

SCHOOL ADMINISTRATORS' PERCEPTIONS OF
PROBLEMS ARISING FROM THE INTEGRATION
OF INDIAN AND NON-INDIAN CHILDREN
IN PUBLICLY SUPPORTED SCHOOLS
IN SASKATCHEWAN

A Thesis

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CHAPTER I

THE PROBLEM

Background to the Problem

Under Section 91, subsection 24 of the British North America Act, the federal government of Canada was charged with the responsibility for making laws concerning the Indians of Canada. Included under this obligation was the provision of educational services for Indians, the nature of which were determined to some extent by the treaties made between the Dominion of Canada and the various Indian bands. In these treaties, however, the federal government retained discretionary powers in regard to education.¹

The Indian Act was a consequence of federal responsibility for legislation concerning Indians.² Briefly, this Act reversed the pre-Confederation trend toward local responsibility for Indian education. It resulted in the segregation of Indian and non-Indian pupils, for, under

¹L. G. Marshall, "The Development of Education in Northern Saskatchewan," Unpublished M. Ed. Thesis, University of Saskatchewan, 1966, p. 31.

²*Ibid.*, pp. 31-8. Included here is a discussion of the educational provisions of the Indian Act.

Section 93 of the British North America Act, the provision of educational services for non-Indians became a provincial responsibility. The maintenance of separate educational facilities remained the policy of the federal government until the enactment of the present Indian Act in 1951.

The direction of the present Indian Act can be ascribed primarily to the recommendations of the Joint Parliamentary Committee of the Senate and the House of Commons, which was established in 1946 to inquire into the administration of Indian Affairs. The Committee recommended in its report in 1948 that, wherever possible, Indian children should be educated in association with other children.³ The report led to the first comprehensive revision of the Indian Act in seventy-five years, and to the re-establishment of the pre-Confederation trend toward provincial and local involvement in Indian education. Under Section 113 of the Indian Act, the Minister was authorized to enter into agreements for the education of Indian children with the following bodies:

1. the government of a province,
2. the Commissioner of the Northwest Territories,

³L. Jampolsky, "Advancement in Indian Education," The Education of Indian Children in Canada. Toronto: Ryerson, 1965, p. 50.

3. the Commissioner of the Yukon Territory,
4. a public or separate school board, and
5. a religious or charitable organization.

R. F. Davey has outlined some of the changes which are still needed:

Despite many changes during the past 100 years the Indians' relationship to the Provincial system of education still remains vague and tenuous. Unfortunately, clarification and strengthening of Indian participation is likely to be delayed by the persistence in some minds of the mistaken notion that the Indian is a ward of the Federal government. The facts are, however, that while he is exempt from paying taxes on his reserve lands and on income earned on the reserve, nevertheless he contributes to the general provincial revenue both directly and indirectly in other forms of taxes in the same manner as do other citizens and he should be accepted as a resident of the province and entitled to its services. Tacit recognition of this position has been given in that . . . the Indian exercises the right to vote. As a further step, federal and provincial legislation are required to enable the incorporation of Indian communities into the administrative organization of the provincial Departments of Education, either by the establishment of provincial district school boards on reserves or by the extension to reserves of the jurisdiction of existing boards on which the Indian community would be represented as are other residents of the school district. When these measures have been achieved, legislation, insofar as it relates to Indian education, will have finally regained the ground it lost at Confederation.⁴

Although the integration of Indian and non-Indian children in publicly supported schools did not have immediate acceptance throughout the nation, there was a gradual increase in the number of Indians attending non-federal

⁴R. F. Davey, "The Establishment and Growth of Indian School Administration," The Education of Indian Children in Canada, p. 9.

schools, as is shown in Appendix A. By 1966, the Minister for Indian Affairs and Northern Development was able to report that more Indian children were enrolled in non-federal schools than in federal schools. In Saskatchewan in 1967, the number of Indians enrolled in integrated schools had risen to 4,338, while federal school enrolment had declined to 4,795, which was the lowest figure since 1960. The policy of integration, which was recommended in 1948 and embodied in the legislation of 1951, has been followed since that time, and has resulted in what is undoubtedly the greatest change in the nature of Indian education since Confederation.

Presently, it is the policy of the Indian Affairs Branch to contract with the governing body of the publicly supported school nearest a given reserve, which is usually the school board, for the provision of educational services for a specified number of Indian pupils at a per capita cost of operation. A school established under such an agreement is referred to as a tuition school. If additional facilities are required, the Branch enters into a separate agreement for what it considers to be its share of the required capital expenditure. A school established under this contract is referred to as a joint school.⁵

⁵P. A. Renaud and Mitsuru Shimpo, Cree Childhood on the Canadian Prairies, publication pending, p. 192.

Both types are regarded as integrated schools.

In the first stage of the implementation of a program of integration, the Regional Superintendent of Indian Education, who is responsible for the administration of Indian education at the provincial level, meets with the local school authorities, to whom he provides the following information:

1. the federal policy on school integration;
2. the success of integrated education in other provinces and in other areas of the province;
3. the cultural advantages of integration to both Indians and non-Indians;
4. the economic advantages that would accrue to the local education authorities should they accept integration;
5. the number, age, sex, and grade of the pupils immediately concerned, as well as a five year pupil projection;
6. the solutions for transportation problems which might arise;
7. the special services which the Branch would provide for Indian children in regard to health care, clothing, food, school supplies, and transportation.⁶

It is on this basis that, the school officials decide whether or not to enter into negotiations with the Indian Affairs Branch.

The Regional Superintendent also consults with the Indian parents, who may express their opinions individually, through the band council, or through a general vote of the band members. In any event, if and when the Indian parents and the local school authorities agree to

⁶Ibid., p. 95.

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enter contract negotiations, formal negotiations are opened.

At this time, the Director of Indian Education in Ottawa is informed of the development, and he prepares the contract between the minister and the school authorities. If school construction is required this is included in the negotiations, although a separate contract is drawn up which includes specifications for the new addition or building and the federal share of the cost of construction, including site, architect's fees, construction, landscaping, and equipment.⁷

The obligations of the local school authorities usually are to enroll the agreed number of pupils as recruited by the Agency Superintendent; to give equal education and avoid any form of segregation in the school; and to provide a quarterly financial statement to the Branch. The Indian Affairs Branch is normally responsible for the provision of a five year enrolment projection; the payment of tuition costs for Indian pupils; the maintenance of the regular attendance of Indian pupils; and the maintenance of a standard of health, cleanliness, and clothing among the Indian pupils. Finally, it avoids

⁷Ibid., pp. 195-6.

any interference with the curriculum, the administrative and teaching personnel, the methods and materials of teaching, and the general management of the school, while retaining the right to inspect.

Statement of the Problem

This study included those school administrative areas in Saskatchewan in which agreements were made between the local school authorities and the Indian Affairs Branch for the provision of educational services for Indian children. The study proposed to determine what principals and superintendents in these areas perceived to be the problems arising from the integration of Indian and non-Indian children in publicly supported schools. A further purpose was to identify the methods by which these administrators perceived that the integration program could be facilitated. Finally, in reference to the problems which were perceived and the suggestions made, the study proposed to deal with the following questions:

1. Are the administrators' perceptions of the problems and solutions related to their administrative position?
2. Are the administrators' perceptions of the problems and solutions related to their percentage of Indian enrolment?
3. Are the administrators' perceptions of the problems and solutions related to the number of years that their schools and superintendencies have been integrated?

4. Are the administrators' perceptions of the problems and solutions related to their years of experience in integrated education?

Delimitation of the Problem

The criteria for the geographical delimitation of the problem are stated above. In all, 154 principals and 42 superintendents were contacted in the course of the study. The study was limited to an examination of the perceptions of administrators in the knowledge that this would provide only one perspective of the program of integrated education in Saskatchewan. Since the study was designed to examine the field from this point of view, the contributions to understanding which could have been made by parents, pupils, teachers, and Branch personnel were not sought. These perspectives could be examined profitably in related studies.

Significance of the Study

It is indicated in the following chapter that the literature relating to Indian education identifies a complex of problems arising from contact between Indians and non-Indians in school. This study examined school administrators' perceptions of problems arising from integrated education. Their perceptions were seen to be important because the administrator was seen to be a liaison between the school and several other bodies: the Indian

Affairs Branch, the Department of Education, the school board, the Indian and non-Indian home, and the community at large. His perceptions of these organizations and of his relationship to them were seen to influence his behavior as a leader and school administrator.

The study provided an overview of the problems which administrators perceived to arise from integrated education and of the methods by which they perceived that the program might be facilitated. Further, it indicated whether the administrators' perceptions of problems and methods varied with their administrative position, the number of years that their schools or superintendencies had been integrated, their years of experience in integrated education, and the percentage of Indian pupils enrolled in their administrative jurisdiction.

Definition of Terms Used

Indian. This term was used in reference to those people who had Indian status as defined under the Indian Act.⁸ Since this study used an exclusive definition of integrated education, it was found necessary to use this exclusive definition of Indian. This was not intended to imply that people of Indian ancestry who do not have

⁸R.S.C. 1952, c. 149, s. 2(g).

federal status as an Indian have no difficulties in school because of their cultural heritage.

Integrated education. This term was used to mean those activities which are carried out in an integrated school.

Integrated school. This term was used in reference to a school which, as the result of an agreement between the school authorities and the Indian Affairs Branch, included both Indian and non-Indian pupils.

Principal. This term was used to mean the head teacher in a school, who is responsible for the organization and general discipline of the school with the concurrence of the school board.⁹

School administrator. This term was used to mean a principal or superintendent.

School board, unit board, board. These terms were used in reference to an elected governing body of a school administrative area.¹⁰

School unit. The Larger School Units Act states that

. . . the minister with the approval of the Lieutenant Governor in council may by order . . . establish

⁹R.S.S. 1965, c. 184, s. 227.

¹⁰Ibid., c. 185, s. 2(r).

school units consisting in each case of such number of village and rural school districts and public school districts in towns with a population of under two thousand . . . as employ approximately eighty teachers.¹¹

Superintendent. This term was used in reference to provincially¹² and locally¹³ appointed superintendents of schools, as defined in the School Act.

A value. John Dewey states that

. . . values are judgements about the conditions and results of experienced objects; judgements about that which should regulate the formation of our desires, affectations, and enjoyments.¹⁴

Organization of the Remainder of the Study

The balance of this report is organized as follows. Chapter Two consists of an examination of culture contact and culture retention, and a review of related literature. Chapter Three contains a description of the design of the study and of the samples used in the interviews and the questionnaire survey.

The findings of the study are presented in Chapters Four and Five, and Chapter Six consists of a discussion of these findings. The final chapter contains a summary of the report and the conclusions reached from the study.

¹¹Ibid., c. 185, s. 3.

¹²Ibid., c. 184, s. 2.

¹³Ibid., c. 184, s. 125.

¹⁴John Dewey, The Quest for Certainty, New York: G. P. Putnam's Sons, 1960, p. 265.

CHAPTER II

REVIEW AND SYNTHESIS OF THE RELATED LITERATURE

The purpose of this chapter is to provide a background for the discussion of the findings of the study. It is divided into three sections. The first section provides an overview of the processes of integration and the reasons for culture survival. It provides a definition of integration. The second section consists of an examination of the traditional culture of the Indians of Saskatchewan,¹ and a description of barriers to integration of Indians and non-Indians in Saskatchewan. The third section contains a review of the literature dealing with the Indian child in school.

The Process of Integration and Culture Survival

A group of people may be said to be a social unit or society to the extent that they have arrived at commonly held working definitions of the members' roles in the group, and a cultural unit to the extent that the people in the group share a common social heritage. This

¹Although Saskatchewan did not exist as a province before 1905, when the name is used in this report in reference to a time prior to 1905, it is used in reference to the area now known as Saskatchewan.

social heritage consists of material traits which include such objects as dwellings and mechanical paraphernalia, and of non-material traits, which comprise such things as typical ideas, philosophies, items of accumulated knowledge, and details of class and caste systems.²

When members of different socio-cultural groups come into contact, processes of social and cultural integration are set in motion. As they continue to interact, the members of these societies will develop a sense of common identity and a working relationship. Further, as they interact, a form of cultural integration will result as the beliefs and customs of the members adjust toward compatibility.

After examining six contact situations, Spicer has concluded that there may be several variations of this basic pattern, depending on the way in which the contact is made and the members' attitudes toward change. He has identified two types of contact situations, which he calls directed and non-directed contact.³

Directed contact takes place when one society is able to and does impose sanctions on the behavior of the members of the other, subordinate society. In this

²P. A. F. Walter, Jr., Race and Culture Relations, Toronto: McGraw-Hill, 1952, p. 45.

³Edward H. Spicer, Perspectives in American Indian Culture Change, Chicago: University of Chicago Press, 1961, pp. 520-21.

situation, the members of the subordinate society are subject to the sanctions not only of their own but also of the superordinate society. Thus, directed contact takes place if one society is superordinate and can therefore impose sanctions on the subordinate society, and, further, if the superordinate society desires to change the behavior of the subordinate society.

Non-directed contact does not have this element of control, for " . . . although the innovations may derive directly from one culture, they are accepted and integrated into another culture in accordance with the cultural interests and principles of integration which obtain in the latter."⁴ In a non-directed contact situation, the transfer of traits and complexes is regulated by the receiving culture.

Spicer goes on to describe several kinds of integration which may take place in these two types of contact situations. The first of which he speaks is incorporative integration, in which elements are transferred from one cultural system and integrated into another in a way which does not disrupt the meaning of the latter.⁵ It is a non-directed form of integration which can be identified in the early contacts between Indians and the

⁴Ibid., p. 521.

⁵Ibid., p. 530.

fur traders in Canada as described by Morton⁶ and Innis.⁷ The traders adopted a number of the ways of the Indians in order to survive in the new environment, while the Indians readily met the traders' requests for furs since this reinforced the existing means of gaining status in the Indian society.

At the other end of the spectrum is assimilative or replacive integration, which takes place in directed contact situations. In this form of integration, " . . . the distinctive feature consists in the acceptance and replacement of cultural behaviors in terms of the dominant society's cultural system,"⁸ with no modification of the elements of the superordinate system to bring them into harmony with the subordinate system. Marshall has indicated that the aim of the federal government for seventy-five years after Confederation was to achieve the assimilation of Indians into the white society.⁹ The presence of such segregative factors as special Indian

⁶Arthur S. Morton, A History of the Canadian West to 1870-71, London: Thomas Nelson and Sons, n.d.

⁷Harold A. Innis, The Fur Trade in Canada, Toronto: The University of Toronto Press, 1961.

⁸Spicer, op. cit., p. 531.

⁹L. G. Marshall, "The Development of Education in Northern Saskatchewan," Unpublished M.Ed. Thesis, University of Saskatchewan, 1966, p. 36.

legislation, Indian reservations, and special Indian schools thwarted the realization of this aim, however.

Spicer says of these two kinds of integration:

Assimilation and incorporation might be regarded as the poles of process in culture change: in the former the determinants of the change in so far as they are cultural come to be the nature of the superordinate society's culture, [sic] in the latter the determinants are also from a single culture, but since there is no superordination of societies, there is no replacement of cultural system determinants.¹⁰

A third type is fusional integration. In this process, two distinct cultural traditions interact to form a single system. The principles governing the results of this process are not the same as the principles governing the original systems.¹¹ This kind of integration is similar to assimilation in that it is directed, but it differs in that the cultural systems adjust to each other in the creation of a unique system. Spicer refers to Spanish contact with the Yaqui Indians as an example.¹² In this case there was a combination of forms from the dominant society with meanings from the subordinate as the Yaqui selected innovations from Spanish society (directed by Spanish missionaries) which brought about alterations in Yaqui local group structure.

¹⁰Spicer, op. cit., p. 531.

¹¹Ibid., p. 532.

¹²Ibid., p. 533.

The fourth kind of integration which Spicer identifies is compartmentalization or isolative integration.¹³ Members of one cultural group may integrate into their cultural system elements from another culture which lack linkage with the complexes in the receiving culture, and which, therefore, remain as isolated and distinct subsystems of meanings within the receiving culture. Shimpo and Williamson, in their description of the Fringe Saulteaux, indicate that the Saulteaux have been obliged to engage in activities such as farming which held little or no meaning for them. These activities remained isolated from the traditional complexes of the culture and were gradually abandoned. Their traditional economic base also disappeared, and, without a solid economic base, social disintegration resulted.¹⁴ What began as isolative integration ended as social disintegration.

Spicer refers to contact between the Spanish and the Rio Grande Pueblos as an example of 'successful' compartmentalization.¹⁵ In this case, the aboriginal family types and the traditional community patterns were

¹³Spicer, op. cit., p. 533.

¹⁴Mitsuru Shimpo and Robert Williamson, Socio-Cultural Disintegration Among the Fringe Saulteaux, Saskatoon: Center for Community Studies, 1965.

¹⁵Spicer, op. cit., pp. 178-80.

not disturbed, for the Pueblos isolated the imposed Spanish-Catholic patterns and used them as a facade behind which they maintained those traditional ceremonial practices which offended the Spanish.

Although Spicer's classification is useful in the understanding of the processes of integration, the categories are not to be regarded as inflexible typologies. They are meant to add clarity to the discussion of the alteration of culture.¹⁶ A subject which Spicer does not treat adequately is that of culture retention.

Vogt advances several hypotheses accounting for the persistence of Indian culture.¹⁷ The first which he proposes is that Indians have been geographically and socially isolated on reserves, which has limited their education and their contact with white society. He rejects this, however, on the grounds that Indian culture has persisted even where this has not been the case. Next, he hypothesizes that directed contact results in resistance to change, although this also proves to be inadequate in the face of those non-directed contact situations in which Indians have retained their culture.

¹⁶Ibid., p. 534.

¹⁷E. Z. Vogt, "The Acculturation of American Indians," The Annals, of the American Academy of Political and Social Sciences 311: 137-146, May, 1957. (Referred to hereafter as The Annals.)

Vogt concludes that, although the preceding are undoubtedly contributing factors, of prime importance is the organized communal structure which has bounds and clear-cut limits for insiders and outsiders and has structural identity over time. If the structure is shattered, the members of the group can be expected to lose their sense of identity, and either anomie or assimilation can be expected to result. If the organized communal structure is not affected or is partially destroyed, incorporation or compartmentalization can be expected. An important factor in determining the effects of partial or total destruction of the communal structure is the persisting Anglo-American attitude toward racial minorities, derived historically from Puritan Colonialism, which strongly devaluates other physical types bearing different cultural traditions.¹⁸ Integration cannot be expected to occur if the Indian is not accepted by non-Indian society.

A final point is made by Dozier and others, who say:

Tribal organizations are kept intact by a process which draws the most acculturated members out of the group, leaving the most conservative members behind to perpetuate the ancient ways. . . . American Indians are being, and will continue to be

¹⁸Vog, op. cit., p. 144.

integrated into the total society only in ways that give full recognition to their personal tendencies and motives, the power systems within tribes, and the opportunities available to them outside their groups.¹⁹

The Traditional Culture of the Indians of Saskatchewan

This section centers on the way of life of the Indians who lived in the area which is now Saskatchewan. It begins with a brief description of the traditional economy, social organization, beliefs, and values of these people, and it concludes with an overview of the barriers to integration of Indians and non-Indians which exist today.

Although there were a number of tribes in the area during the time of the white conquest, they can be classed into two major groups: the southern plains Indians and the northern woodland and barren grounds Indians. The plains Indians consisted of the Plains Cree, Assiniboin, Saulteaux, and a scattering of Sioux and Gros Ventre. Those in the northern area were primarily Woodland Cree and Chipewyan, with some Beaver, Dogrib, and Yellowknife.²⁰

¹⁹E. P. Dozier and others, "The Integration of Indians of American Descent," The Annals, 311: 159, May, 1957.

²⁰Diamond Jenness, The Indians of Canada, Sixth Edition, National Museum of Canada, 1963, information from a map inside the back cover.

The Indians of the Plains

At the time of Confederation in 1867, the largest tribal group among the plains Indians was the Plains Cree. This tribe did not move into Saskatchewan until late in the eighteenth century. Mandelbaum reports that the Cree were first contacted by the Jesuits in 1640 in the area below Hudson's Bay.²¹ They were described as a nomadic people who lived by hunting and gathering wild rice, and who frequently engaged in warfare with neighboring tribes. With the establishment of the Hudson's Bay Company, the Cree appear to have extended westward as allies of the English and middlemen in the fur trade.²² It was about this time that the Assiniboin allied themselves with the Cree and their English guns against the Sioux who had French support.²³

This alliance had far reaching effects, for those Cree who left the woodlands to live on the prairies developed a plains culture which was very similar to that of the Assiniboin.²⁴ Mandelbaum refers to the Assiniboin

²¹David G. Mandelbaum, The Plains Cree, New York: American Museum of Natural History, 1940, p. 169.

²²Ibid., p. 172.

²³Innis, op. cit., p. 49.

²⁴Jenness, op. cit., p. 317.

as the "cultural godfathers" to the Plains Cree, and he reports that the two tribes intermarried freely.²⁵

At the time of the implementation of the reserve system, the Plains Cree occupied most of the southern part of Saskatchewan.²⁶ Beacuse of this, and because they had borrowed freely from the surrounding plains tribes, the way of life of the Plains Cree has been chosen to exemplify the plains Indian culture.

