

Proposal prepared by
The Canadian Welfare Council
for the Department of Indian Affairs and Northern Affairs
regarding a Study of Indian Residential Schools
in the Province of Saskatchewan, Canada

The Canadian Welfare Council

Le Conseil canadien du Bien-être

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April 4, 1966.

Mr. R.F. Davey,
Director Indian-Educational Services,
Department of Citizenship and
Immigration,
Borque Memorial Building,
Rideau at King Edward Avenue,
Ottawa 2, Ontario.

Dear Mr. Davey:


Attached are three copies of the Proposal for the Indian Residential School Study. I trust that you will find the proposal in accord with the direction and consultation we have received from you and your staff.

You will note that the proposal budget is just under the thirty-five thousand dollar figure.

Mr. G.K. Gooderham, Regional Superintendent of Schools has indicated by wire that no suitable students are available in the Alberta intercultural program. We are negotiating with university students in Montreal and Saskatoon to fill the research assistants' posts.

I presume that your department will draw up a formal contract for our Executive Director's signature to cover this project.

Cordially yours,


George Caldwell,
Associate Executive Secretary,
Family & Child Welfare Division.

GC/wl
Encl.



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ABSTRACT

Ten thousand Canadian Indian children are served by Residential Schools under the authority of the Indian Affairs Branch, Department of Indian Affairs and Northern Affairs. Sixteen hundred and fifty of these children are served by nine Residential Schools in Saskatchewan, seven of the schools operated by the Oblate Fathers of the Roman Catholic Church and two operated by the Anglican Church of Canada. Using the Saskatchewan Schools as a focus, a Study will be made to evaluate the present programs in the nine residential schools and assess their adequacy to meet the current and future needs of Indian children for education and care outside their own homes. The findings of this study are expected to have a general application for Indian Residential Schools in Canada.

ORIGIN OF THE STUDY

The Indian Affairs Branch invited The Canadian Welfare Council to consider the feasibility of a qualitative research study of Indian Residential Schools in the province of Saskatchewan. After several meetings during the summer and fall of 1965, it was formally agreed that the Council would prepare a design of a study for the Branch by March 31, 1966. The Branch advanced the appropriate funds to the council to prepare the design.

In November the Project Director attended the fall meeting of the Saskatchewan Principals of Indian Residential Schools and discussed with the Principals and Branch staff the proposed study. Many useful suggestions were received and the active support of the Saskatchewan people enlisted.

In January of 1966, the Project Director participated in the first Workshop for Canadian Principals of Indian Residential Schools. This unique occasion afforded a rich opportunity to share in the critical discussions of problems and achievements of the Indian Residential School program.

The Director of Education of the Branch and his senior staff have been readily available for consultation and have provided useful resource material in the design of the study.

The proposed study is a segment of an overall evaluation of the services of the Indian Affairs Branch which is now in progress. The Branch has been aware of the changing function from education to child welfare in the Indian Residential Schools. Priority in admission to Residential Schools is now given to children where there is family breakdown.

The success of the program of providing integrated educational services to Indian children has also clearly indicated the need to study the effect of the residential school environment on the child. Twenty-five years ago, one half of the Indian pupil population were in residential schools. In 1963-64 only 18½% of the Indian pupil population were in Residential Schools but there were over 1,000 more children than in 1940.

AIMS OF THE STUDY

Mr. R.F. Battle, Assistant Deputy Minister, Indian Affairs Branch indicated in a letter requesting the design of the study as follows, "Qualitative research is needed to evaluate the present program and to properly assess and to plan the facilities and resources required immediately and on a long term basis for the education and care of Indian children outside their homes".

Mr. R.F. Davey, Director, Educational Services, Indian Affairs Branch, elaborated on Mr. Battle's general aims of the study by preparing twelve specific questions relating to the operation of Indian Residential Schools. These questions are as follows:

1. To what extent are the residential schools serving the needs of the Indian people?
2. To what extent are residential schools admitting pupils who are not institutional cases? For example: How many of the pupils in residential schools are orphans, children of widows and widowers, from broken homes or poor homes (poor in the sense that the children are neglected)? How many are in these institutions because of parental preference, to obtain a high school or other special training for which there appears to be no alternative? To what extent does traditionalism determine admission to residential schools?
3. If there are significant numbers of Indian children admitted to these institutions who could very well remain at home, does this contribute to the decline of some reserves?
4. To what extent is the present subjective appraisal of institutional cases destroying the function of the residential school?
5. In the case of orphans, how is the problem of guardianship resolved for the students who drop out of school?
6. What provisions are made for the students who are orphans or from broken homes during the summer recess?
7. In what respect are the schools lacking in facilities?
8. Are there deficiencies in the qualifications of the staff other than teachers?
9. How well are the schools preparing their students for the challenges which they will have to face when they leave school?
10. How well are the schools satisfying the emotional and social needs of the students?

