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November 17, 1992**

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1 Cambridge Bay, N.W.T.

2 --- Whereupon the Hearing commenced on Tuesday,  
3 November 17, 1992 at 9:20 a.m.

4 **FACILITATOR JOE OTOKIAK:** Before  
5 beginning, I would ask John Maksagak to say the opening  
6 prayer.

7

8 **(Opening Prayer)**

9

10

11 **FACILITATOR JOE OTOKIAK:** We have  
12 before us two of the Members of the Royal Commission on  
13 Aboriginal Peoples, Commissioner Allan Blakeney, a former  
14 Premier of Saskatchewan, and Commissioner Viola Robinson,  
15 a former President of the Native Council of Canada.

16 For the rest of you that are new to  
17 Cambridge Bay, we will do a quick introduction of some  
18 of our support staff here.

19 Henry Ohokannoak and Attima Hadlari will  
20 be doing simultaneous translations into Inuktitut. As  
21 you are aware, John Maksagak is our Commissioner of the  
22 Day.

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1 First off, maybe just to mention our  
2 Mayor for Cambridge Bay is present, Mr. Joe Ohokannoak.  
3 He will be giving a presentation later on.

4 Before we introduce our two presenters  
5 representing the Elder's group, I will open the floor to  
6 you, Mr. Blakeney, for opening remarks.

7 **COMMISSIONER ALLAN BLAKENEY:** Thank  
8 you, Joe.

9 As Joe has said, my name is Allan  
10 Blakeney and with me is Viola Robinson. We are two Members  
11 of the Royal Commission on Aboriginal Peoples. The name  
12 is behind on the banner and the first line is in English.  
13 The second line is in Inuktitut Syllabics and the other  
14 lines are in French, Cree, Ojibway and other languages.

15 I think you people know what a Royal  
16 Commission is. This one is a federal government one.  
17 The federal government believes that it has to establish  
18 a different relationship between Aboriginal and  
19 non-Aboriginal people in Canada and it is moving forward  
20 in some ways. You people here in Nunavut know that perhaps  
21 better than other people, but there is a feeling by the  
22 government that changes have to be made and they don't

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1 quite know what changes should be made.

2                   So they have appointed a Royal  
3 Commission to go about the country asking Aboriginal people  
4 and non-Aboriginal people not only whether they think  
5 changes should be made, but what the changes should be.

6                   This Royal Commission is a bit different  
7 than other Royal Commissions. Of our seven members, four  
8 are Aboriginal people. I will tell you a little bit about  
9 the Royal Commission.

10                   There are seven people. One Co-Chair  
11 is René Dussault and he is a judge of the Court of Appeal  
12 in Quebec. Another is Georges Erasmus and he is from the  
13 Northwest Territories. He is from the Mackenzie Valley  
14 area and he is the past Grand Chief of the Assembly of  
15 First Nations.

16                   We have Viola Robinson who has already  
17 been introduced who is a Micmac Indian from Nova Scotia  
18 who was President of the Native Council of Canada. We  
19 have Mary Sillett who is a woman from Labrador. She is  
20 an Inuk from Labrador and she is the past President of  
21 the Inuit Women's Organization, Pauktuutit, and a past  
22 Vice-President of ITC, Inuit Tapirisat of Canada.

StenoTran

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1                   We have also as a member Paul Chartrand.  
2     Paul is a professor at the University of Manitoba and  
3     he is a Métis from Manitoba. He is a lawyer but is teaching  
4     Native Studies at the University of Manitoba.

5                   We have a sixth person, Bertha Wilson.  
6     She is not an Aboriginal person. She was a lawyer in  
7     Ontario and a judge for many years and has just retired  
8     after some years as a judge of the Supreme Court of Canada  
9     where she participated in some judgments of importance  
10    to Aboriginal people.

11                  The seventh one -- I am that and, as Joe  
12    has told you, I was a lawyer. I spent a large number of  
13    years in politics and was Premier of Saskatchewan from  
14    1971 to 1982 and have since been partly in politics and  
15    partly teaching at a university.

16                  The way we are going about this is we  
17    go about and ask people what they think the problems are  
18    and we don't have any trouble getting a list of what people  
19    feel the problems are. Then we say, "Now if we come up  
20    with solutions, it is not going to work." The solutions  
21    have to come from Aboriginal people themselves; otherwise,  
22    they just won't work. So we want you to tell us not only

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1 what you think the problems are, but what should be done  
2 about them. Who should do what?

3                   That is not an easy question either for  
4 us to ask or for you to answer because the problems are  
5 very complex. Nonetheless, we have to tackle them. The  
6 problems are not going to go away. Some of them are getting  
7 worse rather than better. All of them are being changed  
8 every day as the number of Aboriginal people increase or  
9 as their economic opportunities increase or decrease.

10                   So we have a job to do. Our job will  
11 be to come up with some recommendations. We can't tell  
12 whether any government will follow our recommendations.

13    So we have no guarantees. We can only do two things.  
14 One, we can come up with some sensible recommendations  
15 after finding out from Aboriginal people what they think  
16 ought to be done. Two, we can start the process of getting  
17 Canadians, particularly non-Aboriginal Canadians, used  
18 to the idea that there are going to have to be changes  
19 and that here are some of the changes that are going to  
20 be needed. We can start the process of changing the  
21 thinking of people in Canada, particularly non-Aboriginal  
22 people.

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1                   You know what governments and perhaps  
2 they should be this. They do sort of what people want  
3 them to do and in order to get changes, you have to partly  
4 convince the government but partly convince the public  
5 as well so that the government doesn't have to do all the  
6 convincing itself, and that is part of our job.

7                   We have decided that in order to visit  
8 as many communities as we can, we should split up into  
9 three teams. There are seven of us and so there are three  
10 teams of two and frequently we find one person who, for  
11 some reason, cannot go this day or that day, although quite  
12 often all seven of us are on the road.

13                  I have been at many places and if Viola  
14 and I both told you where we have been, you would have  
15 a tour of Canada. In this big area, I have been at Ithuit  
16 (PH) and Inuvik, Fort McPherson, down to the Mackenzie  
17 Valley, a bit down on Fort Simpson, or up the valley I  
18 should say; up south, down north. I have been in Teslin  
19 and Watson Lake in the Yukon and my colleagues are over  
20 at Whitehorse and Old Crow this week. Last week I was  
21 in Timmins and northern Ontario, and next week I will be  
22 in Ottawa and the week after that I will be in northern

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1 Quebec, and so it goes.

2 We are finding out what people say the  
3 problems are and what they think ought to be done about  
4 it.

5 We are really pleased to be here in  
6 Cambridge Bay. This is a different part of the world,  
7 the high Arctic, where the problems are different and,  
8 therefore, the solutions will be different. We are going  
9 to listen with interest to what we are told today.

10 I am going to ask my colleague, Viola  
11 Robinson, who I have already introduced to you as the former  
12 President of the Native Council of Canada and a Micmac  
13 Indian woman from Nova Scotia, to say a few words to you.

14 **COMMISSIONER VIOLA ROBINSON:** Thank  
15 you.

16 I am very happy and pleased to be here  
17 today. It is my first trip to this part of the country,  
18 this far north at least.

19 I will keep my comments very brief. I  
20 just want to say that for the first round that was completed  
21 in June, we did produce a document called "Framing the  
22 Issues" as well as another document explaining round 1.

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1                   We propose to do the same thing once we  
2 finish our hearings early in December. This will be our  
3 second round and we hope to produce another document that  
4 will reflect what was said and what we heard in our second  
5 round of hearings.

6                   We are not sure how many rounds we are  
7 going to go at the moment, but I do think we will go another  
8 round at least after this one. It all depends on how  
9 successful we are in what we hear and how well we are getting  
10 solution-oriented kinds of discussions going with our  
11 people.

12                   With that, again, I want to say how glad  
13 I am to be here and look forward to hearing from you,  
14 especially after the vote was passed here on Nunavut.  
15 You probably have an awful lot to tell us which we are  
16 anxious to hear. So I thank you now for your time.

17                   **COMMISSIONER ALLAN BLAKENEY:** Just one  
18 more word before I ask the Elders to make a presentation.

19                   Our way of operating will be to ask the  
20 presenters to make a presentation and then we will ask  
21 a question or two or perhaps more. We will try to find  
22 out what people had in mind and if other people in the

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1 audience want to make a comment on this subject, feel free  
2 to do so. If you want to stand up where you are, fine;  
3 or, if you want to come over and sit by this little mic,  
4 fine.

5                   There is practically nothing you can say  
6 that isn't within the mandate of this Commission. I won't  
7 give you all the mandate, but we are here to talk about  
8 self-government; about landbases and land issues; about  
9 the special problems of people who live in the North and  
10 all of the social issues which all of us are concerned  
11 about; how to improve the lives of Aboriginal people; how  
12 to support Aboriginal culture and Aboriginal language;  
13 how we can improve educational opportunities and health  
14 services; what we can do about a justice system; and,  
15 finally, any special roles or concerns for Aboriginal  
16 Elders, Aboriginal women and Aboriginal youth. Whatever  
17 concern you have is almost certainly within our mandate.

18                   So we are looking forward to hearing from  
19 you and I will now call upon James Kavana -- and forgive  
20 me if I don't pronounce your name right -- to make a  
21 presentation on behalf of the Elders.

22                   **JAMES KAVANA:** Thank you very much.

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1                   **COMMISSIONER ALLAN BLAKENEY:** I should  
2 have said one more thing.

3                   There are headsets available.  
4 Sometimes it is hard to hear because the presenters are  
5 up close to us and you are behind them. You can get some  
6 headsets at the back like the Elder here is holding up  
7 and like I am holding up and you can put them on and it  
8 makes it easy to hear.

9                   Thank you.

10                  **JAMES KAVANA:** Thank you very much.

11                  First of all, being an Elder of Cambridge  
12 Bay, on behalf of Inuit, we are very glad to come up with  
13 our problems and we may be able to find some solutions  
14 to some of the problems that are in Cambridge Bay.

15                  First of all, I just want to make a brief  
16 history of Cambridge Bay as some of it is what I call hearsay  
17 and some of the latter ones are the ones that I have  
18 experience having lived here every since the thirties.

19                  I can say that I grew up with Cambridge.  
20 I came here when I was in my mid-teens and even though  
21 I haven't lived in Cambridge, in the settlement of  
22 Cambridge, for a few years, having lived as an Inuk, I

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1 have lived as Inuit traditionally do.

2 I guess I can start off with a little  
3 bit of the history of Cambridge. Cambridge Bay is the  
4 traditional hunting area for the Inuit as far as we can  
5 go back in years. Cambridge Bay was a seasonal fishing  
6 area and traditional hunting grounds for the Aboriginal  
7 people.

8 In the summer time, as we all know, there  
9 is a little river at the end of the Bay. That was the  
10 traditional fishing area for the Inuit and also there is  
11 a lake called Graynore Lake (PH) that Inuit fish during  
12 the summer time, from spring to summer, and then they go  
13 to the mouth of the river in the fall.

14 I will just make a brief background of  
15 Cambridge Bay. The first European contact was in 1839  
16 by Chief Factor Warren Dease and Thomas Simpson exploring  
17 the coastal areas of the continent. Both men were with  
18 the famous Hudsons Bay Company and they named Cambridge  
19 Bay in honour of the Duke of Cambridge.

20 Then in 1851 it was visited by Dr. John  
21 Rae and he made a report that there were signs of Inuit  
22 in the area, but I guess he didn't come into contact with

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1 the actual Inuits at that time. That was in 1951 that  
2 we were visited by John Rae.

3 Then in 1852/53, a ship called the  
4 Enterprise wintered here, captained by Richard Collison.

5 I guess we Inuit have heard about that incident, the first  
6 ship that we Inuit ever saw.

7 Then in the early 1900s the traders  
8 starting coming in looking for furs. The first trading  
9 post was set up in 1920 by the Hudsons Bay Company. It  
10 closed down for a while and then they opened it up again  
11 in the late twenties. All the buildings, the buildings  
12 that were built by the traders, RCMP and the mission and  
13 other trading posts called by the name of Can-Alaska (PH)  
14 were all built at the mouth of the creek here, the river.

