A CRITICAL ANALYSIS

OF

EDUCATIONAL RESEARCH

CONDUCTED BY

THE FEDERATION OF SASKATCHEWAN INDIANS

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1973
A CRITICAL ANALYSIS
OF
EDUCATIONAL RESEARCH
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THE FEDERATION OF SASKATCHEWAN INDIANS

A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of
Master's in Education
Faculty of Education
University of Saskatchewan, Saskatoon Campus

by
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Saskatoon, Saskatchewan
March, 1973
ABSTRACT

As a result of resolutions passed at the Saskatchewan Chiefs' Conference of March 10 - 12, 1970, and at the seventh annual School Committee Conference of May 5 - 6, 1970, the Federation of Saskatchewan Indians established an Education Task Force to carry out research on all aspects of Indian Education in the province, and to make recommendations for improvement. After discussions with Indian parents and students as well as representatives of various groups involved in the education of Indians, the Education Task Force implemented research in the following areas:

(i) DOR: Drop-Out and Age/Grade Retardation.
(ii) ETR: Education and Related Treaty Rights.
(iii) VPA: Values and Attitudes Towards Policies.
(iv) PRA: Program and Institutional Role Analysis.
(v) CBA: Cost Benefit Analysis.

The field aspect of the research was completed in August, 1972 and the writing of comprehensive technical reports was finished in April, 1973.

A number of problems was encountered in different phases of the Task Force work. The precarious nature of funds harassed the activities of the Force all through its duration, sometimes causing unexpected deletions or extensions of research projects. Numerous difficulties arose because of the lack of Indian workers who had training in research methodology. Non-Indians hired to supply this skill often did not have sufficient acquaintance with the Indian
educational system in Saskatchewan. Difficulties also arose from the fact that the research had to be done for all the Indian population of the province who did not form a cohesive cultural or language group, but lived in small, widely scattered reserves.

The author who was the Director of the Education Task Force kept a systematic record of all difficulties and problems encountered by his organization in its research work, and he also carried out tape interviews with the workers. In the present thesis he has attempted to present an analytical discussion of the Task Force problems, and has made recommendations so that similar projects may be carried out more effectively in the future.
ACKNOWLEDGEMENTS

I wish to express my sincere thanks to the many people who helped me in various ways with my thesis. I am especially indebted to my advisor Dr. A. Blue, for the sustained interest he displayed in planning my thesis, as well as the enormous sense of good humor he showed in accepting my somewhat novel approach to methodology. I owe much gratitude to Dr. A. Renaud for the technical assistance he gave in performing my research, and the extensive contribution he made in all phases of the work of the Saskatchewan Indian Education Task force. Sincere thanks are also due to Dr. Z. Pohorecky, who gave freely of his scholarship especially in the area of Indian history and anthropology. Also to be thanked are Dr. M. Scharf, Dr. D. Scott, Dr. M. J. Balabuck, Dr. R. Conry, and other research staff of the Education Task Force who willingly shared with me their experiences relating to the work of the Force.

I also wish to acknowledge with thanks the financial assistance received from the Department of Indian Affairs that helped sustain me through the period of my research. The Institute for Northern Studies must also be thanked for their generous scholarship to enable me to conduct the research for my thesis. I further acknowledge my gratitude to the Federation of Saskatchewan Indians for entrusting me with the immensely exciting task of directing the Education Task Force, and for the permission they granted me to produce a thesis based on that job.

Above all, I thank my wife, Edna, for the charm and love with which she inspired me in my work, and for the solace and comfort that helped me survive the turmoils that I had to pass through as the Director of the Education Task Force.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>(i)</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>(iii)</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>(iv)</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>Saskatchewan Indian Education: An Overview</td>
<td>1</td>
</tr>
<tr>
<td>Saskatchewan Indian Education Task Force: An Overview</td>
<td>9</td>
</tr>
<tr>
<td>Philosophical Premises of Education Task Force</td>
<td>10</td>
</tr>
<tr>
<td>Research Tasks</td>
<td>11</td>
</tr>
<tr>
<td>Structure of Education Task Force</td>
<td>12</td>
</tr>
<tr>
<td>Job Descriptions of the Education Task Force Personnel</td>
<td>13</td>
</tr>
<tr>
<td>Context in which Education Task Force Operated</td>
<td>14</td>
</tr>
<tr>
<td>METHOD AND DESIGN</td>
<td>17</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>17</td>
</tr>
<tr>
<td>General Procedure to be Followed</td>
<td>17</td>
</tr>
<tr>
<td>Specific Procedure</td>
<td>18</td>
</tr>
<tr>
<td>Dividing cards into categories</td>
<td>18</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>19</td>
</tr>
<tr>
<td>Definitions</td>
<td>19</td>
</tr>
<tr>
<td>ANALYSIS OF PROBLEMS ENCOUNTERED BY THE EDUCATION TASK FORCE</td>
<td>21</td>
</tr>
<tr>
<td>Gathering of Data</td>
<td>21</td>
</tr>
<tr>
<td>Problems related to Geography</td>
<td>22</td>
</tr>
<tr>
<td>Research Data</td>
<td>22</td>
</tr>
<tr>
<td>Funding</td>
<td>26</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
</tr>
<tr>
<td>Unreliable Instruments</td>
<td>29</td>
</tr>
<tr>
<td>Interviewing</td>
<td>32</td>
</tr>
<tr>
<td>Politics</td>
<td>37</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>41</td>
</tr>
<tr>
<td>RECOMMENDATIONS</td>
<td>45</td>
</tr>
</tbody>
</table>
I. INTRODUCTION

1. SASKATCHEWAN INDIAN EDUCATION: AN OVERVIEW

The Education Task Force of the Federation of Saskatchewan Indians was set up in 1970. Though its emergence at this particular time was precipitated by contemporary events, a need for the Task Force and the specific topics which it was asked to research were really the outcome of a hundred years of Indian history in Saskatchewan. Therefore, in order to place the Education Task Force in its proper perspective, it is necessary to provide a brief survey of the history of Indian education in this province.

The peculiar nature of the administrative structure that has developed to provide educational service to Saskatchewan Indians derives primarily from the Treaties that were contracted between the various Bands resident in the territory now known as Saskatchewan and the federal government of Canada. The Qu'Appelle Treaty whereby 75,000 square miles of Indian title was extinguished provided:

Her Majesty agrees to maintain a school in the reserve, allotted to each Band, as soon as they settle on such reserve and are prepared for a teacher.  