11. Is the residential school atmosphere and the disciplinary methods employed compatible with the development of good mental health?
12. What provisions are made for the counselling and guidance of pupils and how competent are the persons providing this service?

Summary of Aims

The foregoing questions lead to a statement of the purposes of the study, under the following three headings:

- (1) To describe and evaluate the Residential School environment in regard to:
 - a) physical conditions
 - b) administrative organization
 - c) institutional program and social communication
 - d) methods of discipline and control
 - e) rationale for selection of the children, including the parents' attitudes
 - f) guardianship status regarding the children
- (2) To assess the children in relation to:
 - a) adaptation to the school and to the white culture
 - b) personal and social adjustment
- (3) To report on students who have left the Residential Schools in the past five years -
 - a) social data on their present location, employment, previous history in Residential Schools, academic level
 - b) attitudinal data gained through interviews

DESIGN AND METHODS

The three purposes of the study as stated above indicate three separate sources of information and methods of collecting it:

- 1) information from school administrators and records (See Appendix I)
2. information from the children attending school (See Appendix II)
3. information from "graduates" who have left school (See Appendix III)

1. The Schools

All of the Indian residential schools in Saskatchewan will be included in this study. This section of the study has two central purposes: a) to provide data that can be used as independent variables in analysis of child adaptation and adjustment; b) to provide comparative information that can be assessed qualitatively as to the schools' services as children's institutions. Both kinds of information will be gathered by the Project Director, by means of interviews with school authorities, and examination of records.

The data to be used in tabular analysis will be transferred in coded form from interview schedules to cards. Where possible the data will be given a combined score. The organization of material to be gathered in this section is shown in Appendix I.

2. The Children - The Sample

The schools relate to children in three categories:

- a) children who live in the schools and attend classes there
- b) children who live in the schools but attend classes in the community
- c) children who live at home (on reserves) but attend classes in residential schools.

All three categories of children should be included. In considering the problem of the effect of the schools on the children's adjustment it would seem desirable to include young children in the sample. However there is a practical problem of communication. Very young children are unlikely to be able to respond to the methods of data collection that are proposed, and more sensitive tests are not practicable. Therefore it is proposed to take children only from grade 5 and up, who are expected to be able to take group paper-and-pencil tests.

It is desired to take children from grades 5 to 12 in the nine schools, who may fall into one of the three categories listed above. Rather than attempt a random sample of children it was decided, for reasons of administrative convenience, to take a purposive sample of classes and schools that would include children in all three categories. Of approximately 1,650 children in the nine schools, approximately 400 children will be included in the sample, by taking a minimum of two grades from each school, in staggered order.

The Dependent Variables

The question "what is the effect of the schools in preparing the children for adult life" must be broken down into two aspects: a) what is the adaptation of the children to the (white) school culture? b) what is the internal personal and social adjustment of the child? To obtain information that can be related analytically to the school situation, two instruments will be used. One will be a questionnaire that will ask for (a) some identifying information about the child and his family, and b) the child's attitudes and choices about his own future, in education, work and residence. This will be the main source of information about cultural adaptation.

The second instrument will be a test that is very commonly used to test the adjustment of children, the California Test of Personality. This test measures both personal and social adjustment. Machine scoring and data processing will be carried out by the California Test Bureau.

A third kind of information will be obtained from school records, so far as possible, to supplement data on adjustment. This will be the record of the child's behaviour symptoms that may be judged indicative of maladjustment (e.g. stealing, running away).

3. The "Graduates"

The purpose of this section of the study is to get information on the present "success" of former students so far as is indicated by their present location, employment and social situation, and by their attitudes towards these factors and towards the relevance to them of their experience in residential school.

It is not considered feasible to locate a random sample of former students, and only a quota sample will be attempted. It is expected that fifty cases will suffice. Department officials advise that most former students are still on reserves. The majority of cases will come from reserves but a few may be located in cities.

A short schedule of questions will be drawn up, to be administered by an interviewer. The areas of enquiry will be the same as those covered with students in school but the instrument will be changed.