15  
16 Then in the late thirties the Hudsons  
17 Bay moved the buildings to the present site here to make  
18 it more convenient for people coming in from surrounding  
19 areas instead of having to go way up to the mouth of the  
20 creek.

21 Then in the late fifties the people were  
22 all living in surrounding areas where the hunting grounds

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1 were. At that time, there were no permanent Inuit living  
2 in Cambridge until the late fifties. In the early fifties  
3 and sixties, then the settlement started developing.

4                   When the DEW Line started, they actually  
5 started building here in the late 1957 and then the  
6 government came in. At that time, there was no employment  
7 in Cambridge. That is when the DEW Line and the government  
8 moved in. A lot of the people moved into Cambridge when  
9 there was employment here.

10                   Of course, government's idea was to make  
11 Cambridge Bay one of their biggest -- make it as big as  
12 they can so that it was where all the government offices  
13 were. Then the government started bringing in people from  
14 surrounding areas, from their original hunting grounds  
15 which, to my own point of view, is one of the disastrous  
16 things that they could have done for the people.

17                   As of now, looking at Cambridge, I still  
18 think personally that we would have been better off out  
19 in our own hunting grounds away from the settlement, but  
20 the government's idea was that it would cost them less  
21 to bring people in from their hunting grounds. It would  
22 cost them less bringing them from their hunting grounds

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1 which would involve plane transportation. I still think  
2 that the people should have been left where they were.

3 Looking at the costs of looking after  
4 the people in the settlement, it costs the government  
5 thousands of dollars for medical services or anything else  
6 that the people wanted.

7 As I said, in the early fifties,  
8 Cambridge Bay started developing and it has developed.  
9 In some cases, the idea of development was very good for  
10 the people and also there is a bad end to it as we all  
11 know at Cambridge to this day.

12 Thank you very much.

13 **COMMISSIONER ALLAN BLAKENEY:** Thank  
14 you, Mr. Kavana.

15 Does your colleague want to add anything  
16 at this point?

17 **MOSES KOIHOK:** (Translated from  
18 Inuktitut) I just want to make a brief comment. As for  
19 the people that used to live out on the land, I just want  
20 to make a point towards that. Right now, we have a Nunavut  
21 land claim and also in our region.

22 For those Aboriginal people and, for

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1 instance, for those people that before I never got to know  
2 them, the only thing that I can remember is that white  
3 people started coming to our land. That is before I was  
4 born.

5                   In 1921, I guess that is when the first  
6 white people started coming to our traditional hunting  
7 grounds. I guess it was back in 1918. This was before  
8 I was born. I just want to make a brief comment towards  
9 that.

10                   In 1959, I moved here to Cambridge Bay  
11 back in 1959 and for those Aboriginal people, I just want  
12 to make a comment. Those people that live here before  
13 us used to do their hunting in the surrounding areas.  
14 There are times they have problems and they have hard times  
15 in their hunting grounds. I guess back in 1817 -- this  
16 was way before my time -- this area was their hunting area  
17 and they make their living up here. I figured it was going  
18 to continue on that way.

19                   My parents used to talk to me about all  
20 this. They used to say that the only way you can survive  
21 is to hunt out on the land and this is where you could  
22 get your clothing from the animals that you catch. During

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1 the winter, they would hit out into the sea where they  
2 can do their hunting. It seems like they are going home  
3 or going way out into the sea because they don't have any  
4 equipment such as rifles. They were using bow and arrows  
5 and the harpoons then.

6 The sea is the only place where they can  
7 get their heating fuel -- for instance, seal fat -- because  
8 they didn't have any stoves then and they didn't have any  
9 heaters, kerosene heaters, for instance.

10 Another thing, too, is that the people  
11 used to get together and stay in one little settlement  
12 area. That is where they do their seal hunting during  
13 the long winter periods and now they help each other.

14 Then spring comes. When the weather  
15 starts to warm up, they would head out into inland where  
16 they would do their spring and summer hunting. For  
17 instance, they would settle for spring and summer where  
18 they can do their fishing in the rivers or in the lakes  
19 because in them days they didn't have any rifles. All  
20 they were using was bow and arrows.

21 Also they used to have these grassroots  
22 for different digests besides the fish and caribou that

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1 they caught where they can do their lake fishing in the  
2 spring time, and that is why they used to go inland in  
3 the spring time to do their hunting. This is what my  
4 parents used to tell me when I was a child. They would  
5 walk way inland and that is where they would try to do  
6 their hunting to try to get their winter clothing.

7                   There were times when they had a hard  
8 time trying to get caribous or whatever they can catch  
9 with a bow and arrow and another alternative they would  
10 use to do their hunting was with a caha. They would use  
11 their spear to get what they can get.

12                   In them days, they used to walk for miles  
13 and miles to try to get what they can get in the animals,  
14 in the wildlife. All they used back then was the harpoons  
15 on seals and bow and arrows to hunt the other wildlife.

16                   That is why they used to go back and  
17 forth: into the sea in the winter and when spring comes,  
18 they would go inland. In winter time, they would have  
19 to hunt seals to get their heating oil or some sort of  
20 oil from seals so they can get their heating.

21                   When white man started coming up back  
22 in 1922, I believe -- this is what my parents used to tell

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1 me. They said the first comers were the missionaries  
2 travelling in our land when they first came up. Also,  
3 the RCMP. When they come up, they start travelling in  
4 our area, get into our remote areas. This is when we  
5 started hearing about -- That's when we start hearing about  
6 religions.

7                   In them days, the Inuit didn't know there  
8 was God. They thought they were living by themselves until  
9 the missionaries started coming up. That is when they  
10 started learning about religions. They thought they were  
11 living by themselves in all those years. This is what  
12 my parents used to -- these things my parents used to tell  
13 me all about.

14                   Thank you very much.

15                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
16 you. I wonder if you could give us your names so that  
17 our record can show that.

18                   **MOSES KOIHOK:** I am Moses Koihok.

19                   **COMMISSIONER ALLAN BLAKENEY:** I will  
20 get Joe to tell me how to spell your last name.

21                   Thank you very much for that interesting  
22 story about the early years of Cambridge Bay. It certainly

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1 fills in a lot of the history and gives us some idea of  
2 what a new community this is. Both of you are as old as  
3 the oldest building in Cambridge Bay, I believe, very  
4 nearly. The house I was born in was certainly older than  
5 any house in Cambridge Bay and the school I went to was  
6 there long before any school in Cambridge Bay.

7                   So it is a new community, a new and  
8 dynamic community with many changes. Some, no doubt, for  
9 the good and some, no doubt, less good. We certainly thank  
10 you for giving us that background.

11                   **COMMISSIONER VIOLA ROBINSON:** I just  
12 want to thank you.

13                   **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**

14 I could add a bit to James' and Moses' stories.

15                   I was born west of us here and I didn't  
16 know my father. He died while I was a kid, while I was  
17 small, but I remember very well, before I went to school,  
18 we lived in snow houses. In the late thirties, we were  
19 having a hard time living, trying to make a living, trying  
20 to survive in a very harsh, cold weather. We would go  
21 out hunting, go out on the sea and try to get our groceries  
22 or whatever, our food, our seal oil.

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1                   In those years, as the years went by,  
2 I went to school. They took me to school in 1934 or 1935.  
3 I went to school in Single Point. I went there for five  
4 years without seeing my parents, without seeing my mother  
5 for five years. When I went back, I couldn't even speak  
6 my own language and that was very hard.

7                   Sometimes I cried because I couldn't  
8 talk to my mom. I couldn't make her to understand what  
9 I was trying to do and I had to relearn my language. In  
10 those years, changes began to come, changes that would  
11 make settlements like Cambridge Bay, Coppermine, Holman  
12 Island.

13                   I remember, when I went to school from  
14 Reid Island to Coppermine, I stayed one year and a half  
15 trying to get to the school ground or the school where  
16 I was going to school. It took a year and a half. I went  
17 on the St. Rock, went down to Tuktoyaktuk by St. Rock.  
18 I went to Single Point by a mission boat. In those years,  
19 I realized that changes were coming, changes that would  
20 make some -- when I went back, I went to reindeer herding.

21

22                   From there, I came back in 1961. I came

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1 to Cambridge Bay. There were a lot of changes, I remember,  
2 and in those years, when I came to Cambridge Bay in 1961,  
3 there was only about 400 or 500 people and half the  
4 population now is almost 1,200. In those years, alcohol  
5 came in and now we are trying to fight the alcohol.

6 In the years before I went to school,  
7 there was no alcohol. People lived happily. They played  
8 games. They went together at Christmas and had games.  
9 At Easter time, they came together and had games. Now,  
10 these years, we are fighting alcohol. Alcohol came in  
11 and a lot of people died of alcohol in the years that we  
12 have been here since 1961. Probably, I could count as  
13 many as 50 people, 50 to 60 people dying of alcohol,  
14 freezing because of alcohol.

15 I think some of us realized that this  
16 is not right for us. We would like to change that because  
17 alcohol is a very, very bad thing that came into the North,  
18 and we would like to change that very much.

19 We are Inuit people. We want to change  
20 our lives. Our Elders are dying off, not only Elders but  
21 the young people. Just the other day, we had a very bad  
22 incident. A young person died, committed suicide. Now,

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1 all these things add up because of alcohol and we want  
2 to change that.

3                   We would like you to think about it and  
4 a lot of you drink. A lot of you go to beer dances and  
5 I think a lot of us should think about it because it is  
6 very bad for our young. Our children look at us. Our  
7 children read us like a book and we should try to teach  
8 our young people not to drink. It is very, very bad for  
9 our young people, especially because we have our Nunavut  
10 now. It is coming and we need to teach our people not  
11 to do these things. We need to teach our young people  
12 not to do these things. We need to teach them that alcohol  
13 is very bad for our bodies, our system, our life. It is  
14 not right that we teach them ---

15                   I have heard a lot of people say we make  
16 them drink a little bit. We make them to drink, make them  
17 learn how to drink soberly, but a lot of them get into  
18 this and they get drugged. They get addicted to it and  
19 they can't help themselves. That's why there are so many  
20 suicides, attempted suicides, family violence. All of  
21 these things add up because of alcohol and we, as Elders,  
22 must try to teach our young people how to try and not get

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1 into alcohol.

2 I didn't want to talk about this, but  
3 it came up in my mind that we must, as a group, as Inuit  
4 people, fight the alcoholism. We must try to change our  
5 lifestyle as we are going to be governing our Nunavut.  
6 Then we must get away from this alcoholism because it will  
7 destroy if we keep on going. You know, yourself, you have  
8 seen people, families being destroyed by alcohol and we  
9 must try to change the lives of people, of our young people  
10 especially. They are the ones who are going to rule our  
11 government. If they are going to rule our government,  
12 if they are going to be our government, then we must teach  
13 them the right way to live.

14 Thank you very much.

15 **COMMISSIONER ALLAN BLAKENEY:** Thank  
16 you.

17 Before we move on to the next presenter,  
18 does anyone wish to make any comment?

19 Thank you very much. We certainly  
20 appreciate you giving us all of this background that will  
21 make this hearing so much more meaningful for us. Thank  
22 you.

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1                   **FACILITATOR JOE OTOKIAK:** That was  
2 certainly a lot of information there, a lot of history  
3 background of Cambridge Bay.

4                   It is fairly close to a coffee break  
5 here. If you wanted to break, we can do that.

6                   **COMMISSIONER ALLAN BLAKENEY:** Perhaps  
7 we could hear the Mayor. He may have other duties. We  
8 don't want to hold him here.