On the plains, the mainstay of the economy was the buffalo. This animal was the major food source, and its hide was used for clothing and shelter. Supplementary to the buffalo were moose and elk when they could be found in the hills, small animals such as gophers and rabbits, birds, fish, and such vegetal foods as roots and berries. Roots were often dried and pounded into a flour.²⁷

In this itinerant hunting economy, the acquisition of the horse, which dates from about 1730, was a major innovation. It increased the effectiveness of the buffalo hunt, and, as well, it affected the nature of inter-tribal warfare. Mandelbaum reports:

Early accounts make it clear that the unceasing hostility between the Plains Cree and their enemies was not due to any dispute over territory or struggle for trade advantages, but was largely the result

²⁵Mandelbaum, op. cit., p. 165.

²⁶Ibid., Figure 1, p. 166. ²⁷Ibid., pp. 189-200.

of the continual raiding and counter-raiding for horses.

. . . Among the Plains Cree, the horse was the standard of prestige value by means of which the status criteria of wealth, valor, and liberality could be best realized.²⁸

Often a number of families would attach themselves to the owner of a horse.

The Plains Cree did not have a tribal chieftain. Instead, the tribe consisted of bands, which were loose shifting units usually named for the area they occupied. Each of the eight principal bands had a chief, who was selected on the basis of distinction as a warrior and hunter, wealth, liberality, and oratorical and executive ability. Band membership was not rigidly defined, and a family could readily leave one band and attach itself to another. During the winter, the band would separate along kinship lines. It would reassemble during the summer.²⁹

Each band had a warriors' society, the members of which were directly below the chief in status. This society would elect a warrior chief who led the dances and directed policing operations during the buffalo hunt. Anyone who disturbed the buffalo prior to the hunt had his property destroyed by the society, although he later

²⁸Ibid., p. 195.

²⁹Ibid., p. 221.

was compensated if he had accepted the punishment in good spirit. Besides supervising the hunt, the warriors directed operations when camp was moved and guarded the line of march. Mandelbaum recounts the other responsibilities of the warriors:

Then an old man said to those of us who had just been taken as warriors, "From now on your homes and possessions are not your own. From today, these two old men, the servers, are the owners of your goods. If a poor person comes for help and you are not at home, these men may give away your things. You must look after all the people. If their moc-casins are torn you must supply new ones. Any clothing you may have must be given to those who come for help and who need it. If you see an old person stranded while camp is moved you must get off your horse and put him on. Then the horse is his.³⁰

The life of the Plains Cree was permeated by religious beliefs and the concomitant ceremonialism. Dominant in their religion was the concept of a single, all-powerful creator, Great Manito, which was addressed at the beginning of all rituals. This power was not personalized, did not have a definite abode, did not appear in visions, and was considered too powerful to be asked directly for blessing.³¹

The intermediaries between man and the Great Manito were the spirit powers which possessed all living things and some inanimate things, such as stone, thunder, wind, and sun. Individuals often engaged in isolated

³⁰Ibid., p. 226.

³¹Ibid., p. 251.

vision quests, during which time one or more of the spirit powers was expected to appear to him. If a spirit power appeared, it became that man's spirit helper. During the vision it would enumerate the specific areas in which aid and protection would be given. Certain taboos might be imposed upon the man as well, such as abstinence from dog flesh, which was a ceremonial food.³²

Implicit in the foregoing are some of the major values of the Plains Cree. Probably the most dominant of these was the value of generosity or sharing. To a great extent, a man's status was determined by the value of the gifts he gave and by the extent to which he displayed willingness to share his possessions with others. When a gift was given, one of the band criers would announce the act to the rest of the band. Gift giving was also one of the chief's most effective means of control. If, for example, two men were disputing the ownership of a horse, the chief would shame them by presenting a horse to the man who felt wronged. Wealth was a requisite of chieftainship.

Another value was respect for seniority. The aged of the band were cared for, treated with respect, and heeded when they gave advice.

³²Ibid., p. 252.

The last major value of the Plains Cree to be identified here is respect for the individual. Only minimal direction was given by band leaders concerning individual conduct. Individuals undertook isolated vision quests, and the charges given by the spirit powers were respected by the rest of the band. Children were permitted much freedom, and it appears that corporal punishment was not used.

The Northern Indians

The geographical delineation between the northern and plains Indians is approximately at a line running across Saskatchewan from the Kamsack area on the east, northwestward through Prince Albert, to the divide separating the Beaver and Saskatchewan Rivers.³³ The northern area contains both woodland and barren grounds Indians, and some differentiation will be made between these two groups. Morton states that the Wood Cree may be taken as the typical people of the forest belt,³⁴ while the mode of life of the Chipewyan is characteristic of the barren grounds people.³⁵

³³Ibid., Figure 1, p. 166.

³⁴Morton, op. cit., p. 13.

³⁵Ibid., p. 5.

The Chipewyan were a loosely defined tribe of hunters who wintered in the forests and migrated northward with the caribou, geese, and ducks in the summer. Most of their travel was on foot, and, while on trek, the women carried the tents and the canoes which were used to cross rivers. Morton sketches the Chipewyan's main characteristics:

Physically he was a coward, cringed before his mortal enemy the Cree, and shrank from bodily injury at the hand of his fellow-tribesmen. Consequently his manners were mild except, on occasion, to his women. He rarely went to war and he never shed the blood of his kith and kin. At the same time, physical strength and skill at the hunt gave men their rank in society on the barren grounds.³⁶

Black describes the Wood Cree as a race of solitary trappers who were peaceable and remarkably honest. "The objects of their chase were moose and fur bearing animals. . . . They were better clothed and quartered than the Indians of the plains, but often suffered from starvation. . . ." ³⁷ Although they were less given to warfare than the plains Indians, Morton describes them as being more warlike than the Chipewyan.³⁸ These people used the canoe as their major means of transportation,

³⁶ Ibid., p. 7.

³⁷ N. F. Black, A History of Saskatchewan and the Old North West, Regina: North West Historical Company, 1913, p. 75.

³⁸ Morton, op. cit., p. 13.

which made the lot of their women easier than that of the women of the barren grounds.

The northern Indians were not organized into as large groups as the plains Indians. The basic unit of organization was the family rather than the band, as the requirements of their type of hunting meant that they rarely came together into large groups. Morton says of the Chipewyan:

Though conscious of the individuality of their tribe, they were innocent of anything like tribal government and even of association in bands such as we find among the Indians of the prairies. Large camps were impossible where the food supply was so precarious. Considerable assemblages might be found on rare occasions, when the caribou hunt or war brought numbers together for brief association. The vital organism was the family gathered around some more or less successful hunter.³⁹

Jenness states that there was no organization among the northern Indians for maintaining law and order or for arbitration of disputes. Persuasion, physical force, and social outlawry were the means used.⁴⁰ Buckley states that disputes were most often settled by moving camp.⁴¹

Although the writer could find no thorough description of the religious perspectives of the northern Indians,

³⁹Ibid., p. 5.

⁴⁰Jenness, op. cit., p. 125.

⁴¹Helen Buckley and others, The Indians and Metis of Northern Saskatchewan, Saskatoon: Center for Community Studies, 1963, p. 27.

Jenness⁴² and Driver⁴³ indicate that they were similar in structure and practice to those of the plains Indians.

The value orientations of the northern Indians differed in some respects from those of the plains Indians. Although the value of sharing was held, it had application primarily within the family unit. There was no indication in the literature of the practice of gift giving as it was evidenced in the plains culture.

While bravery in war was valued highly on the plains, this was not the case in the northern areas where status was derived primarily through physical strength and hunting skill.

In the north, children were raised in a permissive environment in which corporal punishment was almost unknown.⁴⁴ However, primarily because of the rigors of nomadic life, the infirm and aged were abandoned or killed, often at their own request. This was especially true among the Indians of the barren grounds.

Contemporary Indian Culture

The coming of the white settlers and the concomitant location of the Indians on reservations denied

⁴²Jenness, op. cit., p. 167.

⁴³Harold Driver, Indians of North America, Chicago: University of Chicago Press, 1961, pp. 470, 517.

⁴⁴Black, op. cit., p. 84.

the Indian his traditional economic pursuits. Further, the Indian was geographically and socially isolated from the greater Canadian society for various reasons, not the least of which were the reserve system and the restrictive legislation imposed by the federal government.

Although elements of the traditional Indian culture may yet be identified, they have undergone adjustment to the contemporary circumstances. This section proposes to outline the major changes in the Indians' value system and life style which have taken place since the Indians have come into contact with non-Indians. The values discussed here are sharing and generosity, respect for the individual, and respect for bravery. Included as well is an overview of child rearing practices and a general statement on the life style of contemporary reservation Indians.

With the disappearance of their economic base-- hunting--and their freedom of movement, the Indians were forced to reinterpret their basic values. Renaud and Shimpo point out that the integrated value system of pre-reserve times does not exist anymore.

Each single value present in the earlier system has more or less persevered, re-interpreted through the accumulated experience of the group under the reserve system. However, without the integrating power of a clearcut substitute to bravery as a

central and supreme ideal, each persevering value is functioning independently, according to its own inner logic, . . . sometimes conflicting with the other values.⁴⁵

This non-integrated and sometimes conflicting value system often creates tension among band members. Because of the continued adherence to the value of individual self-determination, band members will seldom reprimand, attempt to restrict, or alienate one of their fellows who may be damaging their collective reputation in the outside society. In the same vein, children are seldom strictly disciplined because the parents continue to see them as autonomous persons. In traditional culture, children learned by watching their parents, and parents exercised control over the development of their children by controlling the sorts of situations to which children were exposed. Now, however, parents have no control over many of the experiences which their children have, and the children " . . . behave absolutely as they like more than ever before." Thus, while this value traditionally created harmony among band members, it may now result in covert feelings of hostility.

The values of sharing and generosity have become disruptive, as well, for it now serves to prevent individual band members from accumulating more wealth than

⁴⁵ Andre Renaud and Mitsuru Shimpo, Cree Childhood on the Canadian Prairie, publication pending, p. 105.

the others. Renaud and Shimpo cite a case in which a family left the reserve for a short time in order to engage in waged work. The family later returned to the reserve to find that their personal belongings had been taken away. "The following year they stayed home, having understood that those who had stayed home the first year did not like to see others become wealthier."⁴⁶

Gold had pointed out that adherence to this value has further implications in that the Indian who would seek success in non-Indian society is forced to choose between sharing what he gains with his less wealthy friends and relatives, or alienating himself from them by rejecting their tradition-sanctioned demands upon him.⁴⁷

Bravery has also been reinterpreted in contemporary Indian culture. Hunting and warfare are no longer means of displaying bravery, but it continues to be expressed in what might be considered less consequential matters, such as the expression of pain or suffering. Renaud and Shimpo state that the use of joking is often a survival of the value of bravery. "By ridiculizing a situation, the individual can dominate his native cowardice

⁴⁶Ibid., p. 106.

⁴⁷Delores Gold, "Psychological Changes Associated with Acculturation," Unpublished M.A. Thesis, University of Saskatchewan, 1966, p. 41.

and make a show of courage."⁴⁸ These re-interpreted expressions of bravery do not fill the role which bravery occupied in the traditional culture, however, for they do not allow an individual to distinguish himself before the total group and they do not serve as status determinants in the old sense. Bravery no longer serves to integrate the value system of the Indians, since it is no longer related to the economic well-being and protection of the group.

Whereas bravery was directly related to the security of the band in the traditional culture, security is now gained through other means.

Security, as a paramount value, is the final yardstick with which band members assess every official and missionary, every program and political statement, every journalistic account and scientific survey. It explains the reaction of band members to any or all the initiatives of the foremost security-giving agency in their life, the Indian Affairs Branch of the federal government. . . . So as not to lose anything of what they have saved of their collective past and identity, nor any of the security that they have achieved under previous programs, they always commit themselves limitedly and accept selectively the programs offered by the Branch. . . . As a result, they complain about not being independent yet they insist on becoming more dependent in order to obtain more security.⁴⁹

Buckley and others describe adaptations which have resulted for the Indian:

⁴⁸Renaud and Shimpo, op. cit., p. 108.

⁴⁹Ibid., p. 110.

As alterations in the annual work cycle and in the residence pattern have occurred, nomadism has, for most Indians and Metis, been replaced by sedentary, village life. This coupled with decreasing opportunities for achievement in traditional economic roles, has in turn had its effect on the ways of attaining status, and on the standards of appropriate behavior.⁵⁰

They itemize some of the changes which have taken place:

- (1) Women often control more money than men because of the receipt of family allowances and other welfare payments;
- (2) If the wife stays home with the school age children, men in the north must travel the trapline alone and do many of the things which were traditionally done by women;
- (3) Formal education has lengthened the non-productive period of the adolescent's life, while, concomitantly, there is discrepancy between what is taught in school and the economic opportunities in the North;
- (4) The disruption of the family unit and its controls has resulted in a high degree of governmental control;
- (5) The confinement of Indians to reserves has created problems in intra-community relations. The situation identified by the last two points has been illustrated by in the following account:

The conservation officer was called upon to chide Mr. A. for swearing at Mrs. X.; Mr. B wanted the officials to stop Mrs. Y. from gossiping about him, etc., etc. Requests such as these are amusing, and they have no doubt contributed to the misleading stereotype that Indians are "like children";

⁵⁰Buckley and others, op. cit., p. 26.

but they are also indications of a serious lack of adjustment to settlement life. In the days of nomadism such disputes as these would have been avoided or solved by moving camp. Living in settlements and keeping children in school makes such a solution impossible.⁵¹

This desire to avoid open evidences of conflict, which is particularly evident among northern Indians, also carries over to employment situations, for rather than defend his position or complain about working conditions the Indian will often leave his job, sometimes without collecting his pay.

Contemporary research indicates, therefore, that although the traditional culture of the Indians of Saskatchewan has been reinterpreted, the basic values continue to be held even in situations in which they are disruptive rather than integrative forces. The traditional values of the Indians have become isolated from each other, and no longer exist as a unified system through which the Indian may derive a satisfactory interpretation of his present reality.

The Indian Child and the School

This section consists of an overview of the problems encountered in the education of Indian children in schools designed for and operated by non-Indians, and a

⁵¹Ibid., p. 27.

review of the literature related to this topic. The overview is based on a report by the Government of Saskatchewan to the Joint Committee of the Senate and the House of Commons on Indian Affairs, which was submitted in 1960.⁵² The review of literature supplements this overview with a discussion of a number of studies related to Indian education.

Overview

The scholastic achievement of Indian pupils has been the subject of a considerable amount of research. The report by the Government of Saskatchewan identifies two major causes of the low educational achievement of Indians. The first is age retardation, which is reported to be more evident in the northern regions of the province, and which is attributed to a late start in school, language barriers, cultural differences, malnutrition, and nomadism. The report states that many Indian children do not enter school until as late as nine years of age. The residential school is cited as one of the major reasons for late starting, since parents have shown reluctance to allow their children to leave home at an early age.

The Cree language creates special problems for

⁵²Except where indicated, this overview is based on information drawn from Joint Committee, op. cit., pp. 52-62.

school beginners, for the English language uses sounds which are not used by the Cree. Many children are reported to begin school with little or no knowledge of English, and they are required to learn the new language before usual instruction can begin.

Indian children tend to have a low academic motivation. This can be attributed to several factors: cultural differences, which were discussed earlier in this chapter; language difficulties; and malnutrition, which may result in lethargy. A factor not cited by the report is the Indian home environment, which tends to be noisy, crowded, and poorly lighted.

Nomadism is seen to create a problem since Indian parents often take their children out of school when they leave the home--whether they go to the nearest city for a day, around the trapline for a week, or off the reserve for an extended period of wagework during which time the child may or may not be enrolled in a school. In the south, extended absence is most often related to wagework in the spring and fall, while in the north, absenteeism is most common in the winter trapping season, since the trapper can work more efficiently with the assistance of his wife than alone.

The second major cause of low educational achievement among Indians is reported to be their high drop-out

rate. Besides the indicated relationship between age retardation and dropping out of school, the report also cites economic factors, illness, the completion of available grades, the lack of a school to attend, and removal by a parent or guardian as reasons for dropping out.

Other problem areas are identified by the report. These include the inadequacy of the curriculum in regard to dealing with language difficulties and minimizing cultural differences; the absence or inadequacy of vocational guidance and vocational training, particularly in the lower grades where Indian students are most often found; and the inability of teachers to identify and deal with problems arising from socio-cultural and language differences, which is seen to be related to insufficient exposure to sociology and anthropology during teacher training.

The problems identified in the report of the Government of Saskatchewan have been documented in other studies as well. The following pages comprise a review of some of them.

Related Studies

Each of the following has been selected for inclusion here for specific reasons. One of the most comprehensive studies of Indian education to be conducted is that reported by Wax, Wax, and Dumont, who viewed the school in its full setting. After examining the isolation

of the Indian community from the greater society, they considered the isolation of the school from the Indian community, from the Indian pupils, and from the teachers.

Ray's work is reviewed here because it has a broad administrative orientation.

Following these two general studies, are a series of reports which deal with specific problem areas: Bryde's psycho-culturally based analysis of Indian students' scholastic performance; Gue's study of value differences; Ulibarri's report on teacher awareness of socio-cultural differences; and Greenberg's overview of administrative problems in integrated schools. Finally, the work done by Shimpo and Williamson was included for review because of its immediacy to the present situation. It is a recent study of Indian-non-Indian relations in Saskatchewan.

Had the writer intended to provide a review of all of the related literature, the list would have been endless. As it now stands, several valuable publications have been omitted in order to avoid duplication. Notable among these are the works of Zintz and Havighurst, which are listed in the bibliography.

The research team of Wax, Wax, and Dumont studied formal education in an Indian community. The concluding chapter of their report is introduced with the following paragraph:

Isolation--lack of communication, social distance--is the cardinal factor in the problem of Indian education on the Pine Ridge Reservation. Because the isolation affects so many contexts--the community as a whole, the school within the community, the pupil within the classroom, and the teacher within the educational system--its effect is greatly intensified.⁵³

The Sioux community is seen to be isolated from the greater society to the extent that, although the Sioux recognize that education is important for obtaining a good job, " . . . they have not yet learned what an education consists of or what the individual must do to obtain it."⁵⁴ The second aspect of isolation appears to follow from the first. The school is isolated from the community: parents seldom visit the school, while teachers seldom leave it; parents know little about school offerings and, consequently, are unable to assist their children, while teachers know little about the home life of their students and, as a result, are unable to establish a close working relationship with their pupils. Large class sizes further prevent communication, and the teacher becomes more and more concerned with simply maintaining discipline and eliciting responses. This often results in a high personnel turnover.⁵⁵

⁵³M. L. Wax and others, "Formal Education in an Indian Community," Social Problems, Supplement, 1964, p. 102.

⁵⁴Ibid.

⁵⁵Ibid.

The Indian child is isolated from the school because of inability to communicate with the teacher, and because of his peer society which, as a result of apparent teacher rejection of the student, solidifies about activities and values that restrain or disrupt the educational process. When such a peer society develops in the school the communal society is also threatened, for the peer group can then be expected to reject all adult supervision.⁵⁶

The teacher is seen to be isolated from his fellows and from the national society. He has developed an ideology which justifies his attitudes--the pupils are seen to be from an inadequate home environment, and to lack in manners, knowledge, and morals. "Cultural differences and isolation are called 'culture lack'."⁵⁷ The authors point out that educational problems do not arise from culture lack, but from culture differences. While the educators see Indian children as lacking culture and in need of improvement, the Indian children see educators as "Whites" who have determined to change or destroy the Indian way of life, and therefore as legitimate targets for hostility.⁵⁸

⁵⁶Ibid.

⁵⁷Ibid., p. 104.

⁵⁸Ibid., pp. 103-4.

The report concludes with recommendations for revision of existing policies on vocational training, discipline, teacher training, and the involvement of Indians in the selection of the school board and the formulation of school policies.⁵⁹

In his survey of the educational provisions for Alaskan natives, Ray contacted 155 schools.⁶⁰ His study indicated that Indian pupils scored below the norms on standardized achievement tests, and that they displayed age retardation which appeared to lead to a severe drop-out problem. The report points to underqualified teachers and inadequate curricula as major contributing factors, as well as insufficient vocational training provisions at the high school and post high school levels. Ray's report calls for the designing of special readiness programs for pupils who have had limited contact with non-Indian culture, which would include the use of instructional materials adapted to the life experiences of these children. Other recommendations are the development of inservice training programs for teachers, with a screening out of those who are unqualified; the provision of

⁵⁹Ibid., pp. 104-7.

⁶⁰Charles K. Ray, A Program of Education for Alaska Natives, University of Alaska, 1959.

cottage-type housing for students who live away from home; and the introduction of post-secondary school vocational training.

Bryde⁶¹ studied the scholastic performance of Sioux Indian pupils, and he found that during the first six years of formal education they achieved at or above the national norms on the California Achievement Tests. At the seventh grade, they were lagging two months below the norms, and by the eighth grade they were lagging five months. After comparing Indian and white students' performances at several grade levels, he accepted his hypothesis that " . . . psycho-cultural conflict during the period of adolescence causes personality problems which block educational achievement. . . ." ⁶² His study revealed that Indian students scored consistently higher than white students on psychological scales measuring tendencies to withdraw, rejection, social alienation, self alienation, and emotional alienation. The differences were most pronounced between the seventh and tenth grades. A paragraph in an unpublished paper written by Bryde synthesizes his findings and is worth quoting.

All of the various agencies or institutions involved in Indian education seem to have revealed

⁶¹ John F. Bryde, The Sioux Indian Student: A Study of Scholastic Failure and Personality Conflict, Pine Ridge, South Dakota: Holy Rosary Mission, 1966.