SIGNIFICANCE OF THE STUDY

Over ten thousand Canadian Indian children are cared for in approximately sixty Residential Schools in Canada. The Department of Indian Affairs and Northern Affairs is appropriately concerned to evaluate this major program to ascertain the extent to which the schools are meeting the goal of preparing the children for adult life.

The emphasis in Indian education has been towards a program of integration of the Indian child with the white child. Residential Schools have a variety of programs from completely integrated classroom instruction to a completely segregated program. The study will evaluate the effects and advantages of the various type of program for the Indian child.

The Residential Schools admit children who have special needs resulting from family breakdown (desertion, neglect, death of a parent) and children who are demonstrating problems in social or emotional adjustment (mentally retarded, emotionally disturbed or delinquent prone). The study will assess the value of the residential school environment to meet the special needs of these children. A follow-up study will be done on a sample of former students of the Residential Schools to determine what has happened to them following their experience in this environment.

Many of the Saskatchewan Residential Schools are located a considerable distance from either the child's home or an urban area. Fifty to one hundred years ago there was a specific reason to choose the particular site. Today with roads and improved transportation services available, the location of the school may be inappropriate to serve the changed needs of Indian children. Location near the family may result in a more significant contact with the home for the child and location near an urban centre may accelerate the process of integration. The Branch from time to time is faced with major capital grants to maintain or rebuild the schools. The study will consider the effect of location on the child relative to his relationship to both white and Indian communities.

The overall administrative organization of Residential Schools is complicated by the involvement of both the churches and the Branch. A re-examination of the administration relationship of the denominations and the Branch will form part of the study.

The staffing patterns of Indian Residential Schools is a critical area of examination in this study. The study will consider the type of staff needed, their qualifications and the ratio of staff to children.

Saskatchewan has been chosen because there are nine Residential Schools in the province representing a variety of types of care for Indian children. It is expected that the findings of this study in Saskatchewan will have general application for the total Canadian scene.

PHASES OF THE STUDY

PHASE I

April 1, 1966 to June 15, 1966

During this phase the Research team will do the actual field work in the Residential Schools. The data on the nine schools and the children will be collected. The testing and interviews of the children will be done in this phase.

PHASE II

June 15, 1966 to August 31, 1966

The sample of the former students will be drawn and the data collected on these students. Using the Residential School staff, Indian Affairs staff and superintendents of reserves the present whereabouts of the former students will be determined and direct contact made, where possible with the former students.

PHASE III

September 1, 1966 to October 31, 1966

Analysis of data by Project Director and research assistant. Clarification with staff of Indian Affairs Branch of specific findings. Consultation with denominational officials. Travel to other facilities for the care of Indian children in Canada and the United States that is warranted.

PHASE IV

November 1, 1966 to December 15, 1966

Completion of draft report and submission to Indian Affairs Branch.

PHASE V

December 16, 1966 to January 31, 1967

Completing and publishing final report.

COST ESTIMATE FOR PROPOSED PROJECT

PROJECT Indian Residential School
Study, Saskatchewan #566
(title and code numbers)

Project to commence April 1 1966 and to be completed by January 31 1967
(estimate dates)

1. STAFF COSTS

(a) C.W.C. Executive Staff

(show position or function, period, full-time
or part-time and name where possible)

(i)	Project Director ..Mr.G..Caldwell.....	for 6.mons	at \$1000.	\$ 6000	
(ii)	(Others)....Mr..D..Woodsworth.....	for 2.mons	at .1000.	\$ 2000	
(iii)	"Mrs..P..Findlay.....	for 5.mons	at ..750.	\$ 3750	
(iv)	" ..3.Research.Assistants.....	for 4.mons	at ..500.	\$ 6000	
(v)	Incidental time from other Executive Staff (calculate at 10% of (i) above)			\$ 600	
(vi)	Add fringe benefits at 6% of above salaries			\$ 1101	\$ 19,451.

(b) Outside Professional Individuals

(show position or function, period and name where possible)

(i)	..Professional.Consultation.....	for 10.days	at .50..	\$ 500	
(ii)	.....	for	at	\$	
(iii)	.....	for	at	\$	
(iv)	.....	for	at	\$	\$ 500

(c) C.W.C. Steno. & Clerical Staff (including manual data processing)

(i)	..1.person.for.6.mons.@.325.per.month.....	\$ 1950	
(ii)	..2.persons.for.2.mons.@.325.per.month.....	\$ 1300	
(iii)	.....	\$
(iv)	.....	\$	\$ 3,250

(d) Translation Services (calculate at \$9.00 per single spaced page)