9                   **FACILITATOR JOE OTOKIAK:** We can go on  
10 with that. I would like to give you Mayor Joe Ohokannoak  
11 who will be giving a short history of the Hamlet Council  
12 probably and a little bit of a presentation before we break  
13 for coffee.

14                   Joe, please.

15                   **COMMISSIONER ALLAN BLAKENEY:** Just  
16 before you start, I think you all know, but I will repeat:  
17 With these headsets, you can also get the proceedings  
18 in Inuktitut. That is what the translators are doing.  
19 So if you would like to listen to it in English, you can  
20 or Inuktitut, you can with the headsets. Thank you.

21                   Your Worship, please go ahead.

22                   **JOE OHOKANNOAK:** Thank you very much.

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1                   Welcome Commission Members, ladies and  
2 gentlemen. First of all, on behalf of the residents of  
3 Cambridge Bay, I would like to welcome you to our community.

4 I would like to thank you for taking the opportunity to  
5 come and visit and give us the opportunity to make  
6 presentations throughout the day.

7                   As you previously heard by the  
8 presenters before me, Cambridge Bay has a population of  
9 approximately 1,200 people, of which 80 per cent are of  
10 Aboriginal descent.

11                   We are known as a government  
12 administrative centre for the Kitikmeot region and the  
13 infrastructure consists of government. We have presence  
14 by the Ministry of Transport out at the airport,  
15 Environment Canada. We have retail outlets here in the  
16 community to cater to the residents. We have a commercial  
17 fish plant which is owned and operated by the local Co-op.

18 More recently, we have a meat plant that processes muskox  
19 and caribou and arctic char and also caters to the  
20 residents, both within Cambridge Bay and within the N.W.T.

21                   We have an elementary school here which  
22 goes from kindergarten to grade 10. Current enrolment

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1 at our school is 313 students. So that gives you an idea  
2 of the age of our community. We have a very young  
3 population. To continue your education, students have  
4 to go south to complete their high school.

5 **COMMISSIONER ALLAN BLAKENEY:** Where do  
6 they go?

7 **JOE OHOKANNOAK:** They go down to  
8 Yellowknife. I went through the same system when I was  
9 going through high school back in the seventies and this  
10 immediately brings on hardship for the family which has  
11 to separate them and brings on peer pressure, not only  
12 for the family but for the student having to leave home.

13 The issue of education we hope to solve  
14 in the very near future with current plans to build an  
15 additional school building to eliminate the shortage of  
16 classroom space and eventually introduce grade 11 and 12  
17 so that we don't have to send our youth south to get their  
18 education.

19 We are also home to the Kitikmeot Campus  
20 Arctic College which offers a variety of training courses  
21 to mature students from both Cambridge Bay and outlying  
22 communities in the region. We have a north warning site

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1 which employs a number of individuals here in the  
2 community, but, otherwise, they are totally  
3 self-sufficient.

4                   There is a gold mine south of Cambridge  
5 Bay known as Lupin Mine (PH) which is operated by Echo  
6 Bay Mines out of Yellowknife and they also employ a number  
7 of individuals both from here in Cambridge and more so  
8 in Coppermine.

9                   There is great potential for further  
10 opportunities for our residents in the near future with  
11 prospects of a new mine opening up in the same area as  
12 Echo Bay, and this mine is being proposed by Minova.

13                   Currently, the unemployment rate in 1989  
14 stats for the Kitikmeot region stands at about 31 per cent.

15       Of that, 39 per cent are of Aboriginal descent. Just  
16 to give you an idea, social assistance recipients in the  
17 past month were at 60 for our community.

18                   Tourism has great potential for growth  
19 as the area becomes more known to the industry across the  
20 country and the United States.

21                   We are also the only region in the  
22 Northwest Territories to have no regional radio

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1 broadcasting centre. I believe this is a very important  
2 link to communicating with our people in the region. We  
3 are also the only region in the Northwest Territories to  
4 have no Canada Employment Centre. All the other regions  
5 have access to this type of facility and information and  
6 to gain information about programs from the federal  
7 government.

8                   There is currently an arrangement right  
9 now with the Kitikmeot Regional Council to provide basic  
10 service which is not adequate to meet the needs of the  
11 general public.

12                   Housing continues to be a problem as  
13 elsewhere across the North and this has been the demand  
14 for more housing. We have a lot of families who are living  
15 together and I believe the home life is very important  
16 to have a good life and that is where it all starts. If  
17 you can provide a good home environment, the attitudes  
18 and the positiveness that comes out of it is all the better  
19 for the people.

20                   I believe the present -- one program that  
21 is being carried by the NWT Housing Corporation is known  
22 as the Home Ownership Assistance Program, better known

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1 as HAP. It will no longer exist due to cutbacks from the  
2 Canada Mortgage and Housing Corporation. This program  
3 has become very popular for individuals like myself that  
4 had the opportunity at the time to go through this program  
5 to get my own housing. It has become very popular in  
6 Cambridge Bay and elsewhere in the region because it gives  
7 you self-confidence to carry on to feel proud knowing that  
8 you have your own home.

9                   The current Municipal Council here has  
10 aspirations to gain more responsibility for programs and  
11 services to better serve our residents. I believe the  
12 present government of the Northwest Territories supports  
13 this, but we struggle with the bureaucracy to attain our  
14 goal. With the recent ratification of our land claims  
15 for Nunavut, it is our hope to bring government closer  
16 to the people.

17                   There are health issues, social issues  
18 that we also struggle with. I will just bring this to  
19 your attention with regard specifically to health as I  
20 note here in the agenda, I don't believe --unless one of  
21 the regional boards is bringing it up. Health problems  
22 also arise with the fact that many years ago mothers used

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1 to have their babies here in their home community. Now  
2 they have to be sent out to have their babies to  
3 Yellowknife. So that separates the family. It is  
4 especially hard with a multiple family when you have young  
5 kids involved where mother has to be away for six to eight  
6 weeks.

7                   There are other people who are more adept  
8 to those and other specific topics that we presented today.  
9 So I will leave those to them.

10                   In closing, on behalf of the Hamlet  
11 Council and the residents, I thank you for your time and  
12 I hope, in a small way, I was able to present information  
13 that will be of value to your Royal Commission.

14                   Koanapiatuhi. Thank you very much.

15                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
16 you, Mr. Mayor. May we ask a question or two?

17                   You spoke of wanting to add to the  
18 jurisdiction the sorts of things that your Council does  
19 and you feel that you are not running into resistance from  
20 the politicians of the GNWT, but you may well be running  
21 into resistance or at least lack of action by the  
22 bureaucrats of the GNWT. Did I understand you to be saying

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1 that?

2 **JOE OHOKANNOAK:** Yes.

3 **COMMISSIONER ALLAN BLAKENEY:** Do you  
4 think that will change when Nunavut comes? Is it something  
5 that just goes with bureaucracy or does it go with that  
6 particular bureaucracy who have come up from the south  
7 and who perhaps think they know best, or whatever?

8 **JOE OHOKANNOAK:** I think over the past  
9 number of years and in my particular case where I have  
10 had to -- I have seen Cambridge Bay grow and I have seen  
11 Cambridge Bay take on more responsibilities from just being  
12 an advisory body to its current status of Hamlet Council  
13 where they have taken on a number of responsibilities for  
14 the community, both providing services for our residents,  
15 also recreation-wise.

16 But with regard to attaining more  
17 responsibilities and more programs that we would like to  
18 handle ourselves, I believe -- and with the recent  
19 ratification, it is our hope that this will improve. We  
20 will be given that opportunity to take on those  
21 responsibilities which we feel that we can best do it to  
22 our abilities. We are the ones who live here on a

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1 day-to-day basis, year to year. We are here. We are born  
2 here. So we know the day-to-day activities that go on:  
3 the problems, the social issues.

4 So we feel that we are ready and we should  
5 be given that opportunity and hopefully, through the recent  
6 ratification of Nunavut, this will be one step further.

7 **COMMISSIONER ALLAN BLAKENEY:** Thank  
8 you.

9 I will ask my colleague, Viola Robinson,  
10 whether she has anything to put to you.

11 **COMMISSIONER VIOLA ROBINSON:** Not that  
12 much. I was just wondering, because of the ratification  
13 and you are a fairly new -- at least from where I come  
14 from, you are very new as far as development goes. I am  
15 just wondering: How long do you think it is going to take  
16 for this transition informing your new government, as it  
17 goes?

18 The other thing about that is: Because  
19 you are going to presumably be taking over a lot more  
20 responsibility in the delivery of your programs and  
21 services and taking more responsibility in the  
22 decision-making and those kinds of things, how are you

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1 preparing yourselves? You really don't have the  
2 facilities right now to groom your people to get ready  
3 or have you been doing that?

4 **JOE OHOKANNOAK:** The first question  
5 with regard to how long it will take, I believe the present  
6 process right now will see us eventually -- the target  
7 year is 1999 for Nunavut to be fully functional, up and  
8 running to run the new territory.

9 Cambridge Bay, I believe, along with  
10 Rankin and Iqaluit, is being considered as one of the areas  
11 for maybe having the capital, but also we are pushing,  
12 as the present structure now, to be the main regional  
13 administrative centre for this area.

14 With regard to how we are preparing  
15 ourselves, there are a number of training programs that  
16 do continue from year to year and, in mind again, in my  
17 presentation, the Arctic College is mandated to provide  
18 training programs for our youth for the mature student.

19 An example here again is that we have a management program  
20 that is taking place right now in our community.

21 We have a number of students from  
22 communities of Coppermine, Holman and Gjoa Haven and Pelly

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1 that are attending. We have, again, programs that  
2 continue on from year to year: an office procedures  
3 program that trains people in an office-type setting.  
4 So it is one of the mandates in the agreement that we provide  
5 the necessary training as much as we can for our people  
6 to ready ourselves, and I think it is going to be a long-term  
7 goal and eventually we will reach that goal.

8 **COMMISSIONER VIOLA ROBINSON:** Thank  
9 you.

10 **COMMISSIONER ALLAN BLAKENEY:** Mr.  
11 Maksagak, do you have any questions you want to put to  
12 the Mayor.

13 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**  
14 No.

15 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
16 very much.

17 **JOE OHOKANNOAK:** Thank you very much.

18 **FACILITATOR JOE OTOKIAK:** Thank you,  
19 Mayor Joe Ohokannoak.

20 At this time, I believe we can take a  
21 short little break for about 10 or 15 minutes and get our  
22 next presenter ready for her to give a presentation. We

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1 will break for a short 10 or 15 minutes or so.

2 **COMMISSIONER ALLAN BLAKENEY:** Thank  
3 you. We will break for 10 or 15 minutes.

4 --- Short recess at 10:34 a.m.

5 --- Upon resuming at 10:45 a.m.

6 **FACILITATOR JOE OTOKIAK:** I wonder if  
7 we can get everyone seated again and we can begin. We  
8 are running a little bit behind time here and we have a  
9 number of people to hear from.

10 Next up to give a presentation is Mary  
11 Rose Maksagak. She is also a Council Member on the Hamlet  
12 here in Cambridge Bay. Mary Rose has been involved with  
13 the women's group for a number of years and has, more or  
14 less, begun her political career very recently.

15 So I give you Councillor Rose Marie  
16 Maksagak.

17 **MARY ROSE MAKSAGAK:** Hello. Welcome to  
18 Cambridge Bay.

19 My name is Mary Rose Maksagak. I have  
20 been on the Council for a year and a half now and my main  
21 reason for sitting on the Council was and still is my  
22 concern about the social issues of this community. I am

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1 originally from Yellowknife. I am Dene from a little  
2 village outside Yellowknife called Detah where my brother  
3 is the Chief there and my father before him.

4 I married an Inuit from Cambridge Bay  
5 in 1971 and I have been here since. One of the many changes  
6 that I have seen is how people would gather together and  
7 start playing traditional games or just gather on a pond  
8 to play hockey. Everyone joined in to form a team. They  
9 didn't need a recreational co-ordinator to organize any  
10 of these games or ask for funding.