⁶² Ibid., p. 127.

their own cultural biases. They appear to have assumed that by offering the American educational system with its culturally determined system of rewards and punishments (values) to the American Indian, that the American Indian student will respond and desire upward social mobility, or achievement in the American non-Indian sense. It would be well to recall that the system of reward and punishment in one culture does not necessarily motivate people of another culture. . . . [I]t would have been desirable to have used the system of rewards and punishments in the Indian culture (their values) to assist the Indian to adjust to the only area in which he must adjust: the modern eight-to-five world that he must face. It would appear that the large drop out rate could be attributed to one thing: value conflict.⁶³

Bryde's conclusions are supported by Havighurst and Zintz. After conducting several studies and examining the findings of others, Havighurst makes this statement about the scholastic performance of Indian children: "The groups with the greatest degree of contact with modern culture did best."⁶⁴ The work done by Zintz among the Navaho Indians reinforces these conclusions about the role of cultural differences, and it brings out the importance of teacher understanding of value and life-style differences, and it brings out the importance of teacher understanding of value and life-style differences.⁶⁵

⁶³John F. Bryde, "New Approach to Indian Education," MS.

⁶⁴R. J. Havighurst, "Education Among Indians: Individual and Cultural Aspects," The Annals, 311: 114, May, 1957.

⁶⁵Miles V. Zintz, Education Across Cultures, Dubuque, Iowa: Wm. C. Brown Book Company, 1963.

Gue's study of value differences in a Northern Alberta Indian community indicates that important differences exist between the value orientations of teachers and Indian children. He says:

If one of the objectives of education is the transmission of the values of the society in which the individuals live, Indian schools have demonstrated a noteworthy lack of success in this endeavor. It seems clear that Indian parents are considerably more successful in enculturating their children in Indian ways than are the schools in enculturating the same children toward the dominant society.⁶⁶

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Efforts by the school to develop individualism among pupils of Indian ancestry should be recognized as being in opposition to the strong Lineality⁶⁷ orientation of the Indian culture, with the possible danger that such efforts may produce alienation from school. Insistence upon discontinuity with parental life styles may produce deep inner conflicts within the pupil which he himself may only dimly realize.⁶⁸

Gue makes two major recommendations. His first is that curricula be examined, particularly as applicable to those children who are about to enter adolescence where they are about to experiment with non-Indian value

⁶⁶L. R. Gue, "A Comparative Study of Value orientations in an Alberta Indian Community," Unpublished Doctoral Thesis, University of Alberta, 1967, p. 265.

⁶⁷Lineality refers to an orientation toward the family and kin group which is continuous over time, such as an aristocracy.

⁶⁸Ibid., p. 275.

orientations, and, at the same time, who are approaching the end of compulsory school attendance. His second recommendation is that, since it is becoming more and more likely that teachers will encounter Indian children in the classrooms of provincial schools, all teacher education programs should include information about the effects of culture upon learning and about the educational problems of Indians.

Gue is supported in his latter recommendation by Ulibarri, who undertook a study of teacher awareness of socio-cultural differences in multi-cultural classrooms.⁶⁹ Ulibarri found that, in general, teachers were not sensitive to the socio-cultural differences between Indian, Spanish-speaking, and Anglo children. Although teachers evidenced some awareness of the more obvious differences in custom, language, and life experiences, they did not recognize underlying value conflicts. His report concludes with the recommendation that inservice training be provided for teachers in multi-cultural classrooms, and that efforts be made to place only teachers with relevant pre-service training in these classrooms.

In 1963, Greenberg conducted a study of the administrative problems related to the integration of Navaho

⁶⁹Horacio Ulibarri, "Teacher Awareness of Socio-Cultural differences in Multi-Cultural Classrooms," Unpublished Ph.D. Thesis, University of New Mexico, 1959.

children in the public schools of Arizona and New Mexico.⁷⁰ He concluded that administrators' and teachers' perceptions of the effects of socio-cultural differences appeared to be related to past experiences with Indians or to formal classes taken in sociology and anthropology. Inservice programs appeared to be needed in the areas studied, but none were evident. He also concluded that curriculum adjustments are useful only when the teachers involved were aware of their Indian students' background and educational problems. Throughout, administrative leadership was found to be needed, both within the school and in involving Indian parents in school activities.

In their report of a study which they conducted among the Fringe Saulteaux in Saskatchewan,⁷¹ Shimpo and Williamson describe the opinions of teachers and administrators concerning integrated education. Their respondents indicated that many Indian children have a short attention span; they are not punctual in completing assignments; their attendance is irregular; they frequently drop out of school when they reach the higher elementary grades; there is little informal contact between Indians

⁷⁰N. C. Greenberg, "Administrative Problems Related to Integration of Navajo Indians in Public Education," Unpublished Ph.D. Thesis, University of Colorado, 1962.

⁷¹Shimpo and Williamson, op. cit., pp. 164-69.

and non-Indians in the schools, with the result that there are few ethnically mixed peer groups, particularly above sixth grade; Indian children often do not have a school lunch; and they often have health problems. In regard to the latter, teachers are uncertain as to which agency should be contacted, for the provincial health nurse and the Indian and Northern Health Service often claim that the other is responsible for the care of Indian children while they are in provincial schools. The teachers and administrators recommended that integration should begin as early as possible, preferably in kindergarten, as those who are integrated early suffer fewer adjustment and achievement problems than those who are integrated late.

Summary

The first section of this chapter consisted of Spicer's description of culture contact and cultural integration. Supplementary to this was Vogt's theory that some degree of culture retention may be expected in any contact situation unless the organized communal structure of the receiving culture is shattered. If the latter occurs, Vogt contends that either anomie or assimilation will occur, depending on the attitudes of the members of the dominant culture.

The second section of the chapter provided historical evidence that differences between Indian and non-Indian values and life styles did exist. A logical development of the argument presented in the first section of the chapter and the examination of contemporary evidence demonstrate that differences continue to exist.

The final section of the chapter consisted of a review of the literature dealing with the general topic of the Indian child in school.

CHAPTER III

DESIGN OF THE STUDY

This chapter contains a description of the methods and procedures followed in this study. A section of the chapter is devoted to a description of the interview, while another consists of a description of the questionnaire. In each case, the sample used and the procedure followed is outlined.

The Interview

The first phase of the study consisted of interviews with a sample of superintendents and principals who were administrators of integrated schools. The purpose of the interviews was to identify the problems which the administrators perceived to arise from integrated education and to discover what suggestions they had for the facilitation of integration. Further, supplemented with the questionnaire, the interviews provided information on which the inter-group and intra-group comparisons of the perceptions of principals and superintendents were based.

Description of the Sample

The sample of superintendents was chosen to include a representation of superintendencies ranging

from a relatively high percentage of Indian enrolment to a relatively low percentage of Indian enrolment. Table I shows that the distribution was from 0.1 per cent to 12.7 per cent, with a median percentage of Indian enrolment of 5.2 per cent. Further, the principals who were interviewed were administrators of schools which had from 2.5 per cent to 24.0 per cent Indian enrolment, with a median Indian enrolment of 8.5 per cent. Fifteen principals and fifteen superintendents were interviewed. All of the interviewees were from points less than twenty-five miles from Saskatoon, which is centrally located in Saskatchewan. The majority were from the west-central part of the province.

TABLE I

DISTRIBUTION OF INTERVIEWEES GROUPED ACCORDING TO
ADMINISTRATIVE POSITION WITH LOW, MEDIAN, AND
HIGH PERCENTAGES OF INDIAN ENROLMENT

	Percentage Indian Enrolment			N
	low	median	high	
Superintendents	0.1	5.2	12.7	15
Principals	2.5	8.5	24.0	15
Total				30

In Table II is shown the distribution of the interviewees grouped according to the number of years that their schools and superintendencies had been integrated. Of the superintendencies represented, two were in their first year of integrated education, six had been integrated for two to four years, five had been integrated for five to eight years, and two had been integrated for nine or more years. Among the principalships represented, four were integrated only one year, three were integrated for two to four years, five were integrated for five to eight years, and three were integrated for nine or more years.

When the interviewees were grouped according to the percentage of Indian enrolled, seven principals and seven superintendents fell below the median, while eight

TABLE II

DISTRIBUTION OF INTERVIEWEES GROUPED ACCORDING TO THE
NUMBER OF YEARS THEIR SCHOOLS AND SUPERINTENDENCIES
WERE INTEGRATED

	Number of Years Integrated			
	one	two to four	five to eight	over eight
Superintendents	2	6	7	2
Principals	4	3	5	3

Structure of the Interviews

From the literature, the writer constructed a checklist of problems which have been identified in integrated education and of recommendations which have been made. It is included in Appendix D. The checklist was used during the interviews to provide the interviewer with direction and to facilitate the recording of the interviewees' responses.

In general, each interview followed a standard pattern. Although there were deviations according to circumstances, the interview usually began with a brief statement by the interviewer concerning the purpose of the study, followed by the collection of pertinent demographic data. The second phase was usually non-directive to enable the interviewee to state his views. The next phase was more directive in that the interviewee drew attention to areas which had not been mentioned, and, when necessary, clarification of statements was sought. Finally, if he had not already done so, the interviewee was asked to rank the problems which he had identified. This also served as a means of recapitulating what had been said.

Because of the difficulty of scheduling interviews, one was conducted late in December, 1967, and the others were held during a three week period which began late in January, 1968. The superintendents of the areas

concerned had been acquainted with the study in December, 1967, when Mr. Clarence Peters, the Chief Superintendent of Schools, permitted the writer to address a conference of the superintendents from the Northern and Central zones of the province. During the conference, tentative arrangements were made with most of them regarding suitable dates for the interviews.

The Questionnaire

Since the information derived from the interviews was not suited to statistical analysis, the questionnaire was constructed. It was designed for use in testing the conclusions reached through analysis of the interviews, and, further, it was to be used to supplement the interview data in the inter-group and intra-group comparisons of the perceptions of administrators. In order to provide as broad a base as possible, the total population of principals and superintendents involved in integrated education in the province was used in this phase of the study. Information as to the schools involved was provided by the Regina Office of the Indian Affairs Branch, and on this basis a total of 196 questionnaires were mailed to 154 principals and 42 superintendents.

Structure of the Questionnaire

The questionnaire, which was constructed from the information collected in the interviews, consisted of three parts. The first part asked for demographic information pertaining to the respondent's administrative position and years of experience in integrated education, total enrolment and Indian enrolment, and the number of years that integration had been in effect. The second part of the questionnaire listed the problems identified by the interviewees. The respondents were asked to rate each item on a five point Lickert scale which ranged from "not a difficulty" through "slight difficulty" "moderate difficulty" and "decided difficulty" to "major difficulty." These were assigned value loadings of 1, 2, 3, 4, and 5, respectively. The respondents were asked to circle the appropriate numeral or response. Thirty-two problems were listed, and the respondents were invited to comment on them and to add items which they felt should have been included.

The third part of the questionnaire stated the interviewees' suggestions for facilitating the integration program. First, the respondents were asked to indicate on an alpha scale whether or not the suggestion had been tried. Second, they were asked to rate the value of the suggestion on a Lickert scale similar to that used

in the first part of the questionnaire. This scale consisted of "no remedial value," through "slight," "moderate," and "decided," to "major remedial value." This part of the questionnaire contained twenty-three items. As in the preceding part, the respondents were encouraged to comment on the items and to include additional suggestions.

The cover letter for the questionnaire assured the respondents' anonymity.

Before the questionnaires were mailed, copies were submitted to a panel of judges who examined them for clarity of expression and suitability of design. The panel consisted of three members of the writer's thesis committee: Dr. M. P. Toombs, Dr. M. P. Scharf, and Professor Bruce Fleming. Useful criticisms were offered by three graduate students: Mr. Jack Funk, Mr. T. A. Casper, and Mr. Herve Langlois.

A reminder letter was mailed out several weeks after the questionnaires had been sent. It elicited few responses.

Method of Data Analysis

A parametric statistical procedure, one way analysis of variance, was followed when testing for significant differences between the perceptions of administrators grouped according to each of the variables mentioned

earlier. Where significant differences were found, a Newman-Keuls comparison among the ordered means was made, unless fewer than three groups had been formed within the variable.¹

It has been assumed that the scores obtained on the numerical scales in the questionnaire were at an interval scale of measurement.² Further, it has been assumed that the distribution of the variables in the populations from which the samples were drawn were normal, and that variance due to experimental error within each of the treatment populations was homogeneous. Concerning the normality of the distributions of the variables, Ferguson states: "Unless there is reason to suspect a fairly extreme departure from normality, it is probable that the conclusions drawn from the data using an F test will not be seriously affected."³ The usual effect of such departures is to make the results appear somewhat more significant than they are. Concerning homogeneity

¹G. A. Ferguson, Statistical Analysis in Psychology and Education, Second Edition, Toronto: McGraw-Hill, 1966, pp. 281-98; B. J. Winer, Statistical Principles in Experimental Design, Toronto: McGraw-Hill, 1962, p. 80.

²Ferguson, op. cit., pp. 12-16.

³Ibid., p. 294.

of variance, Winer says that since F tests are robust with respect to departures from homogeneity of variance, "the experimenter need be concerned only about relatively large departures. . . ." ⁴

Another assumption made is that the effects of the various factors on the total variation were additive. This assumption has been made on the basis of Ferguson's assertion that in most cases " . . . there are no grounds to suspect the validity of the model." ⁵ The final requirement underlying analysis of variance is linearity of regression among variables. Although this was not rigidly tested, scatter diagrams were drawn for several pairs of scores obtained and these conformed to a rectilinear pattern.

No rigid tests of the above assumptions were conducted, since, in reference to analysis of variance, Ferguson has concluded:

With most sets of real data the assumptions underlying the analysis of variance are, at best, only roughly satisfied. The raw data of experiments frequently do not exhibit the characteristics which the mathematical models require. One advantage of the analysis of variance is that reasonable departures from the assumptions of normality and homogeneity may occur without seriously affecting the validity of the inferences drawn from the data. ⁶

⁴Winer, op. cit., p. 93.

⁵Ferguson, op. cit., p. 295.

⁶Ibid.

Description of the Sample⁷

As is shown in Table III, 110 principals and 31 superintendents returned questionnaires which were useable. Of the 154 questionnaires mailed to principals, 119 or 77.2 per cent were returned. Nine of these could not be used for various reasons.⁸ Forty-two questionnaires were mailed to superintendents. Thirty-five were returned, which was 83.3 per cent of the total, and four of these could not be used.⁹ Thus, 73.8 per cent of the questionnaires mailed to superintendents and 71.4 per cent of those mailed to principals were used in the analyses in this study.

It is also shown in Table III that the sample of superintendents included superintendencies which ranged from 0.1 per cent Indian enrolment to 16.9 per cent, with

⁷The term sample is used in reference to those who returned useable questionnaires.

⁸One principal indicated that since there were no white pupils in his school, the questionnaire did not apply. Two stated that they had no Indians enrolled. The remainder replied that they had not completed the questionnaire because their Indian enrolment was so small that their replies would be invalid.

⁹Three reported that they had no Indians enrolled in the superintendency. One reported that his Indian enrolment was so low that his replies would be invalid.

a median of 3.4 per cent. The sample of principals included a representation of schools ranging from 0.1 per cent Indian enrolment to 98.4 per cent, with a median of 5.5 per cent.

TABLE III

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS GROUPED
ACCORDING TO ADMINISTRATIVE POSITION WITH LOW,
MEDIAN, AND HIGH PERCENTAGES OF INDIAN
ENROLMENT

	Percentage Indian Enrolment			N
	low	median	high	
Superintendents	0.1	3.3	16.9	31
Principals	0.1	5.5	98.4	110
Total				141

The distribution of the sample of principals grouped according to the percentage of Indian enrolment is shown in Table IV. There were twenty-seven respondents in each of Groups I and IV, and there were twenty-eight respondents in each of Groups II and III.

TABLE IV
DISTRIBUTION OF PRINCIPALS GROUPED ACCORDING TO THE
PERCENTAGE OF INDIAN ENROLMENT

Group	Percentage enrolled	N
I	0.1 to 2.0	27
II	2.1 to 5.4	28
III	5.5 to 14.0	28
IV	14.1 to 98.4	27

In Table V is shown the distribution of principals grouped according to the number of years their schools have been integrated. Four groups were established on this variable. Group I had nine members, Groups II and III each had twenty-five members, and Group IV consisted of forty members. Eleven principals did not answer this question or gave a non-specific reply, such as "always." These were classified as "no answer."

The distribution of superintendents grouped according to their percentage of Indian enrolment is shown in Table VI. Because there were only thirty-one superintendents in the sample, only two groups were established. Fifteen fell into each group, for one respondent did not provide information regarding enrolment.

TABLE V

DISTRIBUTION OF PRINCIPALS GROUPED ACCORDING TO THE NUMBER
OF YEARS THAT THEIR SCHOOLS WERE INTEGRATED

Group	Years integrated	N
I	less than 2	9
II	2 to 4	25
III	5 to 8	25
IV	more than 8	40
No answer		11
Total		110

TABLE VI

DISTRIBUTION OF SUPERINTENDENTS GROUPED ACCORDING TO
PERCENTAGE OF INDIAN ENROLMENT

Group	Percentage enrolled	N
I	3.4 or less	15
II	3.5 or more	15
No answer		1
Total		31

In Table VII is shown the distribution of administrators grouped according to their years of experience in integrated education. Principals and superintendents were not differentiated between on this variable. Twenty-seven respondents had only one year of experience in integrated education. Fifty-eight had from two to four years of experience. This was the largest group. Twenty-three fell into Group III, and twenty-one fell into Group IV. Twelve did not provide information regarding their years of experience.

TABLE VII

DISTRIBUTION OF ADMINISTRATORS GROUPED ACCORDING TO YEARS OF EXPERIENCE IN INTEGRATED EDUCATION

Group	Years of experience	N
I	less than 2	27
II	2 to 4	58
III	5 to 8	23
IV	more than 8	21
No answer		12
Total		141

Summary

This chapter has described the design of the study, as well as the interview and questionnaire samples. The data for this study was collected by means of interviews and questionnaires. The interviews were conducted in order to identify school administrators' perceptions of problems arising from integrated education in Saskatchewan, and their perceptions of means by which integration might be facilitated. A sample of fifteen principals and fifteen superintendents was interviewed.

The information collected during the interviews was used to construct a questionnaire. In order to provide as broad a basis as possible for the testing of the conclusions reached on the basis of the interviews, the questionnaires were mailed to all principals and superintendents involved in integrated education in Saskatchewan. An analysis of variance was done on the item scores of the respondents grouped according to the following variables: administrative position; percentage of Indian enrolment; years of experience in integrated education; and years that the respondent's school or superintendency had been integrated.

The findings of the study are presented in the following chapters.

CHAPTER IV

THE FINDINGS OF THE STUDY: PART ONE

This is the first of two chapters which are devoted to the description of the findings of the study. This chapter deals with school administrators' perceptions of problems arising from the integration of Indian and non-Indian children in the publicly supported schools in Saskatchewan. The following chapter describes the suggestions made by these administrators by which the integration program might be facilitated.

The information contained in these chapters was collected by means of interviews and questionnaires. Since the perceived problems and the suggestions, which were identified by means of interviews, were used in the construction of the questionnaire, these chapters consist of an analysis of the questionnaire items. The discussion of a given item or group of items includes the understanding of it which was gained through the interviews and, as well, the differences between the administrators' perceptions of it as was indicated by analysis of the interviews and an analysis of variance on their item scores on the questionnaire.

The results of the statistical tests are tabulated in Appendix B, Tables IX to XIII.

Problem One: Lines of Communication with Indian Affairs Branch

Although the Branch surrenders all rights to control of personnel, methodology, and curriculum in integrated schools, it does remain involved in the areas of finance, attendance, and provision of school supplies for Indian children. While none of the interviewees expressed dissatisfaction with their contacts with the Branch on financial matters, several indicated that communication between the Branch and the school on matters of general policy, attendance, and supplies could be improved. Two interviewees pointed out that policy regarding health care for Indian pupils had not been clarified, and that they were uncertain as to whether a particular health problem should be referred to the provincial health nurse or the Northern Health Service. A number of respondents indicated that often several days would elapse between the time that they had contacted the Branch superintendent about a truancy and the time that action was taken. Finally, it was said that in regard to supplies' orders, long delays were sometimes encountered because the order passes through the hands of the local superintendent of Indian education, the provincial superintendent, and the Director of Indian Education in Ottawa, before it reached the Department of Defence and Production which filled the order and sent it to the

school. It might be added that one principal indicated that he had speeded up this process by purchasing the needed supplies and then submitting the bill to the Branch.

In general, it appeared that the interviewees did not perceive this to be a serious problem, but rather an irritation. It seemed that those with a higher percentage of Indian enrolment were more cognizant of this as a problem area, particularly among the principals, for three of the four principals who perceived communication with the Branch as a problem had a percentage of Indian enrolment which was above the median. The single principal who fell below the median indicated that she had encountered a difficulty in this regard only once, and that this had been resolved. All of the respondents who identified this as a problem were from school units rather than urban school districts. This may have been related to the relative inaccessability of Branch personnel in rural areas. Finally, it appeared that this was perceived to be a problem by those whose schools and superintendencies had been integrated for two or more years, for none of the interviewees who were integrated for less than two years identified this as a problem.

An analysis of variance on the item scores did not reveal significant differences among the scores of

principals grouped according to the percentage of Indians enrolled, although a significant difference at the .05 level was revealed between the scores of superintendents on this variable, as shown in Table XII, with superintendents in Group II scoring higher than those in Group I. No other significant differences were identified.

Problem Two: Dropout Rate Among Indian Pupils; Problem Four: Number of Indian Children Who are Old for Their Grade; Problem Eighteen: Low Academic Motivation of Indian Children; Problem Three: Lateness of Integration in the Indian Child's School Career

These four problems have been grouped together here because each of them was more often mentioned as a problem by principals than by superintendents. Both principals and superintendents interviewed perceived them to be related to Indian pupils' academic achievement.

