

Requirements and Background  
of Students enrolled in the  
Non-Status Indian and Metis Program (NSIM)

A study of individual students  
enrolled in Universities, Technical Institutes  
and Private Trade Schools in Saskatchewan  
Summer, 1982

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## Executive Summary

146 NSIM students, including 98 university students and 24 technical institute students completed questionnaires. (39% of the sample) 58% of all respondents were women, although there were marginally more men than women in university. The women tended to be more rural-based than the men.

28% of the students had completed their course of studies, while another 57% were planning to return to school for the next session, for a total of 85%.

Students felt that their success was due to their own self-drive and support from family and friends, as the availability of counselling services was minimal. Students continued in school to obtain a better education, to pursue a career or to further their employment opportunities. Only 10% were in school because they had no other income.

"Lack of funds" was the main reason given for students dropping out. They also dropped out because of problems directly related to the lack of an adequate counselling support system.

81% of all students indicated that NSIM training allowances were their major source of income. Their average monthly income was \$541.00 per month, of which 73% was spent on food and shelter alone. Only 13% of students owned their own homes, while 62% lived in rental accommodations. The remainder lived with family or in dormitories.

The majority of students' parents were skilled and general labourers or farmers. A small minority of parents were professionals or managers.

40% of respondents had children under the age of 12. Students wanted access to daycare centres, but were not always successful. (32% wanted daycare while only 15% utilized daycare centres.). Childcare was a major area of concern.

64% of students completing their courses found full-time employment, usually within three months. Employment was found primarily through the help of family, friends, AMNSIS employment offices and personal contacts.

The greatest problems faced by students was adjusting to an academic setting, followed by a shortage of funds. The majority felt that the NSIM program could be made more effective through improved counselling services and more generous training allowances.

In conclusion, the NSIM program obviously fills a need amongst Non-Status Indian and Metis students. 33% felt that the program was very effective, while 54% felt that it was moderately effective. Only 9% felt that it was useless. The data collected on family backgrounds, income levels, housing and reasons for going to school indicates very strongly that the program is a necessary part in the process of obtaining post-secondary education and training for the Metis and Non-Status Indian population. Much more is needed.

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### Introduction

Non-Status Indian and Metis people make up at least 6.5% of the Saskatchewan population. While 30% of the total population is under the age of 19 years, 50% of the Non-Status Indian and Metis population is under 19.

If the society were to provide equal access to post-secondary education, then at least 4% of the Non-Status Indian and Metis population would be enrolled in Institutes of Higher Learning, as is the case of the population in general. In other words, this enrollment would total at least 2,500! The 1982-83 school year has an identified enrollment of only 475 - less than 20% of the participation rate of the population as a whole. Even if this number were doubled, to account for all Metis and Non-Status Indian peoples who might attend these institutions without funding under the NSIM program, then, at its most optimistic, the participation rate is still only 38% of what it should be!

The NSIM program provides some measure of relief from historical processes which have resulted in this inequality. The findings of this study indicate that much more must be done if non-Status Indian and Metis students are to assume their rightful place in the province's educational system.

## II. Background:

The intent of the NSIM (Non-Status Indian and Metis) program is to provide educational opportunities for Non-Status and Metis people throughout the province.

The NSIM program is often the only educational opportunity for individuals of Non-Status Indian and Metis ancestry, and it is the major vehicle which these people use to prepare themselves for employment opportunities and further training in Saskatchewan.

The program has two major directions:

1. To provide funding for people enrolled in community education courses which are delivered through the Community Colleges throughout the province, and
2. To provide funds to enable Native People to attend Technical Institutes, Vocational Schools and Universities.

As a result of the NRIM review in the fall of 1980, control of the first aspect of the NSIM program has recently been transferred to Area Education Committees under the jurisdiction of the Association of Metis and Non-Status Indians of Saskatchewan (AMNSIS). These Committees now have the responsibility for all aspects of the local education programming that is delivered through the Community Colleges.

The second aspect of the NSIM program involves the allocation of funds to enable Native people to attend post-secondary institutions. The research project will focus on this aspect of the NSIM program.

The NSIM allocation provides the students with funds to cover the costs of tuition, student fees, and a training allowance. People wishing to apply to any of the post-secondary institutions must apply in the normal way and meet the regular entrance requirements. There are no special remedial classes for Native

students, few Native content classes, and no special student support services.

Use of the NSIM program by technical schools, University and private trade school students has however, expanded rapidly, from 177 students in 1977-78 to 314 in 1981-83, to 475 in 1982-83.

Objectives of the Study:

The research project was intended to provide background documentation to help in planning for the provision of auxilliary services to NSIM students. It explored the problems students encounter as well as the reasons for the high drop-out rate.

The information obtained will assist in determining the exact types of support services/assistance that will be required in future programming.

Methodology:

A summer project grant was made available by the Department of Secretary of State, without which the study would not have been possible. An initial meeting was held with members from the Area Education Committees, the Regina Plains Community College, an NSIM Summer Student (hired to conduct the survey), and Research and Community Education personnel from the Gabriel Dumont Institute, to discuss the research project, to define some specific objectives and to look at various areas requiring information.

A rough outline of a questionnaire was developed and discussed at a further meeting involving most of the above individuals.

A first draft of the questionnaire was developed and tested on NSIM students and former students. Problems were discovered, additional people were consulted, and a second draft of the questionnaire was developed. This draft was tested on NSIM students and former students. Additional outside resource people were consulted and some refinements were made before the final questionnaire was printed.

The names and addresses of students enrolled in the universities, technical institutes and private trade schools for 1980/81 and 1981/82 were obtained from the Department of Continuing Education on the basis that strict confidentiality would be maintained. At the completion of the research project, the completion/interview sheet correlating the questionnaire numbers and the student numbers were destroyed, thus ensuring confidentiality.

The survey was conducted by four Native students hired by the Institute for the summer months. Interviews were conducted in three stages.

1. Mail Out:

The questionnaire was mailed to all 377 NSIM students who were enrolled in University, Technical Institutes and private trade schools during the 1980 - 1982 time period.

A letter from the Project Manager was included in the questionnaire outlining the purpose of the survey and requesting assistance in completing the form.

The students had the option of completing the questionnaire and returning it in a stamped, self-addressed envelope, or being interviewed by telephone.

The questionnaires were mailed out on a staggered basis - one region at a time, to allow approximately one week between the mail-out and the telephone interview time.

2. Telephone Interview:

Students who did not return completed questionnaires were contacted and interviewed by telephone.

Questionnaires were mailed to all NSIM students enrolled in technical institutes, universities and private vocational schools enrolled during the 1980/81 and 1981/82 time period as per the following breakdown:

	sent	returned	percent
University of Regina	190	56	51%
University of Saskatchewan	103	42	41%
Kelsey Institute	34	16	47%
Wascana Institute	9	5	56%
Saskatchewan Technical Institute	10	3	30%
Private trade schools	<u>112</u>	<u>24</u>	<u>16%</u>
Total	377	146	39%

The completed questionnaires were keypunched and computerized, by SASK COMP, utilizing an SPSS program developed by Jane Cruikshank. Cross tabulations provided information by Institutions, by age, sex, and other background variables. Further breakdowns not included in this study are also available.

Limitations and Exclusions

Summer student assistance was vital to the success of the research project; however, because of this, the sample was limited due to the increased mobility of students during the summer.

Because of the limitations of budget and staffing, only those students enrolled in universities, technical institutes and private trade schools were surveyed. NSIM funded students enrolled through the Community College system were excluded.