11 Recreation gets people thinking  
12 positively and co-operatively about their participation  
13 with one another. Recreation at times is uncertain and  
14 at times bleak for the youth. They seem to be only  
15 interested in dances, mostly for gathering and  
16 socializing. There isn't much for the youth to do in our  
17 community except for after-school activities and evening  
18 sports.

19 Different groups raise funds for their  
20 associations. We have a Recreation Committee in our  
21 community and they are like an advisory body and an arm  
22 to the Council for flow of information from Committee to

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1 Council so we can make sound decisions relating to the  
2 recreation of our community.

3                   There certainly is enough recreation for  
4 the adults. Functions involving alcohol brings a lot of  
5 interest. Public meetings are not well attended. A  
6 couple of years ago, we had a public meeting on our local  
7 beer line which consisted of a case of beer per person  
8 of age every Friday. A group of concerned people  
9 distributed a petition to stop this function due to family  
10 violence, poor attendance at school, alcohol abuse, family  
11 neglect, increase in crimes, medevacs, et cetera. That  
12 was the largest public gathering concerning an issue that  
13 I have seen. Alcohol is one of our main social downfalls  
14 along with unemployment and school drop-outs. Alcoholism  
15 and family violence have taken a toll in too many families  
16 in our communities.

17                   We do not have to put up with alcohol,  
18 drugs, family violence, sexual abuse, immorality,  
19 prejudice and different kinds of strives in our  
20 communities.

21                   I remember in my school days when we had  
22 a physical education class, we learned all about sports

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1 we participated in, where the sport originated from and  
2 who introduced the sport, research the history of the game,  
3 wrote essays, played the games and finally, at the end  
4 of the year, take an examination on it.

5                   After school activities. We formed  
6 teams in whatever sport we were interested in. A feeling  
7 of belonging occurred, co-operation, participation and  
8 travelling to various competitions. All that was part  
9 of learning. We worked hard at school and play and learned  
10 how to co-operate as a team.

11                   There was no cultural teaching. That  
12 was left to our parents. I was taught in a residential  
13 school and two months out of the year we were with our  
14 parents hunting, fishing, camping, speaking our Native  
15 language. That was our cultural experience.

16                   I guess what I am trying to say is that  
17 education plays an important role in our lives and for  
18 our future generation.

19                   Housing is a high priority. There is  
20 a tremendous over-crowding. Our children are growing up  
21 too fast, having their own families at a young age, school  
22 drop-outs at a young age, poor self-esteem. They are

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1 easily discouraged and they turn to welfare for help, those  
2 young families. Welfare, to some, is the last resort.  
3 To others, it is a crutch. It makes people not achieve  
4 their full potential due to lack of education. There are  
5 young people in this community who are capable and  
6 intelligent to further their education.

7                   Why is education not working for our  
8 youth? Is it a lack of parental guidance and support;  
9 not enough encouragement; lack of facilities, funding?  
10 Do we have Aboriginal professionals such as nurses,  
11 doctors, lawyers, RCMP? I am afraid not. Why not?

12                   I think the education system should  
13 introduce the young people; say, they have reached grade  
14 10. Introduce them to something that they are interested  
15 in, whether it be with the government, because by the time  
16 they finish grade 12 and they don't have a set goal, they  
17 just kind of stop there. Then when they finish their grade  
18 12, they come back to our communities and then they are  
19 wondering what they are doing. So I would suggest to the  
20 teachers or to whoever that they should start setting goals  
21 for them at the young age, whatever they want to be, like  
22 nurses. Train them along side the nurses at the nurse's

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1 station as part of their education or, say, if they want  
2 to become architects, train them in that way so that they  
3 have a goal so that by the time they are finished grade  
4 12, they know exactly where they are going; so that their  
5 goals are set.

6                   At this time, I will stop because with  
7 the social issues there are many other issues like  
8 economics, education, women's issues, much needed  
9 workshops pertaining to the wellbeing of our mothers and  
10 children, religion, spiritual wellbeing. It all ties in  
11 with our social life and I don't want to take anybody else's  
12 platform. Thank you for listening and I hope you will  
13 take this back with you, more informed and understanding  
14 our needs and work towards helping us.

15                   Thank you.

16                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
17 you.

18                   I wonder if I could ask one question and  
19 then I will ask my two Commissioners to ask what questions  
20 they might have.

21                   I was interested in your idea of getting  
22 young people in high school to be interested in a career

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1 while they were in high school so that they might head  
2 off to training as a nurse or as an RCMP or as a lawyer  
3 or as a doctor or as a dentist, or whatever, and that they  
4 would have that in mind when they were going through grade  
5 11 and grade 12.

6                   One of the things we hear everywhere is  
7 the shortage of Aboriginal people in the professions, and  
8 particularly in business. That is not so true with lawyers  
9 any more. We have quite a few lawyers and increasing,  
10 at least among Indian and Métis people, teachers are  
11 beginning to show up in numbers, but not yet very many  
12 nurses in numbers. This is a puzzle a bit and not very  
13 many doctors or dentists either. So far as Inuit people  
14 are concerned, there are not many in the police yet.

15                   How would you see this working in a place  
16 like Cambridge Bay? What would you expect to see happen?

17                   **MARY ROSE MAKSAGAK:** I think it all  
18 starts at the school, the school system. As parents who  
19 want to have our children further their education, we  
20 should be part of the education. We should be able to  
21 go to the school and have meetings and say, "Look, my little  
22 Bertram wants to be an RCMP. What could you guys do for

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1 him?" As parents, we should be involved to help our  
2 children to achieve what they want to be. From there,  
3 they could take it wherever, usually to the headquarters  
4 because we don't have the facilities.

5                   This year is our first year as a grade  
6 10 and it is coming along and I believe that it is going  
7 to be more positive than negative if the parents would  
8 just push for it. Our children did go to Yellowknife and  
9 then we don't know what they are doing in Yellowknife.  
10 It is like the communication is not there. So we are  
11 wondering if -- I am sure they are looked after, but outside  
12 the school activities they might be doing things and we  
13 don't know what they are doing. So there has to be more  
14 communicating between the teachers and the parents  
15 wherever they are staying.

16                   So I think the parents should have a lot  
17 of input on their education for our young children.

18                   **COMMISSIONER ALLAN BLAKENEY:** If you  
19 know what your grade 12 children are doing, good luck to  
20 you. This is not a problem confined to Inuit. Let me  
21 tell you that.

22                   **MARY ROSE MAKSAGAK:** Yes, it is a

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1 problem all over.

2 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
3 very much.

4 **COMMISSIONER VIOLA ROBINSON:** You have  
5 given us -- it is pretty clear that education is very  
6 important to you here and for the future. Certainly,  
7 education is of importance, we have heard, going across  
8 the country in a lot of areas.

9 You mention, as well, that -- I take it,  
10 in the schools that are operating here, there are no  
11 counselling services of any sort for the children.

12 **MARY ROSE MAKSAGAK:** There are. There  
13 are two, but there was never a counselling service before  
14 that. I believe this year is the first time they have  
15 a student counsellor and just recently they hired another  
16 person. So there are two in the school.

17 **COMMISSIONER VIOLA ROBINSON:** So it is  
18 in the process at least.

19 **MARY ROSE MAKSAGAK:** Yes, it is in the  
20 process now.

21 **COMMISSIONER VIOLA ROBINSON:** Are the  
22 parents involved in the role of the counselling at all,

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1 in any way, in any advisory way?

2 **MARY ROSE MAKSAGAK:** Yes, we have CEC  
3 which is Community Education Committee.

4 **COMMISSIONER VIOLA ROBINSON:** So you do  
5 have some input as to the role of the counsellor.

6 **MARY ROSE MAKSAGAK:** Yes, and we also  
7 have a parent/teacher meeting for the grade 10s.

8 **COMMISSIONER VIOLA ROBINSON:** Is the  
9 problem that the parents don't attend or what?

10 **MARY ROSE MAKSAGAK:** Yes, some of them  
11 don't attend.

12 **COMMISSIONER VIOLA ROBINSON:** So you  
13 think that there has to be more interest by the parents  
14 to have a role in these kinds of things that are happening.

15 **MARY ROSE MAKSAGAK:** Yes, I think the  
16 more parental support and guidance would be the key right  
17 there.

18 **COMMISSIONER VIOLA ROBINSON:** It is  
19 unfortunate, but it is not only here. That is happening  
20 in other areas.

21 **MARY ROSE MAKSAGAK:** This is just our  
22 first year with the student counsellor and I am sure it

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1 will improve. We are just on a learning stage at the moment  
2 because, don't forget, this is the first time we are having  
3 grade 10. So we are just in the learning process, but  
4 I believe it is going to get better. We, as parents, need  
5 to voice our opinions more and communicate.

6 **COMMISSIONER VIOLA ROBINSON:** Last  
7 week, I was in New Brunswick and I was on Tobique Reserve  
8 there. Most of the communities that we have travelled  
9 to are all expressing the same kinds of concerns that you  
10 are with respect to alcohol, drugs and especially with  
11 children, trying to steer them away from that.

12 We were in Tobique, which is a reserve,  
13 and they have sort of taken the matter into their hands  
14 as the Chief and Council.

15 **MARY ROSE MAKSAGAK:** I think that is  
16 what we need to do.

17 **COMMISSIONER VIOLA ROBINSON:** And they  
18 have really put in a lot of recreational facilities in  
19 their schools and encouraged the children -- as you say,  
20 I think the recreation is probably the -- so do you think  
21 that might happen here?

22 **MARY ROSE MAKSAGAK:** Yes, I am sure it

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1 will be happening because we have to start looking at the  
2 positive side and get things going for our children. Like  
3 I said, it seems like the only activities they are doing  
4 is dances and that is not enough. We need more.

5 **COMMISSIONER VIOLA ROBINSON:** It seems  
6 to me that you know pretty much what needs to be done.

7 **MARY ROSE MAKSAGAK:** Yes, I have three  
8 teenagers.

9 **COMMISSIONER VIOLA ROBINSON:** All I can  
10 tell you is good luck and I hope you success and that your  
11 work will put all the children on the right track.

12 **MARY ROSE MAKSAGAK:** We, as parents,  
13 have to start building in good values in our children and  
14 not to have alcohol destroy our families. I agree with  
15 John on what he said, that alcohol does take a lot of our  
16 children's lives and we need to be concerned and we need  
17 to solve that problem of alcoholism in our community.

18 **COMMISSIONER VIOLA ROBINSON:** All  
19 right. Thank you.

20 **COMMISSIONER ALLAN BLAKENEY:** Thank  
21 you.

22 I will see whether your father-in-law

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1 wants to ask you any questions.

2 **MARY ROSE MAKSAGAK:** I will talk to him  
3 after lunch.

4 **COMMISSIONER ALLAN BLAKENEY:** Anyone  
5 else want to say anything on this topic?

6 **FACILITATOR JOE OTOKIAK:** Thank you  
7 very much, Mary Rose.

8 Just a word of information.

9 **COMMISSIONER ALLAN BLAKENEY:** I think  
10 somebody has his hand up there.

11 **FACILITATOR JOE OTOKIAK:** Just before  
12 we continue on, to help our translators here, if we can  
13 speak one at a time, it will be a lot easier for them to  
14 do their translations.

15 **COMMISSIONER ALLAN BLAKENEY:** Just for  
16 our people here, would you give your name?

17 **JIMMY AYALIK:** My name is Jimmy Ayalik.

18 **COMMISSIONER ALLAN BLAKENEY:** Go ahead.

19 **JIMMY AYALIK:** My problem that I going  
20 to talk about in Cambridge Bay -- I have lived here for  
21 a long time now. I have lived now for a long time in  
22 Cambridge Bay. I am not too good in English, but I am

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1 going to talk to you about myself.

2 I learned from my dad long ago hunting,  
3 trapping, up north, south. I used to live in the mainland  
4 long ago before I came here. I moved here maybe about  
5 1956, maybe 1957. My dad moved here to Cambridge Bay.