A principal who was interviewed described dropping out as the culmination of a common process: it was seen to begin with parental indifference or antipathy toward the school, which was evidenced by inadequate attention to the health, food, clothing, and sleeping habits of the children. It led to the irregular attendance of Indian children. As a result, they were seen to fall behind in their work, encounter failure, become frustrated, attend less regularly, and finally drop out of school as soon as possible. The problem was described by the

interviewees to be most acute among those in the thirteen to sixteen age group, as this was when they were seen to be come aware of social and cultural differences. Further, Indian boys in this age group appeared to wish to earn their own living.

Several reasons were given by the interviewees for regarding lateness of integration as a problem. A number of them mentioned that the children appeared to receive an inferior education in federal schools in that sufficient attention was not given to the skills and language development. Late integration was also seen to compound the difficulties encountered by the child in social adjustment, language development, and academic motivation.

Two of the three principals who perceived lateness of integration to be a problem saw it to be a causal factor in regard to the number of Indian children who are old for their grade. Both of them indicated that those who had been integrated early tended to achieve at a higher academic level and to experience less failure throughout their school career than those integrated late. The tendency for Indian children to be old for their grade was also attributed to curriculum inadequacy for Indian children and teacher inability to correct this inadequacy.

Those who identified the low academic motivation

of Indian children as a problem related it at least in part to the other three problems in this grouping. Other factors which were seen to cause their low motivation, besides late integration and their separation from their age-peers in the classroom, were their home background and the irrelevance of the curriculum to the Indian child.

These four items were specifically mentioned by a small minority of the interviewees. Four principals and three superintendents mentioned dropouts, three principals and two superintendents mentioned late integration, six principals and one superintendent indicated that Indian children were old for their grade, and six principals perceived the low academic motivation of Indian pupils as a problem. No superintendent made specific reference to the last item. In general, it did not appear that these were regarded as serious problems, although, among the interviewees who perceived them to be problems, it appeared that principals perceived them to be more severe than did superintendents. There did not appear to be differences of perception between the interviewees when they were grouped according to years integrated or percentage of Indians enrolled.

An analysis of variance on the item scores of the questionnaire respondents revealed that superintendents scored significantly higher than principals on item four at the five per cent level of significance, and that their

scores on the other items were higher than the principals' although not significantly as shown in Table IX. An analysis of variance on the item scores of principals grouped according to the percentage of Indian enrolment revealed significant differences on item four, at the .01 level. A Newman-Keuls comparison between the ordered means showed that Group I scored significantly lower than Groups II, III, and IV, as shown in Table X.

Table XI reveals that when the principals who responded to the questionnaire were grouped according to the number of years that their schools were integrated, an analysis of variance indicated significant differences at the .05 level on items two, three, and four. Newman-Keuls comparisons showed that on item two Group I scored significantly lower than Groups IV and II, on item three Group II scored significantly higher than Groups I, IV, and III, and on item four Groups III and II scored significantly higher than Group IV. No other significant differences were identified.

In general, the observations which were made on the basis of the interviews were not supported by the questionnaire results. As indicated above, on the basis of the interviews, it seemed that more principals than superintendents perceived the dropout rate, age-grade dichotomy, lateness of integration, and the low academic

motivation of Indian children as problems. While these principals seemed to be more disturbed by these problems than were the superintendents, no differences in perception were evident when the interviewees were grouped according to years integrated or percentage of Indian enrolment. On the other hand, an analysis of variance on the item scores of the questionnaire respondents revealed that superintendents scored higher than principals on all four items, with a significantly higher score on item four (old for grade).¹ Further, an analysis of variance revealed that on item four principals with more than two per cent Indian enrolment scored higher than those who had two per cent or less.² Finally, although significant differences were identified among the scores of principals grouped according to years integrated, a trend was not evident.³

Problem Five: Irregular Attendance of Indian Children

The irregular school attendance of Indian children was most often identified as a problem by the interviewees. Seven of the twenty-four who perceived this to be a problem indicated that this was the most serious problem which they encountered. Although this was not always the

¹Infra, p. 97.

²Infra, p. 101.

³Infra, p. 103.

case, most of the interviewees perceived underlying causes of truancy among Indian pupils.

A number of respondents attributed truancy to the child's home environment and his parents' attitudes. One principal observed that children whose parents had attended school tended to miss less school than others. A superintendent pointed to absenteeism as the major immediate result of differences between Indian and non-Indian values. It was stated that teachers were partially responsible because they were unable to adapt the curriculum where needed in order to provide the Indian child with security, a sense of achievement, and pride in his Indian ancestry. This respondent concluded that if such adjustments could be made, the Indian child might enjoy attending school and absenteeism might cease to be such a serious problem: "Children should want to come to school, and the school has a responsibility for creating an environment in which the child can find satisfaction and security." Thus, although a number of the interviewees identified home and value differences as the major cause of truancy, it appeared that they varied in their perspectives of these differences. Some of them appeared to feel that the Indian child should adjust to the school, while others indicated that the school must adjust to the Indian child.

Other stated causes were the distance which the children had to travel on the bus, the distance which they had to walk to meet the bus, and the generally poor road conditions on the reserve.

A principal with Indian students who boarded in town reported that when these children went home for the weekend, they often made it a 'long' weekend which lasted from Thursday evening to Tuesday morning. She expressed the view that the non-Indian community's attitude toward Indians was chiefly responsible for the Indian students' desire to spend as much time as possible on the reserve.

Several of the interviewees named reasons which Indian pupils often gave to justify their absenteeism. One superintendent said that they seemed to feel that they had to come with excuses, but that sometimes these could not be accepted and investigation had shown them to be false. The most common excuses appeared to be baby-sitting, over-sleeping, work, and no school lunch. A principal stated that an unstated but likely cause of truancy was fear of examinations.

In describing the school attendance of Indian pupils, a superintendent quoted attendance figures for one month in which Indian children had 71 per cent average attendance while non-Indians had an average attendance of 92 per cent. He stated that because of absenteeism,

re-teaching was often required. Further, the children seldom attempted to catch up on work that they had missed.

The interviewees who fell into the upper category when grouped on the basis of percentage of Indian enrolment appeared to perceive this problem to be more serious than did those who were in the lower group. It was ranked first by five of the thirteen interviewees who were in the upper group, and by only two of the eleven members of the lower group. In general, it also appeared that the members of the higher enrolment group had paid greater consideration to the etiology of the problem, for they appeared to be more able to forward underlying causes of absenteeism among Indian pupils.

Further, administrators in urban areas where children boarded in the city did not appear to encounter this problem as seriously or as often as did those in rural areas where children lived on the reserve. One urban principal did state, however, that his Indian pupils sometimes "get itchy feet." He cited an instance in which a pupil had walked forty-five miles to his home on the reserve.

An analysis of variance on the item scores of the questionnaire respondents revealed only one significant difference. It is shown in Table IX that

superintendents scored significantly higher than principals on this item at the .01 level.⁴

Problem Six: Communication Between the School and Indian Parents; Problem Seven: Provision for Indian Involvement in School Policy Formation; Problem Ten: Indian Parents' Attitudes Toward Education

None of these were perceived to be problems by administrators in urban areas whose Indian pupils boarded away from home during the school year. All of the interviewees who perceived these to be problems were from areas where the children who attended school lived on the reserve. Two urban administrators indicated that because their Indian pupils were drawn from outlying areas, they maintained contact with the Branch instead of the Indian parents.

A number of the respondents indicated that Indian parents often did not appear to value education highly, and that, consequently, they often did not appear to motivate their children to attend school and to study. A superintendent suggested that, because Indian parents were not sufficiently involved in the decision to integrate, they felt little involvement with the school and were inhibited and insecure when they had dealings with

⁴Infra, pp. 99-103. Superintendents tended to register a greater degree of disturbance over the problems listed in the questionnaire than they displayed during the interviews.

school personnel. It was pointed out by a principal that the Indian who "adopts the Whiteman's ways" is ostracized by his fellows, which results in little Indian involvement in the school.

A number of interviewees indicated that the involvement of Indian parents in the affairs and activities of the school, which was seen to be crucial in the development of positive attitudes toward education, was hampered by inadequate communication channels between the school and the Indian home. Several indicated that there were no telephones on the reserve, and that roads were usually in poor condition. It was indicated that attempts to involve parents in such school activities as Home and School meetings and parent-teacher interviews had been only partially successful, although one principal told of an Indian mother who hitch-hiked thirty-five miles in order to attend an interview.

Twelve interviewees indicated that it was desirable to provide for Indian involvement in school policy formation, either in an advisory capacity or as voting members of the school board. The stated obstacle to the latter was that there was no legal provision for Indian representation on the school board unless the Indian was a ratepayer. Nevertheless, administrators in two areas stated that Indians were allowed to sit on their

school board with voting capacity, while two others were in the process of implementing this.

There was some indication that Indians were not unanimously in favor of Indian representation on the school board. A superintendent said that when his school board accepted two Indians as voting members, other Indians objected that it was "phoney." He indicated that most Indians, however, appeared to be in favor of the move. This superintendent also observed that the political structures of the bands with which he dealt were such that there appeared to be little lay Indian participation in decision-making in the bands, for he had observed little interaction between the band chiefs and the laity at joint meetings of the school board and band councils which he had attended.

In general, the interviewees appeared to consider Indian parents' attitudes toward education and communication between the school and the Indian home to be more serious problems than provision for Indian involvement in school policy formation. There did not appear to be differences between the perceptions of principals and superintendents on these items. Seven of the twenty interviewees who perceived these to be problems fell below the median percentage of Indian enrolment, while thirteen fell at or above the median. Of the seven

who fell below the median, five perceived two of these to be problems, and none of them perceived all three to be problems. Among those who fell above the median, five interviewees perceived two of the three to be problems, and six perceived all three to be problems. It would appear, therefore that those with higher percentages of Indian enrolment were more aware of this general area of establishing interaction between the school and the Indian home. Further, interviewees whose schools and superintendencies had been integrated from two to eight years appeared to perceive these problems to be more severe than those at the two extremes. Only three interviewees who perceived one or more of these to be problems were in schools or superintendencies which were integrated for less than two or more than eight years. In all, twenty interviewees perceived at least one of these to be a problem, sixteen of whom perceived two of them to be problems, and six of whom identified all three as problems which they encountered.

An analysis of variance on the item scores of the respondents provided some support for the above observations. Significant differences were found between the item scores of both principals and superintendents when they were grouped according to the percentage of Indians enrolled. As shown in Table X, a Newman-Keuls

comparison among the ordered means of principals on this variable revealed that Group IV scored significantly higher than Groups I and II, on item ten at the .05 level. Marked but insignificant differences were shown on items six and seven, with ordered means of 2, 1, 4, 3, and 1, 2, 3, 4, respectively. In Table XII it is shown that when superintendents were grouped according to the percentage of Indian enrolment, an analysis of variance on their item scores revealed that Group II scored significantly higher than Group I at the .05 level on item seven. Group II had an insignificantly higher mean score on items six and then. No other significant differences were found.

It appeared, therefore, that in regard to the problem of establishing interaction between the school and the Indian home, administrators with higher percentages of Indian enrolment were more disturbed than were those with lower percentages of Indian enrolment. Further, analysis of the interviews indicated those integrated for two to eight years were more aware of this as a problem than were those integrated less than two years or more than eight years, although the questionnaire results did not verify this.

Problem Eight: Curriculum Bias Toward Middle Class Values and Life Experiences

In identifying curriculum bias as a problem, some of the interviewees indicated that the current course of study was irrelevant for Indian children. One example of this irrelevance, given by a superintendent, was that the knowledge which an Indian student gains about electric motors is inapplicable when he returns to the reserve.

The most common criticism was that the courses of study did not take into account the Indian saga, that history books in particular were anti-Indian, and that readers either described experiences which were meaningless to the Indian child because of his background, or they presented him as underdog. These interviewees indicated that the school was not doing enough to provide the Indian with a sense of "Indianness," that it is even destroying what sense of racial and cultural identity which the Indian child possessed. A superintendent stated, "It is realistic to expect that the Indian change, but his self-respect must not be destroyed in the process." He also stated that in defining education for Indians, the three R's cannot be used as the only success criterion, but, rather, that the school attempt to produce students who are able to achieve success in the community, perhaps through greater emphasis on vocational training.

In general, the interviewees appeared to perceive this problem as centering on curriculum bias toward middle class life experiences rather than middle class values. There did not appear to be differences between the perceptions of principals and superintendents on this item, and the interviewees who identified this as a problem appeared to be evenly distributed on the variables on which they were grouped. An analysis of variance on the item scores of the questionnaire respondents did not reveal any significant differences.

Problem Nine: Interaction Between Indian and Non-Indian Adults

Seventeen interviewees perceived the relations between Indian and non-Indian adults to be a problem area which affected the program of integrated education. It appeared from the interviewees' comments that there tended to be little public social interaction between the two groups, although some of the interviewees cited examples which indicated at least a beginning in mutual understanding and harmonious relations. The problem was probably described most succinctly by a superintendent and a principal, who saw the need to gain community acceptance of the Indian as a major problem arising within the integration program. They stated that not only do non-Indians tend to avoid social contact with Indians,

but that Indians appeared to ostracize reserve residents who "adopted the whiteman's ways." The superintendent stated that a public education program among the non-Indians in his community was needed. It was also stated that if total integration of Indian and non-Indian children and youth could be achieved--in cadets, Boy Scouts, sports, and so on--the problem could be minimized within one or two generations.

The general consensus appeared to be that there was little mutual understanding between Indians and non-Indians, and that this was detrimental to the integrated education program. Those interviewees with a higher percentage of Indian enrolment appeared to have a broader understanding of the problem, although an analysis of variance on the item scores of the questionnaire respondents did not reveal significant differences among the scores of the groups formed on this variable.

Problem Eleven: Indian Parents' Mismanagement of Money;
Problem Twenty-Three: Living Conditions in the Indian
Home; Problem Twenty-Eight: Indian Parents' Excessive
Drinking; Problem Thirty: Inadequate School Lunches
Among Indians

Seven principals and eleven superintendents perceived living conditions in the Indian home to be a problem, while fewer perceived the other three to be problems which they encountered. Mismanagement of money, excessive drinking, and inadequate school lunches were

seen to be related to the home conditions of Indian pupils.

It was reported that Indian homes were often small, crowded, noisy, untidy, and inadequately lighted. Several interviewees stated that there were few magazines or other reading materials in the homes, and that conditions were generally not conducive for studying and doing homework. A few of the interviewees appeared to feel that these conditions were at least partially caused by the parents' excessive drinking--that money was often spent on liquor instead of food, clothing and shelter. However, not all of those who identified home conditions as a problem saw this relationship. One noted that Indians were an economically depressed group in general, and that their mode of living was a result of their low income.

Indian parents' mismanagement of money was perceived to be a problem by one principal and four superintendents; their excessive drinking was identified as a problem by five principals and three superintendents; inadequate school lunches among Indian children was mentioned by four principals and four superintendents. In regard to school lunches, a principal related an experience which he had had on a cold winter day. He was walking home from school for lunch, and as he passed a parked school bus he heard a noise inside. He investigated and found an Indian youngster distributing food

to his siblings--a banana for one, a bag of potato chips for another, and so on. The principal found that the children had brought no lunch, and, having obtained these groceries on credit at a local store, they were eating in the bus, apparently because they were too embarrassed to take the box of groceries into the school.

In general, among the interviewees, superintendents appeared to perceive these to be more serious problems than principals did, particularly items eleven (mismanagement of money) and twenty-three (living conditions). Further, the problems appeared to be perceived to be more seriously by those with higher percentages of Indian enrolment.

Analysis of the responses to the questionnaires provided some support for these observations. An analysis of variance on the item scores of principals and superintendents revealed that superintendents scored higher than principals on all four items, and they scored significantly higher at the .05 level on item eleven (mismanagement of money) and at the .01 level on item thirty (school lunches) as shown in Table IX.

An analysis of variance on the item scores of principals grouped according to the percentage of Indian enrolment revealed significant differences on all of the four items. A Newman-Keuls comparison showed that

on item eleven (mismanagement of money) Group IV scored significantly higher than Groups I and II at the .05 level; on item twenty-three (living conditions) Groups III and IV scored significantly higher than Group I, and Group IV scored significantly higher than Group II, at the .01 level; on item twenty-eight (parent's drinking) Groups III and IV scored significantly higher than Groups I and II at the one per cent level; and on item thirty (school lunches) Groups II, III, and IV scored significantly higher than Group I at the .01 level of significance. These results are shown in Table X.

As shown in Table XII, an analysis of variance on the scores of superintendents grouped according to the percentage of Indian enrolment revealed that Group II scored higher than Group I on items twenty-eight (parents' drinking) and thirty (school lunches), at the five per cent level of significance. Finally, it is shown in Table XI that an analysis of variance on the scores of principals grouped according to the number of years their schools were integrated identified significant differences between their mean scores on item thirty (school lunches), although a Newman-Keuls comparison did not reveal the nature of these differences. The ordered means were 4, 1, 3, 2.

Problem Twelve: Indian and Non-Indian Value Differences;
Problem Twenty: Cultural Disadvantage of Indians

In general, the interviewees who identified these as problems displayed some uncertainty in indicating specific differences. Four of the seventeen who identified this as a problem did not specifically name differences. Eight interviewees said that Indians do not have the same consciousness of time that non-Indians have. Two said that Indians differed from non-Indians in that they tended not to have an academic orientation. Three superintendents indicated that Indians have a different philosophy of child rearing in that they are more permissive. One principal indicated that Indian values differ from non-Indian values in regard to sharing and respect for elders. He stated that these value differences lead to conflict within the Indian child, who "doesn't know where to go."

Although the interviewees appeared to be prepared to concede that value differences created difficulties in the integrated education program, they also appeared to be uncertain as to the nature of these differences and what might be done to alleviate the difficulties which arise.

Cultural disadvantage did not appear to mean value differences, but rather differences in life experiences which resulted from the Indian child's isolation on the

reserve. One interviewee stated that Indian children do not have such cultural advantages as exposure to television and magazines, while another explained that they have a narrow range of life experiences. Indian children were also seen to be undernourished and not well clothed. In general, the interviewees who identified the cultural disadvantage of Indian children as a problem appeared to be prepared to modify the school program in order to compensate for those aspects of non-Indian life which the Indian child was seen to miss.

There did not appear to be differences of perception between principals and superintendents. This observation was supported by an analysis of variance on the item scores of questionnaire respondents, for no significant differences were revealed.

Problem Thirteen: Inadequate Command of English Among Indian Children

This was perceived to be a problem by twelve principals and nine superintendents. The interviewer was told that it was not unusual for Indian children to have no knowledge of English when entering school in the first grade, and that because of language difficulties Indian children almost always required four years to complete Division I. Besides their inadequate vocabulary, Indian children were reported to encounter difficulties

with pronouns because some English pronouns have no equivalent in the Cree language, with idiomatic expressions, and with phonetics and enunciation. The latter two were seen to arise because the English language utilizes sounds which are not used in the Cree language and because Crees "tend to speak without moving their lips, since this is the polite way for a Cree Indian to speak."

In general, it appeared that this was perceived to be a more severe problem by principals and by interviewees who had the higher percentages of Indian enrolment. The former observation was not supported by analysis of the questionnaire responses, for, as shown in Table IX, superintendents scored higher than principals, although not significantly. The second observation was supported by an analysis of variance on the item scores of both principals and superintendents grouped according to the percentage of Indian enrolment. As shown in Table X, a Newman-Keuls comparison among the ordered mean scores of principals revealed that Group IV scored significantly higher than Group I at the .05 level. It is shown in Table XII that superintendents in Group II scored significantly higher than those in Group I at the one per cent level. No other significant differences were identified.

Problem Fourteen: Indian Students' Reticence to Participate in Discussion and Other Social Activities; Problem Twenty-Six: Formation of Racial Cliques in the Student Body; Problem Thirty-Two: Out-of-School Activities of Indian Students

These items have been grouped together because they concern the interaction of Indian pupils with non-Indians. They were perceived to be problems by nine, three and three principals, respectively, and by one, three, and one of the superintendents respectively.

These interviewees indicated that although Indian children would answer questions in class, they did so as briefly as possible. They were seldom asked questions or volunteered information. Further, while the younger pupils tended to mix with non-Indians on the playground, it was reported that older pupils were prone to segregate themselves along racial lines. It was indicated that this segregation became evident during early adolescence and was usually maintained throughout high school, although one principal reported that by grade twelve the lines of segregation appeared to become less rigid.

Urban administrators, whose pupils boarded in the city, stated that this segregation carried over to after-school hours and out-of-school days as well, and they expressed concern about the time which the Indian pupil finds on his hands. It was pointed out that he has little to do besides watch television and go to

dances where he is likely to overdrink, and that if the Indian pupil is to feel secure in the city he must have a home which provides this security.

Thus, it would appear from the comments of the interviewees that the Indian child is seen to be shy and withdrawn when he enters school, that as he grows older he becomes aware of differences between himself and his Indian peers, which reinforces his isolation, and that this isolation also pervades his out-of-school hours. Analysis of the interviews indicated that principals regarded these problems to be more acute than did superintendents, and that problems twenty-six and thirty-two were perceived to be more serious by those with higher percentages of Indian enrolment.

An analysis of variance on the item scores of the questionnaire respondents did not reveal significant differences between the scores of principals and superintendents, although it did show a significant difference between the scores of principals grouped according to the percentage of Indians enrolled, as shown in Table X. These differences were found on item twenty-six, and a Newman-Keuls comparison indicated that Group III scored significantly higher than Groups I, II, and IV, at the .05 level. The ordered means on items fourteen and thirty-two were 1, 2, 4, 3.