(i)	By Outside Translators - final report	\$ 800	\$ 800
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2. TRAVEL AND LIVING EXPENSES

C.W.C. Staff - Transportation	\$ 2800	
" " - Living Expenses (#..... for 105..days at \$20.00....)	\$ 2100	\$ 4,900

3. TELEPHONE AND TELEGRAPH

.....Telephone.....	\$ 50	
.....Telegraph.....	\$ 50	\$ 100

4. PRINTING AND OTHER REPRODUCTION OF FINAL REPORT

(both internal and commercial)

Cost of Commercial PrintingEnglish.and.French.....	\$ 1200	\$ 1,200
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5. DATA PROCESSING (excluding manual)
(Manual processing of data to be shown under 1 (d) or 1 (e) Staff Costs)
- By a Data Centre or other Commercial means \$ 500 \$ 500
6. OFFICE COSTS AND OVERHEAD
- (a) Postage \$ 50
(b) Stationery and other supplies \$ 300
(exclude multilithing final report)
(c) Overhead - (Indirect costs) - (calculate at 15% of CWC salaries
in 1 (a) and 1 (d) above) \$ 3405 \$ 3,755
7. OTHER COSTS (specify)
-Test materials and supplies..... \$ 500
..... \$
..... \$ \$ 500
8. TOTAL \$34,956


prepared by

(date) March 31, 1964

PROJECT STAFF

Project Director - George Caldwell
Associate Executive Secretary
Family and Child Welfare Division
The Canadian Welfare Council

Education - 1953 - B.A. - Acadia University, Wolfville, Nova Scotia
1955 - Diploma in Social Work - Maritime School of Social Work,
Halifax
1955 - Master of Social Work, Acadia University, Wolfville,
Nova Scotia

Employment - 1955-1959 - Nova Scotia School for Boys, Shelburne, Social Worker
and Assistant Superintendent
1959-1964 - Regional Administrator, Department of Public Welfare,
Sydney, Nova Scotia and Executive Director of the Children's
Aid Society of Cape Breton
1964 - Associate Executive Secretary of the Family and Child
Welfare Division, Canadian Welfare Council

Publication

Report to the Federal Provincial Conference on Mental Retardation,
1964

Rural Need in Canada, 1965 - Directed the Inverness County Study of
Poor Families and prepared Section II of the above report.

Report of a Survey of the New Brunswick Protestant Orphan's Home,
Lancaster, New Brunswick, prepared for the Board of
Directors, 1965

Child Welfare Services in New Brunswick

A Report to the Honourable W.R. Duffie, Minister of Youth and Welfare,
Province of New Brunswick, 1965

Book reviews and articles in Canadian Welfare

PROJECT CONSULTANT

DAVID E. WOODSWORTH

Research Director, Canadian Welfare Council

- Education - 1940 - B.A. Sociology, University of Toronto
1942 - Diploma in Social Work, University of Toronto
1950 - M.A. Sociology, University of Michigan
1954 - Completed course requirements for Ph.D., Social Welfare, Brandeis University
- Employment - 1942-46 - Canadian Army
1946-49 - National Film Board, Regional Supervisor
1950-53 - Superintendent, Port Arthur, Ontario, Children's Aid Society
1953-62 - Executive Director, Victoria, B.C., Family and Children's Service
1964- - Research Director, Canadian Welfare Council, Ottawa
- Publications - Rural Need in Canada, 1965, overall Project Director and author of Section I
Urban Need in Canada, 1965, overall Project Director and author of Section I
Articles and Book Reviews in Canadian Welfare and the Social Worker.

Research Associate

Mrs. Suzanne Findlay

- Education - 1959 - Honours B.A. University of Western Ontario, English and History
1961-62 Graduate work toward the M.A., Washington University, St. Louis, Sociology
- Employment - 1961-62 Research Assistant, Washington University, to Dr. Gilbert Shapiro in a study of large-scale social change.
1963 Research Assistant, summer of 1963 in Saskatchewan to Dr. J.W. Bennett for an ecological study of south-western Saskatchewan.
1964-65 Research Associate to Strathmere Association, (R. Alex Sim).

Research Assistants

The research assistants will be University Students in the Social Sciences who will be employed for the summer months.