6 The first time my dad came here, there  
7 used to be nothing here long ago. (inaudible) I don't  
8 know myself poor. I have no education. I have no school.  
9 I don't know.

10 I can't work because -- I can work, but  
11 I can work janitor work. I don't know how to drive truck,  
12 car. I could drive a skidoo. I could drive (inaudible).  
13 I can hunt. (inaudible) I used to look after the meat  
14 plant. Maybe I am (inaudible).

15 I got in trouble lots of times. That  
16 is why I went to jail. I am not too shy. I live  
17 (inaudible) white people, Indian people all over the place.  
18 They come from the south, north. Maybe Joe (inaudible)  
19 -- living together our people from Cambridge Bay from all  
20 over the place anywhere. Pretty soon, a big place now  
21 Cambridge Bay.

22 I am not mad about anything. I like to

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1 talk about myself. Alcohol people poisoned Cambridge Bay  
2 coming from government alcohol (inaudible) coming from  
3 -- I told you about that. It is coming from alcohol  
4 government.

5 I tell you right now -- (inaudible) --  
6 I am not a good man. I tell you all about it right now  
7 my living. A lot of people (inaudible) I tell you right  
8 now.

9 Sometimes my home (inaudible) I am not  
10 going to teach them that way. (inaudible) I am not mad  
11 about that. I have to open it up. I want to bring him  
12 up. I will tell you all about it right now. (inaudible)  
13 You have to live together. Even myself, my daughter  
14 (inaudible) and my boy, 12 years old now. My mother-in-law  
15 keeps my daughter. I am talking about right now  
16 (inaudible).

17 I don't have a chance. I don't have any  
18 other choice to get the welfare because the reason why  
19 I get it, I don't have any work. (inaudible)

20 I can hunt anytime. I am old enough to  
21 hunt. Right now (inaudible) I used to walk around in  
22 (inaudible) walking in my lake. (inaudible) I used to

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1 go hunting even in the night time looking for rabbits.

2 (inaudible)

3 We have to help one another with our  
4 being frustrated at each other. (inaudible)

5 **FACILITATOR JOE OTOKIAK:** If you want  
6 to talk about this, maybe you should say it in Inuktitut.

7 **JIMMY AYALIK:** (Translated from  
8 Inuktitut) It is best that we don't talk about each other.  
9 A lot of us here drink in Cambridge Bay. Me, myself,  
10 I have murdered before.

11 When there is a death related to alcohol,  
12 I get blamed once in a while that I murdered somebody  
13 before. Why did you murder someone? I get blamed a lot.  
14 I am not mad at anybody. I just want to say a few comments  
15 about it.

16 We should stand side by side in Cambridge  
17 Bay. Today, we have house even though there is a shortage,  
18 but we are warm. Me, myself, I get worried about the people  
19 who are going to be evicted from their house or a lot of  
20 families living together. It would be nice to see all  
21 the families have their own houses. I don't get a job  
22 very easy. So I don't have any more to say.

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1 I have a wife. I have a family. I have  
2 a wife, but she doesn't talk very easy, who is very shy.  
3 Me, myself, I am not shy to say anything. My wife has  
4 a little bit of education, but she doesn't use it today.

5

6 I would like to see the continuation of  
7 her education and then, as well, cultural-wise for me.  
8 That is the only thing I wanted to say. So that is it.  
9 Thank you.

10 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
11 very much.

12 **FACILITATOR JOE OTOKIAK:** Thank you,  
13 Jimmy.

14 Next up we have Mr. David Kaosoni. He  
15 is representing the Katimavik Society. This is the  
16 organization that is out there trying to assist people  
17 who are having difficulties in crisis situations. They  
18 have done a lot of work. They have been here in the  
19 community for a number of years now and on their way to  
20 taking on more responsibilities on social issues and what  
21 not in the community.

22 David is the Chairperson of the

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1 Katimavik Society which consists of eight Board members,  
2 I believe. Mr. Kaosoni is here to give a presentation  
3 on behalf of that organization.

4 **COMMISSIONER ALLAN BLAKENEY:** Welcome.

5 **DAVID KAOSONI:** Thank you very much.

6 **COMMISSIONER ALLAN BLAKENEY:** We would  
7 like to hear from you.

8 **DAVID KAOSONI:** Mr. Chairman and  
9 Commissioners, over the last ten years, I have been  
10 involved with this organization. This organization is  
11 a community-based organization. It is called Katimavik  
12 Society which deals with alcohol and drug-related  
13 problems. In other words, it is sort of a counselling  
14 service for this area.

15 Although this organization is largely  
16 recognized by the community at large, throughout our  
17 existence, we have only succeeded a few, perhaps only a  
18 handful of individuals in the community. Although we have  
19 made fairly extensive recognition throughout the  
20 community, there are still lots of problems within the  
21 community relating to these problems.

22 Over the last ten years or so, our

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1 credibility has been worked on and with this effort, our  
2 credibility has been recognized.

3                   As I stated before, there are still lots  
4 of problems out there. The majority of the problems that  
5 are reported and recorded by this organization have been  
6 largely Aboriginals of the community, largely Inuit  
7 population.

8                   There are many problems that have been  
9 experienced both internal and external within the  
10 organization. There are high staff turnovers. There are  
11 many problems that are outside of the organization within  
12 the community. Although our aims are to help the  
13 individuals and the community at large, it is basically  
14 up to the individuals who will utilize these services and  
15 be able to cope on their own basically.

16                   The other area that we have recognized  
17 over the last few years has been the fundings that are  
18 made available for this type of organization. It has been,  
19 I guess, within our organization, viewed as inadequate  
20 because of the fundings available that are not adequate  
21 enough. We felt as an organization that we have such a  
22 high turnover of staff. It is a very stressful task that

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1 we have been working with and with inadequate fundings,  
2 it is just too much to keep the staff on the payroll.

3                   Although we made fairly good recognition  
4 within the community, we continue to make our efforts not  
5 only through financial stability, but also to try to bring  
6 up some morale within the community and live a much happier  
7 lifestyle and an alcohol-free lifestyle within the  
8 community.

9                   I have a very brief presentation at this  
10 point. That is pretty well all I have.

11                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
12 very much. I am going to ask some questions. I am going  
13 to ask a factual question and then, in a sense, kind of  
14 a silly question.

15                   Aside from alcohol, do you have much of  
16 a problem with other drugs, other mood-modifying drugs?

17                   **DAVID KAOSONI:** There has been reported  
18 cases where there was other drugs that are coming up over  
19 the last recent years. It has been on an increase. That  
20 is a known fact.

21                   **COMMISSIONER ALLAN BLAKENEY:** How about  
22 glue sniffing and some of those problems we have heard

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1 in other places?

2                   **DAVID KAOSONI:** During the last ten  
3 years or so, in the early part of the ten years of our  
4 existence, there was some reported cases within the  
5 community and there was lots. However, we did manage to  
6 work on the problems and perhaps today I would like to  
7 say that we have made our efforts quite successful.

8                   There has been no known or very little  
9 of the sniffing issue.

10                   **COMMISSIONER ALLAN BLAKENEY:** So your  
11 problems are not hashish or gasoline sniffing or glue  
12 sniffing. I mean, they may occur, but big problem is  
13 alcohol.

14                   **DAVID KAOSONI:** I think I would like to  
15 say that we have put it behind us. Now it is passed.

16                   **COMMISSIONER ALLAN BLAKENEY:** It is  
17 never behind.

18                   **DAVID KAOSONI:** We made substantial  
19 gains over that and we made it through educational efforts  
20 and public knowledge. We did manage to gain some knowledge  
21 within the community at large.

22                   **COMMISSIONER ALLAN BLAKENEY:** That is

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1 no small accomplishment, may I say, because we have run  
2 into other communities where they still are fighting the  
3 war on four and five fronts.

4                   Now I will ask, if I may, the silly  
5 question and it is a very, very serious question, but it  
6 is unfair to ask anyone to give an answer. That question  
7 is: If I were to ask you for two or three reasons why  
8 you feel that alcohol abuse is such a serious problem in  
9 this community, what would you say? I am not asking what  
10 the results are, but why have people turned to alcohol  
11 to the extent that they have. As I say, it is not a fair  
12 question to ask, but I will ask it anyway because you may  
13 be able to give us some insights.

14                   **DAVID KAOSONI:** I will put it this way:  
15 If you ask 100 people, you will probably get 100 different  
16 answers.

17                   **COMMISSIONER ALLAN BLAKENEY:** Yes,  
18 right.

19                   **DAVID KAOSONI:** To put it in a general  
20 sense, I think the large majority of the problems or the  
21 individuals would say that they feel -- some of the concepts  
22 or symptoms would be hopelessness, lost in future

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1 aspirations and so forth, frustrations. There is no  
2 leading or future ambitions or goals that a person may  
3 have.

4 If I were to be unemployed, which a large  
5 portion of the community are largely unemployed, that would  
6 be one of the contributing factors, I would say.

7 **COMMISSIONER ALLAN BLAKENEY:** As I have  
8 said, that is not a fair question to ask anybody because,  
9 as you say, 100 people -- but what one is looking for is  
10 some sort of threads and it is partly a result that the  
11 change in culture has meant that you don't necessarily  
12 pick out what you are going to do in your life from what  
13 your father did or your mother did, the sharp breaks.  
14 There are many reasons --

15 **DAVID KAOSONI:** Exactly.

16 **COMMISSIONER ALLAN BLAKENEY:** -- but I  
17 appreciate your insights.

18 I am going to ask my colleagues on both  
19 sides of me to ask any questions.

20 **COMMISSIONER VIOLA ROBINSON:** Thank  
21 you.

22 The Katimavik Society -- you say that

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1 you seem to be doing good. You have established  
2 credibility, but your problem is lack of finances and you  
3 have a high turnover and mostly because of your lack of  
4 finances.

5 **DAVID KASONI:** It is not lack of  
6 finances.

7 **COMMISSIONER VIOLA ROBINSON:**  
8 Inadequate finances.

9 **DAVID KASONI:** It is inadequate  
10 financing to put it more --

11 **COMMISSIONER VIOLA ROBINSON:** Is that  
12 a northern program?

13 **DAVID KASONI:** Pardon me?

14 **COMMISSIONER VIOLA ROBINSON:** It is a  
15 program that is all across the Northwest Territories?

16 **DAVID KASONI:** I believe that is the  
17 case right across the Territories.

18 **COMMISSIONER VIOLA ROBINSON:** Right  
19 across the Territories.

20 **DAVID KASONI:** Yes.

21 **COMMISSIONER VIOLA ROBINSON:** That is  
22 funded federally.

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1                   **DAVID KASONI:** That is funded  
2 territorially.

3                   **COMMISSIONER VIOLA ROBINSON:** Oh, by  
4 the territorial government.

5                   **DAVID KASONI:** Yes.

6                   **COMMISSIONER VIOLA ROBINSON:** I just  
7 wonder how that is -- maybe you could help me. National  
8 Health and Welfare usually funds alcohol and drug programs  
9 for Indian people in this country. So National Health  
10 and Welfare must fund the Territories, do they?

11                  **DAVID KASONI:** I believe that is the  
12 way it is set up.

13                  **COMMISSIONER VIOLA ROBINSON:** You have  
14 to go to the Territories for your funding.

15                  **DAVID KASONI:** Exactly.

16                  **COMMISSIONER VIOLA ROBINSON:** It is  
17 inadequate and that is what is creating the high staff  
18 turnover.

19                  **DAVID KASONI:** That is for sure.

20                  **COMMISSIONER VIOLA ROBINSON:** If that  
21 weren't the case, though, and you had adequate funding  
22 to continue to keep your staff on, then you would be much

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1 more successful. Is that true?