An analysis of variance also revealed significant differences between the scores of principals grouped according to the number of years their schools had been integrated, as shown in Table XI. On item thirty-two, a Newman-Keuls comparison showed that Group II scored significantly higher than Group I at the .05 level. On item twenty-six, significant differences were found to exist at the .01 level, although a Newman-Keuls comparison did not reveal the nature of these differences. The ordered means were 4, 1, 2, 3, on this item. No other significant differences appeared.

Problem Fifteen: Teacher Unawareness of Socio-Cultural Differences in the Classroom; Problem Sixteen: Teacher Insensitivity to Socio-Cultural Differences in the Classroom; Problem Seventeen: Teacher Inability to Deal with Socio-Cultural Differences in the Classroom

None of the interviewees perceived any outright prejudice toward Indian children among teachers. A principal suggested that if a teacher were overtly prejudiced, it would be likely that he or she would transfer to a school which had no Indians enrolled. One principal and two superintendents indicated that they had teachers on staff who were insensitive to children in general, but none who in their estimation displayed insensitivity to the needs of Indian children only. It appeared that these teachers were seen to make few adjustments for individual differences in the classroom.

Three principals and nine superintendents perceived teacher unawareness of socio-cultural differences to be a problem which they encountered. One principal and two superintendents considered it to be the major problem arising in the integration program. These interviewees indicated that teachers lacked information concerning the background and out-of-school experiences of Indian children. A superintendent expressed himself this way: "Many teachers do not recognize that Indians are not the same as Whites." On the other hand, a number of the interviewees who did not identify teacher awareness as a problem indicated that they try to treat Indian children in the same way that they treat non-Indians. A superintendent indicated that if they provided special treatment for Indian pupils, a "special product" would result, which he regarded as undesirable. Perhaps the attitude of the latter group was best summed up by a principal who indicated that Indian pupils come from a culturally deprived background, and that the school tries to make the same sort of adaptations for them as it does for non-Indians who need remedial work. He went on to say that although teachers are generally aware of the problems encountered by this type of student, they would like to have more information about the Indian pupil's background.

Teacher inability to deal with socio-cultural differences appeared to be a less immediate problem for administrators, as it was mentioned as a problem by fewer interviewees. Six superintendents and four principals stated that they perceived it to be a problem. These interviewees indicated that some of their teaching staff members appeared to be aware that they faced unique problems in a multi-cultural classroom, but that they lacked the knowledge required to deal with these problems.

All of the interviewees, except for one principal, who perceived one or more of the above to be problems, suggested that inservice education in some form would be useful.

In general, it appeared that superintendents perceived these problems to be more severe than did principals. Further, the interviewees who had a higher percentage of Indian enrolment appeared to encounter these problems more often than did those with lower Indian enrolment percentages. However, an analysis of variance on the item scores of the questionnaire respondents did not reveal any significant differences. Table IX does contain information which indicates that superintendents scored higher than principals on all three items, but not significantly. The F scores were 3.57 on item fifteen, 2.13 on item sixteen, and 2.62 on item seventeen,

which were below the F score of 3.92 required at the .05 level of significance.

Problem Nineteen: Post-School Employment of Indians

This was perceived to be a problem by two principals and two superintendents, all of whom were administrators in urban school districts. A superintendent described the problem by stating that the Indian faces difficulties in job placement, and that his own and the community's attitudes work against him. This interviewee observed that while the community contributes to the creation of this problem by stereotyping the Indian as unreliable, the Indian also contributes, particularly because of his attitude toward punctuality.

It did not appear that this was regarded as a serious problem. An analysis of variance on the item scores of the questionnaire respondents did not reveal any significant differences.

Problem Twenty-One: Distribution of Supplies to Indian Children

Three principals and three superintendents perceived this to be a problem. Five of them had a percentage of Indian enrolment which was above the median.

These interviewees pointed out that the current method of distributing free school supplies to Indian children created a heavier workload for the principal.

It was also indicated that the method encouraged irresponsibility among Indian children for the constant availability of supplies did not foster in them a sense of responsibility for personal property. Further, this method was seen to have overtones of segregation, for it called for overt treatment of the Indian children in a special manner. It was stated that not only could the method of distributing supplies to Indian children in the school arouse jealousy on the part of non-Indians, but it could cause the Indian child to feel inferior, since he was forced to ask the principal for books and pencils whenever he needed them. Finally, the policy of distribution of free school supplies was seen to be a continuation of the government's paternalistic treatment of Indians.

There did not appear to be differences of perception between groups formed on the several variables, and an analysis of variance on the item scores of the questionnaire respondents supported this observation, for no significant differences were revealed.

Problem Twenty-Two: Enrolment Projection; Problem Twenty-Nine: Pupil Placement

The interviewees who identified enrolment projection as a problem area indicated that the projections provided by the Branch were sometimes inaccurate. It appeared that the Branch personnel were unable to provide

precise figures because of the itinerancy of Indian families and because of a policy which allowed Indian children to choose the school they wished to attend.

The problem of pupil placement was seen to be related to enrolment projections, for administrators stated a preference to distribute Indian pupils among classrooms as evenly as possible, but they indicated that this was difficult because of faulty enrolment projections. Equal distribution of Indian children among classrooms was also seen to be difficult to achieve because Indian children tended to achieve at a lower level than non-Indians. Consequently, achievement grouping tended to create "Indian classes."

Pupil placement appeared to be perceived as a greater problem area than enrolment projections, for only five interviewees identified the latter as a problem, while fourteen stated that the former was a problem area. It appeared that superintendents perceived the latter to be more acute than did principals, while the reverse appeared to be the case in regard to pupil placement. Further, the interviewees who fell into the higher enrolment groupings appeared to perceive these problems more severely, for thirteen of those who perceived one of these to be a problem fell above the median percentage of Indian enrolment.

An analysis of variance on the item scores of the questionnaire respondents partially supported the above observations. Superintendents scored higher than principals on item twenty-nine, but the difference was not significant at the .05 level, as is shown in Table IX. On item twenty-two, however, superintendents scored significantly higher than principals at the .01 level.

In Table X it is shown that an analysis of variance on the item scores of principals grouped according to the percentage of Indian enrolment revealed significant differences on both items. A Newman-Keuls comparison revealed that on item twenty-two Groups II, III, and IV scored significantly higher than Group I at the .05 level, and on item twenty-nine Groups III and IV scored significantly higher than Groups I and II, and Group II scored significantly higher than Group I at the .05 level. An analysis of variance on the scores of superintendents grouped according to the percentage of Indians enrolled revealed that on item twenty-nine Group II scored significantly higher than Group I at the .05 level, as shown in Table XII. It appeared that administrators with a higher percentage of Indian enrolment were more disturbed by problems of pupil placement and enrolment projection than were those with a lower percentage.

Finally, an analysis of variance on the scores of principals grouped according to the number of years that their schools were integrated revealed a significant difference at the .05 level on item twenty-nine. A Newman-Keuls did not reveal the nature of the differences. The ordered means were 1, 4, 3, 2.

Problem Twenty-Four: Additional Workload for Principal;
Problem Twenty-Five: Additional Workload for Superin-
tendent; Problem Twenty-Seven; Clerical Work Arising from
Pupil Accounting and Ordering of Supplies

During the non-directive part of the interview, eight principals and five superintendents stated that the principal faced a heavier workload with integrated education, particularly in regard to clerical work. Further, in this part of the interview two superintendents indicated that they also encountered a heavier workload. During the directive part of the interview, if mention had not been made of it, the interviewee was asked to comment on whether or not integration affected the administrator's workload. Four principals and six superintendents stated that it brought an increase in the principals' workload, and five superintendents stated that there was an increase in the superintendent's workload. In no case did a principal perceive an increase in the superintendent's workload under the integrated education program, while a total of twelve principals

and eleven superintendents perceived an increase in the principal's workload. Seven superintendents indicated an increase in their own workload. It appeared, therefore, that while both principals and superintendents perceived an increase in the principal's workload, the principals were not aware of an increase in the superintendent's workload.

Fifteen interviewees indicated that there was an increase in the amount of clerical work required because of ordering and invoicing school supplies and pupil reports to the Branch. Other factors included communication with the Indian parents, pupil placement, transportation arrangements, and guidance provisions for Indian pupils.

Although a large proportion of the interviewees indicated an increase in workload, the majority of them stated that it did not amount to a serious problem. However, one principal stated that much of this work appeared to be unnecessary. To illustrate his point, he displayed four articles which he had received in individual shipments from the Branch in the preceding week--two felt-tipped marking pencils and two small packages of modelling clay--each of which he was required to invoice in triplicate. He expressed the view that if these had been shipped to his school in a single parcel,

his clerical work would have been reduced considerably.

Although principals and superintendents appeared to agree that the principal's workload was increased after integration, none of the principals indicated an increase in the superintendent's workload. In general, the severity with which the interviewees perceived the problem appeared to increase as their percentage of Indian enrolment increased. Further, interviewees whose schools and superintendencies had been integrated between two and eight years appeared to regard these problems to be the most severe.

An analysis of variance on the item scores of the questionnaire respondents appeared to support these observations. As shown in Table IX, superintendents scored significantly higher than principals at the .05 level on item twenty-five (superintendent's workload). Further, when principals were grouped according to the percentage of Indians enrolled, significant differences were found on all three items. A Newman-Keuls comparison among the ordered means showed that at the five per cent level, Groups III and IV scored significantly higher than Groups I and II on item twenty-four, Group III scored significantly higher than Groups I and II on item twenty-five (superintendent's workload), and on item twenty-seven (clerical work), Group IV scored

significantly higher than Group I, as is shown in Table X.

When superintendents were grouped according to the percentage of Indian enrolment, an analysis of variance revealed that on the three items, Group II scored significantly higher than Group I at the .05 level, as shown in Table XII.

Finally, an analysis of variance on the item scores of principals grouped according to the number of years that their schools were integrated revealed significant differences on items twenty-four (principal's workload) and twenty-seven (clerical work). A Newman-Keuls comparison revealed that on item twenty-four Group III scored significantly higher than Groups IV, I, and II, although on item twenty-seven it did not reveal the nature of the differences. The ordered means on item twenty-seven were 4, 1, 2, 3. No other significant differences were identified.

Problem Thirty-One: Inadequately Defined Goals for Integrated Education

This was perceived to be a problem by two principals and one superintendent. They indicated that before and during the implementation of the program, insufficient consideration had been given to the clarification of the goals of integrated education, and that, therefore, there was uncertainty as to whether or not Indians

were to be "made into whitemen," and, if they were to be, how "whiteman" was to be defined.

The interviews did not provide a basis for identifying differences of perception, and an analysis of variance on the item scores of the questionnaire respondents did not reveal any significant differences.

Summary

This chapter consisted of a description of the findings of the study concerning school administrators' perceptions of problems arising from integrated education in Saskatchewan. The problems, which were itemized in the questionnaire, were discussed as they appeared in the questionnaire. The discussion included a description of the interviewees' perceptions and an account of differences in perception which appeared to exist.

A discussion of the findings is presented in Chapter VI.

CHAPTER V

THE FINDINGS OF THE STUDY: PART TWO

This is the second of two chapters devoted to the description of the findings of the study. This chapter concerns suggestions made by school administrators by which the integration program might be facilitated. As was done in the preceding chapter, some of the items are grouped, while some are treated singly. In either case, the discussion includes the understanding of the item or group of items which was gained from the interviews. Further, differences in perception are described.

The results of the statistical tests which were run on the questionnaire scores are found in Appendix B, Tables IX to XIII.

Suggestion One: Provide Inservice Education for Teachers;
Suggestion Nineteen: Establish Orientation Programs for
New Teachers; Suggestion Twenty-Three: Arrange for an
Exchange of Information Between Teachers in Federal and
Provincial Schools.

Fifteen interviewees suggested the establishment of inservice education programs for teachers in integrated schools. Several indicated that motivation for such programs should come from the teachers. Several types of inservice programs were suggested. Teachers

institutes might be held at least annually to examine problems arising from integrated education. Teachers might be required to enroll in at least one university class dealing with Indian education. The Branch might sponsor an authority on Indian and integrated education, who would travel throughout the province conducting workshops on integrated education. One superintendent suggested the establishment of an orientation program for those teachers taking up duties in an integrated school for the first time. Further, three superintendents suggested that meetings be held between teachers in federal and provincial schools for purposes of exchanging information on methodology and solutions to problems.

Superintendents appeared to be more concerned than principals that inservice programs be set up, although no other differences in perception were evident. An analysis of variance on the item scores of the questionnaire respondents provided some support for these observations. As shown in Table IX, superintendents had a higher mean score than principals on the three items, with a significant difference between their scores on item nineteen, at the .05 level. No other significant differences were found. Fifty-one principals and fourteen superintendents indicated that they had tried some form of inservice training.

Suggestion Two: Maintain a Majority of Non-Indian Pupils in each Class; Suggestion Five: Begin Integration in Grade One; Suggestion Six: Establish Kindergarten for Indian Children; Suggestion Seven: Provide Remedial Work in Language Arts for Indian Children; Suggestion Eight: Eliminate Culture Bias from Curriculum and Textbooks

These items were grouped together because they appear to deal with ways in which the school program can be arranged in order that the Indian child can attain maximum scholastic achievement. In general, the interviewees who suggested the establishment of kindergartens were in agreement the kindergartens should be segregated and should be set up on the reserves. These arrangements would allow the youngsters to spend a year or less close to their home environment while becoming acquainted with the many aspects of non-Indian life with which they had not had contact. Further, the children could devote a part of this time to learning the English language. Such kindergartens had been established in several areas, and they were reported to be valuable.

The other suggestions in this grouping concerned the Indian child in school. It appeared that the administrators felt that integration in grade one would facilitate the social and academic adjustment of the Indian child. As was indicated in the preceding chapter, they appeared to feel that late integration compounded the Indian child's problems in these areas. It was also

suggested that if the majority of pupils in a classroom were non-Indian, the teacher's workload might be lessened and social integration would be facilitated. It was felt that this would enhance the Indian child's academic achievement.

Because of their language background, Indian children were seen to need remedial work in the language arts. High school principals joined elementary school principals and superintendents in making this suggestion. In all, eight principals and three superintendents offered this suggestion, which was the third highest number of mentions received by any of the suggestions.

Culture bias in the curriculum was generally seen to center in social studies and reading, and it was suggested that these courses be revised and different textbooks be obtained which would provide the Indian child with a knowledge of his unique past, and a sense of pride in his Indian heritage.

It appeared that superintendents valued suggestions five (integrate early), six (kindergarten), and eight (eliminate culture bias) more highly than did principals. Six principals offered them as suggestions, while fourteen superintendents suggested at least one of them. Three principals and five superintendents suggested that integration begin in grade one; two principals

and eight superintendents suggested that kindergartens be established; and three principals and eight superintendents suggested that culture bias should be eliminated from the curriculum through replacement of textbooks and revision of courses of study. Further, it appeared that these suggestions were valued more highly by those with a higher percentage of Indian enrolment. An analysis of variance on the item scores of the questionnaire respondents did not reveal any significant differences, however, although it might be noted that the mean scores of both groups were above the mid-point of the questionnaire rating scale. On item five, superintendents had a mean score of 4.17, and principals scored 4.32, while on item six they had mean scores of 4.32 and 4.18 respectively. Their scores were considerably lower on item eight. Items five and six had the highest ratings of any of the suggestions, which might be seen to indicate that these were highly valued by the respondents.

It also appeared that principals valued suggestion seven (provide remedial work) more highly than did superintendents. Eight principals and three superintendents suggested that remedial programs be established for Indian children in the language arts. An analysis of variance of their item scores on the

questionnaire did not reveal statistically significant differences. Eighty-six questionnaire respondents indicated that they maintained a majority of non-Indian pupils in each class; 117 indicated that their integration program began at the grade one level; seventeen superintendents indicated that there were kindergartens for Indians in their superintendencies; fifty-two principals stated that they provided remedial work in language arts for Indian children; and fourteen principals indicated that they had tried to eliminate culture bias from the curriculum and textbooks.

Suggestion Three: Provide Lunches for Indian Children;
Suggestion Four: Modernize the Reserves by Installing
Power and Water

Only three interviewees offered these suggestions. They appeared to regard them as means of lessening the disadvantage faced by Indian children because of home conditions. No differences in perception were evident among those who offered these suggestions, although an analysis of variance on the scores of the questionnaire respondents revealed that principals scored significantly higher than superintendents on item three, at the .01 level as shown in Table IX. Further, it is shown in Table XII that an analysis of variance on the item scores of superintendents grouped according to the percentage of Indian enrolment revealed that Group II scored

significantly higher than Group I at the .05 level on item three. No other significant differences were identified. Thirty principals responded on the questionnaire that they made some provision for lunches for Indian children, while fourteen superintendents indicated that the reserves in their areas had power and water.

Suggestion Nine: Place All Education Under Provincial Jurisdiction; Suggestion Twelve: Define the Goals of Integrated Education Through a Meeting of the School Board, Department of Education, and Indian Affairs Branch

These items appeared to be concerned primarily with the alleviation of problems which arose because of organizational factors. The three interviewees who offered suggestion nine indicated that if all aspects of education could be placed under provincial jurisdiction, such problems as clerical work arising from communication with the Branch, the ordering and distribution of school supplies to Indian children, and the lack of clarity in the aims of integrated education might be minimized or eliminated. None of the four interviewees who offered suggestion twelve had made the third suggestion. These interviewees indicated that the implementation of this suggestion might clarify the goals of integrated education.

Because only a small number of interviewees offered these suggestions, it appeared that they were not highly valued in general, although the mean scores of the

provision of opportunities for Indians to voice their opinions regarding the school program. A number of these interviewees indicated that they had experimented in these areas and were pleased with the results. They indicated that they would continue in this direction. Those who suggested Indian representation on the school board pointed to two major barriers to its implementation: the Indians' general unfamiliarity with school organization and their sometimes low degree of commitment to the value of education, which resulted in their reticence to participate; and the lack of legal provision for formal Indian representation.¹

Analysis of the questionnaire scores revealed that superintendents scored higher than principals on these items, although, as shown in Table IX, an analysis of variance did not identify significant differences. As shown in Table XIII, an analysis of variance on the item scores of administrators grouped according to years of experience in integrated education revealed significant differences at the .05 level on item ten. A Newman-Keuls comparison did not reveal the nature of the differences among the means, which were 3, 4, 2, 1. No other significant differences were identified. Three

¹A member of a unit board must be a ratepayer "of a district within the subunit for which he is nominated. . . ." R.S.S., 1965, c. 185, s. 16.

Figure 1 displays a sequence of 36 small diagrams arranged in a 6x6 grid. Each diagram represents a snapshot of a 1D lattice system with 10 sites. The diagrams show the evolution of the system over time, with excitations (represented by black dots) moving and interacting. The top row shows the initial state with a single excitation at site 5. The subsequent rows show the excitation moving to the right, reflecting off the boundary at site 10, and interacting with other excitations. The bottom row shows the final state with multiple excitations distributed across the lattice.

superintendents and twenty-four principals indicated that they had tried suggestion ten, and one superintendent and fourteen principals indicated that they had tried suggestion sixteen.

Suggestion Eleven: Involve Indian Parents in such School Activities as Parent-Teacher Interviews, Home and School, and Commencement Exercises; Suggestion Fifteen: Employ an Attendance Officer from the Reserve; Suggestion Twenty-One: Provide Grants from Indian Affairs for the Indian Educational Council to Use at Its Discretion; Suggestion Twenty-Two: Have the Guidance Counselor Establish and Maintain Communication Between the School and the Indian Home

These suggestions appeared to be aimed toward gaining the Indian community's informal or unofficial support for and involvement in the affairs of the school. The interviewees indicated that all but suggestion fourteen had been tried in one or more places, and those who had implemented these suggestions appeared to be in favor of their continued use.

Four principals and eight superintendents offered suggestion eleven. A number of them stated that Indian attendance at Home and School meetings was better when the meetings were held on the reserve.

Suggestions fifteen and twenty-two appeared to be more directly related to the problem of irregular attendance. It was reported that Indian attendance officers were employed in three school units, and the interviewees involved indicated that this was a valuable

suggestion. One area had appointed the Indian bus driver as truant officer for the reserve. The principal pointed out that since this man was able to follow up truancies immediately, he was very effective, for not only were the parents made aware that someone was concerned that their children attend school, but they were also made aware that they were answerable to someone if their children missed school. Two principals suggested that the guidance counselor be responsible for communication with Indian parents, since he would have a close relationship with the greatest number of Indian pupils.

One superintendent suggested that the Branch make money available to the Indian Educational Council, which is also known as the School Committee, for use in any way it wished relating to education. He indicated that this had been done in his superintendency, and that the money had been used to provide scholarships for Indian children who achieved well in school.

In general, suggestion eleven appeared to be the most commonly used means of gaining Indian involvement in school affairs. This was borne out by the questionnaire responses, for eight-six respondents indicated that they had tried it, while thirty-six had employed an attendance officer from the reserve, ten had provided grants to the Indian Educational Council, and forty-seven

indicated that the guidance counselor was responsible for communication between the school and the Indian home.

In general, it appeared that those interviewees with higher percentages of Indian enrolment perceived suggestions in this area to be more valuable than did those with lower enrolment percentages. Further, superintendents appeared to value suggestion eleven more highly than did principals. As shown in Table IX, an analysis of variance on the item scores of the questionnaire respondents did not reveal significant differences between the scores of principals and superintendents, although superintendents scored higher on all but item fifteen. Table X shows that an analysis of variance on the item scores of principals grouped according to the percentage of Indian enrolment identified significant differences at the .05 level on items fifteen and twenty-two. A Newman-Keuls comparison among the ordered means revealed that on item fifteen Groups III and IV scored significantly higher than Group I, and on item twenty-two Groups IV, III, and II scored significantly higher than Group I. No other significant differences were found.

