type="checkbox"/> 0</p> <p>(b) 20- 39 days <input type="checkbox"/> 1</p> <p>(c) 40- 59 days <input type="checkbox"/> 2</p> <p>(d) 60- 79 days <input type="checkbox"/> 3</p> <p>(e) 80- 99 days <input type="checkbox"/> 4</p> <p>(f) 100-119 days <input type="checkbox"/> 5</p> <p>(g) 120-139 days <input type="checkbox"/> 6</p> <p>(h) 140-159 days <input type="checkbox"/> 7</p> <p>(i) 160-179 days <input type="checkbox"/> 8</p> <p>(j) 180 days or more <input type="checkbox"/> 9</p> <p>Reasons: _____ </p> <p>_____</p> <p>_____</p> <p>10. Is this pupil a: resident pupil? <input type="checkbox"/> 1 or day pupil? <input type="checkbox"/> 2</p> <p>11. (This question is to be answered by the appropriate Branch Education Officer). If this pupil was transferred to a non-Indian school at the end of the previous year, state the grade in which he was placed _____ <input type="checkbox"/></p>	
<p>Name of teacher: (please print) _____</p>	<p>Signature: _____</p>	<p>Date: _____</p>