SURVEY RESULTS

1. Enrollment

	female	male	total
1.1 Technical Institutes			
Kelsey	12	4	16
Wascana	5	0	5
Sask. Technical Institute (STI)	-	3	3
Sub total	17	7	24
1.2 Universities			
U. of Saskatchewan	22	20	42
U. of Regina	25	31	56
Sub total	47	51	98
1.3 Private trade schools		8	8
1.4 Other (including university technical school, training through Community Colleges)	13	6	16
Total	85	61	146

2. Educational Attainment

2.1 Level of post-secondary education completed.  
Of those responding 9% had completed pre-university, 23% first year university, 13% second year, 8.3% third year, and 14% fourth year. 10.5% had completed their first year of technical training, while 3% had completed their second year.

2.2 Level of education completed before entering an institute of higher learning.  
62.4% of all students had completed high school (grade 12). 13% had completed grade 10 or less. 10% of students had taken ABE or upgrading, and 10% had GED certificates, the majority of which had completed GED 12.

While the numbers of students taking upgrading courses is significant, (ie. 20% of the sample); the survey indicates that the majority of students using the NSIM program completed the regular school course of studies.

2.3 Value of ABE classes.  
Of those students taking ABE math, 44% thought that it prepared them very well for further education, and 40% thought that it was moderately useful.

16% felt it was useless. 38% of ABE science students found the course very useful, and 33% moderately useful. 29% found it useless. 62% of those taking ABE English found it very useful, 35% moderately useful, and only 4% found it to be useless.

- 2.4 Of 137 responses to the question "What level of education do you hope to obtain?", 32% hoped to complete their certificates or diplomas; 44% hoped to complete a Bachelor's degree, and 10% were interested in obtaining a Ph.D.

The results would indicated that students have set their sights on completion of their studies. Of note is the 10% of all students whose goal is the attainment of their PH.D. (note: this represents 14% of the university sample).

- 2.5 Course completion; planning to return. 28% or 40 students had completed their course of studies. 57% or 83 students were planning to return to school in the autumn, and only 23% or 33 indicated that they were definitely not returning.

A further breakdown by technical institutes and universities shows that 58% of technical school students have completed their course, while 46% plan to return, and only 12.5% are definitely not returning. 20% of university students have completed their courses, 64% plan to return, and 21% are definitely not returning. The length of course must be considered to be a factor in the lower completion roles of university students

Students are apparently very serious about their studies; the success rate of the sample is over 85% if the criteria for success are considered to be course completion, and/or plans to return to school

- 2.6 Factors leading to completion. Students considered the most important factor leading to successful completion of their course of studies to be their own self drive (92% of the completors), family support (67%) and support from friends (62%). The school environment and teachers/counsellors, while significant (ie. 48% combined) were not considered to be as important. The lack of emphasis on the role of the counsellor may be the result of a very low exposure to counselling services. Only 14% of students indicated that

they had turned to a counsellor for assistance with problems, although 45% indicated that they would definitely have gone to see a counsellor if he/she had been readily available.

2.7 Why students continued their studies.

Students were asked to indicate why they had decided to go on with their education. 85% indicated that they "wanted to obtain a better education". Another 85% were "interested in a particular career", and 82% were concerned about "further employment opportunities".

Other reasons given by 40 - 50% of students was "to meet further educational requirements"\* and "to increase income". Only 10% of students indicated that they were in school because they had no other income. This would indicate that the NSIM program is predominately seen as an educational program rather than a welfare substitute.

2.8 Reasons why students did not return.

"Lack of funds" was the single most important reason given by students as to why they were dropping out (63%). 11% could not find affordable housing. 31% of students had been offered jobs, 29% experienced academic difficulties, and 21% said they needed a break to reconsider their goals. 18% cited a crisis in the family as being a major reason why they were leaving. 21% did not like the course or the teacher. Other minor reasons cited were health problems, and the inability to adapt to the new lifestyle in the city. 50% of discontinuing students indicated that they planned to return to some point in the future. (Note: it is expected that many of the "no returns" of the questionnaire were unsuccessful students; therefore care should be taken in drawing conclusions about some of the minor reasons).

3. Financial Information

Many of the comments made by students dealt with the question of finances. One of the major problems students encountered upon enrollment in an educational institution was a lack of sufficient funds. By the same token, when asked about what could be done to make the NSIM program more effective, many students suggested that training allowances should be increased.

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\* Adds up to more than 100% due to completed students returning to other courses of studies.

Only the need for a good counselling/support service was considered to be more important than the size of training allowances.

3.1 Adequacy of training allowances.

95% of the student sample had received funding under the NSIM program. 28% of students felt that the training allowances were adequate, while 56% (double the number) felt that it was inadequate. 16% were uncertain.

3.2 Monthly income and expenses.

The average NSIM student had a monthly income (while in school) of \$541.00. Of this amount, an average of \$215.00 was spent on rent (40% of monthly income), and \$180.00 was spent on food (33% of monthly income.) Miscellaneous living expenditures averaged \$122.00 monthly (23%) for a total of \$517.00 per month, leaving only \$24.00, or 4% of monthly income for entertainment, etc. Where childcare costs were identified (ie., in 36 cases) the average monthly expenditure was \$127.00.

3.3 Main source of income.

81% of all students completing the survey identified their major source of funding as NSIM training allowances. Only 4% received the majority of their funds from family aid; and a total of 4% listed grants, scholarships, student loans, personal saving and part time work (combined) as their major sources of income. 10% had other sources of income not identified.

3.4 Living accommodations.

62% of students lived in rented accommodations, with 17% in rooming houses and 45% in apartments or houses. 6% lived in dormitories, and 17% with parents or relatives. Only 13% lived in their own homes.

3.5 Socio-Economic background.

A review of parental occupations shows that 26% of fathers were labourers, 17% were skilled workers, and 14% were farmers (combined, these three categories made up 57% of the total.) Only 9.5% were self-employed and 8% were managers or professionals. 43% of mothers were housewives (not working for wages), 10% were labourers, 6% were sales personnel, and 2% were self-employed (other than farmers). 12% were professionals or managers.

### 3.6 Financial analysis.

Our findings indicated that the great majority of NSIM students live below the poverty line, and have very little disposable income.

The great majority depend upon NSIM funds to go to school. Very few are home owners, an indication that few have reached "middle class" status. Family occupational status further strengthens this finding.

The average income of NSIM students was \$6,492 per annum. The poverty line, as established by the National Council on Welfare, August, 1982, indicated that, in cities of over 100,000, where most NSIM students are living, a single person must make \$8,559 per annum, a couple must make \$11,231, and a family of four, \$17,337 to be above the poverty line. Considering that 40% of NSIM students have families, it is clear that they are, on the whole, living well below the established poverty line.

It may be concluded that NSIM training allowances fill a real need amongst Non-Status Indian and Metis students in post-secondary education. Without this program, many students would clearly not be enrolled in Institutes of Higher Learning.

## 4. Employment upon completion

### 4.1 Employment rates.

64% of those students completing their courses indicated that they found full-time employment, while 36% did not. 65% of university graduates found full-time employment, and 13% part-time employment, while 75% of those technical school students responding found full-time employment. Women were less likely to find full-time employment. (82% of men were successful as opposed to only 56% of women). 70% of all students completing their courses found some form of employment.

### 4.2 Time spent looking.

Of the 28 completing students, 40% found employment within 30 days; 29% were employed after looking for 1 - 3 months, with the remainder requiring more than six months to find jobs.

The majority of students who were unable to find work had been looking for more than three months.

4.3 Summer employment.

108 students indicated that they had been looking for summer employment. 54% of these were successful, 37% were not successful, and 8% were not sure if they would be working or not, at the time of study.

4.4 How employment was found.

50 students responded to the question "What was most helpful to you in finding employment?" 32% indicated family and friends; 16% stated that they received the most help from AMNSIS offices and employment programs, and 10% indicated that newspaper ads were helpful. Only 6% saw the Canada Employment Centres as being of most value. 36% found jobs through other means, notable contacts within organizations.