Suggestion Thirteen: Foster Community Acceptance of
Indians Through a Public Education Program; Suggestion
Seventeen: Gain Church Leadership in Inter-Racial
Interaction at the Adult Level

These suggestions appeared to be directed toward the improvement of relations between Indian and non-Indian adults. Although thirteen interviewees had perceived this to be a problem area, only five offered one or both of these suggestions. Both suggestions were presented in rather vague terms, and no specific plans of action were evident. One interviewee appeared to feel that the most effective means of gaining community acceptance of Indians would be through the integration of such community youth organizations as cadets and athletic groups.

In regard to church leadership, a superintendent pointed out that while non-Indians appeared to be willing to involve Indians in their churches, this attitude did not appear to carry over to the involvement of Indians in school activities. He felt that the Church could initiate a program aimed at involving Indians in the whole community, rather than in the church alone.

The questionnaire responses indicated that thirty-two principals and ten superintendents had tried suggestion thirteen, and that fourteen principals and four superintendents had tried suggestion seventeen.

An analysis of variance on the item scores of administrators grouped according to years of experience in integrated education showed that the mean scores of Groups II, III, and I were significantly lower than the mean score of Group IV at the .05 level, on item seventeen in Table XIII. No other significant differences were revealed.

Suggestion Fourteen: Provide Guidance Services for Indian Children; Suggestion Eighteen: Organize a Group of Non-Indian Pupils Who Will Mix with the Indian Pupils; Suggestion Twenty: Disburse Indian Childrens' School Supplies on the Reserve

These suggestions were grouped together because they appeared to deal primarily with the social adjustment of Indian children. It appeared that although the principal was most often responsible for the guidance program, there was a preference for a guidance specialist in the school who was acquainted with the problems arising from integrated education. It appeared that this person could be involved in communication with the Indian home, provide vocational counselling for Indian children, and attempt to assist them to adjust to the integrated environment. A superintendent stated that group and individual counselling should be provided to give the Indian students an opportunity to talk--"even to complain if they want to." A principal and a superintendent indicated that the school might, in the words of the

principal, " . . . set up a cadre of white students to mingle with the Indians."

Suggestion twenty was seen to be a means of eliminating the differential treatment of Indians and non-Indians in the school which arose from the current method of supplies distribution. Further, it was offered as a way of eliminating some of the workload which the principal was obliged to carry.

The questionnaire responses revealed that seventy-nine respondents had tried suggestion fourteen, thirty-four had tried suggestion eighteen, and nine had tried suggestion twenty. The mean scores of the respondents were well above the midpoint of the questionnaire rating scale on item fourteen, but not on the other two items. An analysis of variance did not reveal significant differences.

Summary

This chapter has presented an itemization and analysis of administrators' suggestions of ways in which the integration program might be facilitated. The following chapter contains a discussion of the findings presented in this and the preceding chapter.

CHAPTER VI

DISCUSSION OF THE FINDINGS

Following is a discussion of the findings of the study which were presented in the preceding two chapters. The first section of this chapter contains a general discussion of the findings, with reference to the problems which were identified in the literature reviewed in Chapter Two. The second section consists of a discussion of the differences which appeared between the perceptions of superintendents and principals. The differences in perception which appeared when administrators were grouped according to the percentage of Indians enrolled are discussed in the third part of this chapter. The fourth division is comprised of a synopsis of the differences in perception which appeared when administrators were grouped according to the number of years their schools and superintendencies were integrated, and the number of years of experience which they had in integrated education. The final section of the chapter provides a discussion of administrators' suggestions for facilitating the integrated education program.

General Discussion of the Findings

The principals and superintendents who were interviewed appeared to have accepted the integration of Indian and non-Indian pupils in publicly supported schools as a fact. None of them expressed a desire to discontinue the integration program, although the absence of such an expression must be considered in relation to the structure of the interviews, for the interviewees were not asked to comment directly upon whether or not the integration program should be continued. On the other hand, a few of the interviewees prefaced their remarks with the observation that they had not encountered what they considered to be serious problems in the administration of integrated schools. In general, it appeared that the administrators endorsed the policy of educating Indians and non-Indians together in publicly supported schools.

It was apparent, however, that the interviewees were not fully satisfied with the program as it stood, and that its implementation was not trouble free. All of them perceived some problems arising from integrated education, and all but one of them suggested ways by which the existing situation might be improved. Some general observations are made about them here.

In general, the problems which administrators of integrated schools in Saskatchewan perceived to arise from integrated education were similar to the problems which were identified in the literature reviewed in Chapter Two. A number of the perceived problems appeared to be related to the organizational structure of integrated education, which was outlined in Chapter One. These included communication with the Branch, clerical work arising from pupil attendance and achievement reporting to the Branch, and the distribution of the school supplies provided by the Branch for Indian children. The second appeared to be a particularly onerous problem for the administrators, although they indicated that it seldom comprised a serious problem.

Although three interviewees perceived that some teachers showed insensitivity to socio-cultural differences in the classroom, they did not identify the existence of the situation described by Bryde and by Wax and others,¹ who concluded that the Indian children felt rejected by their teachers and were hostile toward teachers and the school. In general, the interviewees appeared to perceive their teaching staff to be sympathetic toward Indian children, although it might be surmised that teacher

¹Supra, pp. 32-33.

unawareness of and inability to deal with socio-cultural differences, which were perceived by a number of interviewees, might lead to feelings of rejection, withdrawal, and social and self alienation among Indian pupils. Six of the interviewees perceived that racially homogeneous cliques were formed within the student body, which might be taken as an indication of the Indian child's alienation from the school society. In the main, however, the interviewees did not perceive as a problem the Indian child's alienation from or rejection of the school society because of teacher attitudes. Those who identified the existence of feelings of alienation or rejection tended to attribute them to curriculum bias toward middle class life experiences. None of the interviewees perceived Indian students to be hostile toward the school.

In his report on his study of teacher awareness of socio-cultural differences in multi-cultural classrooms, Ulibarri² concluded that although teachers evidenced some awareness of the more obvious differences in custom, language, and life experiences, they did not recognize underlying value conflicts. This also appeared to be the case among the administrators who were interviewed, for they appeared more cognizant of social

²Supra, p. 36.

differences, such as the home conditions of Indian children, the attitudes and activities of Indian parents, and the generally narrow life experience of Indians, as well as language differences and the reticence of Indian children to interact socially with non-Indians, than they were of value differences between Indians and non-Indians, and differences in life-style. It appeared that those value differences which were perceived were not seen to create conflict within the Indian child so much as they were perceived to disrupt the operation of the school program. The area of difference which was most often identified was that of time consciousness. Two of the thirty interviewees stated that value differences create conflicts within the Indian child.

After studying the value orientations in a Northern Alberta Indian community, Gue³ concluded that one of the major sources of value conflict was the Indian child's orientation toward the family and kin group, as opposed to the non-Indian value of individuality. None of the interviewees identified this to be a source of conflict. Conversely, two of the interviewees evidenced a desire to develop a value of individuality within the Indian child when they described the problems which they

³Supra, p. 35.

perceived to arise from the current method of distributing supplies to Indian children. These principals expressed a desire to change the method of supplies distribution because it did not encourage the child to develop a sense of responsibility for personal property. They did not mention that such a development might create conflict within the child.

Administrative Position

This section consists of a discussion of the differences between the perceptions of principals and superintendents. It begins with some general observations based upon the interviews, followed with a comparison of the interview and questionnaire findings.

In the main, it appeared that principals were more cognizant of and more concerned with problems which arose in the routine operation of the school than were superintendents. They also appeared to be more disturbed by these problems. These problems included the number of Indian children who are old for their grade, the drop-out rate among Indian children, language difficulties, Indian students' reticence to participate in discussion and other social activities, the formation of racial cliques, and pupil placement. Superintendents appeared to be more disturbed than principals by what might be called less immediate problems, such as living conditions

in the Indian home; the activities of Indian parents, including mismanagement of money; the attitudes and abilities of teachers; and an immediate problem, the additional workload for superintendents arising from integration.

Superintendents appeared to be more disturbed than principals by teacher attitudes and abilities, as stated above, and particularly by teacher awareness of socio-cultural differences. While three principals perceived this to be a problem, nine superintendents did.

With two exceptions, the interviewees did not appear to be referring to teacher awareness of underlying value differences, but rather to what might be classified as teacher awareness of individual differences.

A number of principals stated that their teachers displayed awareness of individual differences. In general, those who perceived teacher unawareness to be a problem related it to insufficient information about the out-of-school experiences of Indian children, and to teacher orientation toward a grade-fact method of instruction which tended to be inflexible. It appeared that the majority of these interviewees did not perceive the existence of underlying value conflicts, and that, therefore, they were concerned with whether or not teachers were aware of individual, as compared to cultural, differences in the classroom.

In regard to the differences between the perceptions of principals and superintendents, it would appear that, because of their administrative and social proximity to teachers, principals were either not cognizant of teacher attitudes and abilities or were hesitant to disclose what they considered to be weaknesses in their teaching staff.

In regard to the differences of perception between principals and superintendents, the conclusions reached on the basis of the interviews were only partially supported by an analysis of variance on the item scores of the questionnaire respondents. As shown in Table IX, principals were found to score higher than superintendents on only four items, none of which were statistically significant. Two of these were problems which the principals interviewed appeared to be more disturbed by than were superintendents (communication with Indian parents, and Indian child's reticence). The other two were problems on which there were no apparent differences among the principals' and superintendents' perceptions (formation of cliques, and clerical work).

On the remaining items, superintendents scored higher than principals. Significant differences were found between their scores on six items. The findings on four of these six items supported the conclusions

reached on the basis of the interviews, while principals who were interviewed had appeared to regard one of them to be more severe than did superintendents. On the remaining twenty-two items, superintendents scored higher than principals, but the differences were not statistically significant. Thus, although the analysis of the interviews had indicated that principals regarded ten of the thirty-two problems to be more severe than did superintendents, an analysis of variance on their item scores did not support these findings. Further, superintendents appeared to be more disturbed than principals by seven of the problems, and an analysis of variance provided support for the conclusions reached regarding four of them.

A factor which might have contributed to the differences in results could have been the different attitudes evoked by the two data gathering techniques. It may have been that in two-way, face-to-face communication, upon which the interview was based, the interviewees preferred to identify those problems which they could discuss in specific terms, for which they could provide empirical evidence, and about which they did not feel threatened. On the other hand, the one-way, written communication upon which the questionnaire was based removed these barriers to communication, and the respondents may

have felt greater liberty to reveal their perceptions of a problem.

This may explain why, in regard to the problems arising from teacher attitudes and abilities, principals appeared to be less disturbed than superintendents according to the findings of the interviews, while no difference appeared between their questionnaire scores. It does not appear to be a full explanation, however, for examination of the twelfth item reveals that a number of the interviewees identified Indian and non-Indian value differences as a problem even though they appeared to be unable to specify areas of difference. Nevertheless, the attitudes evoked by the two data collection methods would appear to have had some effect on the responses of the subjects.

Another reason for the differences between the interview and questionnaire results might be that a number of the respondents had not consciously cognized some of the problems until they saw them verbalized in the questionnaire. If, as was suggested earlier, the interviewees tended to perceive as problems those difficulties which arose in their day-to-day work, it would appear that superintendents as a group would tend to be unaware of some of the problems encountered by principals in the routine operation of the school. When these problems

were verbalized for them in the questionnaire, it is quite possible that the superintendents who had not experienced these problems first-hand would tend to regard them to be more serious problems than would principals, who had had sustained contact with them. Although the converse would also be expected to hold, it would be unlikely to result in as pronounced a change in the perceptions of principals, for principals are likely to be cognizant of the problems encountered by superintendents since they have direct contact with the agencies with which superintendents deal--the school board, the Department of Education, the Indian Affairs Branch, and other principals and teachers. Superintendents are less likely to have a similar degree of direct contact with pupils.

Thus, it would appear that, to some extent, the questionnaire verbalized for the respondents some of the problems which existed, and that this was at least in part responsible for the differences between the results of the analysis of the interviews and the questionnaires.

Percentage of Indian Enrolment

When administrators were grouped according to the percentage of Indians enrolled in their schools or superintendencies, there appeared to be a tendency for those with a high percentage of Indian enrolment to perceive the problems to be more severe than did those with lower

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percentages of Indian enrolment. This tendency was apparent among the interviewees and also among the questionnaire respondents. It was indicated in Chapter Four that analysis of the interviews revealed this tendency on seventeen of the problems, while no differences appeared on fifteen of the problems.

An analysis of variance on the item scores of principals grouped according to the percentage of Indian enrolment revealed significant differences between the mean scores of the four groups which were established on thirteen items. A Newman-Keuls comparison revealed the nature of these differences at the five percent level of significance, as shown in Table X. On twelve of the items, Group IV scored significantly higher than Group I, while Group III scored significantly higher than Group I on nine items, and Group II scored significantly higher than Group I on four items. Further, Group IV had a significantly higher score than Group II on six items, and Group III scored significantly higher than Group II on five items. Finally, in the only significant reversal in order, Group III scored significantly higher than Group IV on one item.

An analysis of the thirty-two items showed that Group I had the lowest or second lowest score on thirty-one items, and Group II had one of the two lowest scores on twenty-seven items. Group III had the highest or

second highest mean score on twenty-eight of the thirty-two items, while Group IV had one of the two highest scores on twenty-nine items. A further breakdown of the distribution showed that Groups I, II, III, and IV scored lowest on twenty-four, seven, one, and none of the items, respectively, while they had the highest score on none, three, nine, and twenty items, respectively.

An analysis of variance on the item scores of superintendents grouped according to the percentage of Indian enrolment was equally indicative of this general pattern. Table VIII shows that Group I scored higher than Group II on only two items. Group II scored significantly higher than Group I on all of the nine items in which significant differences were found.

Thus, it appeared from the analysis of the data that the severity with which the subjects perceived the problems arising from integrated education tended to be directly related to the percentage of Indian enrolment in their schools or superintendencies.

Years of Experience and Years Integrated

This section consists of a synopsis of the differences of perception which appeared when administrators were grouped according to the number of years of experience which they had in integrated education, and according to the number of years their schools and superintendencies

were integrated. These are treated in the same section because the same general trend appeared among the scores on each variable.

Because the interviewees did not provide information regarding their years of experience in integrated education, the following is based wholly on their scores on the questionnaire. Four groups were formed on this variable: Group I had less than two years of experience; Group II had from two to four years of experience; Group III had from five to eight; and Group IV had more than eight years of experience in integrated education. Principals and superintendents were grouped together on this variable.

An analysis of the item scores of administrators grouped according to their years of experience in integrated education did not reveal any significant differences between the scores of the four groups. However, a general trend was evident in the scores' distribution. Table XIII contains this information. On the thirty-two items, Groups I and IV tended to score lower than Groups II and III. A breakdown of the scores reveals that Group I scored lowest on fifteen items and second lowest on thirteen items, while Group IV scored lowest on fourteen items and second lowest on eleven items. Group II had the highest and second highest scores on eight and fifteen items, respectively, while Group III scored highest on

twenty-two items and second highest on eight items.

Since none of the differences noted above were significant at the five per cent level, the above description cannot be regarded as a clearly defined pattern. However, the tendency which was evident was similar to that found in the scores of administrators grouped according to the number of years that their schools and superintendencies were integrated.

When the interviewees were grouped according to the number of years that their schools or superintendencies were integrated, differences in perception among the four groups appeared to exist on seven of the thirty-two problems perceived. On one of these, (lines of communication with Indian Affairs Branch) it appeared that the severity with which the problem was perceived increased with the number of years integrated. On the other six problems, interviewees integrated from two to eight years appeared to have more severe perceptions than did those integrated less than two or more than eight years. No differences were apparent on the remaining items.

The response pattern which appeared on six of the seven items described above was also evident to some extent among the scores of principals on the questionnaire. An analysis of variance on the item scores of principals grouped according to the number of years that their schools

were integrated revealed significant differences between the scores of the four groups on nine items. A Newman-Keuls comparison among the ordered means revealed the following significant differences at the five per cent level, as shown in Table XI: Group IV scored significantly higher than Group I on one item; Group III scored significantly higher than Group I on one item, than Group II on one item and Group IV on two items; Group II scored significantly higher than Group I on three items, than Group III on one item, and Group IV on two items. Group I did not score significantly higher than any other group. On four of the items, a Newman-Keuls comparison did not reveal the nature of the differences. The ordered means on two of the items were 4, 1, 2, 3, and on the other two items they were 2, 4, 3, 2, and 4, 1, 3, 2.

A breakdown of the distribution of the scores on this variable revealed that Group I had the lowest or second lowest score on twenty-seven items, while it scored highest on only two items. Group IV had the lowest or second lowest score on twenty-three items, while it did not have the highest score on any item. On the other hand, Group II scored highest or second highest on twenty-seven of the thirty-two items, while Group III fell into one of these upper categories on twenty-three items.

On both of these variables, Groups I and IV tended to score lower than Groups II and III, although in neither case was there a clearly defined pattern. No significant differences were found between the scores of administrators grouped according to their years in integrated education, while significant differences were found between the scores of principals grouped according to the number of years that their schools were integrated on only nine items.

The tendency described above may be taken to indicate that administrators with over eight years of experience or whose schools were integrated for more than eight years had discovered ways of alleviating the problems which they had encountered. This is not supported by an analysis of the suggestions made by administrators, however, for, as is pointed out in the following section in this chapter, the interviewees who fell into Group IV on these two variables did not appear to make more suggestions or value suggestions more highly than did the members of the other three groups. Further, there did not appear to be overall differences between the item scores of the respondents to the questionnaire in regard to the suggestions.

An alternative interpretation could be that those who fell into Group IV scored lower than those in Groups II and III because, through continued exposure to the

[illegible]

problems, the administrators tended to minimize the severity with which they perceived them. Concomitantly, those in Group I might have scored lower than Groups II and III because they were not involved in integrated education long enough to become acquainted with the problems. However, the writer is unable to support these views with empirical evidence.

Administrators' Suggestions for Facilitating Integration

There appeared to be dichotomous views among the interviewees regarding the sorts of adaptations which the school should make for the Indian child. These views appeared to be related to whether or not the interviewees perceived the Indian child to experience value conflict as a result of his exposure to school society.

One view appeared to be that Indian children are not different in kind from non-Indian children who come from the lower socio-economic level of society, and that the function of the school is to compensate for the "cultural disadvantage" of these children in the same way that it does for non-Indians who have a similar socio-economic background. It appeared that these compensations were to be made in the form of remedial programs and the use of instructional materials which take into account the narrow life experience of these pupils. It appeared that those who held this view did not perceive

the existence of differences between Indian and non-Indian values and life styles, or, if they did, they did not appear to regard them as problems or sources of underlying conflict in the Indian child.

Thus, a number of interviewees stated that their school personnel tried to treat all children alike, and that they made the same adaptations for Indian children as they did for non-Indians who encountered difficulty in school. One principal stated that in his school, the teachers "never use the word Indian" because they did not want the Indian child to feel that he was different from the other students, while a superintendent maintained that the school should not make special concessions for Indian children, other than those made for their narrow life experience, because to do so would be to create a special product.

The other view appeared to be that recognition should be given to the Indian child's unique cultural heritage. The interviewees who held this view appeared to feel that although the school must modify instructional materials and textbooks in order to take into account the limited life experience of the Indian pupils, the adaptation of the school program should not stop there, but should go on to make provision for the Indian child to learn about his heritage and to develop a sense of pride in his "Indianness."

One interviewee stated that before educators decide what to teach the Indian child, they must find out what the Indian parent teaches the child. His expressed view was that the Indian child should be educated in such a way that he is and can continue to be proud of his heritage. He appeared to feel that although it is realistic to expect that the Indian has to change in some ways if he wishes to participate in the greater society, the necessary changes should be presented to the child in such a way that he is able to retain his self respect.

In general, those who held the second view were in the minority, and, further, although they appeared to perceive that the Indian child faces conflict, they seemed to be uncertain as to how they should deal with it.

In the main, there were few significant differences between the perceptions of administrators when they were grouped according to administrative position, percentage of Indian enrolment, years integrated, and years of experience in integrated education. An analysis of the interviewees' perceptions provided little indication of differences, primarily, it seemed, because most of the suggestions were offered by too few interviewees to establish the existence of differences in

perception. However, an analysis of variance on the item scores of the questionnaire respondents also revealed few differences, as may be seen in Tables IX to XIII, inclusive. Further, no response patterns were evident among the scores on any of the variables.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Summary

The dominant policy of the Indian Affairs Branch regarding Indian education was aimed toward the maintenance of separate educational facilities for Indians. This policy, which was formulated shortly after Confederation in 1867, was retained until the Indian Act, was revised in 1951. Under the provisions of the present Indian Act, the minister under whose jurisdiction Indian affairs falls may enter into agreements for the education of Indian children with provincial governments, territorial commissioners, public or separate school boards, and religious and charitable organizations. As a result of the persistence of Branch personnel in implementing this policy, the Minister for Indian Affairs and Northern Development was able to report in 1966 that more Indian children were enrolled in provincial than in federal schools in Canada.

Presently, the Indian Affairs Branch may enter into two types of contract with one of the bodies mentioned above. One type of contract obliges the Branch to pay tuition costs for a specified number of Indian pupils enrolled in non-federal schools. The second consists

of an arrangement for sharing the costs of new construction as well as the payment of tuition. Under either of these contracts, the Branch is normally obliged to provide a five year Indian enrolment projection, and to maintain the regular attendance of Indian children and a standard of health, cleanliness, and clothing among the Indian pupils. The Branch also agrees to refrain from interfering in the school program, while retaining the right to inspect. Further, under either contract, the school authorities are normally obligated to enroll the agreed number of students, to submit quarterly financial statements to the Branch, and to avoid any form of segregation in the school.