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1 F.S.I., Research Plan for the Task Force on Indian Education, Addendum to: The F.S.I.'s April 1, 1970 Submission to the Director of Indian Education, p. 1

Similarly, the Winnipeg Treaty stated:

Her Majesty agrees to maintain schools
for instruction in such reserves hereby
made as to her government of the Dominion
of Canada may seem advisable whenever the
Indians of the reserve shall desire it. 3

Furthermore, negotiations leading to these and other Treaties in
Saskatchewan clearly indicate that the terms of the Treaties were meant
to be identical in detail to those of the Northwest Angle Treaty. 4 In
formal and legally valid discussions preceding that Treaty, Alexander
Morris, the Lieutenant Governor of Manitoba, the Northwest Territories,
and Keewatin, who represented the Crown in Treaty negotiations with
Indian Bands is quoted as saying: "He wants his children taught. He
is right." 5 At another point during the negotiations, the Commissioner
declared on behalf of his government:

I will also establish schools whenever any
Band asks for these, so that your children
may have the learning of the white man. 6

At the signing of the Qu'Appelle Treaty, Morris stated:

Whenever you go to a reserve, the Queen
will be ready to give you a school and
schoolmaster. 7

3 op. cit. pp. 23 - 24
4 Peter Foley, Legal Rights of Indian Peoples in Education: A Report
of Research Performed for the F.S.I.'s Task Force on Education,
Saskatchewan Indian Cultural College, Saskatoon, 1973, p. 4
5 Alexander Morris, The Treaties of Canada with the Indians, 1880, Coles
6 op. cit. p. 58
and further:

The Queen wishes her red children to learn the cunning of the white man and when they are ready for it she will send schoolmasters on every reserve and pay them. 8

On the basis of promises enshrined in the Treaties and statements made during negotiations, the federal government of Canada undertook to provide full educational facilities to the Indian people of Saskatchewan. The seriousness with which Her Majesty's government was taking its obligations was confirmed by the commission wherein it stated:

The promises we have to make to you are not for today only, but for tomorrow, not only for you but for your children, born and un-born, and promises we will make will be carried out as long as the sun shines above and the water flows in the ocean. 9

Two points, therefore, must be recognized. First as a result of legal obligations under the Treaties, the federal government was itself directly responsible for providing educational services to the Indians of Saskatchewan. Second, the Indians had acquired special benefits with respect to the payment for education because of their unique contractual position with the federal government. The British North America Act seems to have taken cognizance of this special obligation of the federal government

7 op. cit. p. 93
8 op. cit. p. 96
9 op. cit. p. 93
vis-a-vis Indian education. As such, it made Indian education a federal responsibility. In consequence of this, the federal government undertook to administer this program under the Indian Act (1876) through the Department of Indian Affairs and Northern Development.

However in spite of the injunctions of the British North America Act and contractual obligations emanating from the Treaties, the federal government engaged in no activity to assess the educational needs of Indians with respect to their culture, history, environment, and the influx of a new style of life into their country. In fact, the federal government did not attempt to institute any kind of educational program on Indian reserves. Various church denominations inspired by their missionary zeal of the 19th and early 20th century moved in to fill the gap. The primary purpose of the church schools was to wean Indian children from the influences of the parents and the community: To de-Indianise them by exposing them to a "Christian environment". To achieve their objective, the churches set up residential schools so that the children could be effectively isolated from their culture and their communities, 24 hours a day, everyday. In terms of curriculum, Indian residential schools established by the churches were designed to "give plain English education adapted to the working farmer and mechanic," plus a substantial dose of domestic and religious education. Although there were many dedicated teachers in the church schools, the system

10 British North America Act, s. 91 (24)
11 Indian Act, Queen's Printer for Canada, Ottawa, 1970, Sections 114-123
13 Ibid, p. 13
of education and the philosophy underlying it was not conducive to academic and cultural development in Saskatchewan Indian society. Though other factors might also have contributed to the sorry plight of Indian education in this Province, the church-dominated education shares a large portion of the blame. It brought about a fragmentation of Indians on denominational lines, sowing the seeds of dissention, among Bands. Furthermore, the church schools educated the children in such a way as to alienate them from their own culture and people. Finally, the schools failed even in their elementary function of imparting academic skills to a vast majority of the students. Proof of this is to be found in the fact that up until now the Indian people who account for 5 per cent of the provincial population have produced only one medical doctor, one lawyer, and no more than half a dozen teachers with a bachelor's degree. It must, of course, be conceded that the churches did attempt to provide education to Indian children when neither the federal nor the provincial government was showing much concern in this direction.

It was not until after World War II that the federal government decided to do something to fulfill its responsibility in providing education to Saskatchewan Indians. In 1948 the Department of Indian Affairs and Northern Development appointed a national superintendent of education to give professional leadership. This step along with measures to improve the organization, funding, and supervision of education could be construed as an

14 Ibid, p. 24
15 Proposal for a "New" School to Serve Little Pine-Lucky Man, Poundmaker, Sweetgrass, presented by the Saskatchewan Indian Cultural College, Saskatoon, under the direction of the Band Councils of Little Pine-Lucky Man, Poundmaker, Sweetgrass, March, 1973, p. 1
indication that the federal government considered Indian education as its business.

However in 1948 a special joint committee of a senate and the House of Commons issued its report in which it recommended that Indian children should attend the same school as their non-Indian counterparts. Legislation was passed by the House so that the federal government through the Indian Affairs Branch could finance the transfer of Indian education to the provinces. This meant that the federal government would pay tuition and other expenses for the education of Indian children in provincial schools. The objective of this policy was to transfer the responsibility of providing education to provincial jurisdiction.¹⁶

Therefore civil servants of the Indian Affairs Branch bent their energies in convincing various school boards to enroll Indian students. At the same time they were obtaining the consent of Indian parents to send their children to provincial schools.¹⁷ The reaction of the Indian people to this policy of the government is summarized in the following statement from a recent document titled: Proposal for our "New" School to Serve Little Pine-Lucky Man, Poundmaker, Sweetgrass.

Though we had been alarmed by what the school system was doing to our children, we did not consider integration to be a viable solution.

¹⁶ D. W. Simpson, Together or Apart - Today's Dilemma in Indian Education. Indian Education, III, 2, 1972, Ottawa, p. 3

On the contrary we thought that integration was one more ploy to strip us of our dignity and heritage, and a violation of our Treaty rights. When we expressed our misgivings about integration, Indian Affairs officials presented us with elaborate arguments in support of their plans to enroll Indian children in provincial schools. They urged us to set aside political and emotional considerations, and examine rationally the educational benefits that would accrue from "joint schools". In our area integration was implemented before the democratic process ever had a chance to analyze the long-range implications of integrated schools. However, in the interests of our children we refrained from any violent confrontation, and decided to acquiesce to the amount of integration that had already been put into effect, and watch optimistically for the results.

Now after....experience with exposing our children to white schools for seven hours every day, we are certain that integration is bad. Without going into detail, we wish to emphasize that when our children go to provincial schools, they feel no incentive to continue with education. To
them going to school is nothing but personal humiliation. As far as our children are concerned, education is not something that imparts to them the skills to engage in a joyful exploration of the wonders of the universe. No, for them school is a place that makes them feel a little more defeated and worthless every time they go there.  

The Saskatchewan Indian Chiefs' Conference of March, 1970 was held in an atmosphere of similar feelings. The Indians had come to a startling awareness of the extent and significance of the integration policy when Chief David Ahenakew and others uncovered a memorandum of agreement which stated that control of all Indian education in Saskatchewan would shortly be transferred to the provincial government. The Chiefs also noted that federal schools in ten northern reserves had been transferred to the jurisdiction of the provincial Northern School Board. Apprehension regarding the implications of the school integration policy was enhanced by the federal government's proposal outlined in the White Paper on Indian policy issued by the Minister of the Department of Indian Affairs and Northern Development in June, 1969. However the Conference not only discussed the political and legal implications of the education policy being pursued by the federal government, but the chiefs also analyzed the sad plight of Indian education in the province.  