4.5 Summary.

Native students who succeed in school also tend to find employment, although it might take some time to enter the work force. However there is a need for increased summer employment for those students continuing in school.

As with other population groups, family, friends and contacts are the main factors in finding employment. Of particular interest is the relatively high percentage (16%) who were helped by the AMNSIS employment programs. Almost three times as many students were helped by AMNSIS as were helped by the Canada Employment Centres.

5. Childcare needs

5.1 Students with children.

57 (40%) of respondents were responsible for the care of children under the age of 12 while taking classes. Of these, 33% cared for children under 2 years, 26% had children between the ages of 2 and 5, and 53% had children between the ages of 6 and 12. A number of respondents apparently had children in more than one of these ranges. 26% of technical school students, and 43% of university students had children. Living expenses were significantly higher for these students than for those without children.

For example, while 48% of the general sample spent over \$200.00 monthly on rent, 61% of students with children spent over \$200.00. 39% of the general sample spent over \$200.00 monthly on food, while 76% of those with children spent over \$200 monthly.

Childcare, averaging \$127.00 per respondent with children, added to the expenses incurred by parents enrolled in post-secondary institutions.

5.2 Childcare utilized.

Students were asked "what type of child care support did you have while attending classes?"

7% utilized family day-care homes, and 15% had their children in day-care centres. Students in technical institutes did not utilize these facilities, but 9% of university respondents used family day-care homes, and 16% utilized daycares.

39% of all respondents did not have any childcare support, 15% utilized private babysitting and 19% depended upon relatives or friends.

5.3 Childcare services desired.

Students with children were also asked "what type of child support would you like to have?" 16% indicated that they would like to utilize family day care homes, and 32% indicated a desire to have their children in day-care centres (13% would like access to a Native daycare centre, 19% to "mainstream" daycare centres) 13% would like to have private babysitters, and 9% would like their relatives or friends to care for their children. 25% did not see a need for childcare support.

While 39% of respondents with children had no childcare support, only 25% said they had no need for such support. This indicates that 14% of students need some form of childcare, and are not getting it!

34% of students utilize friends and relatives, but only 21% are satisfied with this arrangement.

22% of respondents indicated that their children were in some sort of approved daycare, for which subsidies are available from the Department of Social Services. However, 48% would like to have their children in these facilities. This would suggest that there is an identified need for more and better government approved child-care spaces for students.

## 6. Background Information

### 6.1 Sex.

58% of all students were women; 52% of university students were men, with only 48% being women. There were 50% more men than women in first year university; however, by the 3rd and 4th years, the proportions were equal. 70% of technical school students responding were women, while 90% of private trade school students were women.

### 6.2 Age.

50% of all students were 24 years of age or younger; 26% were between the ages of 25 and 29, and 24% were 30 years of age or older. (The oldest student was 55 years of age.) The average student age was 26.4 years, with no significant difference between men and women. (ie. average age for women was 26.37 years, and men 26.55 years.)

The average age of first year university students was 28, with 50% being 23 years of age or younger. 34% were 30 years of age or older.

Interestingly, the average age of those students in 4th year or higher is also 28 years, as is the average age of all students completing technical and university courses. More students graduate at age 28 than at any other age.

This might indicate that younger students tend to go farther in school.

### 6.3 Parents' occupations while respondent was in high school.

This question was asked to provide background regarding students' socioeconomic status.

#### 6.3.1 Fathers occupation.

26% listed their father's occupation as labourer. Another 17% indicated that their fathers were tradesmen, and 14% of fathers were farmers. By contrast a total of only 17% considered their fathers to be any one of the following: professionals, self-employed or business owners. These percentages were fairly constant by type of institute attended, although marginally more technical institute students had fathers who were tradesmen (21% as compared to 17% for the total sample.)

6.3.2 Mothers occupation.

43% of mothers were housewives; 10% were labourers, and 6% were sales personnel. 14% were managers, self-employed or business owners, or professionals. 8.3% of mothers were considered to be professionals, as compared to 5% of fathers.

6.3.3 Family background.

Whether a father is a tradesman, a labourer or a farmer does not seem to be a deciding factor in rates of completion or continuation. The sample from the "middle class" (ie. business, managerial, professional) is too small to be useful in drawing any significant conclusions.

There is a distinct tendency for women to come from farms. 19% of female students cited farmer as their father's occupation, compared to 6% of men. The fathers of 18% of the women were labourers, compared to 39% for men. 13% of women came from business families, compared to 4% of men. Other categories portray less dramatic differences.

6.4 Community size.

An analysis of community size and high school size further illustrates that women tend to be more rural - based. Of students relocating to attend school (ie. 61% of all students) 57% of women come from towns of less than 5,000 population, compared to 35% of men. Conversely, 65% of men come from urban areas of over 5,000 people, compared to 43% of women.

6.5 High school size.

Female students attended smaller high schools than did male students - a result of their more rural background. For example, 71% of women attended high schools with less than 500 students, compared to only 48% of men.

6.6 Distance travelled to attend institutes of higher learning.

35% of the total sample population were living more than 100 miles from home. Men and women tend to be equally mobile.

6.7 Parents Education.

84% of fathers, and 76% of mothers did not complete their high school. 16% of fathers completed high school, and half of these (8.2%) had some post-secondary education. By contrast, 24% of mothers completed high school, and over half of these (14% of the total) had some post secondary education.

6.8 Educational encouragement at home.

When asked, "where you encouraged to read when you were growing up, 46% of all students stated that they were strongly encourage to read, while 30% were encouraged moderately. In other words, 76% of students were encouraged to read. 70% of those completing their courses were encouraged to read while growing up, as were 75% of those who were returning in the fall. However, 73% of those not returning were also encouraged to read. This would indicate that reading is a major factor in continuing one's education, but it is not significant as an indicator of success.

Of more significance is the finding that 76% of high school graduates were encouraged to read, while only 54% of ABE or GED (upgrading) students had been encouraged to read while growing up.

69% of all students had books and magazines in their houses while growing up.

Further information of a broader population (ie., samples continuing and not continuing) is required to draw conclusions about the importance of reading. It should be noted that numerous educational and library studies bear out the finding that reading and access to books at home are major influences in public school success rates.

7. The NSIM Program

7.1 Program awareness.

Students were asked how they had become aware of the NSIM program. 39% heard about it from parents and relatives, and 20% from friends. 23% got their information from AMNSIS locals or members. Only 18% received information from counsellors or teachers.

7.2 Improving awareness of the NSIM Program.

Students had many suggestions as to how the Non-Status Indian and Metis public could become more aware of the NSIM program in the future. The majority of those commenting (54 students)

felt that the program should be more adequately advertised through the AMNSIS communications and educational network, including local newsletters, and through the use of pamphlets and brochures to AMNSIS locals and programs. They felt that all employment and social services programs operating in the province should be aware of the program and should pass that awareness on to their Metis and Non-Status clients. Other Native service programs such as Friendship Centres should also be utilized.

A number of respondents (28) also felt that high school counsellors should be aware of the program, and pass the information on to students.

Others felt that students registered at Institutions of higher learning should be provided with better information on the NSIM programs. Personal contact, possibly through Area Education Committee co-ordinators and members, was seen as being important.

7.3 The problems facing NSIM students upon entry into an Institute of Higher Learning.

Students were asked to identify the problems they faced personally, and to identify problems facing NSIM students in general.

In both instances, financial problems were high up on the list. "Not enough money; short of money all the time" were comments common to many. (20 comments)

However, the greatest problem faced by students could be described as "learning to study; preparing for studies". It was hard to adjust to being in the classroom again, and re-gaining or learning new study habits was difficult. (35 comments) Finding time to study was also a major difficulty.