2                   **DAVID KASONI:** I believe that would be  
3 -- over the last several years, it has been difficult for  
4 us to keep the staff employed by our organization due to  
5 other organizations within the community that have  
6 higher-paid salaries. With our problems in the community,  
7 it being so high and the workload is quite stressful, it  
8 is difficult for an individual to hang on even with all  
9 of the encouragements and --

10                   **COMMISSIONER VIOLA ROBINSON:** What kind  
11 of training does your staff get before they are hired or  
12 what is involved? What kind of staff are you hiring?

13                   **DAVID KASONI:** Basically, most of our  
14 staff -- it is a locally Inuit staff that are on the payroll  
15 at this point. They are on trainee positions. We have  
16 had a number of individuals who have been fully trained,  
17 but due to very, I would say, inadequate salaries, they  
18 go on to other ventures, endeavours.

19                   **COMMISSIONER VIOLA ROBINSON:** Yes.  
20 You are the Chair of the whole thing or just for this  
21 community?

22                   **DAVID KASONI:** For this community

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1 only.

2 **COMMISSIONER VIOLA ROBINSON:** Do you  
3 have somebody who heads up the Society as a territory?

4 **DAVID KASONI:** We make a proposal each  
5 year to our Territorial Financial Management Board. I  
6 don't know how this Board is selected. However, we do  
7 annual submissions, proposals.

8 **COMMISSIONER VIOLA ROBINSON:** So you  
9 are funded community by community, then, set up community  
10 by community.

11 **DAVID KASONI:** This is a Territorial  
12 Board that we propose to for our funding. Although we  
13 did make some proposals requesting for adequate fundings  
14 and for financial -- basically for salary purposes -- it  
15 has been denied by this Territorial Board.

16 **COMMISSIONER VIOLA ROBINSON:** I am  
17 going to ask you a question because it has been bothering  
18 me as I listened to the people and I have to ask somebody.  
19 So I might as well ask you.

20 Alcohol problems -- say, in this  
21 community, can you buy alcohol in this community?

22 **DAVID KASONI:** Currently, all the

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1 alcohol that is purchased by the community is shipped from  
2 Yellowknife.

3                   **COMMISSIONER VIOLA ROBINSON:** It is  
4 shipped from Yellowknife.

5                   **DAVID KASONI:** Yes.

6                   **COMMISSIONER VIOLA ROBINSON:** So you  
7 order it here.

8                   **DAVID KASONI:** Yes, that is most of the  
9 case. It is being brought in by freight.

10                   **COMMISSIONER VIOLA ROBINSON:** Do they  
11 have a vendor, a store here that --

12                   **DAVID KASONI:** No. They have to order  
13 their own individually.

14                   **COMMISSIONER VIOLA ROBINSON:**  
15 Individually.

16                   **DAVID KASONI:** Yes.

17                   **COMMISSIONER VIOLA ROBINSON:** So that  
18 is how you get your alcohol here.

19                   **DAVID KASONI:** Yes. Years ago, there  
20 was a beer outlet, five or six years ago. That has been  
21 shut down and since then, it has been --

22                   **COMMISSIONER VIOLA ROBINSON:**

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1 Terminated.

2                   **DAVID KASONI:** My train of thought is  
3 gone. Now they are ordering, yes.

4                   **COMMISSIONER ALLAN BLAKENEY:** Are there  
5 bootleggers, if I may?

6                   **DAVID KASONI:** I don't know.

7                   **COMMISSIONER ALLAN BLAKENEY:** You  
8 wouldn't know that.

9                   **DAVID KASONI:** I wouldn't know that.

10                   **COMMISSIONER ALLAN BLAKENEY:** Not for  
11 the record.

12                   **COMMISSIONER VIOLA ROBINSON:** It just  
13 puzzled me how you could have such alcohol problems when  
14 you don't have any or you are not supposed to have any.  
15 That is all. I just wanted to get that clear in my mind,  
16 to find out how it is happening.

17                   **DAVID KASONI:** Just from word of mouth  
18 and from individuals within the communities. I have been  
19 informed by individuals that there is a large increase  
20 of freight of alcohol coming in now since the closure of  
21 the beer sales.

22                   I don't know if it is unofficial or

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1 official, but that is just some of the information I have  
2 been receiving from time to time.

3 **COMMISSIONER VIOLA ROBINSON:** Thank  
4 you.

5 **COMMISSIONER ALLAN BLAKENEY:** Mr.  
6 Maksagak, please.

7 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**  
8 I don't think I have any questions because I work with  
9 David. I am the Vice-Chairman. So we work together.

10 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
11 very much. We certainly appreciated your contribution  
12 and your insights.

13 **DAVID KAOSONI:** Thank you.

14 **FACILITATOR JOE OTOKIAK:** Thank you,  
15 David.

16 We will be having lunch brought in any  
17 time now. So I think this gives us a little bit of time  
18 for maybe one more presentation and then we can break off  
19 for lunch.

20 Next up we have Charlie Evalik. Mr.  
21 Charlie Evalik is seconded to the Hamlet of Cambridge Bay  
22 at the moment from the territorial government. His

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1 capacity there was the Superintendent of Economic  
2 Development and Tourism in that department and has been  
3 seconded for at least a couple of years now, I believe,  
4 Charlie.

5 Charlie has gone through the educational  
6 system through the high school system in Yellowknife and  
7 he has worked a number of years with what was known as  
8 the Settlement Council before it became a Hamlet. So he  
9 has been involved in the administration end of that  
10 organization and today he is still working with the Hamlet  
11 but in more of a program delivery department.

12 So I will leave it to Charlie to give  
13 you some of his feelings of what has happened over the  
14 years in the community.

15 Charlie, please.

16 **CHARLIE EVALIK:** Thank you.

17 First of all, I would like to welcome  
18 you to our community and the region to hear some of the  
19 views on various issues before the Native people of Canada  
20 here.

21 My name is Charlie Evalik and I work with  
22 the Hamlet, as Joe said, of Cambridge Bay as an Economic

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1 Development Facilitator. I have been asked to make a small  
2 presentation to this Commission.

3 I would like to maybe just go back a  
4 little bit. The Inuit of this region have faced, I think,  
5 some major issues and changes during my life span and  
6 adapted to the changing times. In the mid-fifties, when  
7 the DEW Line first started, the Inuit of this region began  
8 to centralize to localities such as Cambridge Bay, to  
9 localities that are easily accessible to the needs of the  
10 outside world. With this centralization exercise came  
11 the changes from being very nomadic way of life to a more  
12 permanent home life style for the Inuit.

13 Some, I say, adapted very well to this  
14 change, but some did not adapt to this change very well  
15 at all as can be seen today in the everyday lives of those  
16 less fortunate. Those, I guess, have been said this  
17 morning by some various presenters.

18 Whether it be the government or our peers  
19 of the systems, I think this is very unfortunate as the  
20 discipline to be self-sustaining if not in the hearts of  
21 many of the Inuit people of this community.

22 There are those who are more fortunate,

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1 as I say, who have learned to adapt to the requirements  
2 for change. These more fortunate Inuit, I think, take  
3 to heart as to what is required to live to the changes  
4 that were very rapid during my lifespan, be it working  
5 on the DEW Line or being interpreters, or adapting to more  
6 centralized society so they may take advantage of the  
7 benefits that may or may not come with it. Some of the  
8 benefits are maybe cited as health care, school systems,  
9 et cetera.

10 I say adapting to take advantage of these  
11 benefits, as I believe many did not take advantage to really  
12 adapt to these changes. There are those that become too  
13 dependent and have become weak by the changes of time.

14 Now I would like to maybe touch upon some  
15 of the issues which I think are important that need to  
16 be addressed either by the communities themselves or with  
17 the help of any level of government or through a process  
18 such as this Royal Commission, these being education,  
19 social issues, economic issues or cultural issues that  
20 face the lives of our people today.

21 Education of the Inuit, I believe, is  
22 the key to successfully adapting to the changing society

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1 of the North. There are those that have successfully gone  
2 through a system of completing their education. However,  
3 I must say there are more of those that have not gone fully  
4 through a system of completion of formal education.

5                   The federal government, through the  
6 churches in late fifties and early sixties, introduced  
7 the need for children to attain some level of education.

8 I was one of those that was sent to a residential school  
9 so I may attain some level of education that required me  
10 to adapt to the changing society of the Inuit. I must  
11 say, I was one of those fortunate that received this  
12 education and the discipline that is required for the  
13 ever-changing world. However, I believe that it is the  
14 family that really taught us the discipline and not become  
15 too dependent on the system but adapt to it so I may take  
16 advantage of the good parts or the benefits that are  
17 acceptable to our way of living.

18                   I still firmly believe that Inuit should  
19 take full advantage of the education that is offered.  
20 It is no longer just acceptable to reach your first level  
21 of education which might be the grade 12 level. We need  
22 to pass through the secondary system today so that we may

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1 have good managers, lawyers, doctors, et cetera. These  
2 are the jobs that should be filled by the Inuit who are  
3 educated and could contribute to the society today.

4                   We need to encourage our young Inuit to  
5 get good formal education so that they may get good jobs  
6 in the future. However, it is through the system and  
7 through the community leaders that we need to show what  
8 may be ahead for the young people today if they receive  
9 their education. We must, as parents, encourage our  
10 children to get education and understand this need so our  
11 children will not become wards of our societies.

12                   The need for adult training is required  
13 prior to job placements. Therefore, programs should be  
14 encouraged for these. Funding needs to be funnelled to  
15 those programs that will show some results for the  
16 community residents. It is not acceptable just to put  
17 programs in place so we may be in a position to show that  
18 something is being done. It is with the end result in  
19 mind that programs should be put together. Those in a  
20 position to put programs together need to communicate as  
21 to what is really required for the community so the Inuit  
22 can start to look after themselves and not need to be

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1 dependent on others.

2                   Our communities today face a lot of the  
3 social programs associated with the centralization that  
4 took place and a dependency created with it. As earlier  
5 stated, to a large degree, Inuit were a self-sustaining  
6 society. However, with not enough thought in mind, the  
7 centralization of the Inuit created a great dependency  
8 on the governments, be it welfare, health care, housing,  
9 et cetera.

10                   I certainly am glad that issues  
11 pertaining to housing, health care are trying to be  
12 addressed by governments. However, we still face some  
13 programs that are so prevalent in many communities of this  
14 region. Housing is one of the main problems of our society  
15 today; overcrowding, not enough housing, not adequate  
16 housing are some of the problems associated with housing  
17 in our part of the world.

18                   Recent surveys show our community is in  
19 need of over 100 housing units, this being the core need  
20 of the community. Inadequate numbers create social ills  
21 and dependency on others to provide for your minimum needs.  
22    Until we have our housing problems solved, we will

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1 continue to have part of our society that is greatly  
2 dependent on governments.

3                   Welfare is a number one problem of our  
4 society today, although it might be seen as a solution  
5 to the need of those that are unemployable. This solution,  
6 I believe, should be used only with a very careful  
7 consideration. As I stated time and again, we tend to  
8 create dependence when we develop programs such as welfare  
9 or social assistance. We create a lot of lazy people  
10 because you know it is too readily available. There is  
11 low self-esteem in receiving this social assistance.

12                   One time, my father-in-law, when he  
13 first heard that welfare was to be introduced in the North,  
14 he shuddered that this solution will not create a long-term  
15 solution that is acceptable, but it will create a great  
16 dependency where no one will get out of. He has been right  
17 every since. Social programs that work are good, but these  
18 social programs should not be used to create dependency.

19                   Other social ills come with inadequate  
20 housing and welfare, these being alcohol abuse, family  
21 violence, family neglect and, of course, unemployment,  
22 as stated by some of the earlier presenters before you

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1 this morning.

2                                 Now I would like to turn to economic  
3 issues. Although the recent ratification of the Land  
4 Claims Agreement may go towards solving the economic  
5 problems of the Inuit, I think we must remember that it  
6 will not solve all the problems on an individual basis.

7 It will not. We must use this claim as a tool and not  
8 get it as a solution to all the problems facing us, as  
9 Inuit, today.