18 Proposal for a "New" School to Serve Little Pine-Lucky Man, Poundmaker, Sweetgrass, presented by the Saskatchewan Indian Cultural College, Saskatoon, under the direction of the Band Councils of Little Pine-Lucky Man, Poundmaker, Sweetgrass, March 1973, pp. 4 - 5  

19 Rodney Soonias, Research Findings and Recommendations on Indian Education in Saskatchewan, presented to the National Indian Brotherhood Assembly, Edmonton, Alberta, August 8 - 10, 1972, p. 2
2. SASKATCHEWAN INDIAN EDUCATION TASK FORCE: AN OVERVIEW

It was in response to these discussions and a specific resolution that the Federation of Saskatchewan Indians asked the Department of Indian Affairs to withhold all decisions regarding control of education until the Indian people of Saskatchewan had had the opportunity to analyze what had been going on, and to express their own opinions regarding the future of Indian education in Saskatchewan. As a result, the Education Task Force was established. The Chiefs' Conference report of March 10 - 12, 1970, (p. 7, paragraph 7), reads:

A Task Force was proposed to study all aspects of Indian education. This proposal was heartily endorsed by the delegates...

At the 7th Annual School Committee Conference on May 5 and 6, 1970, a resolution was passed saying:

...be it resolved that we give the Federation of Saskatchewan Indians a mandate to pursue the Education Task Force to study all aspects affecting Indian education.

20 All Chiefs' Conference, Resolutions submitted to Federation of Saskatchewan Indians, Prince Albert, Saskatchewan, March 10 - 12, 1970, p. 7

21 Resolutions of the Seventh Annual School Committee Conference: Department of Indian Affairs and Northern Development, Indian Affairs Branch, Regina, Saskatchewan, p. 13
A. Philosophical Premises of Education Task Force

i. It was decided that this Education Task Force must be directed by an Indian. This was reaffirmed even when it was stated that there was no Indian readily available to fit this position. It was argued that consultants could be utilized to lend special skills whenever necessary.

ii. Indian staff was to be used as much as possible, especially in face-to-face contacts made with Indians. Fluency in an Indian language and familiarity with reserve life were to be regarded as essential qualifications in the Indian staff hired.

iii. Ultra-sophisticated scientific procedures would be subordinated, if necessary, to more subjective and less scientific ones. This would be done if it meant gaining a more honest picture of Indian education and its underlying forces and implications.22

iv. In March 29 - 31, 1971, at the All Chiefs' Conference, it was resolved;

That government departments at all levels discontinue this arbitrary appropriation of funds to research and probe the Indians without consultation with the chiefs and councils and/or

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22 F.S.I., Research Plan for the Task Force on Indian Education, Addendum to: The F.S.I.'s April 1, 1970 Submission to the Director of Indian Education, pp. 1 - 5
their representatives today, the Federation of Saskatchewan Indians.

The findings of the Education Task Force were to be exclusive guidelines for future education of Indians, and every other research by the Branch was to be stopped.

v. The findings were to be given to all the Indians who could decide on how the findings applied to their local situation.

B. Research Tasks

When attempting to group the dozens of concerns expressed by Indians at district meetings, annual conferences or on the street, it is difficult to condense them into logical categories without distorting the intention of the various statements. Nevertheless, it was a useful exercise as it forced the Education Task Force staff to begin reviewing each problem as being part of a macrososm. Subsequently, they were all categorized into five operationally distinct research tasks:

i. DOR - Dropout and Age/Grade Retardation
ii. ETR - Education and Related Treaty Rights
iii. VPA - Values and Attitudes towards Policies
iv. PRA - Program and Institutional Role Analysis
v. CBA - Cost Benefit Analysis

23 All Chiefs' Conference, Resolutions submitted to Federation of Saskatchewan Indians, Prince Albert, Saskatchewan, March 29 - 31, 1971, p. 4

24 F.S.I., Research Plan for the Task Force on Indian Education, Addendum to: The F.S.I.'s April 1, 1970 Submission to the Director of Indian Education, p. 1
C. Structure of Education Task Force

Federation of Saskatchewan Indians
Chief and Executive

EDUCATION TASK FORCE

Administrative
Chairman

Director of
Research

Consultants

Office Manager

Typist

Stenographer

Research Officer

Research Assistant (full time)

Research Officer

Research Assistant (full time)

Special Investigators (10) (as needed)

Staff Organization Chart for Task Force on Saskatchewan Indian Education
D. **Job Descriptions of the Education Task Force Personnel**

1. The Director was responsible for:
   (a) obtaining funds
   (b) reporting progress to constituents
   (c) seeking suitable consultants
   (d) designing a broad research plan
   (e) general supervision to ensure that there was proper execution and continuity of each task.\(^\text{25}\)

2. Administrative Chairman

   He performed a variety of functions in the office and also dealt with field problems, not specifically related to the operations of research. There was a great need for liaison between co-operating educational institutions and the Administrative Chairman effected this from a public-relations point of view.

3. Research Officers (two full time)

   (a) constructing appropriate instruments to be used in the field.
   (b) in-depth studies of specific sub-data such as analyzing school registers for information on DOR.
   (c) to supervise the research assistants to ensure quality control and continuity of the tasks.

   A part-time Research Officer was engaged solely with handling data for computer analysis.

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25 Ibid., pp. 14 and 16
4. Research Assistants (full time)
   (a) to carry out the field work such as interviewing.
   (b) specific assignments of short duration as required by research assistants or consultants.
   (c) three (part time) research assistants were used to decode tapes as they came in.

5. Consultants (four)
   (a) an educational psychologist to advise on general research design and methodology
   (b) a lawyer to handle the Education and Related section
   (c) an econometrician to supervise the Cost-Benefit Analysis
   (d) an education administration expert to design a plan for Institutional Role Analysis

3. CONTEXT IN WHICH EDUCATION TASK FORCE OPERATED

To enable the reader to appreciate the mechanics and processes of this thesis study, it is necessary that he be provided with at least a cursory picture and understanding of the context in which the Education Task Force operated. The picture must, however, be comprehensive enough to discern those pertinent features which have positively or negatively affected the optimum operation of the Education Task Force, and yet not so broad as to cloud the picture with irrelevant details.

i. Tribes

Since the early 1800's the Saskatchewan Indian population has remained

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27 Ibid. pp. 14 and 16
roughly the same. The tribes have consisted of Crees, Chipewayans, Saulteaux, Ojibway, and Dakota. Today, altogether, they number approximately 38,000 people (Jenness, 1963). It is necessary to know this in order to appreciate the logistics of conducting interviews in many different languages.

ii. Political Situation

Politically, the Indians of Saskatchewan are divided into 67 bands, and live on 125 reserves. Each Band has some form of governing body, the most common consisting of a chief and council. The Band government can welcome or reject any outsider, such as an Education Task Force field worker.

There remains, to this day, divided opinion on the final authority of Indian education. According to the Indian people concerned they have paid for all the educational services they are supposed to be receiving (by virtue of the Treaties they signed with the Europeans in the late 1800's). The Federal Government, on the other hand, believes that the chain of authority comes from Section 91, Subsection 24, of the British North America Act, which gives Parliament exclusive right over Indians and lands reserved for Indians (BNA Act, Consolidated as of January 1967). Therefore, the discord continues, with the Federal Government of Canada implying that the Indians are wards of the government, and the Indians simultaneously proclaiming themselves as people with rights over and above those possessed by the immigrant population.

The Indian people, long denigrated to a subservient position, have now
embarked on a concerted effort to prove their case through research.

iii. The Federation of Saskatchewan Indians (F.S.I.)