Making the adjustment to a new environment such as a new city or university was problematic, and loneliness was a major complaint. Meeting people proved to be difficult. Some students indicated that a racist attitude added to their difficulties (total of 23 comments)

A large percentage of students (23%) had no one to turn to with these problems while 52% received help from friends and relatives.

7.4 Counselling services wanted.

The great majority (97%) of students responding wished to receive referral services, 96% would like assistance with career planning, 83% with budgetting, 81% with tutorial services, and 76% sought assistance with housing. As well, 86% of students would like an initial orientation session to help them to become familiar with the city, and/or the institute they plan to attend.

When asked how the NSIM program could be made more effective, counselling services were cited most often. (see Appendix 'D') Secondly, funding arrangements are seen to be inadequate both in the amounts paid and the way that they are administered. More information about the NSIM program is required by students. 45% of respondents would definitely have utilized the services of an NSIM counsellor had one been available. 13% felt that they did not need counselling support, 41% were uncertain.

7.5 Effectiveness of the NSIM program.

In spite of these criticisms and suggestions for improvement, 33% of all students felt that the program was operating very effectively and 54% thought it was moderately effective. Only 9% thought it was useless. These results suggest that improvements must be made, but that the program is providing students with an opportunity to pursue their studies.

7.6 Native Studies courses.

26% of students had taken Native Studies courses, with 65% wishing to take (more) Native Studies courses.

7.7 Need for support services.

Clearly, the NSIM program is vital to the continuing education of Metis and Non-Status Indian students in Saskatchewan. The enrollment figures for 1982 prove that ever larger numbers of students are prepared to make use of the program. Improvements are vital, with better funding and support services leading the way. 63% of dropouts had to leave for financial reasons. Other "problems" such as an impersonal school system, academic difficulties, family problems and reconsideration of goals were major reasons for leaving - problems which would be addressed by adequate counselling and support services. Native Studies should be a part of the course of studies for NSIM students.

Chart # 1

Finances

Monthly Income and Expenditure of  
of NSIM students

Average monthly income - \$541.00

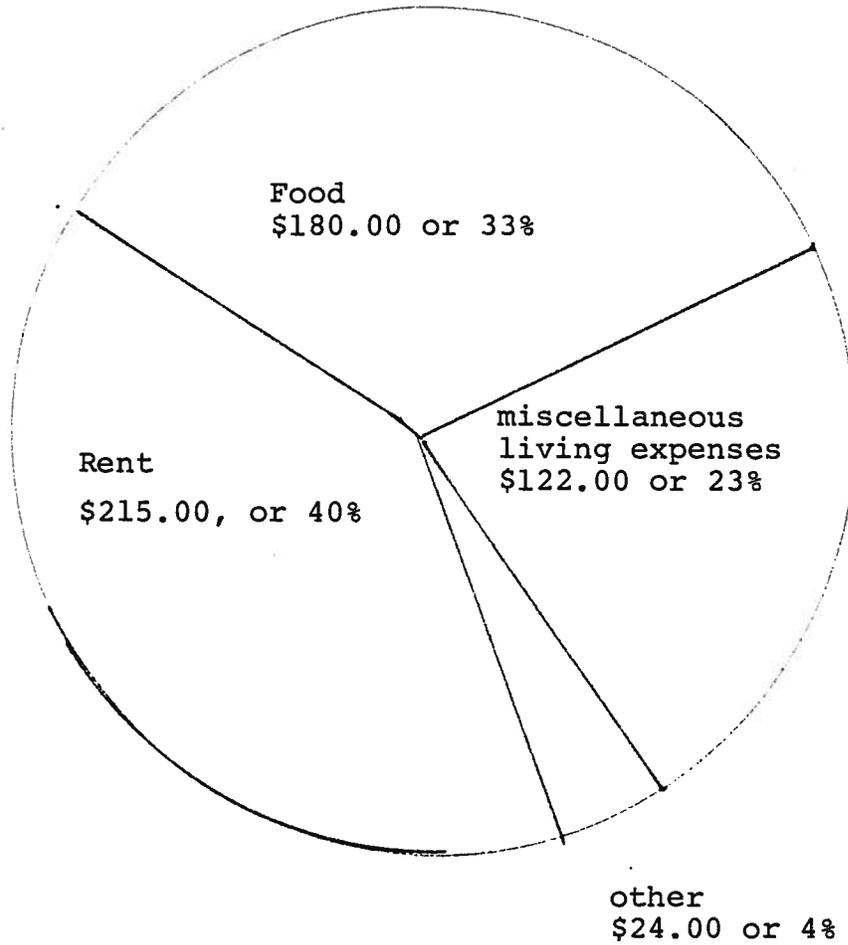
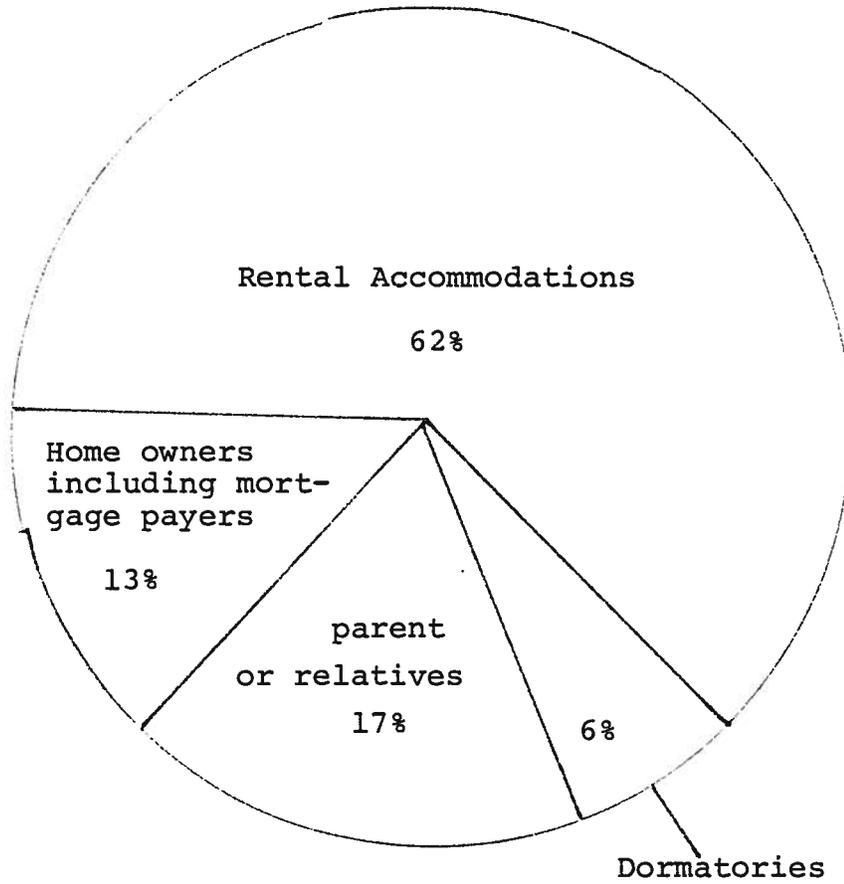