10                                 Grassroots economic solutions are  
11 needed and only those at the grassroots levels can  
12 adequately address what is needed. Top down economics  
13 does not work as those at the grassroots level are not  
14 adequately involved in the first place in discussions and  
15 then in our programming development. The programs must  
16 be used as tools to solve problems and not be used to hinder  
17 progress, as I believe some of the programming that has  
18 been put in place before in the past has hindered some  
19 of the progress that is greatly needed within the  
20 community.

21                                 Finally, I would like to touch upon the  
22 cultural issues. As again I stated previously, we must

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1 not let dependency upon others become a stumbling block  
2 to become more self-sustaining. Cultural solutions  
3 should be left to those that could adequately deal with  
4 it. That is, the education of the cultural values should  
5 be left to the parents, I believe, and not to be left to  
6 the schools. I say this because the schools cannot replace  
7 the contributions that the parents can make to the children  
8 on this issue. Perhaps inadequacy of equipment leaves  
9 the dependency on the schools to put cultural programs  
10 in place. However, this, I think, could be easily solved  
11 with some thought put into it.

12                   Today, I think I tried not to come up  
13 with solutions but to try to relay a message to our people  
14 and to those in positions to make some changes. I thank  
15 you again for this opportunity to make this small  
16 presentation and I hope to see your report in the future.

17 I hope we can use it as a tool to make some surely needed  
18 changes required for the Inuit people of our region.

19                   Koanapiakuhi. That is the presentation  
20 I have for you.

21                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
22 very much, Mr. Evalik. I will ask a couple of questions.

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1

2                   One of them has to do with the last point  
3 you raised about the role of schools in transmitting  
4 culture. You are suggesting that you don't think the  
5 schools are very well set up to do that and that it might  
6 be left with the parents.

7                   Elsewhere, particularly in the Indian  
8 communities, we have heard them stress strongly the idea  
9 that they want their schools to teach the Indian language  
10 and to transmit the Indian culture. For that reason, they  
11 want to control their schools.

12                   Why would you think that the schools here  
13 in Cambridge Bay and throughout this area of the North  
14 would not be very well set up to transmit the Inuit culture?

15                   **CHARLIE EVALIK:** I believe the cultural  
16 teaching should be left to the parents and the school system  
17 should be teaching the children the academic upgrading  
18 that is greatly required. The two being put together into  
19 the school system will not adequately be enough to  
20 adequately address the two together because I think one  
21 is going to take over some of the programming that is  
22 greatly required from the other.

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1                   I still believe the cultural values are  
2 better left up to the parents and there are other ways  
3 and mechanisms of teaching the culture than leaving it  
4 up to the schools. For instance, we could use the Elders'  
5 Centre and we could use their organization to teach the  
6 cultural values of the Inuit today.

7                   I think the concentration of the schools  
8 should be on the academics so the young Inuit people today  
9 could either -- if they cannot find jobs within the  
10 community, then they could immobilize to other areas of  
11 Canada that could give them the employment and the jobs  
12 that are required.

13                   **COMMISSIONER ALLAN BLAKENEY:** Let me  
14 try to just take that last point and I am obviously  
15 extending what you said.

16                   You are suggesting or I take it from you  
17 -- I am implying. I won't put the words in your mouth  
18 -- that it is going to be hard to create enough employment  
19 for all of the young people in place like Cambridge Bay.  
20 Therefore, it is entirely possible that they are going  
21 to have to leave the community or some of them, not all  
22 of them by any means, and that in order to equip themselves

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1 to do that, they need the academic education and the schools  
2 should concentrate on transmitting that academic education  
3 and the cultural values can use other institutions in the  
4 community like the Elders' Centre and the parents and other  
5 institutions.

6 Is that a fair statement of what you are  
7 saying?

8 **CHARLIE EVALIK:** Yes, that is a fair  
9 statement. That is what I am trying to get across to you  
10 and this Royal Commission. I think it is a fair statement.

11 **COMMISSIONER ALLAN BLAKENEY:** The other  
12 question I wanted to ask was quite a different one and  
13 that had to do with the housing in the communities like  
14 this, fast-growing communities like Cambridge Bay.

15 Clearly, 30 years ago, housing was  
16 totally for a nomadic community, or 40 years, it was a  
17 totally different thing. One moves and creates one's  
18 housing, however adequate or inadequate. However, when  
19 you come into a settlement like Cambridge Bay and it is  
20 a permanent settlement, then different kinds of houses  
21 are needed, clearly.

22 How would you go about tackling the

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1 housing problem in Cambridge Bay as it is going to be this  
2 year and five years from now and ten years from now if  
3 Cambridge Bay keeps growing?

4 **CHARLIE EVALIK:** I think if they will  
5 bring housing, it is going to have to start at the  
6 grassroots level and I think we need some training programs  
7 for a lot of our people within the community as to how  
8 to put houses together, being trained as carpenters,  
9 electricians or plumbers.

10 I think through direct programming  
11 negotiated with the community from NWT Housing Corp. or  
12 through CMHC, we could start to address a training program  
13 and the costs and everything like that because the people  
14 are here and they could adequately put houses together  
15 at a less cost than through the process that is going on  
16 right now in terms of tendering out or contracting out  
17 to outside firms with that training. With Inuit people  
18 learning how to become tradesmen, we could also solve the  
19 employment issue along with the housing issue that might  
20 be surely needed within our community.

21 **COMMISSIONER ALLAN BLAKENEY:** Just for  
22 my information, as the HAP Program is working or when it

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1 works or as it did work -- let's put it that way -- who  
2 did the electrical and the plumbing for someone who got  
3 his materials from the HAP Program?

4 **CHARLIE EVALIK:** The electrical and  
5 plumbing were contracted out, but I believe within the  
6 last couple of years there has been some progress made  
7 in terms of getting small businesses created within the  
8 community that could adequately start dealing with that  
9 kind of a trade within the community. Therefore, the  
10 communities themselves could start taking advantage of  
11 the work that is required, but prior to that, a few years  
12 back, the electrical and plumbing was mostly always  
13 contracted out to outside firms.

14 **COMMISSIONER ALLAN BLAKENEY:** But you  
15 would favour some steps which would see that some people  
16 were trained and then some small firms in the community  
17 would do that sort of work. That sounds sensible to me.

18 **CHARLIE EVALIK:** Yes, that is what I  
19 would favour because I think it would create some training  
20 and it would create some employment within the community.

21 **COMMISSIONER ALLAN BLAKENEY:** Thank  
22 you.

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1 I will ask my colleague, Viola, if she  
2 has any questions.

3 **COMMISSIONER VIOLA ROBINSON:** I just  
4 want to ask a question, too, on housing.

5 Somebody this morning before made a  
6 presentation earlier and they were commenting -- I think  
7 it was the Mayor -- on the cutbacks from CMHC. A lot of  
8 the housing needs here are related to cutbacks of CMHC.  
9 For instance, the housing you have and when you get your  
10 programs for housing and get your houses built, are they  
11 built here or are they brought in and just put together?

12 **CHARLIE EVALIK:** I think the Hamlet has  
13 been working on some of the housing projects within the  
14 last couple of years and the main aim is to try to get  
15 some training for the Inuit people so that they could start  
16 being contractors themselves that could develop some  
17 housing within the community.

18 The houses are brought in through CMHC  
19 through global allocations and I think we have been  
20 successful in terms of directly negotiating with CMHC and  
21 the NWT Housing Corp. in trying to develop programs so  
22 Inuit could take advantage of our training programs and

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1 themselves start to develop their own housing needs within  
2 the community.

3 **COMMISSIONER VIOLA ROBINSON:** What I am  
4 trying to get at here is: The houses that are being  
5 constructed -- are the Inuit involved in the planning of  
6 the housing, how they are being constructed?

7 **CHARLIE EVALIK:** To a certain degree,  
8 with the organizations such as the Hamlet being involved,  
9 I think we could start being directly more involved in  
10 terms of what kind of housing is required, be it  
11 two-bedroom, one-bedroom or the looks or the style or the  
12 structure, and everything like that.

13 I think, through those organizations,  
14 the planning could be achieved as to what is greatly needed  
15 within this community.

16 **COMMISSIONER VIOLA ROBINSON:** The other  
17 question I had had to do with culture and language. Is  
18 the culture and the language very strong amongst your young  
19 people now?

20 **CHARLIE EVALIK:** I think the generation  
21 I am in -- we went through the residential school and I  
22 guess our first language became the English language, but

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1 we still retained our language and our culture in terms  
2 of my generation. But the generation after me, which is  
3 my children, I think they are the ones who are going to  
4 be suffering in terms of inducing some of their cultural  
5 values and their language and because of the loss and  
6 everything. It is not every day use of the language in  
7 my household.

8 **COMMISSIONER VIOLA ROBINSON:** You say  
9 that, but, again, you said that the culture and language  
10 should be left up to the parent.

11 **CHARLIE EVALIK:** I think it should be  
12 left up to the parents and with more encouragement, I think  
13 the language and the culture, and everything like that,  
14 could be retained or could be more taught within --

15 **COMMISSIONER VIOLA ROBINSON:** But you,  
16 as a parent, would have those skills to be able to carry  
17 that on.

18 **CHARLIE EVALIK:** Myself, as a parent,  
19 I think I have skills to carry through in terms of Inuktitut  
20 and in terms of hunting and trapping, whatever. I could  
21 carry that with my children.

22 **COMMISSIONER VIOLA ROBINSON:** So,

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1 again, I guess if it had not been for the residential  
2 schools and going out, you would have retained your culture  
3 and language a lot stronger.

4 **CHARLIE EVALIK:** I think it is the use  
5 of it at home more that you begin to understand and know  
6 the importance of your culture and your language. If you  
7 start depending on the schools and everything like that  
8 to deliver that, then you start losing the idea of the  
9 importance of that kind of a value within the system.

10 **COMMISSIONER VIOLA ROBINSON:** The  
11 reason I asked those questions is because we have just  
12 about lost our culture and our language way down in the  
13 south where I come from mostly because, in my generation,  
14 they have lost it from way back. Now they are just  
15 struggling trying to get it back and there is no  
16 appreciation by others of our culture and language. I  
17 just wanted to question you on that.

18 The other thing I wanted to say is that  
19 I think you did a very good presentation and it is a written  
20 one, and I just assume that we are going to get a copy  
21 of it. You do have some, I think, good comments in there  
22 and you want to get the message to the right people. Well,

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1 I hope that we will be able to deliver that in some form.  
2 That is one of the roles of the Commission. It is for  
3 public education and to inform whatever you have told us  
4 -- hopefully it will get to the right places so that they  
5 will be aware of your concerns.

6 Thank you.

7 **FACILITATOR JOE OTOKIAK:** Thank you,  
8 Mr. Charlie Evalik.

9 I believe now we can break for lunch.  
10 They have brought in the lunch and everything and the  
11 public is welcome to stay for lunch. It will be served  
12 through the kitchen in here and we will begin maybe 10  
13 minutes earlier seeing as we are breaking a little bit  
14 earlier for lunch.

15 **COMMISSIONER ALLAN BLAKENEY:** We will  
16 try 1:15 for Mr. Harry Maksagak.

17 **FACILITATOR JOE OTOKIAK:** He is here.

18

19 We are going to set up a video tape on  
20 the Royal Commission on Aboriginal Peoples. So over lunch  
21 hour, if you want to take a look at it, it will be available  
22 there. We will have it running.

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1 --- Luncheon recess at 12:00 p.m.

2 --- Upon resuming at 1:15 p.m.

3 **FACILITATOR JOE OTOKIAK:** (Translated  
4 from Inuktitut) We will continue now. It is 1:15.

5 Harry Maksagak has a presentation to  
6 make. He has been living in Cambridge Bay for quite some  
7 time now. He has also been involved in different  
8 organizations in our community. Right now, he wants to  
9 make a presentation to the Commissioners.

10 **HARRY MAKSAGAK:** Thank you.