The Federation of Saskatchewan Indians is a chartered non-profit organization and today represents nearly all the 38,000 Indians in Saskatchewan. The objectives of the Federation of Saskatchewan Indians are:

1) To protect Indian Treaties and Treaty Rights
2) To promote the welfare of Indians in Saskatchewan
3) To foster progress in the economic, educational, and social life of Indians
4) To co-operate with civil and religious authorities in matters pertaining to Indian interests

The Federation of Saskatchewan Indians sponsored the Education Task Force from the beginning to the finish. Since the Federation is a political organization, resources representing different political ideologies often showed the same opposition to the Education Task Force as it would be to the Federation of Saskatchewan Indians. This might have had a deleterious effect on the research.

iv. School Committees

There are school committees on fifty reserves in Saskatchewan, their function being to work toward a general improvement of the educational system. They are appointed people, usually by the Band council. Once a year, generally in the spring, they have a large conference. At each

28 Undated document issued by Department of Indian Affairs and Northern Affairs and Northern Development, Saskatchewan Regional Office, Regina
annual conference, educational issues are discussed and then made into resolutions. A five-member ad hoc committee is chosen to see that proposals stated in the resolutions are executed by the proper authorities. 29

At present, some of the school committees wish to become independent bodies under the Federation of Saskatchewan Indians. This would put them in a stronger position making them no longer subservient to the Band councils. Some Band councils have suspected the Federation of Saskatchewan Indians of sowing ideas of independence in school committee members. Such Band councils tended to view the Education Task Force with suspicion, thereby creating a poor climate for effective communication.

II. METHOD AND DESIGN

A. **Statement of the Problem**

The writer has undertaken to systematically identify and analyze the barriers encountered by the Education Task Force during the life span of the project.

B. **General Procedure to be Followed**

It was not possible to discuss separately each problem encountered during the research of the Education Task Force. There were far too many isolated problems for that procedure to be economical.

29 **Federation of Saskatchewan Indians: Bylaws**
The procedure of discussing each problem in isolation would not have permitted an analysis of the relationships and similarities of problems, thereby creating erroneous impressions. For these reasons, the problems identified were grouped into broad, rational categories.

The resulting categories of problems were then analyzed. Examples are given to indicate precisely how they lessened the effectiveness of the Education Task Force operations.

C. **Specific Procedure**

1. **Identifying Problems**

   Three sources were tapped to identify all the problems experienced by the Education Task Force.

   a) Taped interviews were conducted with all the personnel of the Education Task Force.

   b) The research assistants, who were assigned to decode all the taped interviews in the Drop-out and Values and Attitudes Towards Policies surveys, maintained anecdotal cards on each tape.

   c) Problems of the ETF were recorded by the director of the project.

   Each problem was treated as a discrete unit and recorded on numbered cards.

D. **Dividing Cards into Categories**

   The writer has divided the data into fourteen major categories using the procedure of content analysis. Then the information was grouped
into appropriate categories. In many cases there was considerable
overlapping because the data on one card would apply equally to two
or more categories. Each category then formed the basis for the
ensuing discussion by use of a modified critical incident technique.

E. **Significance of the Study**

Indian people have had very few chances at planning and managing
their own education matters. Now that the Canadian public is allow-
ing the Indian to participate more in his own affairs, he is required
to do the jobs according to patterns and styles acceptable to the
Euro-Canadian society. Research is one area in which the Indian is
now allowed to exercise his independence. However, because he is
constantly forced to use techniques of Western culture on Indian
people, he experiences considerable difficulty. An effort has, how-
ever, been made to resist conformity to the established research for-
mats as far as this thesis is concerned. The writer tried to evolve
a style for the present study which he felt was congruent with the
task at hand.

F. **Conclusions**

After examinations of the resulting data, conclusions will be derived
to respond to the stated problem.

G. **Recommendations**

Recommendations will be made, keeping in mind what is currently hap-
pening and what is probably going to happen in the Indian world.

H. **Definitions**

**Indian** means:
A person who pursuant to this Act is registered as an Indian or is entitled to be registered as an Indian. 30

(Indian Act, 1952)

Minister means the Minister of the Department of Indian Affairs and Northern Development. 31

Department of Education refers exclusively to the Saskatchewan Department of Education.

Federal Schools refers to the Federal Government's supported Indian schools on reserves.

Joint Schools – the Federal Government uses this term when making reference to those schools under provincial jurisdiction, and to whose support the Federal Government contributes, on a per capita basis, the operational or constructional costs of Treaty Indian children enrolled in them.

The Federation of Saskatchewan Indians (F.S.I.) refers to the most representative Indian organization in the Province.

Education Task Force (ETF) refers to the research study conducted under the auspices of the F. S. I.

Indian Education refers to all processes and functions that are related to the education of Indian children. This would include matters

30 Indian Act, Queen's Printer for Canada, Ottawa, 1970, Section 2 (1)
31 Ibid. Section 2 (1)
such as government policy formulation, constitutional and legal provisions, supervision, teaching, curriculum, academic activity of students, and research.

III. ANALYSIS OF PROBLEMS ENCOUNTERED BY THE EDUCATION TASK FORCE

Section 1

Gathering of Data

The Education Task Force research was committed to the notion that the people best capable of telling you what is wrong with a system are those affected by it, and they are also the ones who are most competent in prescribing remedies. Therefore, all of the Task Force projects, except the Legal Study, were designed in such a way as to draw all data from Indian parents and students. Furthermore, it was felt that our people had suffered enough indignities from the subterfuges and manipulations of researchers in the past. Hence, the Education Task Force would be open and frank in its studies: asking for information in a direct and forthright manner.

These were fine principles, but they did create difficulties in gathering data. First, it was found that education did not appear to be a high priority with the majority of the Indian people, and they were not particularly enthused about spending hours discussing educational matters. There were also suspicions and fears of consequences which made many reluctant to express themselves freely on controversial matters. People living in economically precarious circumstances have good reason to avoid saying anything that might offend anyone. In addition, the Indian people
feel that they have often been double-crossed, and therefore, tend to keep their views to themselves. In many instances, it was noted by the Education Task Force that students would at first be very willing to be interviewed, but later clam up and refuse to talk. It was learned that parents and guardians had advised their youngsters not to talk much. Thus, the Education Task Force encountered a major problem in collecting material for research purposes.

Section 2

Problems Related to Geography

In the Education Task Force a considerable number of problems arose from the unique nature of the research. These difficulties were caused sometimes by subtle political motivations or reasons of job security on the part of public civil servants, and at other times by the vastness of territory that the research was asked to encompass. Research barriers encountered because of these and other similar matters are discussed below.

Research Data

Due to geography the Education Task Force workers were sometimes unable to gain access to apparently pertinent documents. The material required often existed in distant parts of Canada. However, when after weeks or months of arduous labour the Education Task Force did succeed in laying their hands on the material, it frequently turned out to be irrelevant to the research. Chapter II of the Field Manual of Indian Affairs was a classic example of this. The Task Force waited for five and a half months to get this literature from Ottawa. It apparently
required official approval before it could be released to the public. Upon
its eventual arrival, it was found to be hopelessly outdated. If it hadn't
been for its virtual inaccessibility, it would not have taken such a long
time to determine its uselessness. To give another example, school attend-
ance registers necessary for a study of student statistics took weeks to
come, but were not useful when they did arrive because they had not been
kept up to date. Another course of action, to obtain these statistics,
was tried only after the first proved fruitless, and a lot of valuable
time had been wasted. Due to the difficult road and flying conditions in
the northern part of Saskatchewan, the Education Task Force research
workers were not able to reach and interview several communities in that
region. Eventually the Crees were better represented in the Study than
the Chipewayans, who lived predominantly in northern Saskatchewan. This
is especially so in the Counsellor Study.