Chart # 2

Living Accommodations



Socio-Economic background

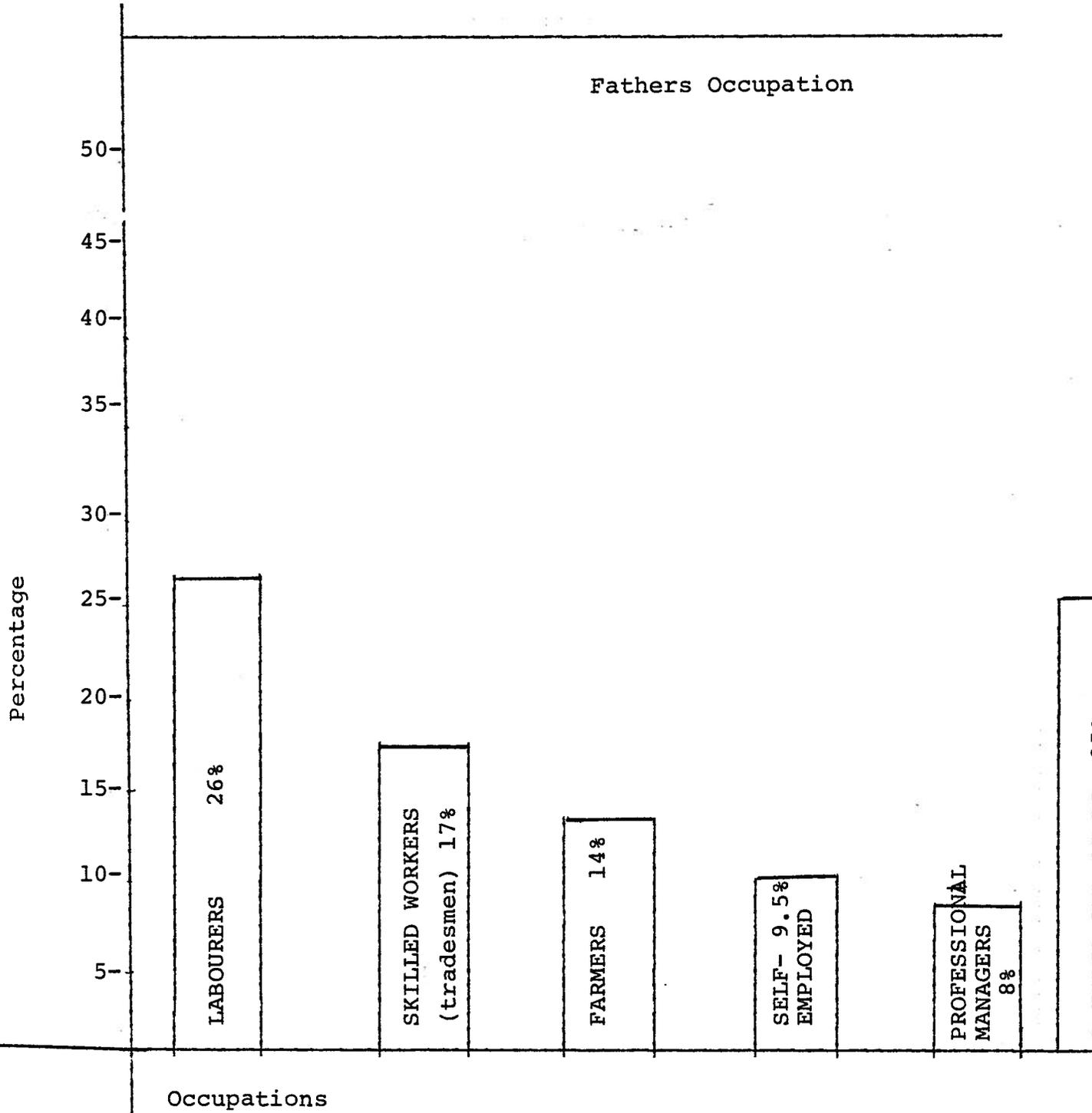


Chart # 4

Levels completed - universities  
(numbers of students)  
U of S U of R

Pre-University	4	5
1st Year	9	20
2nd Year	6	11
3rd Year	9	2
4th Year +	9	10
Total	37	48

Chart # 5

Levels Completed - Technical Institutes  
Kelsey Wascana STI

1st year	5	3	3
2nd year	4	-	-
other	4	2	-
Total	13	5	3

Chart # 6

NSIM Income Adequacy

Number of students

	Kelsey	Wascana	STI	U of S	U of R	Private & Other	Total
Yes	4	1	1	15	10	10	41
No	10	2	1	21	38	10	82
uncertain	2	2	1	6	8	4	23
Total	16	5	3	42	56	24	146

Chart # 7

Main Source of Income

	Kelsey	Wascana	STI	U of S	U of R	Private & Other	Total
NSIM	3	3	2	38	41	29	117
Personal Savings	1	-	-	-	-	1	2
Part-time work	-	-	-	-	2	-	2
Family Aid	-	2	-	2	2	-	6
Scholarships, grants	-	-	-	-	2	-	2
Other	1	-	1	1	9	3	15
Total	15	5	3	41	56	24	144

Chart # 8

Support People utilized

	Kelsey	Wascana	STI	UofS	UofR	Private & Other	Total
School Counsellor	2	-	2	5	8	2	19
Friends	4	1	-	18	13	6	42
Relatives	4	2	-	8	11	6	31
Teacher	2	1	-	1	1	2	7
No One	-	-	1	9	17	5	32
Other	3	-	-	-	4	2	9
Total	15	4	3	41	54	23	140

Chart # 9

Full-time employment upon completion

	Kelsey	Wascana	STI	UofS	UofR	Private & Other	Total
Yes	6	-	-	7	6	4	23
No	2	-	-	2	5	4	13
Total	8	-	-	9	11	8	36

Chart # 10

Sex

	Kelsey	Wascana	STI	UofS	UofR	Private & Other	Total
Female	12	5	-	22	25	21	85
male	4	-	3	20	31	3	61
Total	16	5	3	42	56	16	146

GABRIEL DUMONT INSTITUTE NSIM STUDENT SURVEY

APPENDIX 'A'

Please answer the following questions about the NSIM program and something about yourself. Your answers will be confidential. Thank-you for your help.

EXAMPLE: Circle appropriate number.

Question 1 a) What institute were you/are you currently enrolled in?

147

- Kelsey.....1
- Wascana.....2
- S.T.I.....3
- U of S.....4
- U of R.....5
- Private School.....6
- Other (specify)\_\_\_\_\_7

1. a) What institute were you/are you currently enrolled in?

Female	Male			
12 (75%)	4	Kelsey.....1	16	10.9%
5 (100%)	0	Wascana.....2	5	3.4%
0	3 (100%)	S.T.I.....3	3	2 %
22 (25.4%)	20 (47.63%)	U of S.....4	42	28.6%
25 (44.6)	31 (55.4)	U of R.....5	56	38.1%
8 (100%)	0	Private School.....6	8	5.4%
13	3	Other (specify) <u>ie. colleges</u>		
<u>85</u>	<u>61</u>	_____7	16	10.9%
(58.2%)				

b) Faculty:

		Total	of those answering
Arts.....01	24	16.3%	(17.4)
Science.....02	6	4.1%	(4.3)
Law.....03	4	2.7%	(2.9)
Administration.....04	10	6.8%	(7.2)
Social Work.....05	11	7.5%	(8.0)
Medical.....06	8	5.4%	(5.8)
Engineering.....07	6	4.1%	(4.3)
Industrial.....08	1	.7%	(.7)
Applied Science.....09	3	2 %	(2.2)
Personal or Community Service.....10	1	.7%	(.7)
Office Management.....11	2	1.4%	(1.4)
Other (specify)_____12	62	42.2%	(44.9)

Note: 80% or more are completed or continuing

c) Major area of study \_\_\_\_\_

d) Level completed:

University (specify level obtained)	% of answering	
- pre-university.....1	12	9 %
- 1st year.....2	30	22.6%
- 2nd year.....3	17	12.8%
- 3rd year.....4	11	8.3%
- 4th year and above....5	19	14.3%
Technical Institute (specify)	89	
- 1st year.....6	14	10.5%
- 2nd year and above....7	4	3 %
Private/Commercial Trade School.....8	4	3 %
Other (specify) _____9	22	16.5%
	133	100 %