APPENDIX I

INDIAN RESIDENTIAL SCHOOLS

ANALYTIC OUTLINE FOR INSTITUTIONAL STUDY

Adaptation - Sources and assurance of upkeep

1. Legal status of school administration
 - relation to Branch
 - relation to Church
2. Responsibility for program - to Branch, Church and effective enforcement - supervision, machinery & effectiveness
3. Source of finance for (a) ownership of land and buildings
(b) maintenance of plant
(c) educational and living programs
4. Basis of finance (a) children's per diem from Branch
(b) flat grants or other income from Branch, Church
(c) conditions of eligibility for grants, per diem.
5. Protection of income sources -
 - (a) Admissions -
 - (1) what are acceptable reasons for admission or refusal
 - (2) who screens applicants
 - (3) who makes final decision on admission
 - (4) distribution of admissions, by source and category of referral.
 - (b) Community supports - Indian identification of the school as a cultural asset
 - Relation of school to local or provincial systems (e.g. integrated schools, training programs)
 - Location of school.

Integration - organization of staff and children in all activities

A. - Children

1. Organization of school program as it affects integration, adaptation and adjustment -
 - (a) Organization of classes - integrated or separate classes
 - day pupils from reserve
 - size of classes
 - sex composition of classes
 - range of ages per class

- (b) Content of educational program - academic or vocational facilities and courses
 - duration of school year, vacations
 - comparison of Indian, white curricula
 - examination standards as applied
- (c) Uses of discipline - methods & frequency
- (d) Drop Out patterns
 - in the year
 - between years
- 2. Sleeping arrangements
 - no. of children per building
 - no. of children per room
 - night supervision arrangements
- 3. Clothing
 - uniform mass purchase
 - individual clothing items permitted
 - appropriateness of clothing styles
- 4. Food
 - no. of children per table
 - method of supervision of serving & eating
 - food served family or cafeteria style
 - use of children in kitchen
 - access to snacks
 - timing of meals
- 5. Religious education
 - frequency & duration & nature of religious observances
 - size of group participating
- 6. Recreation
 - sports, parties, at School : frequency and numbers involved
 - use of children or adults as leaders
 - visits to town - number involved
 - supervision
 - type of activity allowed
- 7. Vacations and visits
 - during school year - where children go
 - frequency, length of visits by or to (a) Indians
 - (b) Whites
 - long vacations - (same as above)
- 8. Student government, form, etc.
- 9. Child - staff ratio

B. - Use of Staff

1. Staff numbers, by category of a) job title
 b) race
 c) religious status
2. Qualifications, by category a) job title
 b) race
 c) religious status
3. Staff-pupil ratio, by
 category a) job title
 b) race
 c) religious status
4. Staff-pupil contacts in program areas and emotional content
 of contacts.

Goals -

Orientations of Authority-figures (principal or other significant staff)
on integration issue - for which culture are children prepared?

Two factors - a) Indians as inherently inadequate to white culture
 vs. ability to develop potential skills.

b) Children as necessary to continuation of schools and
 i.e., to church.

Views of principals on relevance or impact on integration, of all
factors listed above: a) school program, training
 b) living programs as above

System Maintenance

Use of budget and allocation of staff resources)
) Where?
Emphasis on program)

Compensatory action required to meet recognized sources of friction

Clothing

- individually owned, personal choice
- individually owned, mass purchase
- interchangeable clothing

Food Service - no. of children per table
supervision by adults
snacks between meals

Religious Services - time allotted for services

Supervision - some measure of child/residential staff ratio

4. Discipline Score

<u>Methods</u>	<u>Times Used</u>	<u>Student Reaction</u>
physical		
isolation		
deprivation of privileges		
deprivation of meals		
group punishment		

II Dependent Variable - Adaptation to the White Culture

Components to be measured:

Instruments:

A. Attitudes - about key values
in the white culture

a) Child's Questionnaire
b) Behaviour Record Sheet
c) School records

1. Education

Does the child value education?

Some areas to question are:

- (1) the child's expectations of his educational career.
e.g. Does he expect to go to Grade 12?
- (2) the relationship between his expectations and his parents'
- (3) the relationship between a good job and education i.e. Is
education necessary in order to earn a living?

2. Work

Does the child value work as a part of his future?

Some areas to question are:

- (1) the meaning of a "good" job. Can it be defined in
terms of money, security, location, friends, easy and
no initiative required, the opportunities it presents?
- (2) the child's identification with jobs that could be class-
ified as "white", "Indian", "borderline".
- (3) the extent to which the child is committed to work. Does
"work" mean a part-time job, regular job, sporadic or
odd jobs?
- (4) the child's expectations of what he will do when he finishes
school.

- (5) the child's understanding of what his parents' and school's expectations are for him in relation to work.

3. Location

Does the child value life on the Reserve exclusively or does he see himself adapting to the demands of work?