At the outset of its operation, the Education Task Force was loyal to
the notion that the people most suited to conduct research on Indian
Education would be the Indians themselves. It was argued that in order
to formulate pertinent research problems and to develop a sound method-
ology, a person must have an intimate acquaintance with the situation on
which the study is to be predicted. Perhaps, the irrelevance and petti-
ness of existing studies on the education of our children arose from the
fact that those who were doing the research had little knowledge of
Indian society in Saskatchewan. It was for this reason, contended the
Task Force, that it had not been possible in the past to evolve a system
of education that was exciting to Indian students and suited the needs in
their environment. This was to be research done by Indians for themselves.
Theoretically, this was a rational point of view, and a good approach. However, there were problems in putting it into practice. There were just no Indians in Saskatchewan who had training in education research: in fact, none who had any kind of Ph.D. or Master's Degree. Incredible as it may sound, there were none available in the rest of Canada either. Eventually, it was decided to make a compromise. The executive authority for deciding what to study, and the management of the Education Task Force was to be solidly in the hands of Indian personnel. They were also responsible for examining the research techniques and ensuring that these were not incongruent with the Indian way of life. Furthermore, the gathering of data was to be done by Indians who would be specially trained for the task. The technical and scientific aspect of the job was to be handled by non-Indians who could be hired as consultants. Though these consultants demonstrated professional skill and sincerity of purpose, few of them were adequately acquainted with the system and concerns of Indian education. This created a number of problems:

1) Many of the question items in the Drop-Out Study were too difficult for young students. If the consultants had been more familiar with the educational and language level of Indian students, such a major drawback would not have been built into the research instrument.

2) One of the research projects attempted to obtain the views of the Indian people on the three types of educational institutions in which Indian children study: Joint, Residential, and Reserve schools. The plan of the study was to establish the preference of Indians for the kind of schools they want for their children. On the surface, the research looked legitimate and meaningful. However, it had over-
looked the basic fact that Indians of Saskatchewan are not one homogeneous group living in a similar environment. In fact, they reside in a complete diversity of conditions, and a community's preference for an educational institution depends on the social and physical circumstances of their life. Thus, it was not possible to obtain a consensus of the whole Indian population of Saskatchewan regarding the kind of schools they wanted for their children. Once again, the Education Task Force had wasted its energies because a consultant was firing shots in the dark.

3) The Indian people of southern Saskatchewan were not familiar with the Northern School Board, nor were they in any way involved in the problems it was creating for the native population of the north. However, one of the consultants who was located in another province was not aware of this matter. Consequently, in one of the research instruments he constructed a segment of questions that dealt with the Northern School Board. This instrument was to be used both in the North and South of the province with obvious distortion of results.

4) The Education Task Force was required to encompass all Indian Bands living in the province - small communities separated from each other by large distances. This necessitated the research workers to undertake a great amount of travel, in most instances to places accessible only by poor roads. At the same time, the Education Task Force was told to produce its findings with prompt urgency. Consequently, the research workers had to cope not only with the novelty of their assignments, but had also to work under stress, often when they were quite worn out from excessive travel. This affected the quality of
the interviews so that in some cases they did not employ much skill or enthusiasm in their interviews.

Section 3

Funding

A major barrier to the work of the Education Task Force arose from the precarious nature of its finances. Initially, the Federation of Saskatchewan Indians struck a budget of $89,000 for the work of the Task Force. Considering the monumental scope of research that was to be carried out, this was a niggardly and unrealistic estimate of costs. The Federation's low-budget forecast was partly due to its lack of experience in research, and partly because it was painfully aware of the unwillingness of government to part with money for research in Indian education. With hindsight, there is no doubt that the minimum expense on the Education Task Force for fulfilling its research obligations adequately should have been no less than $500,000.00.

The scarcity of funds caused the Education Task Force to attempt unusual strategies. For example, the Task Force management did not hire any full-time consultants thinking that money could be saved by employing consultants on a day-to-day basis, and tried to monitor their work as accurately as possible so that when they were not needed, no money would be expended on wages for them. This arrangement caused a lot of delay, frustration, and also affected the quality of research. To give an instance, the consultants for the structural-functional analysis for Decisionmaking in Indian Education were working at a university. They were full-time professors and we would bring them in on a day-to-day
basis to keep the costs down. But when you hire people like this, you cannot predict when they will finish the job. You can only make a hazardous guess, and sometimes you are a year or two out. Of course, when these consultants took on the responsibility for the research project, they convinced us in every possible way that they would complete the data analysis and the discussion of results very promptly and specified a certain date. Unfortunately, they were unable to fulfill their promise.

The Education Task Force management now realizes with regret that hiring professional researchers on a consultative basis did not result in any economies. Most of the consultants submitted bills for services and travel that would have been adequate for securing a full-fledged Ph.D. on a full-time basis for the entire duration of the Task Force work.

In terms of obtaining reliable work too, there would have been a distinct advantage if the consultants had been in the service of the Education Task Force. The Director of the Force would have been in a more powerful position to demand a product. A consultant on a day-to-day basis, on the other hand, has a psychological edge over the Director, and can keep breaking promises about handing in work with impunity. Also, because we could not hire consultants on a yearly basis but had to borrow them from university institutions, it seemed that their work for us was clandestine. This did not give the Education Task Force much prestige or credibility. On some occasions, when the original employers of the consultants found out that they were moonlighting with us, the employers would retaliate by adding extra work to the load of the consultants. Consequently, their
obligation to us suffered, and we were left with the short end of the stick.

Another consequence of the somewhat ambiguous commitment about money from the government was that we could not plan the research very well. It was done piece-meal as funds became available. For example, at first we did not think that we were going to be able to do the Counsellor Study. Then after much struggle we obtained some money, and decided that we could undertake research on counselling with Indian students. But then we were pressured by the time shortage.

Needless to say, financial troubles continued to plague the Task Force. We were never sure when we would receive money. Another financial problem was created by the people we hired as interviewers. They were not very well trained, and could not budget with much skill. Some of them did not have personal money for travel purposes and possessed no credit cards either. Also, in some places where they went to do their interviews, they could not use the credit cards even if they had them. An interviewer in the field has to have a lot of expense money to survive and some of our workers just did not have large sums of money to spare.

The Director of the Task Force realized that he was handling too many jobs at once, and also was aware of the fact that he wasn't trained to do the job of directing a major research project. However, because of budgetary restrictions, he had no choice but to try to cope with a number of tasks all by himself. He thought he alone could pull off being the public relations man of the Task Force, plus the project Director, and also the troubleshooter for the Federation of Saskatchewan Indians on educational matters. If restrictions of money, and dearth of educated Indians had not
compelled the Director to be such a conglomerate, he would have been able to handle his executive responsibility better.