The Problem

The purpose of the study was to identify and examine the problems which school administrators perceived to arise from the integrated education program in Saskatchewan, as well as the suggestions which they offered for facilitating the integration program. The scope of the study was limited to those principals and superintendents in Saskatchewan who were involved in integrated education.

The Design of the Study

The first phase of the study consisted of interviews with fifteen principals and fifteen superintendents

involved in integrated education. The interviewees were chosen on the basis of their percentage of Indian enrolment. The problems perceived and the suggestions offered by the interviewees were used in the construction of a questionnaire. The second phase of the study comprised the construction of the questionnaire and its distribution to all principals and superintendents involved in integrated education in Saskatchewan. The questionnaire was used to test, and, to some extent, to supplement the information gained through the interviews.

The respondents were grouped according to four variables: administrative position, percentage of Indian enrolment, years of experience in integrated education, and years integrated. In order to determine whether differences in perception could be identified among the groups formed on these four variables, an analysis of variance was made at the five per cent level of significance. When more than two groups were formed on a variable, a Newman-Keuls comparison was made between the ordered means at the five per cent level of significance.

Conclusions

After examining the data, a number of conclusions were reached by the writer. These are enumerated below.

1. Many of the problems identified by the administrators were similar to those identified in the literature.

These included truancy, dropping out, language difficulties, age-grade dichotomy, and low academic motivation among Indian children; poor communication between the school and the Indian home; the need for Indian involvement in school policy formation; curriculum bias toward middle class values and, more often, toward middle class life experiences; living conditions in the Indian home; and teacher unawareness of or inability to deal with problems arising in multi-cultural classrooms.

2. Differences between administrators' perceptions of problems and the problems identified in the literature were evident in regard to organizational problems which the administrators perceived to arise as a result of the administrative structure of integrated education in Saskatchewan. Another difference was evident in that few administrators suggested that Indian children felt alienated from school society, while the existence of feelings of rejection and alienation was documented in the literature.

3. On the basis of the interviews, it was concluded that principals were more disturbed than superintendents by problems which arose in the day to day operation of the school. On the same basis, it was concluded that superintendents were more disturbed than principals by what might be considered generic problems, such as living conditions in the Indian home, teacher attitudes and

abilities, and curriculum bias toward middle class values and life experiences. These conclusions were only partially supported by the data obtained through the questionnaire, for superintendents scored higher than principals on all but four of the thirty-two problems listed.

4. Administrators who had the higher percentages of Indian enrolment appeared to be more disturbed by the problems identified than were those with lower percentages of Indian enrolment.

5. School administrators' perceptions of problems arising from integrated education did not appear to change in relation to their years of experience in integrated education, or in relation to the number of years that their schools or superintendencies were integrated.

- 6. While the administrators evidenced some awareness of what might be referred to as "individual differences," such as the narrow life experience and language difficulties of Indian pupils, the majority of them did not perceive the existence of underlying value conflicts encountered by Indian children in the school society.

7. There appeared to be two basic views concerning the nature of the adaptations which the school should make for Indian children. The most commonly held view was that Indian children are not basically different from non-Indian children of the same socio-economic level.

and that the function of the school is to compensate for the narrow life experience, or, as some interviewees described it, the "cultural disadvantage" of these pupils. The other view was that there are underlying value and life style differences between Indians and non-Indians, and that the school should attempt to educate the Indian child in such a way that he is and can continue to be proud of his Indian heritage.

Recommendations

1. It is recommended that the University of Saskatchewan and the Saskatchewan Teachers' Federation, co-operate in expanding the inservice education programs which are offered for teachers in integrated schools.

2. It is further recommended that the above bodies take action toward the establishment of inservice education programs for principals and superintendents involved in the integration program.

3. Because the number of integrated schools in Saskatchewan is increasing, it is recommended that all prospective teachers and school administrators be exposed to such courses during their training as will acquaint them with the effects of culture upon learning and the problems encountered by Indian children in school.

4. In consideration of the view commonly held among administrators that the curriculum is biased toward

middle class values and life experiences, it is recommended that the Saskatchewan Teachers' Federation provide school personnel with guidance in the development of courses which present a positive picture of the history and accomplishments of the Indian people.

5. It is recommended that the Department of Education investigate the means by which Indian representation on school boards might be legitimized.

Areas for Further Study

During the course of the study, three major questions arose. It is the opinion of the writer that these questions must be dealt with if inservice and pre-service education programs are to articulate the integration program in Saskatchewan.

1. Do teachers in the integrated schools of Saskatchewan evidence an awareness of socio-cultural differences in the classroom?

2. Do Indian children enrolled in the publicly-supported schools of Saskatchewan experience value conflict as a result of their exposure to school society?

3. What goals for integrated education are held by school personnel, Indian and non-Indian parents, and pupils?

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APPENDIX A

TABLE VIII

NUMBER OF INDIANS ENROLLED IN FEDERAL AND NON-FEDERAL
SCHOOLS IN SASKATCHEWAN, 1946, 1949-1968

Year ending June 30	Non-federal	Federal	Total
1946	5	2,647	2,652
1949	48	2,871	1,919
1950	77	3,229	3,306
1951	78	3,423	3,501
1952	122	3,493	3,615
1953	124	3,609	3,723
1954	189	3,791	3,980
1955	181	3,871	4,052
1956	327	4,066	4,393
1957	287	4,277	4,564
1958	458	4,451	4,909
1959	504	4,461	4,965
1960	703	4,504	5,207
1961	913	4,828	5,741
1962	1,456	4,896	6,352
1963	1,690	5,093	6,783
1964	2,277	5,304	7,581
1965	2,670	5,379	8,049
1966	3,792	4,980	8,772
1967	3,654	5,219	8,873
1968	4,338	4,795	9,133

APPENDIX B

TABLE IX

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS
AND SUPERINTENDENTS

Item	Number of respondents	Supt. means	Prin. means	F	Ordered means
Part I: Problems					
1	139	2.26	2.22	0.03	2 1
2	138	3.74	3.31	2.53	2 1
3	136	3.30	2.89	2.42	2 1
4	141	3.71	3.25	4.87*	2 1
5	140	3.94	3.17	8.48**	2 1
6	135	3.71	3.72	0.00	1 2
7	128	3.48	3.20	0.86	2 1
8	138	3.50	3.26	1.10	2 1
9	135	3.03	2.73	1.49	2 1
10	120	3.32	3.11	0.72	2 1
11	125	3.97	3.36	4.86*	2 1
12	134	3.58	3.48	0.23	2 1
13	140	2.97	2.68	1.32	2 1
14	141	3.13	3.28	0.47	1 2
15	140	2.71	2.36	3.57	2 1
16	136	2.43	2.17	2.13	2 1
17	138	2.68	2.35	2.62	2 1
18	141	3.65	3.47	0.75	2 1
19	124	3.60	3.20	2.21	2 1
20	136	3.71	3.42	1.81	2 1
21	136	2.10	1.70	3.72	2 1
22	138	3.10	2.38	7.71**	2 1
23	127	3.90	3.54	1.85	2 1
24	140	2.45	2.36	0.16	2 1
25	94	2.13	1.75	4.29*	2 1
26	138	1.97	1.99	0.02	1 2
27	136	2.17	2.35	0.71	1 2
28	123	3.45	3.16	0.99	2 1
29	136	3.03	2.64	3.02	2 1
30	128	3.23	2.16	17.56**	2 1
31	131	3.10	2.87	0.93	2 1
32	131	3.13	2.76	2.36	2 1

APPENDIX B (Cont.)

TABLE IX (Cont.)

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS
AND SUPERINTENDENTS

Item	Number of respondents	Supt. means	Prin. means	F	Ordered means
Part II: Suggestions					
1	130	3.68	3.39	1.93	2 1
2	123	2.55	2.60	0.03	1 2
3	121	2.20	2.93	9.06**	1 2
4	102	3.20	3.48	1.44	1 2
5	120	4.17	4.32	0.57	1 2
6	115	4.32	4.18	0.43	2 1
7	120	3.79	3.73	0.08	2 1
8	118	3.50	3.23	1.14	2 1
9	103	4.00	3.21	8.35**	2 1
10	110	3.57	3.17	2.69	2 1
11	114	3.59	3.26	2.31	2 1
12	106	3.65	3.27	2.93	2 1
13	110	3.38	3.21	0.51	2 1
14	121	3.48	3.55	0.13	1 2
15	105	3.25	3.45	0.59	1 2
16	103	3.58	3.31	1.34	2 1
17	98	2.71	2.88	0.51	1 2
18	113	2.69	2.92	0.88	1 2
19	119	3.77	3.38	4.30*	2 1
20	99	1.71	2.25	3.80	1 2
21	96	2.96	2.87	0.12	2 1
22	112	3.68	3.62	0.11	2 1
23	109	3.31	3.26	0.06	2 1

*Indicates that significant differences were found to exist at the five per cent level among the classification means.

**Indicates that significant differences were found to exist at the one per cent level among the classification means.

APPENDIX B (Cont.)

TABLE X.

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS GROUPED
ACCORDING TO THEIR PERCENTAGE OF INDIAN ENROLMENT AND A
NEWMAN-KEULS COMPARISON AMONG THE MEANS
OF CLASSIFICATION

Item	Number of res- pondents	Means of groups				F	Ordered means ¹
		I	II	III	IV		
Part I: Problems							
1	108	2.00	2.30	1.96	2.54	1.62	3 1 2 4
2	107	3.46	2.93	3.15	3.54	1.14	2 3 1 4
3	106	2.75	3.07	2.96	2.79	0.34	1 4 3 2
4	110	2.48	3.36	3.56	3.57	7.18**	1 2 3 4
5	109	3.12	2.89	3.33	3.36	0.73	2 1 3 4
6	104	3.44	3.41	4.12	3.89	1.64	2 1 4 3
7	100	2.62	3.21	3.37	3.52	1.94	1 2 3 4
8	108	2.81	3.25	3.38	3.56	2.09	1 2 3 4
9	102	2.28	2.74	2.96	2.81	1.37	1 2 4 3
10	97	2.65	2.80	3.09	3.77	4.29**	1 2 3 4
11	94	2.76	3.04	3.57	4.00	3.88*	1 2 3 4
12	103	3.16	3.37	3.67	3.67	1.27	1 2 3 4
13	110	2.04	2.75	2.56	3.29	4.63**	1 3 2 4
14	110	3.00	3.25	3.56	3.36	1.18	1 2 4 3
15	109	2.33	2.11	2.41	2.63	1.46	2 1 3 4
16	106	2.15	1.93	2.32	2.35	1.24	2 1 3 4
17	107	2.07	2.25	2.60	2.52	1.46	1 2 4 3
18	110	3.37	3.21	3.56	3.79	2.30	2 1 3 4
19	94	2.87	2.91	3.52	3.58	2.09	1 2 3 4
20	105	3.25	3.21	3.54	3.63	0.94	2 1 3 4
21	107	1.38	1.96	1.85	1.63	1.81	1 4 3 2
22	107	1.77	2.68	2.58	2.48	3.05*	1 4 3 2
23	96	2.76	3.24	3.70	4.26	5.78**	1 2 3 4
24	109	1.70	1.93	2.81	3.00	9.48**	1 2 3 4
25	63	1.41	1.62	2.36	1.93	4.21**	1 2 4 3
26	107	1.58	1.79	2.54	2.00	3.64	1 2 4 3
27	107	1.89	2.22	2.52	2.77	3.85*	1 2 3 4
28	94	2.33	2.70	3.50	3.89	7.29**	1 2 3 4
29	106	1.89	2.50	3.19	3.08	9.95**	1 2 4 3
30	98	1.32	2.08	2.88	2.36	6.99**	1 2 4 3
31	101	2.43	2.67	3.09	3.19	2.17	1 2 3 4
32	101	2.45	2.67	2.96	2.85	0.77	1 2 4 3

APPENDIX B (Cont.)

TABLE X. (Cont.)

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS GROUPED
ACCORDING TO THEIR PERCENTAGE OF INDIAN ENROLMENT AND A
NEWMAN-KEULS COMPARISON AMONG THE MEANS
OF CLASSIFICATION

Item	Number of res- pondents	Means of groups				F	Ordered means
		I	II	III	IV		
Part II: Suggestions							
1	100	2.87	3.56	3.64	3.40	2.65	1 4 2 3
2	94	2.25	2.70	2.96	2.61	1.52	1 4 2 3
3	91	1.95	2.24	2.09	2.56	1.27	1 3 2 4
4	77	3.28	3.53	3.78	3.37	0.86	1 4 2 3
5	91	4.00	4.32	4.46	4.42	1.03	1 2 4 3
6	87	3.76	4.23	4.24	4.44	1.66	1 2 3 4
7	92	3.60	3.92	3.74	3.64	0.47	1 4 3 2
8	92	3.05	3.35	3.41	3.19	0.40	1 4 2 3
9	78	2.65	3.12	3.26	3.64	2.19	1 2 3 4
10	82	2.56	3.37	3.33	3.33	2.30	1 3 4 2
11	87	3.50	2.96	3.45	3.23	1.36	2 4 3 1
12	80	3.11	3.41	3.26	3.35	0.33	1 3 4 2
13	84	3.28	3.33	2.78	3.45	1.84	3 1 2 4
14	94	3.37	3.70	3.58	3.54	0.47	1 4 3 2
15	77	2.81	3.21	3.77	3.85	3.12*	1 2 <u>3 4</u>
16	77	3.25	3.25	3.30	3.43	0.12	<u>1 2</u> <u>3 4</u>
17	74	2.62	3.32	2.75	2.89	1.57	1 3 4 2
18	84	2.95	3.17	2.70	2.73	0.05	3 4 1 2
19	89	3.10	3.18	3.70	3.50	2.25	1 2 4 3
20	71	1.62	2.37	2.47	2.40	1.39	1 2 4 3
21	68	2.62	3.00	3.31	2.65	1.16	1 4 2 3
22	84	3.11	3.87	3.80	3.73	3.49*	1 4 <u>3 2</u>
23	80	3.16	3.35	3.26	3.32	0.14	<u>1 3</u> <u>4 2</u>

¹Subgroups underlined by a common segment of a line did not differ significantly but differed from subgroups underlined by other segments of that line.

*Indicates that significant differences were found to exist among the classification means at the five per cent level of significance.

**Indicates that significant differences were found to exist at the one per cent level.

APPENDIX B (Cont.)

TABLE XI:

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS GROUPED
ACCORDING TO THE NUMBER OF YEARS THAT THEIR SCHOOLS HAVE
BEEN INTEGRATED AND A NEWMAN-KEULS COMPARISON AMONG
THE MEANS OF CLASSIFICATION

Item	Number of res- pondents	Means of groups				F	Ordered means
		I	II	III	IV		
Part I: Problems							
1	97	1.44	2.42	2.24	2.08	1.90	1 4 3 2
2	96	2.25	3.76	2.96	3.45	3.45*	1 3 4 2
3	96	2.20	3.76	2.88	2.47	6.77**	1 4 3 2
4	99	3.20	3.80	3.48	2.72	7.36**	4 1 3 2
5	98	2.70	3.60	3.04	3.18	1.39	1 3 4 2
6	93	3.56	3.52	4.04	3.81	0.67	2 1 4 3
7	89	3.37	2.86	3.39	3.36	0.74	2 4 1 3
8	97	2.90	3.56	3.25	3.21	0.93	1 4 3 2
9	91	2.37	3.18	2.56	2.58	1.52	1 3 4 2
10	88	2.14	3.48	2.96	3.26	2.58	1 3 4 2
11	85	3.29	3.38	3.57	3.44	0.10	1 2 4 3
12	93	3.43	3.62	3.48	3.46	0.15	1 4 3 2
13	98	2.60	3.08	2.64	2.44	1.34	4 1 3 2
14	99	3.60	3.64	3.40	3.23	0.89	4 3 1 2
15	98	2.40	2.44	2.48	2.26	0.31	4 1 2 3
16	95	2.56	2.26	2.32	2.05	0.94	4 2 3 1
17	96	2.40	2.62	2.60	2.14	1.50	4 1 3 2
18	96	2.90	3.56	3.72	3.46	1.79	1 4 2 3
19	85	4.00	3.36	3.00	3.31	0.91	3 4 2 1
20	95	3.10	3.57	3.32	3.51	0.59	1 3 4 2
21	97	1.70	1.79	1.72	1.68	0.06	4 1 3 2
22	96	2.00	2.68	2.56	2.22	1.23	1 4 3 2
23	88	3.12	3.95	3.55	3.47	0.93	1 4 3 2
24	98	2.10	2.36	3.12	2.00	5.24**	4 1 2 3
25	54	2.00	1.62	2.14	1.60	1.49	4 2 1 3
26	96	2.00	2.16	2.44	1.62	4.22**	4 1 2 3
27	96	2.20	2.46	2.84	2.11	2.75*	4 1 2 3
28	86	3.14	3.22	3.45	3.09	0.32	4 1 2 3
29	95	2.33	3.04	2.91	2.37	2.88*	1 4 3 2
30	87	2.40	2.86	2.48	1.82	3.11*	4 1 3 2
31	92	2.75	3.29	2.65	2.78	1.50	3 1 4 2
32	93	2.00	3.30	2.50	2.78	3.43*	1 3 4 2

APPENDIX B (Cont.)

TABLE XI (Cont.)

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF PRINCIPALS GROUPED
ACCORDING TO THE NUMBER OF YEARS THAT THEIR SCHOOLS HAVE
BEEN INTEGRATED AND A NEWMAN-KEULS COMPARISON AMONG
THE MEANS OF CLASSIFICATION

Item	Number of res- pondents	Means of groups				F	Ordered means
		I	II	III	IV		
Part II: Suggestions							
1	91	3.25	3.60	3.46	3.29	0.48	1 4 3 2
2	85	3.00	2.74	2.95	2.42	1.13	4 2 3 1
3	80	3.00	1.95	2.50	2.10	1.91	2 4 3 1
4	70	3.50	3.19	3.86	3.33	1.69	2 4 1 3
5	85	4.43	4.42	4.50	4.07	1.21	4 2 1 3
6	80	4.80	4.17	4.35	3.86	1.79	4 2 3 1
7	83	3.75	3.65	3.77	3.60	0.14	4 2 1 3
8	83	4.00	3.33	3.26	3.26	0.58	4 3 2 1
9	71	3.40	2.89	3.62	3.19	1.09	2 4 1 3
10	75	3.50	3.09	3.70	2.93	2.05	4 2 1 3
11	79	4.00	2.95	3.50	3.17	2.12	2 4 3 1
12	73	3.50	3.12	3.47	3.46	0.61	2 4 3 1
13	77	2.67	3.00	3.36	3.46	1.59	1 2 3 4
14	86	3.43	3.24	3.79	3.63	1.54	2 1 4 3
15	71	3.00	3.43	3.91	3.25	1.01	1 4 2 3
16	71	3.60	3.00	3.76	3.12	2.23	2 4 1 3
17	69	2.75	2.86	2.95	3.05	0.15	1 2 3 4
18	78	2.60	2.92	3.10	2.72	0.55	1 4 2 3
19	81	3.33	3.50	3.48	3.20	0.61	4 1 3 2
20	65	2.60	1.90	2.47	2.10	0.73	2 4 3 1
21	62	3.25	2.41	3.10	2.90	1.19	2 4 3 1
22	77	4.00	3.57	3.59	3.58	0.41	2 4 3 1
23	73	3.20	3.00	3.55	3.38	1.19	2 1 4 3

¹Subgroups underlined by a common segment of a line did not differ significantly but differed from subgroups underlined by other segments of that line.

*Indicates that significant differences were found to exist among the classification means at the five per cent level of significance.

**Indicates that significant differences were found to exist at the one per cent level.

APPENDIX B (Cont.)

TABLE XII

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF SUPERINTENDENTS
GROUPED ACCORDING TO THEIR PERCENTAGE OF
INDIAN ENROLMENT

Item	Number of respondents	Means of groups		F	Ordered means
		I	II		
Part I: Problems					
1	30	1.93	2.67	4.30*	1 2
2	30	3.53	4.13	2.26	1 2
3	29	3.07	3.57	1.37	1 2
4	29	3.47	3.93	2.45	1 2
5	30	3.80	4.07	0.42	1 2
6	30	3.57	3.83	0.70	1 2
7	28	2.79	4.14	7.28*	1 2
8	29	3.33	3.71	1.17	1 2
9	30	3.07	3.07	0.00	1 2
10	30	3.13	3.53	1.43	1 2
11	30	3.73	4.20	1.67	1 2
12	30	3.27	3.93	5.22*	1 2
13	30	2.53	3.47	9.40**	1 2
14	30	2.73	3.47	3.94	1 2
15	30	2.67	2.73	0.05	1 2
16	29	2.50	2.33	0.32	2 1
17	30	2.73	2.60	0.17	2 1
18	30	3.60	3.73	0.23	1 2
19	29	3.29	3.87	2.02	1 2
20	30	3.73	3.73	0.00	1 2
21	28	1.86	2.36	1.69	1 2
22	30	2.80	3.47	2.02	1 2
23	30	3.93	3.93	0.00	1 2
24	30	2.13	2.80	4.22*	1 2
25	30	1.80	2.47	4.64*	1 2
26	30	1.93	2.07	0.27	1 2
27	28	1.86	2.50	5.69*	1 2
28	28	3.00	3.86	4.22*	1 2
29	29	2.64	3.40	4.91	1 2
30	29	2.86	3.60	5.06*	1 2
31	29	2.93	3.33	1.44	1 2
32	29	3.07	3.27	0.34	1 2

APPENDIX B (Cont.)