Some areas to question are:

- (1) the child's preference for living location
- (2) his expectations about the location
- (3) the conditions under which he would live on the Reserve, in the town or city.

4. Family and living conditions

Is the child committed to Indian values in terms of family size, lack of concern for presentable surroundings; or would he strive for some change from his background when he has a family of his own?

Some areas to question are:

- (1) the child's idea of a "good sized family"
- (2) the kind of house and surroundings he would like to have
- (3) the kinds of possessions he would want to have for his family and himself.

5. Association

Some areas to question are:

- (1) the child's preference to associate with Indians, Whites, or both
- (2) the child's expectations about who in fact he will associate with mostly
- (3) the location of this interaction with Indians or Whites

B. Behaviour in relation to these norms. (performance)

1. Education

- (1) the success of the child in school as measured by the age/grade ratio and teachers' records
- (2) the regularity of his attendance at school - both throughout the year and between years.

2. Association

- (1) the child's exposure to the white community informally. i.e. Does he have friends in the white community?

- (2) the child's participation in formal activities in the community if the opportunity is given or is realistic.

Independent Variable - the School

Components to be measured in relation to adaptation:

1. Type of school - residential
- residential and day
- residential and integrated
2. Location - distance from home reserve
- distance from white community
3. Orientation of School authorities to the Indian culture
- assimilation
- preservation of the Indian culture
- integration into the mainstream of Canadian life plus preservation of the Indian culture.

Some areas to question are:

- (1) the opportunities provided by the school for the child to develop in the direction of their stated orientation
e.g. if the orientation is assimilation, what is the frequency and type of contact with the white world?

- (2) the proportion of Indian - Metis staff who are

	-25%	26-50%	51-75%	76-100%
teachers				
clerical or skilled				
child care or				
maintenance				

4. Educational experience

Do the schools provide the Indian child with the necessary education and skills to get along in the white world?

Some areas to question are:

- (1) the focus of their curriculum. Does it include vocational training? Does religion dominate the educational experience?
- (2) the rate at which the child moves through the school. Is it comparable to the rate of white children under the same circumstances?
- (3) the observance of the provincial academic requirements
- (4) the provision of a counselling service.

5. Residential experience

Is the child given some understanding of the norms or expectations for behaviour in the white world?

Some areas to question are:

- (1) instruction in or stress on manners, dress, cleanliness, social behaviour
- (2) the encouragement of independence through participation in a student government, council for residential decision-making, minimum supervision, etc.

Intervening Variables for Adjustment and Adaptation

1. Age
2. Sex
3. Family background
4. Reasons for admission
5. Length of time in school
6. Previous school experience

III Adaptation of the Graduate

Components to be measured:

Instruments:

A. Behaviour

- a) information from the Indian agents
- b) interview with the graduate

1. Work

Are they holding a steady job or one that allows them to be self-sufficient?

Some areas to question:

- (1) their work pattern since they have left school
- (2) including their non-work pattern and experience with relief

2. Location

Where are they located -- on the reservation or in a city or town?

Some areas to question:

- (1) the pattern that their movements have taken - reserve to city, back to reserve, etc.

3. Family and living conditions

Have they followed the traditional Indian patterns or have they adopted more of the white patterns?

Some areas to question:

- (1) the size and spacing of the family
- (2) the type and condition of housing
- (3) the kinds of possessions and the value attached to them

4. Associations

Some areas to question:

- (1) the type of frequency of their formal contacts with the immediate white community
- (2) the type and frequency of their informal contacts with the white community (how many friends do they have?)
- (3) the type and frequency of their contacts with Indians living near them, living on the Reserve

5. Specific behaviour problems

B. Attitudes

1. Education

- (1) the value of education in general as a necessity in getting along, making a living
- (2) the value of their educational experience at the Residential School in particular in helping them to get along

2. Work

- (1) their plans for their work future. What job do they think they will have by the time they are 30?
- (2) the meaning of work for them - the good things and the bad

3. Location

- (1) the place where they would most like to work and live
- (2) the place that they expect that they will "end up in"

4. Family and living conditions

- (1) their size of family that they would think would be best
- (2) the type of home that they would like to have

5. Associations

- (1) the type of relationships that they would like to have with the whites and the Indians
- (2) the type of relationships that they think they will always have with the whites and the Indians

Background Variables

1. Family background - conditions, attitudes of parents
2. Educational experience - reasons for admission
 - academic success (years there, grades)
 - Behaviour in and adjustment to school
3. Age and sex