The progress of the Counsellor Study was particularly hampered because we could not hire people needed to gather data. During the period of all of its existence, the Task Force never had enough money and was always pulling at its bootstraps. On one occasion because we thought we could not hire all the interviewers we needed, we seconded Community Development and Recreation workers of the Federation of Saskatchewan Indians for a couple of weeks. We thought they could do the interviewing for us in their spare time if we trained them. It was only budgetary restrictions that made us decide on this course of action, and I would like to say that this scheme turned out to be a disaster.

Section 4

Unreliable Instruments

The Band Councils and School Committees provided very little information for the Decision-making study. This was unfortunate because a great deal of authentic and meaningful information could have come from these two types of organizations. Could it be that if Indians had designed the research instrument they would have elicited more co-operation from Councils and School Committees? It is a possibility. The first research design proposed for the Decision-making Study mentioned a lot of research techniques but they were economically impossible. Even the final design that was accepted contained a lot of wild goose-chasing strategies. For example, the Education Task Force was asked to obtain information about students from school registers which the source really did not contain.
Yet we spent a lot of time in this exercise. Perhaps if the consultant had been more aware of what was happening in Saskatchewan this would not have happened. Here again, we are not discrediting the consultant. He at least undertook to do the job despite the odds of distance from Saskatchewan. On the other hand, there were a lot of people in the province who were thoroughly familiar with the situation of Indian education here, but they were most interested in offering unsolicited, fly-by-night advice than to really chip in and help. They would more or less stand on the periphery and offer advice from a safe distance. People from the university here who had been colleagues of the Director began to turn their backs.

The Legal Study on Indian education was also beset by problems. There were just not scholars in Saskatchewan who had carried out research on any scale in the field of Indian rights to education as derived from Treaties signed between the Indian people and the Government of Canada. Nor, of course, did the Education Task Force have the financial luxury to engage a number of judicial students who could immerse themselves in the subject, study it totally, and then conduct research on the subject of interest to the Education Task Force. The only choice that the Force had was to look for a lawyer who had the assets of being interested in legal research for Indians, and who had some spare time to devote to the work.

Under the circumstances, the legal research project suffered from a number of shortcomings. Because the researcher was completely unfamiliarm with the field, he could not give an imaginative and creative purpose to the study. Nor could he evolve a methodology that might have made it possible to investigate any hypotheses, or make significant revelations.
Therefore, the scope of the Legal Study was restricted to research of the literature and a consolidation of legal material pertaining to Indian education.

Despite the criticism expressed above, it should be noted that the document on the legal aspect of Indian education that has been produced by the Education Task Force is the most comprehensive statement available on the subject. Credit for this must be given to the researcher who, having accepted his ignorance in the field, compensated for it with remarkable speed and produced quite a useful work.

The consultant-methodology problem also prevailed in the Values and Attitudes Study. When the Indian research workers went out in the field to administer the questionnaire, it was found that items in the instrument were offending people. The subjects would either refuse to answer, or get verbally hostile. If the consultant in charge of the study had been accessible, the Education Task Force workers could have taken the problem to him, and the necessary modifications in the instrument could have been effected quite swiftly. However, the consultant lived about a thousand miles away. Consequently a lot of time was lost and much data wasted before the questionnaire was amended.

The research on counselling was perhaps the most fortunate one in receiving prompt and sound direction. It was also the first piece of Education Task Force research to be completed, and the first one on which a thoroughly detailed technical report was submitted. However, even in this study there were problems resulting from the unfamiliarity of the consultants with the Indian educational system of Saskatchewan. There
was frustration in devising the instruments because the counsellor's duties in Indian schools are very different from those in Canadian urban schools. Hence, in the initial attempts the research was exploring counsellor work that was inapplicable in the Indian situation, and overlooking facets that were significant in the work of counsellors for Indian children. Eventually an appropriate research technique was developed. However, some time had been lost, and perhaps some quality sacrificed.

In summation, two major problems assailed the Education Task Force research because of consultants who lived at some distance from Saskatoon and provided service in their spare time:

1) Research instruments designed were deficient in various ways and, therefore, the data collected may not have been quite accurate, thereby casting a shadow of doubt on the validity of the findings.

2) The consultants could not give their full time nor could they give any firm promise as to when the work would be finished. They just kept on going at their free will. At the time of the writing of this thesis the reports have not been submitted even though the data collection was finished over a year ago.

Section 5

Interviewing

During the first phase of the Education Task Force research, two hundred questionnaires were sent out to the Band Councils and School Committees. Out of these, only a dozen were returned. Apparently, several Bands had misinterpreted the questionnaires to mean policy statements, and would not
respond without first obtaining the opinion of the entire Band on the subject. Some questions were such that a completely affirmative or negative answer was impossible. Thus, the majority of the questionnaires were never returned.

It was, therefore, decided that even though time was scarce there was no recourse but to use taped interviews to gather data. A short course was given to the interviewers by an education researcher of distinction from an American university. In view of the limited amount of funding, only a few interviewers could be hired by the Education Task Force. Subsequently, field workers from other programs of the Federation of Saskatchewan Indians were seconded. They were also given the same training. However, these workers felt that their primary obligation was to satisfy the demands of their own jobs. It is, therefore, strongly likely that they were unable to carry out their research interviews with much professional sincerity and sustained interest.

Examination of tape recordings of the interviews revealed that despite the training, the interviewing techniques employed in the field were faulty in various ways. One interviewer neglected to establish any rapport with his subjects but proceeded curtly to read out the questions one by one. Another interviewer, on the other hand, tried to establish rapport with the interviewee with such zeal that he neglected to ask any of the fourteen questions that were part of a structured interview. Instead, he spent a great deal of time relating personal experiences and expounding on his philosophy of life. The interviewee was also allowed to ramble at will and consequently, most of the question items were not covered. Interviews carried by this worker could not be analyzed and had to be discarded.
In another instance, where the question had to do with Indian culture, the interviewee first wanted to clarify what the interviewer meant by Indian culture. The interviewer answered this question in such a manner as to equate Indian culture with beadwork. The interviewee responded accordingly. Analysis of responses to this item was extremely difficult because other interviewers' knowledge of Indian culture was far greater than that of this person, and therefore, they had elicited much more comprehensive information and answers.

Some tapes were filled with extraneous noises such as engines of farm implements, crying of children, static, and even scraping noises resulting from the microphone not being held steady. There were even some interviews where the recorder had not been turned on at all. Researchers decoding the recorded material listened to a number of tapes which were blank. In a number of interviews the order of questions was not followed. This resulted in some questions being repeated and others being left out. A number of responses had to be discarded altogether because even though they were given in answer to questions that were somewhat like the ones in the structured interview sheet, they were different enough to receive responses not connected with the study. Some of the questionnaire items contained more than one query, thereby creating doubt as to which part of the question the response was precisely intended for. One interviewer was in such a hurry that he rarely allowed sufficient time for the interviewee to answer completely. He would interpret a pause to mean a signal to go on to the next question, and he did so frequently.

There were cases where the interviewer very obviously manoeuvered interviewees to give answers that fitted his preconceived concept and biases.
Another interviewer would begin with a question like this, "Don't you think we should have Indian culture taught in schools?", or, "Don't you think that Indians are discriminated against?" A classic example of an interviewer leading the interviewee and also not allowing sufficient time for the interviewee to properly think out an answer is as follows: "Do you want to lose your Treaty Rights?" the interviewer asks; Interviewee: "Well, no, I don't". Interviewer: "Well, this is what is happening by allowing transfer agreements." Interviewee: "Oh, then I don't want transfer agreements." Data obtained in this fashion was of doubtful validity, and thus had to be discarded. Consequently, some information on the vital question of transfer of Indian education from federal schools to provincial schools was lost through incompetence of researchers in their techniques of interviewing.

