

## Supply—Indian Affairs

## SUPPLY

The house in committee of supply, Mr. Richard in the chair.

DEPARTMENT OF INDIAN AFFAIRS AND  
NORTHERN DEVELOPMENT

## Administration—

1. Departmental administration, including grants as detailed in the estimates, \$2,196,100.

**Mr. Orange:** Mr. Chairman, I realize the urgency of approving the minister's estimates. I am sure that he appreciates, as I do, the agreement of members of all parties to proceed with the estimates. Consequently I will try to be as brief as possible in my remaining remarks.

The great concern of many northern people is with the growth and development of the educational system in the territories. I think it would be only fair to say that the function of education is to equip the individual to exist in his environment. It has been stated that the educational system in the north at the present time is not designed to enable the average student to live in the present northern environment; it is designed to equip an individual to exist in an individual society.

In effect, Mr. Chairman, what we are suggesting here is that the educational system, which is based on southern curricula and standards in many respects, is not meeting the total requirements of the many and varied people who live in the north. We recognize that there is a great difference between the urban centres, metropolises such as Yellowknife, and the small Arctic settlements such as Arctic Bay and Pond Inlet. This is the dilemma in which the educational authorities now find themselves. This is the dilemma that the people of the north are concerned about.

I can think of no better way to make a positive suggestion than to refer the minister to an editorial in *The Drum*, one of our six northern weekly newspapers, in which it is suggested that following the report of the Carrothers commission and two other boards of inquiry into particular aspects of northern life possibly a board of inquiry on education in the Northwest Territories might now be established to examine the needs and the perspective of territorial educational programs and requirements. This board of inquiry would start its investigating, as suggested by the editor of *The Drum*, at the nursery school age and go on all the way through to university level. Perhaps the minister would like to take this matter under consideration. I

through Canada during springtime visiting schools, and when they find a suitably qualified person who wishes to move to a particular part of the north the minister's staff are able to say, "Come with us. You are hired as of September 1." It is impossible to do this when recruiting social workers under the rules of the Civil Service Commission. They may be interviewed at work but then the matter comes back to Ottawa and letters are sent to them from Ottawa. This may take up two months. Then the commission must examine their qualifications. A lot of time is wasted.

I ask the minister to look into the possibility of working out an arrangement with the Civil Service Commission whereby all northern affairs personnel for field positions could be removed from the provisions of the Civil Service Act and hired in the same manner as northern teaching staff are hired. Mr. Chairman, may I call it five o'clock.

Resolutions adopted in committee of supply this day reported and concurred in.

**Mr. Deputy Speaker:** It being five o'clock the house will now proceed to the consideration of private members' business as listed on today's order paper, namely, public bills and private bills.

**Mr. Laing:** Mr. Speaker, at this point I would like to advise you that I understand there have been discussions between the government house leader and members of other parties and it might be the sentiment of the house that we forgo private members' hour at this time because there may be some advantage in completing the estimates of the department under review and, speaking personally, especially in the light of the fact that they are my estimates.

● (5:00 p.m.)

**Mr. Knowles:** I think that is a correct statement of the position, Mr. Speaker. There have been discussions and there was this kind of agreement.

**Mr. Rapp:** Mr. Speaker, I understand that this was the agreement reached between the house leaders.

**Mr. Deputy Speaker:** Does the house give unanimous consent to suspend private members' hour?

**Some hon. Members:** Agreed.