2. Level of education completed: (before entering your course in higher education)

High School	- grade 8 or under.....1	2	1.4%
female male	- grade 9 - 10.....2	17	11.8%
59(61%) 38	- grade 11 - 12.....3	97	62.4%
ABE Upgrading	- grade 5 - 10.....4	6	4.2%
except for complete	- grade 11.....5	1	.7%
grade 12 not significant	- grade 12.....6	7	4.9%
GED Certificate	- grade 11.....7	4	2.8%
	- grade 12.....8	10	6.9%

3. When were you last in high school (or ABE upgrading)?  
Specify year \_\_\_\_\_

4. Have you received funding from the NSIM (NRIM) training program to continue your education?

Yes.....1	137	94.5%
No.....2	8	5.5%

5. What is the highest level of education you hope to attain?

f	m			
17	10	Certificate.....	1 27	19.7%
14	3	Diploma.....	2 17	12.4%
29	31	Bachelor's Degree.....	3 60	43.8%
7	7	PhD.....	4 14	10.2%
13	6	Other (specify) _____	5 19	13.9%
			<u>137</u>	

137

6. How important was each of the following in your decision to go on with your education? (Please circle the appropriate number for each reason.)

	<u>Major</u> <u>Importance</u>	<u>Minor</u> <u>Importance</u>	<u>No</u> <u>Importance</u>	Case Total
- interest in a particular career	1 122 (84.7%)	2 19 (12.9%)	3 3 (2.1%)	144
- influence of parents or relatives	1 25 (18%)	2 61 (43.9%)	3 53 (38.1%)	139
- influence of counsellor/teacher	1 23 (16.7%)	2 40 (29%)	3 75 (54.3%)	138
- future employment opportunities	1 116 (81.7%)	2 23 (16.2%)	3 3 (2.1%)	142
- to meet academic requirements for future education	1 69 (50.7%)	2 32 (23.5%)	3 35 (25.7%)	136
- because had no other income	1 14 (10.3%)	2 29 (21.3%)	3 93 (68.4%)	136
- to increase income	1 56 (40.6%)	2 45 (32.6%)	3 37 (26.8%)	138
- to obtain a better education	1 121 (85.2%)	2 17 (12%)	3 4 (2.8%)	142
- other (specify) _____	1 16	2 2	3 18	

7. How useful was the career planning and counselling services you received in High School or ABE upgrading?

Very useful.....	1 18 (12.9%)
Moderately useful.....	2 46 (33.1%)
Not useful.....	3 75 (54%)

8. a) Did you take ABE classes?

Yes.....1 30 (21.1%)  
 No.....2 112 (78.9%)  
 142

(If no, proceed to question 9)

b) If yes, how well did the skills they taught you prepare you for your course in further education?

	<u>Very well</u>		<u>Moderately well</u>		<u>Useless</u>		Total
Math	1	11 (44%)	2	10 (40%)	3	4 (16%)	25
Science	1	9 (37.5%)	2	8 (33.3%)	3	7 (29%)	24
English	1	16 (61.5%)	2	9 (34.6%)	3	1 (3.8%)	26
Other (specify) _____	1	3	2	1	3	4	

9. How did you hear about the NSIM Program?

AMNSIS local/members.....1 34 (23.4%)  
 Parents/relatives.....2 57 (39.3%)  
 Friend.....3 29 (20%)  
 Counsellor/Teacher.....4 11 (7.6%)  
 Other (specify) \_\_\_\_\_ 5 14 (9.7%)

10. Is the NSIM training allowance adequate for students in general?

Yes.....1 41 (28.1%)  
 No.....2 82 (56.2%)  
 Uncertain.....3 23 (15.8%)  
 146

Please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. How much do you spend on the following items monthly? (If you have graduated, please indicate re: your last year in school)

	Actual Amount	(For office use only)				
		less than 100	100-199	200-350	Over 350	
Rent	<u>215.00</u>	1 11 (8.7%)	2 55(43.3%)	3 48(37.8%)	4	13(10.2%)
Food	<u>180.00</u>	1 31(25.2%)	2 44(35.8%)	3 37(30.1%)	4	11(8.9%)
Babysitting	<u>127.00</u>	1 23(54.8%)	2 9(21.4%)	3 10(23.8%)	4	
Miscellaneous	<u>122.00</u>	1 48(37.5%)	2 53(41.4%)	3 25(19.5%)	4	2(1.6%)
Total		1 2(1.8%)	2 5(4.4%)	3 25(22.1%)	4	81(71.1%)

What is your monthly income? (after deductions. If graduated, please indicate your income during your last year in school)  
\$541.37 (sample of 57 every 3rd questionnaire)

12. What was (or is) your main source of income while attending your course?

- NSIM funds.....	1	117(81.3%)
- personal savings.....	2	2(1.4%)
- part-time work.....	3	2(1.4%)
- parental or family aid.....	4	6(4.2%)
- scholarship, grants, student loans.....	5	2(1.4%)
- other (specify) _____	6	15(10.4%)
		144

13. What was your parents' occupation while you were in High School? (Please circle the appropriate number)

<u>Occupation</u>	<u>var 032</u> <u>Mother</u>	<u>var 033</u> <u>Father</u>
Manager	01 5 (3.8%)	01 4(3.1%)
Professional	02 11 (8.3%)	02 6(4.7%)
Skilled trades	03 3 (2.3%)	03 22 (17.3%)
Farmer	04 7 (5.3%)	04 18 (14.2%)
Labourer	05 13 (9.8%)	05 33 (26%)
Clerical or Sales	06 8 (6%)	06 2 (1.6%)
Business Owner	07 2 (1.5%)	07 3 (2.4%)
Self-employed	08 1 (.8%)	08 9 (7.1%)
Housewife	09 5.7 (42.9%)	09 9(7.1%)
Retired	10 7 (5.3%)	10 20(15.7%)
Other (specify) _____	11 18(12.2%)	11 1 (.8%)
	133	127

73  
or  
58%

14. Where did you live while enrolled in your course?

- with parents/relatives.....	1	24 (16.6%)
- in a dormitory.....	2	9 (6.2%)
- rental accommodation in a house (room/LHK).....	3	25 (17.2%)
- apartment/house (rental).....	4	65 (44.8%)
- own house.....	5	19 (13.1%)
- other (specify) _____	6	3 (2.1%)
		145

15. Did/do you have a private area in which to study?

Yes.....	1 96 (66.2%)
No.....	2 49 (33.8%)
	<u>145</u>

16. Were you responsible for the care of any children under twelve (12) years while taking classes?

Yes.....	1 57 (39.6%)
No.....	2 87 (60.4%)
	<u>144</u>

(If no, turn to question #19)

If yes, what ages?