In another instance, the interviewee made a statement that contradicted the viewpoint of the interviewer, and the latter would express indignant incredulity. A small lecture usually followed to correct the misled respondent. An example of this is the following: "How do you feel about Indian Affairs and their role in education?" Answer, "I think they are doing a good job." Question: "They have no faults?" Answer: "Everyone has faults." Question: "What are some of their faults?" Answer: "Gee, I don't know." Question: "Well, you said they had faults." This type of probing nearly approached interrogation in nature. Sometimes the interviewer would try to get the interviewee to interpret a certain iniquity that had taken place in the interviewee's life as based on discrimination rather than accepting the respondent's answer as given.

For some reason or another, some interviewers decided to interview in
pairs. Sometimes when one would ask a question, his partner would attempt to clarify the question by rewording it, but often changing it enough so that it was different from the actual item on the questionnaire. Furthermore, this procedure of rewording questions frequently seemed to frustrate and annoy the interviewees.

Certain items in the structured interview did not apply to a specific geographic population. Questions such as these were frustrating to the interviewees as they were not acquainted with the concerns on which these questions were based. After such a situation the interview tended to deteriorate in quality.

One interviewer complained that he could not get the interviewee to talk about the right things. According to him, they were interested in current issues and Band Council events, not in education. Since other interviewers reported no such predicament, it may be concluded that this interviewer's problem was caused by his own ineptness in conducting research. From the point of the Education Task Force, the data this man was responsible for getting, did not become available.

There was some rather poor planning by the interviewers, such as not taking enough tapes along. Some interviews were discontinued because the interviewer ran out of tape.

In another case, an interviewee could not be persuaded to respond while the tape was running. Therefore, discussion was carried without the recorder and the interviewer subsequently attempted to reproduce the entire interview on tape from memory. Such second-hand reporting cannot be considered valid for research purposes.
In order to analyze interviews, they all had to be translated into English. Unfortunately, some were summarized and not translated verbatim as required. This error was discovered only after the data had been processed and analyzed. Hence, conclusions based on this type of research material may not be quite correct.

Rarely did an interviewer bother to probe when the response given was "personal reasons". The question asking whether an interviewee had been in jail was usually left out. It is assumed that the interviewer did this to avoid hurting the feelings of the respondent.

Section 6

Politics

It must be recognized that the Education Task Force was a unique organization. It was not only conceived by politics, but received its financial nurture and administrative care from a political party. This was so because the Federation of Saskatchewan Indians, as the representative of the Indians of the province, created the Education Task Force in answer to the suspicions and distrust of the people regarding the capability of the existing system to provide satisfactory education to Indians. Further yet, the Treaty Indians of Saskatchewan felt that in its attempts to transfer responsibility of education from federal to provincial jurisdiction, the Government of Canada was reneging on the most fundamental principle underlying the Treaties that had been signed by the Indian nations and Her Majesty's Government. Thus, the Education Task Force was a child of political circumstance.
On the other hand, the terms of reference of the Force required it to carry out research on every aspect of education affecting Indian children in the province. Its purpose was not to bolster a political stance. The Task Force was simply instructed to engage in education research with strict adherence to the scientific principles of impartiality and objectivity.

On various occasions the Education Task Force found itself assailed by problems because of its dual character. Politically influential Indians who had been committed to the cause of education, but had so far been powerless now felt that they had a professional institution through which they could be effective in remedying malpractices and establishing systems that would be of benefit to Indian children. Such Indians continually proposed new topics for research examination, and since the Force depended for its survival on political support, it was not possible to ignore the suggestions. However, it also meant that the plans of the Task Force were in a state of flux almost till the end; modifications and alterations had to be made to accommodate the ideas of our politicians. At the same time, if a topic or research strategy was found to be politically indiscreet, it had either to be dropped or subjected to change. All this meant a greater expenditure of time and talent on the part of the Task Force staff. More importantly, it involved some sacrifice of scientific principles.

Furthermore, various agencies and individuals perceived the Task Force as being an instrument of the Federation of Saskatchewan Indians. This also put difficulties in the way of good research. For example, the Task Force had to rely on the Department of Indian Affairs and
Northern Development for a great deal of its work. This was natural because Indian Affairs has traditionally handled the education of Indian children, and at present controls the majority of schools in which our children study. However, employees of the Education Branch of this department felt that the Task Force was engaged in gathering evidence that would be used to discredit and vilify them. Therefore, many of these civil servants employed tactics to hinder or sabotage the research program of the Task Force. Every time a request was made for material, it was cycled through lengthy bureaucratic channels to cause the maximum delay in supplying the required information. On various occasions, requests for information were altogether denied on the basis of departmental regulations. Further yet, some department officials used their extensive influence on Indian reserves to discredit the activities of the Task Force, through malicious rumours and gossip. Since our research work depended largely on the willing participation of the public, this strategy of Indian Affairs civil servants caused considerable hindrance.

The Indian people themselves saw the Task Force as part of the Federation of Saskatchewan Indians. Those Bands and individuals who did not support the Federation, therefore, refused to participate in our research work. In the Decision-Making Study, particularly, some Band Councils withheld information because they suspected it might be used against them.

Finally the hiring of research staff itself was sometimes determined by political motivation. Consequently, some of the workers had no relevant qualifications, but they certainly wielded a lot of authority.
This situation became particularly disruptive when such persons would assert themselves by interfering with others.

While we concede all problems that arose because of the political orientation of the Task Force, it must also be mentioned that politics was in some ways advantageous to our work. It imparted a sense of urgency and practical purposefulness to the undertaking. Perhaps, it is because of this that the Education Task Force was such a dynamic and aggressive body. Furthermore, the reputation of the Federation of Saskatchewan Indians allowed us to have access to sources of information that would otherwise have been denied to such a project. Many academics too, lent their services for minor remuneration because of the same reason. Thus, politics was both an asset and a problem for the Education Task Force.

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- 40 -
SUMMARY

Education was a subject of critical importance at the Saskatchewan Indian Chiefs' Conference of March, 1970. The Honourable Jean Chretien, the Minister of Indian Affairs and Northern Development, had recently issued a White Paper on Indian Policy. To the Indians of Saskatchewan, like those in the rest of the country, this document forebode that the Federal Government of Canada was launching on a subtle strategy to rescind various Treaties that had been transacted between the Indians and Her Majesty's Government in the latter part of the nineteenth century. Therefore, when the Federation of Saskatchewan Indians discovered a general memorandum of agreement between the Education Branch of Indian Affairs and the provincial government, the matter was closely scrutinized. The Indians construed this as evidence that the Federal Government was actually following the proposals outlined in the "White Paper", and relieving itself from the responsibility to provide education to Indians in the province according to the terms of the Treaties.

Though this was a concern of a legal and political nature, it caused Saskatchewan Indians to examine the general condition of education in their communities. Feelings of disappointment and dissatisfaction began to coalesce, and the Indian population demanded to know why education was at such a low level in their society, and they required that their leaders take action to rectify the situation. It was in response to this situation that the All Chiefs' Conference of March, 1970, passed a resolution instructing the Federation of Saskatchewan Indians to set up an Education Task Force to perform research on the more vital aspects of
Indian education, and make recommendations to bring about improvement in this field. As a result the Education Task Force was established in April, 1970.