TABLE XII (Cont.)

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF SUPERINTENDENTS
GROUPED ACCORDING TO THEIR PERCENTAGE OF
INDIAN ENROLMENT

Item	Number of respondents	Means of groups		F	Ordered means
		I	II		
Part II: Suggestions					
1	30	3.67	3.73	0.05	1 2
2	28	2.47	2.54	0.03	1 2
3	29	2.43	3.33	5.20*	1 2
4	24	3.36	3.00	0.71	2 1
5	28	4.23	4.20	0.01	2 1
6	27	4.33	4.33	0.00	1 2
7	27	3.62	4.00	1.18	1 2
8	25	3.62	3.25	0.82	2 1
9	24	4.09	3.85	0.38	2 1
10	27	3.50	3.60	0.06	1 2
11	26	3.58	3.57	0.00	2 1
12	25	3.67	3.54	0.13	2 1
13	25	3.42	3.31	0.06	2 1
14	26	3.58	3.36	0.49	2 1
15	27	2.92	3.40	1.28	1 2
16	25	3.67	3.38	0.73	2 1
17	23	2.58	2.73	0.13	1 2
18	28	2.86	2.64	0.23	2 1
19	29	4.00	3.57	1.85	2 1
20	27	1.64	1.85	0.47	1 2
21	27	3.23	2.64	1.64	2 1
22	27	3.71	3.54	0.37	2 1
23	27	3.29	3.29	0.00	1 2

*Indicates that significant differences were found to exist among the classification means at the five per cent level of significance.

**Indicates that significant differences were found to exist at the one per cent level of significance.

APPENDIX B (Cont.)

TABLE XIII

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF ADMINISTRATORS
GROUPED ACCORDING TO YEARS OF EXPERIENCE IN INTEGRATED
EDUCATION AND A NEWMAN-KEULS COMPARISON AMONG THE
MEANS OF CLASSIFICATION

Item	Number of res- pondents	Means of Groups				F	Ordered means ¹
		I	II	III	IV		
Part I: Problems							
1	127	1.81	2.25	2.30	2.25	1.28	1 2 4 3
2	126	3.27	3.50	3.78	3.21	0.89	4 1 2 3
3	125	2.46	3.24	3.14	2.79	2.63	1 4 3 2
4	129	3.18	3.38	3.43	2.90	1.43	4 1 2 3
5	128	3.18	3.57	3.61	2.74	2.46	4 1 2 3
6	123	3.65	3.68	4.14	3.61	0.77	4 1 2 3
7	117	3.25	3.22	3.57	3.22	0.33	2 4 1 3
8	126	3.22	3.39	3.48	3.11	0.55	4 1 2 3
9	122	2.38	2.82	3.04	2.61	1.31	1 4 2 3
10	119	2.75	3.37	3.27	3.00	1.73	1 4 3 2
11	116	3.37	3.42	3.68	3.59	0.29	1 2 4 3
12	123	3.32	3.57	3.70	3.26	0.90	4 1 2 3
13	128	2.54	2.96	2.52	2.55	1.38	3 1 4 2
14	129	3.29	3.26	3.26	3.20	0.03	4 2 3 1
15	129	2.18	2.53	2.48	2.40	0.93	1 4 3 2
16	125	2.08	2.36	2.17	2.15	0.73	1 4 3 2
17	127	2.14	2.61	2.48	2.21	1.81	1 4 3 2
18	129	3.36	3.57	3.74	3.35	0.92	4 1 2 3
19	113	2.87	3.50	3.30	3.35	1.36	1 3 4 2
20	125	3.37	3.38	3.78	3.45	0.84	1 2 4 3
21	125	1.69	1.75	2.00	1.65	0.55	4 1 2 3
22	128	2.61	2.26	3.78	3.74	1.38	2 1 4 3
23	119	3.28	3.68	3.87	3.44	1.01	1 4 2 3
24	129	2.00	2.50	2.52	2.10	1.94	1 4 2 3
25	86	1.87	1.90	1.94	1.83	0.04	4 1 2 3
26	127	2.11	1.91	2.09	1.70	1.11	4 2 3 1
27	125	2.04	2.37	2.52	2.10	1.47	1 4 2 3
28	113	3.10	3.13	3.32	3.28	0.15	1 2 4 3
29	125	2.76	2.77	2.78	2.65	0.10	4 2 1 3
30	119	2.32	2.42	2.86	2.22	0.97	4 1 2 3
31	120	2.78	3.09	3.00	2.56	1.27	4 1 3 2
32	121	2.40	2.85	3.26	2.78	2.42	1 4 2 3

APPENDIX B (Cont.)

TABLE XIII (Cont.)

ANALYSIS OF VARIANCE ON THE ITEM SCORES OF ADMINISTRATORS
GROUPED ACCORDING TO YEARS OF EXPERIENCE IN INTEGRATED
EDUCATION AND A NEWMAN-KEULS COMPARISON AMONG THE
MEANS OF CLASSIFICATION

Item	Number of res- pondents	Means of Groups				F	Ordered means
		I	II	III	IV		
Part II: Suggestions							
1	121	3.12	3.67	3.43	3.26	2.02	1 4 3 2
2	113	2.50	2.74	2.50	2.63	0.33	1 3 4 2
3	110	2.24	2.32	2.43	2.33	0.09	1 2 4 3
4	93	3.00	3.51	3.53	3.40	1.35	1 4 2 3
5	111	4.20	4.40	4.38	3.87	1.47	4 1 3 2
6	104	4.23	4.44	3.90	4.00	1.94	3 4 1 2
7	111	3.62	3.82	3.55	3.87	0.57	3 1 2 4
8	108	3.41	3.42	3.00	3.19	0.76	3 4 1 2
9	95	3.47	3.35	3.15	3.50	0.27	3 2 1 4
10	102	3.53	3.37	2.71	2.85	2.81	3 4 2 1
11	114	3.25	3.44	3.41	3.07	0.56	4 1 3 2
12	98	3.48	3.47	3.00	3.55	1.25	3 2 1 4
13	102	2.89	3.31	3.05	3.77	2.19	1 3 2 4
14	112	3.35	3.53	3.43	3.87	1.05	1 3 2 4
15	97	3.16	3.39	3.10	4.00	1.62	3 1 2 4
16	94	3.26	3.50	2.95	3.83	2.43	3 1 2 4
17	90	3.00	2.67	2.58	3.70	3.89*	3 2 1 4
18	106	2.41	2.92	2.75	3.19	1.80	1 3 2 4
19	108	3.25	3.76	3.30	3.37	2.40	1 3 4 2
20	90	1.76	2.05	2.16	2.40	0.76	1 2 3 4
21	87	2.74	2.80	2.94	3.11	0.25	1 2 3 4
22	103	3.48	3.70	3.40	3.92	1.28	3 1 2 4
23	99	3.26	3.32	3.11	3.43	0.37	3 1 2 4

¹Subgroups underlined by a common segment of a line did not differ significantly but differed from subgroups underlined by other segments of that line.

*Indicates that significant differences were found to exist among the classification means at the five per cent level of significance.

APPENDIX C
CHECKLIST FOR INTERVIEW

I. Demographic Information

Name: _____ Date: _____
School Unit: _____ Place: _____
Number of Integrated Schools: _____
Total Number of Students: _____
Number of Indian Students: _____
Number of Years of Integrated Education: _____

II. Problems perceived by Administrators of Integrated Education

A. Home environment of Indian student

_____ lack of parental concern
_____ dissimilarity between Indian and Non-Indian homes
_____ inadequate sleeping space
_____ inadequate lighting
_____ inadequate studying space
_____ undernourishment
_____ inadequate health care
_____ disjointed home life
_____ alcoholism among parents
_____ lack of parental discipline of children
_____ low income
_____ inadequate clothing
_____ culturally disadvantaged
_____ dissimilarity between Indian and non-Indian values
_____ lack of social skills
_____ lack of technological skills
_____ lack of academic orientation
_____ lack of reading material in Indian homes

B. Teacher attitudes and abilities

_____ teacher unawareness of socio-cultural differences
_____ teacher insensitivity to socio-cultural differences

APPENDIX C (Cont.)

B. (continued)

- ___ teacher inability to deal with socio-cultural differences
- ___ teacher treatment of language barriers
- ___ teacher inability to interpret I.Q. test results
- ___ teacher unawareness of differences in pupils' out-of-school environments
- ___ teacher unawareness of differences in the effectiveness of classroom experiences for children
- ___ teacher unawareness of curriculum inadequacy
- ___ teacher insensitivity to curriculum inadequacy
- ___ teacher inability to correct curriculum inadequacy
- ___ teacher treatment of problems of intergroup activity
- ___ teacher unawareness of differences in time-orientation
- ___ teacher problems with classroom discipline
- ___ problems in ability grouping arising from Branch request that each classroom be integrated
- ___ lack of exchange of ideas and practices between teachers

C. Curriculum inadequacies

- ___ curriculum bias toward middle-class values and life-experiences
- ___ inflexibility of curriculum
- ___ lack of relevance of curriculum for Indian students
- ___ inadequate attention to language development
- ___ inadequate provision for inter-group activity

D. Administrative problems in integrated education

- ___ added responsibilities for the superintendent
- ___ heavier clerical load
- ___ more complex curriculum requirements
- ___ greater demand for in-service education programmes
- ___ greater need for public relations programmes
- ___ added responsibilities for the school principal
- ___ heavier clerical load
- ___ pupil discipline
- ___ attendance (truancy)

APPENDIX C (Cont.)

D. (continued)

- _____ transportation
- _____ classroom space
- _____ classroom organization
- _____ communication with Indian parents
- _____ need for coordination between the school,
the school board, and the Indian Affairs
Branch
- _____ inability to deal with socio-cultural
differences

E. Organizational problems

- _____ responsibility to more than one authority
- _____ lack of communication channels
- _____ length of communication channels
- _____ lack of direct lines of communication with
Indian parents
- _____ lack of Indian participation in school
policy formation
- _____ complexity of financial structure
- _____ complexity of financial structure
- _____ severity of demands made by Indian Affairs
Branch
- _____ lack of cooperation from the Branch
- _____ lack of policy from the Branch
- _____ lack of understanding of problems of inte-
gration among Branch personnel
- _____ lack of cooperation from school board
- _____ lack of clear policy from school board
- _____ lack of understanding of problems of inte-
gration among school board members
- _____ inflexibility in dealing with problems of
integrated education

F. Community problems

- _____ lack of communication between Indians and
non-Indians
- _____ lack of interaction between Indians and
non-Indians
- _____ lack of Indian and non-Indian understanding
of cultural differences

APPENDIX C (Cont.)

III. Recommendations

A. Home environment of Indian students

- _____ that one or more of the following agencies work to provide the Indian child with a type of home similar to that of his non-Indian classmate
 - _____ the federal government
 - _____ the provincial government
 - _____ other (specify)
- _____ that adequate sleeping space be provided
- _____ that adequate study space be provided
- _____ that adequate lighting be provided
- _____ that adequate food be provided
- _____ that the Indian family adjust its routine to enable the child to keep up in his classwork
- _____ that the Indian parent motivate his child to learn
- _____ that adult education classes be established for Indian parents

B. Teacher attitudes and abilities

- _____ that in-service education programmes be established for teachers in integrated schools
- _____ that monetary incentives be provided to encourage teachers in integrated schools to take university courses which deal with Indian education
- _____ that orientation programmes be provided for teachers newly hired in integrated schools
- _____ that teachers be given a lighter teaching load to enable them to devote time to curriculum development
- _____ that a closer liaison be established between teachers in integrated schools and teachers in schools on Indian reserves
- _____ that the Department of Education place priority on experience in integrated education when appointing superintendents in integrated areas
- _____ that school boards place priority on experience in integrated education when hiring principals for integrated schools

APPENDIX C (Cont.)

C. Curriculum inadequacies

- _____ that the teacher be given more freedom in curriculum development
- _____ that the Department of Education provide curriculum guides which are suited to the needs of integrated education
- _____ that the Department of Education, the school board, and the Indian Affairs Branch cooperate to provide source materials for teachers in integrated schools
- _____ that the curriculum make greater provision for language development

D. Administrative problems

- _____ that the federal government finance the provision of clerical assistance for school administrators, in proportion to Indian enrolment
- _____ that the federal, provincial, and municipal governments cooperate in providing better roads on Indian reserves
- _____ that the federal government finance the hiring of a staff member in each integrated school, who would be responsible for establishing and maintaining communication between the school and the Indian parents on such matters as attendance, health, and school policy
- _____ that school administrators be provided with special training in the area of integrated education

E. Organizational problems

- _____ that lines of authority leading to the school be defined clearly
- _____ that lines of communication be defined
- _____ that lines of communication be kept at minimum length
- _____ that Indian parents be involved in school policy formation
- _____ that the financial structure be modified
- _____ that the Branch define its policy clearly
- _____ that the school board define its policy clearly
- _____ that greater scope be allowed the administrator in dealing with problems of integrated education

APPENDIX C (Cont.)

E. (continued)

- _____ that the Branch re-evaluate its request for
the integration of every classroom, in view
of the demand placed on the teacher
- _____ that the Indian Affairs Branch, the school
board, the Department of Education, and
the school establish a closer liaison

F. Community problems

- _____ that a community programme be established
which will facilitate better understanding
between Indians and non-Indians

APPENDIX D

April 3, 1968.

Dear Colleague:

I am a graduate student in the Department of Educational Administration at the University of Saskatchewan, Saskatoon. As a person with teaching experience, I am interested in the provisions which are being made for the education of Indian and Eskimo children, and, particularly, in the program of integrated education in Saskatchewan. The integration of Indian and non-Indian children in publicly-supported schools might be expected to create various problems for the superintendents and principals involved. With the advisory assistance of Dr. M. P. Toombs and Father Andre Renaud, I am attempting to find out what problems, if any, have arisen from integrated education, and what solutions there might be for these problems. The title of my thesis is "School Administrators' Perceptions of the Problems Arising From the Integration of Indian and Non-Indian Children in the Publicly-Supported Schools of Saskatchewan".

I shall very much appreciate having your assistance in this study.

The first phase of the study has been completed. It consisted of interviews with fifteen superintendents and fifteen principals who are associated with schools which have both Indian and non-Indian pupils. I have used the information gained through the interviews to construct the enclosed questionnaire. This questionnaire is being sent to all superintendents and principals who are involved with integrated schools in Saskatchewan.

Please take a few minutes to complete the enclosed questionnaire, and then return it to me in the envelope provided. All replies will be held in strict confidence, and your anonymity will be maintained. Since I face a deadline date for the completion of my thesis, I shall appreciate your returning the completed questionnaire before the twentieth of April. Because of the relatively low number of integrated schools in Saskatchewan, it is important that all questionnaires be returned. A report on the findings of the study will be made available to you shortly after the completion of the study.

Respectfully yours,

Philip Schalm.

APPENDIX D (Cont.)

PART I

1. Position held: superintendent _____;
principal _____.
2. Name of school unit (If your school is not in a larger school unit, please give name and number of school district):

(This information is required for organization of the data, but it will be held in strict confidence.)
3. If you are a principal:
 - (a) What is the total enrolment in your school? _____
 - (b) How many Indian students are enrolled? _____
 - (c) How long has your school been integrated? _____ years.
4. If you are a superintendent:
 - (a) What is the total enrolment in your superintendency? _____
 - (b) How many Indian students are enrolled? _____
 - (c) How long has there been an integrated school in your superintendency? _____ years.
5. How long have you been involved in integrated education as a principal and/or superintendent? _____ years in all.

APPENDIX D (Cont.)

PART II

Below are listed some of the difficulties encountered, circle the 1 at the end of the item.

If the item is a slight difficulty which you have encountered, circle the 2 at the end of the item.

If the item is a moderate difficulty which you have encountered, circle the 3 at the end of the item.

If the item is a decided difficulty which you have encountered, circle the 4 at the end of the item.

If the item is a major difficulty which you have encountered, circle the 5 at the end of the item.

	none	slight	moderate	decided	major
1. Lines of communication with Indian Affairs Branch	1	2	3	4	5
2. Dropout rate among Indian pupils	1	2	3	4	5
3. Lateness of integration in the Indian child's school career	1	2	3	4	5
4. Number of Indian children who are old for their grade	1	2	3	4	5
5. Irregular attendance of Indian children	1	2	3	4	5
6. Communication between the school and Indian parents	1	2	3	4	5
7. Provision for Indian involvement in school policy formation	1	2	3	4	5

APPENDIX D (Cont.)

Part II - continued

	none	slight	moderate	decided	major
8. Curriculum bias toward middle class values and life experiences	1	2	3	4	5
9. Interaction between Indian and non-Indian adults	1	2	3	4	5
10. Indian parents' attitudes toward education	1	2	3	4	5
11. Indian parents' mismanagement of money	1	2	3	4	5
12. Indian and non-Indian value differences	1	2	3	4	5
13. Inadequate command of English among Indian children	1	2	3	4	5
14. Indian students' reticence to participate in discussion and other social activities	1	2	3	4	5
15. Teacher unawareness of socio-cultural differences in the classroom	1	2	3	4	5
16. Teacher insensitivity to socio-cultural differences in the classroom	1	2	3	4	5
17. Teacher inability to deal with socio-cultural differences in the classroom	1	2	3	4	5
18. Low academic motivation of Indian children	1	2	3	4	5
19. Post-school employment of Indians	1	2	3	4	5
20. Cultural disadvantage of Indians	1	2	3	4	5
21. Distribution of supplies to Indian children	1	2	3	4	5

APPENDIX D (Cont.)

Part II - continued

	none	slight	moderate	decided	major
22. Enrolment projection	1	2	3	4	5
23. Living conditions in the Indian home	1	2	3	4	5
24. Additional workload for principal	1	2	3	4	5
25. Additional workload for superintendent	1	2	3	4	5
26. Formation of racial cliques in the student body	1	2	3	4	5
27. Clerical work arising from pupil accounting and ordering of supplies	1	2	3	4	5
28. Indian parents' excessive drinking	1	2	3	4	5
29. Pupil placement	1	2	3	4	5
30. Inadequate school lunches among Indians	1	2	3	4	5
31. Inadequately defined goals for integrated education	1	2	3	4	5
32. Out-of-school activities of Indian pupils	1	2	3	4	5

APPENDIX D (Cont.)

PART III

Below are listed some suggested methods to facilitate the integration of Indian and non-Indian pupils. These suggestions were made by the superintendents and principals who were interviewed. Using the back of the sheet, please feel free to comment on these suggestions and to add others which you feel should have been included.

Directions

Please note that there are two sets of directions given. Please read them carefully.

Set one. You will notice that each item is followed by the letters A and B. With reference to your situation, circle the A if the suggestion has been tried; circle the B if the suggestion has not been tried.

Set two. Further, you will notice that each item is followed by the numerals 1, 2, 3, 4, 5.

If you think that the item is of no remedial value, circle the 1 at the end of the item.

If you think that the item is of slight remedial value, circle the 2 at the end of the item.

If you think that the item is of moderate remedial value, circle the 3 at the end of the item.

If you think that the item is of decided remedial value, circle the 4 at the end of the item.

If you think that the item is of major remedial value, circle the 5 at the end of the item.

APPENDIX D (Cont.)

Part III - continued

	set one		set two				
	tried	untried	none	slight	moderate	decided	major
1. Provide inservice education for teachers	A	B	1	2	3	4	5
2. Maintain a majority of non-Indian pupils in each class	A	B	1	2	3	4	5
3. Provide lunches for Indian children	A	B	1	2	3	4	5
4. Modernize the reserves by installing power and water	A	B	1	2	3	4	5
5. Begin integration in grade one	A	B	1	2	3	4	5
6. Establish kindergarten for Indian children	A	B	1	2	3	4	5
7. Provide remedial work in language arts for Indian children	A	B	1	2	3	4	5
8. Eliminate culture bias from curriculum and textbooks	A	B	1	2	3	4	5
9. Place all education under provincial jurisdiction	A	B	1	2	3	4	5
10. Provide for Indian representation on the school board	A	B	1	2	3	4	5
11. Involve Indian parents in such school activities as parent-teacher interviews, Home and School, and commencement exercises	A	B	1	2	3	4	5

APPENDIX D (Cont.)

Part III - continued

			set one		set two				
			tried	untried	none	slight	moderate	decided	major
12.	Define the goals of integrated education through a meeting of the school board, Department of Education, and Indian Affairs Branch	A	B		1	2	3	4	5
13.	Foster community acceptance of Indians through a public education program	A	B		1	2	3	4	5
14.	Provide guidance services for Indian children	A	B		1	2	3	4	5
15.	Employ an attendance officer from the reserve	A	B		1	2	3	4	5
16.	Hold joint meetings of the school board and the Indian Educational Council	A	B		1	2	3	4	5
17.	Gain church leadership in inter-racial interaction at the adult level	A	B		1	2	3	4	5
18.	Organize a group of non-Indian pupils who will mix with the Indian pupils	A	B		1	2	3	4	5
19.	Establish orientation programs for new teachers	A	B		1	2	3	4	5
20.	Disburse Indian childrens' school supplies on the reserve	A	B		1	2	3	4	5

APPENDIX D (Cont.)

Part III - continued

		set one		set two				
		tried	untried	none	slight	moderate	decided	major
21.	Provide grants from Indian Affairs for the Indian Educational Council to use at its discretion	A	B	1	2	3	4	5
22.	Have the guidance counselor establish and maintain communications between the school and Indian homes	A	B	1	2	3	4	5
23.	Arrange for an exchange of information between teachers in federal and provincial schools	A	B	1	2	3	4	5