	<u>Yes</u>	<u>No</u>
under 2.....	1 19 (90.5%)	2 2(9.5%) 21
2 - 5 .....	1 15 (78.9%)	2 4(21.1%) 19
6 - 12 .....	1 30 (96.8%)	2 1( 3.2%) <u>31</u>
		<u>71</u>

17. What type of child care support did you have while attending classes?

- none.....	1 23 (39%)
- family day-care home.....	2 4 (6.8%)
- private babysitting.....	3 9 (15.3%)
- relatives or friends.....	4 11 (18.9%)
- native day-care facility.....	5 n/a
- day-care centre.....	6 9 (15.3%)
- other (specify) _____	7 3 (5.1%)
	<u>59</u>

18. What type of child support would you like to have?

- none.....	1 14 (25%)
- family day-care home.....	2 9 (16.1%)
- private babysitting.....	3 7 (12.5%)
- relatives or friends.....	4 5 (8.9%)
- native day-care facility.....	5 7 (12.5%)
- day-care centre.....	6 11 (19.6%)
- other (specify) _____	7 3 (5.4%)
	<u>56</u>

\* (48.2% want some type of daycare)

Only 22.1% get daycare

19. What was the biggest problem you faced when you entered the institute of higher learning?

Comment See appendix B  
\_\_\_\_\_  
\_\_\_\_\_

20. When you ran into problems, who did you turn to for assistance?

- school counsellors.....1 19 (13.6%)
  - friends.....2 42 (30%)
  - parents/relatives.....3 31 (22.1%)
  - teachers.....4 7 (5%)
  - clergy.....5 n/a -
  - no one.....6 32 (22.9%)
  - other (specify) \_\_\_\_\_ 7 9 (6.4%)
- 140

21. If an NSIM Counsellor had been readily available, would you have gone to him/her?

- Yes.....1 65 (45.1%)
  - No.....2 19 (13.2%)
  - Uncertain.....3 59 (41%)
- 144

22. Have you completed the course? Yes.....1 40 (28%)  
No.....2 101 (70.6%)

(If no, turn to question 23)

If yes, what factors helped you to succeed?

	<u>Major</u>	<u>Minor</u>	<u>No Factor</u>	
- class/school environment	116(47.1%)	214(41.2%)	3 4(11.8%)	34
- counsellor/teacher	1 15(48.4%)	2 10(32.3%)	3 6(19.4%)	31
- support from friends	1 21(61.8%)	2 11(32.4%)	3 2(5.9%)	34
- family support	1 24(66.7%)	2 8(22.2%)	3 4(11.1%)	36
- own self-drive	1 36(92.3%)	2 3(7.7%)	3 -	39
- other (specify) _____	1 4	2 2	3	6

23. Have you taken any Native Studies courses? Yes.....1 37 (25.7%)  
No.....2 105 (72.9%)

If yes, what were they? (specify) \_\_\_\_\_ 144  
\_\_\_\_\_  
\_\_\_\_\_

24. Would you like to take(more) Native Studies courses?

Yes.....1 77(64.7%)  
 No.....2 41(27.9%)  
 119

Comments \_\_\_\_\_

25. If you have not completed your course, are you planning to questionnaires return in the fall? Yes.....1 83(71.6%)

No.....2 33(28.4%)  
 116

(If yes, turn to question #28)

If no, why not? (Please check appropriate column for each question.)

note 114 are eith  
 complete (40) or  
 NOreturning or comp  
 leted and returni

	Major Reason	Minor Reason	NOreturning or comp leted and returni Reason	
a) lack of funds	1 19(63.3%)	2 4(13.3%)	3 7(23.3%)	30
b) was offered a job	1 8 (30.8%)	2 2(7.7%)	3 16(61.5%)	26
c) could not find affordable housing	1 3 (10.7%)	2 4(14.3%)	3 21(75%)	28
d) got married/plan to get married	1 1 (3.7%)	2 2(7.4%)	3 24(88.9%)	27
e) had a family crisis	1 5 (17.9%)	2 1(3.6%)	3 22(78.6%)	28
f) had health problems	1 2 (7.1%)	2 3(10.7%)	3 23(82.1%)	28
g) could not get day-care for kids	1 2 (7.1%)	2 -	3 26(92.9%)	28
h) transferring to another University/Institute	1 2 (7.4%)	2 2(7.4%)	3 23(85.2%)	27
i) impersonal school system	1 2 (7.4%)	2 4(14.8%)	3 21(77.8%)	27
j) academic difficulties	1 8 (28.6%)	2 6(21.4%)	3 14(50%)	28
k) unable to adapt to new lifestyle	1 1 (3.8%)	2 3(11.5%)	3 22(84.6%)	26
l) needed a break to reconsider goals/interests	1 6(21.4%)	2 6(21.4%)	3 16(57.1%)	28
m) did not like the course	1 4(14.8%)	2 4(14.8%)	3 19(70.4%)	27
n) did not like the professor/teacher	1 2(7.4%)	2 3(11.1%)	3 22(81.5%)	27
o) did not like the University/Institute	1 nil	2 2( 7.7%)	3 24(92.3%)	26
p) peer pressure to quit	1 -	2 -	3 27(100%)	27
q) did not like living in the city	1	2 1(3.7%)	3 26(96.3%)	27

	Major <u>Reason</u>	Minor <u>Reason</u>	No <u>Reason</u>	
r) too far away from home/ friends (loneliness)	1 1 (3.7%)	2 2 (7.4%)	3 24 (88.9%)	27
s) conflict between work	1 3 (10.7%)	2 5 (17.9%)	3 20 (71.4%)	28
t) wanted to get practical experience	1 2 (7.4%)	2 7 (25.9%)	3 18 (66.7%)	27
u) did not like the part of town lived in	1 -	2 -	3 27 (100%)	27
v) too many relatives visiting and no time to study	1 -	2 3 (11.1%)	3 24 (88.9%)	27
w) have decided to drop out temporarily but plan to return in the future	1 14 (50%)	2 3 (10.7%)	3 11 (39.3%)	28
x) other (specify)				
<hr/>	1 6	2	3 5	11

Note: 50% of discontinuing students are planning to continue

26. If you have completed your course, did you find:

a) full-time employment	Yes.....	1 23 (63.9%)	
	No.....	2 13 (36.1%)	<u>36</u>
b) part-time employment	Yes.....	1 5 (33.3%)	
	No.....	2 10 (66.7%)	<u>15</u>
c) If yes, how long did it take to find employment?	*28 of 40 found some employment		
	less than 1 month.....	1 13 (52%)	
	1 - 3 months.....	2 8 (32%)	
	3 - 6 months.....	3 1 (4%)	
	more than 6 months.....	4 3 (12%)	<u>25</u>
d) If no, how long have you been looking for employment?			
	less than 1 month.....	1 4 (25%)	
	1 - 3 months.....	2 3 (18.8%)	
	3 - 6 months.....	3 3 (18.8%)	
	more than 6 months.....	4 6 (37.5%)	<u>16</u>

27. What was most helpful in finding employment? (check only one)
- family.....1 3 (6%)
  - friends.....2 13 (26%)
  - CEC.....3 3 (6%)
  - newspaper.....4 5 (10%)
  - AMNSIS office or employment program.....5 8 (16%)
  - other (specify) \_\_\_\_\_ 6 18 (36%)

28. If you are planning to return to an institution of higher learning, were you able to find a summer job this year?
- Yes.....1 58 (53.7%)
  - No.....2 40 (37%)
  - Uncertain.....3 9 (8.3%)
- 108

29. What is the main problem facing NSIM students, that may discourage students from continuing their studies in the future?  
 Comments See Appendix B
- 
- 
- 

30. What could be done to reduce the problems for other NSIM students?  
 Comments \_\_\_\_\_
- 
- 
- 

see comment sheets

31. If an NSIM counsellor was located in the University/Institute, would you go to him/her for assistance?
- Yes.....1 94(65.7%)
  - No.....2 7(4.9%)
  - Uncertain.....3 42(29.4%)

32. What sort of assistance/support should an NSIM counsellor offer? (circle all that apply)
- |                   | <u>Yes</u>    | <u>No</u>  |     |
|-------------------|---------------|------------|-----|
| - referral        | 1 130(97%)    | 2 4(3%)    | 134 |
| - career planning | 1 130 (96.3%) | 2 5(3.7%)  | 135 |
| - housing         | 1 98 (76%)    | 2 31 (24%) | 129 |

	<u>Yes</u>	<u>No</u>	
- budgeting	1 104 (82.5%)	2 22 (17.5%)	126
- tutorial services	1 107 (81.1%)	2 25 (18.9%)	132
- information services	1 133 (97.8%)	2 3 (2.2%)	136
- other (specify) _____			
_____	1 20	2 1	23

33. Would an initial orientation session help students to familiarize themselves with the city and the University/Institute they plan to attend?