After considerable exploration with Indian parents, students, educationists, and leaders, the Education Task Force decided to focus on the following areas of research:

(i) DOR: Drop-Out and Age/Grade Retardation.
(ii) ETR: Education and Related Treaty Rights.
(iii) VPA: Values and Attitudes Towards Policies.
(iv) PRA: Program and Institutional Role Analysis.
(v) CBA: Cost-Benefit Analysis.

It was further decided that the research would be conducted by Indians in a style congruent with their culture and life style. All permanent staff of the Force consisted of Indian people. However, since very few of them had any formal training in educational research, and none of them had been involved in the conducting of an original research project, it was thought necessary to hire competent university researchers on a consultative basis.

In the next six months the Education Task Force developed the aforementioned research topics in terms of: (a) exact scope (b) research methodology (c) personnel needed, and (d) financial requirements. After that, an effort was made to secure the best available Indian staff and to train them in the skills of educational research. The next stage consisted of actual field research and collection of
data. Finally, the data were analyzed and technical reports produced to portray an accurate picture of Indian education in the areas under study, and to make recommendations for improvement. The collection of data was finished in August, 1972, and the reports submitted in their final form in April, 1973. At the writing of this thesis the reports are with the printers for publication.

Because of various factors, the Education Task Force encountered a number of unusual difficulties in the carrying out of its work. First of all, the Task Force was set up with a clear specification of its extensive research duties without any funds having been secured to do the job. It was assumed that the Department of Indian Affairs would be willing to supply this need in accordance with the Federal Government's responsibility towards Indian education. However, the Department of Indian Affairs was not accustomed to the notion of Indians doing their own research. Therefore, they were at first incredulous about the seriousness of the project, and later released money in small amounts after strenuous pressures from the Federation of Saskatchewan Indians. Hence, the Task Force could never be certain about how much of its planned work it could carry out, and how thoroughly it should undertake to do the project.

Difficulties also arose because of the Task Force's commitment to have the Indians do their own research. Though the workers hired showed considerable dedication, some of them were ill-equipped for the job. This resulted in some sloppy data collection, and loss of valuable information. Furthermore, though the policy of hiring research experts
on a temporary, consultative basis allowed the Indians autonomy over their project, it did create some problems. Since the consultants worked full time at universities, they could devote only a limited amount of time to the research work of the Task Force. As such, there were many delays, and some snarl-ups in analysis.

Furthermore, the research had to be done on the entire Indian population scattered over the province among 125 reserves. This meant a great deal of travel for the small Education Task Force staff. This problem was complicated by political factors. Reserves which were not sympathetic to the Federation of Saskatchewan Indians, refused to co-operate in the studies of the Task Force.

However, despite these and various other problems the research work of the Education Task Force has been completed. Though, the topic of this thesis is of a critical nature, we must acknowledge the patience and skill demonstrated by all those who participated in the Education Task Force research.
RECOMMENDATIONS

With the advantage of hindsight and experience, it is possible to make a number of suggestions so that a research project similar to the Education Task Force can be carried out with greater efficiency and speed. First, the Indian people have to recognize the fact that in a modern society it is not possible to run an organization on goodwill alone, no matter how philanthropic its purpose might be. There must be an adequate amount of money to do the job, and arrangements for a reliable supply of the needed funds should be made before the research work is set in motion. In the case of the Education Task Force, the Federation of Saskatchewan Indians made automatic assumptions that government agencies would provide financial assistance because the Federation was absolutely confident about the need of the research on Indian education. Consequently, plans for the Task Force were made, and expectations aroused in the public mind before there was any assurance about the financing of the studies. It was only through consistently strong political pressures on the Department of Indian Affairs that money was made available to the Task Force. Even so, the funds came sporadically and no firm promises were made for a long time regarding how much the Education Task Force would have at its disposal. This factor undermined the function of the Force considerably. Sacrifices had to be made regarding the quality of staff hired, the thoroughness in the planning of the research, and training of personnel. Furthermore, the Task Force often lacked a general sense of stability and security. It is, therefore, recommended that reliable provisions for adequate funds be made before a research project is implemented.
The time allotted to the Task Force for carrying out its research was also very unrealistic. Though it is understandable that Indian leaders in Saskatchewan felt a sense of urgency in bringing about improvements to Indian education, a period of one year to carry out comprehensive research was hardly enough. It is therefore suggested that though social conditions must determine the nature of research undertakings, we have to realize that time is a necessary commodity for completing a job. It would appear that after the exact scope of an educational research project has been established experts in the field should be allowed the opportunity to decide how long it would take to bring the task to completion. Considering the comprehensive nature of the research that the Saskatchewan Indian Education Task Force was instructed to do, we would have needed at least a period of five years to do a good job. In making this remark I am by no means suggesting that the Task Force did an inferior piece of work because it was not allowed sufficient time. But I do feel that if we had had enough time, the director, the consultants and other staff would have been spared from the strains of a nerve-racking experience. During the course of this thesis, it has been mentioned that as a result of the experience with government departments for a hundred years, the Indian people have decided that they must do their research themselves. This is indeed a commendable principle. However, we must also face the existing situation and realize that at present there are not enough well-qualified Indians to participate in this kind of work. It is therefore recommended that Indian staff should be hired with careful attention to their potential for learning skills of research. They should then go through a good training program that brings their skills to the required level. It should also be appreciated that at the
present moment an organization like the Education Task Force has to hire a certain number of non-Indians because their skills are indispensable for educational research and because people with similar qualifications are not available in the Indian population. We therefore recommend that when non-Indians are absolutely needed they should be hired on a full-time basis and not as consultants. Only when the non-Indians are hired on a full-time basis can they devote all their energy to the task and give their loyalty to it. Otherwise, it leads to a large number of complications, misunderstandings and delays. Research is supposed to be an objective, impartial and scientific inquiry. Therefore it should be free from political influence in the appointments of staff, procedures for research and the actual topics to be studied. Autonomy from a political body would also give research better credibility among the people with whom the study is to be carried out. Furthermore, scholars in the future would have better reason to trust in the authenticity of findings. One good way to achieve this might be to attach a research body to an existing centre of higher learning which in our care would have been the University of Saskatchewan. Such a move would also have given the Task Force access to a large number of facilities at the campus.

The Education Task Force was also confronted with another problem. After its formation the Indian people of Saskatchewan expected it to remedy all problems occurring at any place in the province. If a parent suspected that his child was being ill-treated, the Task Force was supposed to do something about it. If a community was disenchanted with the school or with something in the curriculum they called upon
the Task Force. Furthermore they wanted nobody less than the Director himself to take care of the problems personally. In view of this experience, I would recommend that future task forces should specify their terms of reference more clearly to the public so that irrelevant demands are not made upon them. In addition to this, the administration of the research project should be organized in a rational manner so that one individual who has gained the confidence of the public is not burdened with responsibility in all aspects of the research organization.

In conclusion, it should be emphasized that despite the lack of experience and the extensive nature of the research project, the Saskatchewan Indian Education Task Force can be credited with having accomplished a unique project not only in Indian education but in the entire scheme of North American education. Evidence for this can be found in the eight technical reports being published by the Task Force.
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