Yes.....	1 124 (85.5%)
No.....	2 5 ( 3.4%)
Uncertain.....	3 <u>16</u> (10.9%)
	147

If yes, what topics/areas should be covered in the session(s)?

Comment \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

34. How effectively do you think the NSIM program is working?

Very effectively.....	1 46 (33.1%)
Moderately effective.....	2 80 (54.4%)
Ineffective.....	3 13 ( 9.4%)

35. What could be done to make the NSIM program more effective?

Comment \_\_\_\_\_  
 See Appendix D  
 \_\_\_\_\_  
 \_\_\_\_\_

36. What could be done to make the Metis and Non-Status Indian public more aware of the NSIM program?

Comment \_\_\_\_\_  
 See Appendix C  
 \_\_\_\_\_  
 \_\_\_\_\_

Additional information about you.

37. Your sex	Female.....	1 85 (57.8%)
	Male.....	2 <u>62</u> (42.2%)

38. Your age? 26.4 yrs.

39. If you had to relocate to come to University/Technical Institute, what size community did you come from?

- population under 500.....	1	15 (15.8%)
- 500 - 999.....	2	10 (10.5%)
- 1,000 - 1,999.....	3	10 (10.5%)
- 2,000 - 4,999.....	4	10 (10.5%)
- 5,000 - 14,999.....	5	11 (11.6%)
- 15,000 - 35,000.....	6	16 (16.8%)
- over 35,000.....	7	23 (24.2%)
		95

40. Approximately how many students were in your high school?

less than 100.....	1	17 (12.4%)
100 - 299.....	2	23 (16.8%)
300 - 500.....	3	44 (32.1%)
over 500.....	4	52 (38%)
		137

41. Approximately how many miles did you have to move in order to attend University/Technical Institute?

less than 100 miles.....	1	52 (50.5%)
100 - 299 miles.....	2	39 (37.9%)
300 - 500 miles.....	3	9 (8.7%)
more than 500 miles.....	4	3 (2.9%)
		103

42. What was the highest grade completed by your parents?

	<u>Father</u>	<u>Mother</u>
- less than grade 8	1 71 (53%)	1 62 (44.3%)
- some high school	2 41 (30.6%)	2 44 (31.4%)
- completed high school	3 11 (8.2%)	3 15 (10.7%)
- post-secondary education	4 11 (8.2%)	4 19 (13.6%)
note 81% of fathers did not complete high school	134	140

43. How strongly were you encouraged to read when you were growing up?

			Very strongly.....	1	66 (45.5%)
f	m		Moderately strong.....	2	43 (29.7%)
44 (53%)	22 (36%)		Not encouraged.....	3	36 (24.8%)
21 (25%)	22 (35%)				145
(78.3%)	(71%)				

Note: 109, or 75.2% of students were encouraged to read at home

44. Were there many books and magazines in your house when you were growing up?

	Yes.....	1	99 (69.2%)
f			
m			
62 (62%)	No.....	2	36 (25.2%)
37 (37%)	Uncertain.....	3	<u>8</u> (5.6%)
more women than men had			143
books in the home			

45. Is there anything you would like to add to this questionnaire?

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Date of Survey \_\_\_\_\_  
Summer, 1982

APPENDIX "B"

#19: What was the biggest problem you faced when you entered the Institute of higher learning?

(1) Finances: 20 comments

- not enough money (income)
- short of money all the time
- coping with a lower level of income compared to a working income
- could not afford it
- having to work while going to school

(2) Teachers' attitudes: 4 comments

- no pushing by professors, leaving students on their own
- teachers' attitude to Native students was poor
- teachers did not give the students individual time
- teachers didn't care

(3) Self-motivation: 1 comment

- hard to study without definite goal set by myself

(4) Home-family situation: 9 comments

- had 6 roommates who always seemed to party
- home/family situation was an emotional strain and cause of distress
- coping with friends
- adapting to looking after and caring for myself
- leaving the security of parents
- with three children and a husband (it) is hard trying to keep up with homework
- no babysitter
- juggle time between husband and kids
- peer pressure

(5) Learning to study/preparation for study/academic problems: 25 comments

- I was not prepared for the classes to be so difficult
- not able to read or spell properly
- didn't know how to study
- making satisfactory grades
- getting back into a study habit
- adjusting study habits/work habits
- getting used to the classroom environment again
- adjusting to the amount of knowledge expected to learn in one day
- found it hard to concentrate
- course was very hard

APPENDIX "C"

#36: What could be done to make the Metis and Non-Status Indian public more aware of the NSIM Program?

(1) Counsellors in high schools should be aware of the program and talk to the students as they are our first "career counsellors".

- 28 comments

(2) Advertising:

- through AMNSIS newspapers, such as New Breed and the Riel Local newsletter
- more publications
- newspaper ads
- T.V. and Radio
- brochures to AMNSIS locals
- pamphlets and posters in schools, universities, technical institutes and colleges
- locals should inform prospective students
- advertising through employment centres, social services
- ads in city and university newspapers
- put in Canada Loan Program booklet
- put pamphlets in friendship centres, other native centre ads in colleges and university booklets

- 54 comments

(3) Other comments:

- inform students registering at Institute of higher learning
- public meetings
- one-to-one, mouth-to-mouth, person-to-person contact
- personnel to travel to various communities, schools, etc.

- 6 comments

- (6) Meeting friends/students--loneliness: 9 comments
- the first year was rather lonely
  - meeting students
  - loneliness
  - making friends
  - did not know other students
  - meeting people
  - the problem of being shy
  - only Metis in my class
- (7) Decisions regarding what course of studies to take: 2 comments
- trying to decide what field would be most valuable to me in the future
  - course scheduling
- (8) Adjusting to city/university: 10 comments
- adjusting to university
  - adjusting to a new city
  - need for an urban orientation program
  - getting to know the area
  - city living was too enjoyable
  - trying to get oriented
  - unfamiliar with the city
  - moving to the city
  - not knowing what to expect
- (9) Study time: 9 comments
- finding time to study
  - allocating my time properly
  - I wish I had time to have more fun
  - juggle time between husband and kids in adjusting to study hours required
- (10) Other counselling needs: 6 comments
- need orientation (2 comments)
  - finding housing (2 comments)
  - transportation (2 comments)

APPENDIX "D"

#35: What could be done to make the NSIM Program more effective?

(1) Funding: 20 comments

- prompt payment to university (by Department of Continuing Education)
- more income
- ensure that cheques arrive on time
- haven't yet seen any student in NSIM who can make it on \$340.00 per month
- increase income for single students
- more money for students in greater need
- NSIM should not be used as an alternate form of welfare

(2) Counselling services: 25 comments

- co-ordinate available services
- have a visible person, not "just an application form and a cheque"
- regular monitoring of students' progress
- a counsellor is a good idea
- sessions to prepare students for their upcoming year
- better screening process
- closer contacts between NSIM representatives and students
- have students meet a counsellor and meet in groups regularly
- counsellor at the institution
- work with the student in preparing for a program
- counselling for jobs and careers
- more participation by Native people
- more student involvement
- tutorial services for those who require them
- more staff
- more encouragement to continue their studies from teachers and other professionals

(3) Need for more program information: 12 comments

- more information needed about the program, e.g., who is it available to? What is its history? How long will it be available to me if I go on to my Master's degree?
- more information needed on benefits and training expenses
- hold conferences about what NSIM is and what it can do for the individual
- more publicity
- presentations in high school so students are aware that they can get further help

(4) Other comments:

- more help in everything
- education is the very "heart" of resolving the "native Problem"
- reasonable housing needed
- NSIM students should have their own classroom