11 If I could just make a brief  
12 clarification, if you look at your agenda, I am slated  
13 down as giving a presentation as a resident, a personal  
14 presentation. If I may be so bold, I am going to have  
15 that changed to giving a presentation on behalf of the  
16 Northwest Territories Aboriginal Management Board and if  
17 the Commission would bear with me, very shortly after that,  
18 if there are questions following this presentation, I would  
19 like to give my own personal presentation, if I may. Thank  
20 you.

21 The presentation that I am going to give  
22 was put together by the Working Group of the Northwest

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1 Territories Aboriginal Management Board and we, as you  
2 will hear throughout the brief, are comprised of a  
3 membership from a local group and, in turn, a regional  
4 group when then comprises the Territorial Board. From  
5 the Territorial Board, as well, we have a national  
6 organization established. The national organization is  
7 aimed primarily at policy development and policy changes,  
8 in that nature, more of a political nature as opposed to  
9 the hands-on operations that we operate at the territorial  
10 and regional levels.

11 So, with that, I will give you the  
12 presentation as laid out for me by our management board.

13 Just a brief background. The  
14 partnership of the Canada Employment and Immigration  
15 Commission and Aboriginal people in the Northwest  
16 Territories jointly managed Pathways to Success, a process  
17 to effect the Aboriginal labour force development  
18 strategy.

19 The NWT Aboriginal Management Board or  
20 NWTAMB is comprised of one elected representative from  
21 each of the ten regional management boards. The NWTAMB  
22 is responsible for supporting territorial Aboriginal

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1 training and employment policy and has application to the  
2 regional management boards.

3                   It provides a territorial forum for  
4 discussion and possible adaptation of policy that will  
5 have an impact on effectiveness of programs and services  
6 for Aboriginal people. The NWTAMB determines territorial  
7 budget allocations to regional management boards.

8                   The NWTAMB is linked to the National  
9 Pathways process through the National Aboriginal  
10 Management Board. The NAMB considers policy and program  
11 development as it applies to Aboriginal people; determines  
12 regional and territorial budgetary allocations and  
13 monitors and evaluates Aboriginal program and training  
14 developments from a national perspective.

15                   The objective of the Pathways in the  
16 Northwest Territories is to establish an effective  
17 partnership to invest in and develop a trained Aboriginal  
18 labour force for participation in the unique labour markets  
19 of the Northwest Territories and, in a broader context,  
20 the Canadian labour market.

21                   The five principles formed the basis by  
22 which the national, provincial and territorial boards are

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1 established and function. These five principles:  
2 consultation process and local control of decision-making;  
3 delivery mechanisms, funding mechanisms and institutional  
4 development capacity; employment equity; and eligibility  
5 for programs and services.

6 Under the heading of the "Workforce  
7 Participation", we have the following: By referencing  
8 the NWT 1990 Bureau of Statistics, it is clear that focused  
9 training for a unique labour market in the Northwest  
10 Territories is critical. Statistics based on a 15-year  
11 old -- the age of 15 years plus and older -- population  
12 demonstrates Aboriginal people are under-represented in  
13 the workforce. For example, a total labour workforce base  
14 of 24,250 out of which 11,000 are Aboriginal and 13,259  
15 are non-native.

16 Point number 2 under this "Workforce  
17 Participation", unemployment rates for Aboriginal people  
18 in the Northwest Territories are 30 per cent versus 5 per  
19 cent for non-Aboriginal. The rate of 30 per cent is not  
20 truly reflective of unemployed Aboriginal people. Many  
21 are discouraged and withdraw from trying to enter the  
22 labour force.

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1                   Although the economy in the Northwest  
2 Territories is developing, employers continue to spend  
3 millions of dollars relocating professionals to the North  
4 rather than training a northern-based workforce. This  
5 is an indication of insufficient use of available human  
6 resources. Consequently, the practice of hiring  
7 professionals from the south to supply a professional  
8 highly-skilled workforce continues.

9                   Unless access to education improves,  
10 this problem will escalate given the competition in the  
11 south as a workforce trained in technology that is growing  
12 at a rate faster than our levels of education.

13                   The 1986 census indicates that our  
14 15-year plus population had 11,500 who had a grade 9 or  
15 less level and 8,000 had a grade 9 to grade 12 education  
16 without a certificate.

17                   In regards to access to education and  
18 training, in the Northwest Territories, we lack road  
19 systems and are faced with vast distances between home  
20 and the nearest education centre. In order to receive  
21 an education, many of our youth must leave their homes  
22 at early ages; in some cases, at the age of 13 years.

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1                   Separation at an early age from the  
2 family unit results in a culture shock, lack of nurturing,  
3 lack of support and loss of family circle skills and loss  
4 of social skills. These factors hamper personal growth  
5 essential to healthy attitudes and, as a result, students  
6 are leaving school and contributing to the serious high  
7 youth unemployment.

8                   The 1990 NWT Bureau of Statistics states  
9 that in 1989, 195 students graduated from territorial  
10 senior high schools. The level of education in the  
11 Northwest Territories, particularly in small communities,  
12 is not increasing.

13                   The Pathways process has to date  
14 concluded that training priorities in the communities  
15 remain at the PVT 0 to 12 level. We are delivering training  
16 at the level which the education system should be  
17 providing.

18                   The need for training in the Northwest  
19 Territories far exceeds the funding that is available.  
20 The levels of funding support are based on national  
21 formulas which do not reflect the high cost of living in  
22 the North. Students lack the financial resources to

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1 support themselves and/or families while in training.  
2 For example, the training allowance for a single person  
3 in the territories attending adult education courses is  
4 \$121 per week.

5                               Need for greater career and employment  
6 counselling. The Northwest Territories Aboriginal  
7 Management Board recognizes the need for a greater capacity  
8 to provide career and employment counselling for secondary  
9 and adult education. The lack of Aboriginal models in  
10 meaningful employment in the isolated communities as well  
11 as mentors to encourage youths to stay in school adds to  
12 the stress of not having a support network.

13                              Under the concerns of the systematic  
14 barriers, high wages have resulted in expectations of a  
15 more skilled workforce which results in a barrier to  
16 employment for Aboriginal people. Employers may expect  
17 more skills than are required; the reason being that  
18 employers inflate job requirements to justify the high  
19 wages.

20                              Another scenario of systematic barriers  
21 is, again, single parents who elect to receive social  
22 assistance. They naturally lack incentives to go to work

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1 or train if they cannot earn a reasonable living. Single  
2 parents who are receiving a student allowance have \$237  
3 per week will have to pay monthly childcare fees of \$500.

4 This fact, again, emphasizes that our funding should be  
5 forecasted on the special needs of the territories, not  
6 based on what is available as regulated by a national  
7 formula.

8 Another element to add to the special  
9 needs of the North is specific to the lack of a budget  
10 to administer programs. Currently, under the Pathways  
11 process, the territorial and regional boards must use  
12 program dollars to administer Pathways funds. Based on  
13 a national formula of budget distribution, the Northwest  
14 Territories received inadequate program funding.

15 Under the northern career situation, the  
16 Aboriginal Management Board wants to ( ' n record as clearly  
17 supporting this program as it is critical in providing  
18 opportunities for Aboriginal people to be employed in  
19 federal jurisdictions. This program has provided middle  
20 and upper management training of Aboriginal people for  
21 positions significant to the development of the North.  
22 Aboriginals trained through the Northern Careers Program

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1 are now in positions as Assistant Deputy Ministers, as  
2 presidents of national native organizations and management  
3 positions.

4 Under future directions, with the  
5 settlement of regional land claims in the western Arctic  
6 and the creation of Nunavut, training is crucial to meet  
7 self-government roles and responsibilities. Claim areas  
8 will soon begin development of resources and this will,  
9 again, increase the need for a skilled workforce.

10 The government of the Northwest  
11 Territories' goal to complete devolution of programs and  
12 responsibilities to communities by April of 1994, again,  
13 accelerates the need to train a highly-skilled workforce.

14 We do not want to be in a position of having to continue  
15 recruitment of professionals from the south. To be  
16 successful in reaching our Pathways' objective, we need  
17 to develop a trained Aboriginal labour force for  
18 participation in the unique labour markets of the Northwest  
19 Territories.

20 This is the presentation as brought  
21 forward from the Northwest Territories Aboriginal  
22 Management Board.

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1                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
2 you.

3                   We will ask a couple of questions or some  
4 questions and then we will give you an opportunity to  
5 present your personal submission later.

6                   If I were to ask you a question, a general  
7 question such as: What do you think is the single biggest  
8 impediment to getting more Aboriginal people trained to  
9 take senior positions in territorial district and  
10 regional governments and in education and health -- that  
11 is perhaps enough -- what would you think you would say?  
12 What do you think is holding back the move, which is  
13 undoubtedly taking place, to fill those positions with  
14 Aboriginal people?

15                   **HARRY MAKSAGAK:** If I may just refer  
16 back to parts of the presentation, it has been recognized  
17 -- I am speaking on behalf of what I have picked up with  
18 the NWTAMB. Many of the issues such as the one you have  
19 raised asking why there is such a lack of Aboriginal people  
20 in places of these responsible positions -- no. 1, I think,  
21 is that the actual skill level of an Aboriginal to be within  
22 a given position within the territorial government, within

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1 the federal government, with the other institutions that  
2 you have mentioned, to me, is the biggest drawback.

3                   The people within the area certainly  
4 have a very good understanding of our particular region,  
5 of our peoples and of our community and of the issues  
6 pertaining to the governmental system or, at least, I  
7 believe we have a good grasp of the governmental system.

8 I believe we have a good idea of the educational system.

9 I believe we have a grip on what is happening in the field  
10 of health and social services, economic development and  
11 so on, but we do not have the people who have the  
12 qualifications as laid out in particular criteria for those  
13 positions.

14                   So, obviously, education is a major key  
15 in the impediment of these people being in those positions.

16 That is purely from the Aboriginal point of view.

17                   **COMMISSIONER ALLAN BLAKENEY:** To what  
18 extent do you feel this is because Aboriginal people don't  
19 have the needed skills and to what extent is it because  
20 the criteria are calling for skills which aren't really  
21 needed, if I may put it that way?

22                   **HARRY MAKSAGAK:** That is a very complex

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1 question and it is very difficult to be able to pinpoint  
2 and to give you a direct and a truthful answer. There  
3 are many factors that impede such a process.

4                   Not only is there a lack of skills, not  
5 only is there a lack of training, but from the Aboriginal  
6 point of view, there is a hesitation that has been instilled  
7 in the individual to hold back and to wait because of the  
8 historic process of what is happening with the Aboriginal  
9 people.

10                   If I may just be allowed to ramble just  
11 for a few moments so that we can get an idea of what I  
12 am trying to get across, if you go back in the historic  
13 sense of looking at this particular community, before --  
14 in fact, this is touching on some of my personal issues,  
15 but I will open the door to that.

16                   Historically, we had our own set way of  
17 governing ourselves before a fixed institution arrived.

18     I will put it very bluntly. I don't like to use these  
19 terms, but before the white man came, we were our own  
20 people. We had our own system of government. We had our  
21 own system of law, our own system of justice, our own  
22 education system, if you will. It was not recorded and

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1 written down, per se, but it was passed on from father  
2 to father. In that way, we retained what happened 50 years  
3 ago or 100 years ago.

4                   With this change-over and with the  
5 promise of having a better way of life being introduced  
6 to us and then we being emersed into it, we are not as  
7 confident now. We are not able to say, "Well, yes, I can  
8 go and I can be a regional director or I can be the head  
9 nurse or I can be superintendent of education," or  
10 whatever. That mentality has been watered down. That  
11 positive attitude of one sought to be able to achieve that  
12 particular position or line of work is hindered because  
13 we begin to say to ourselves, "Well, gee, I don't have  
14 the schooling. I don't have the education. I don't have  
15 the training. I don't have the right skills for that job,  
16 even though I do want it."

17                   So if that I can tie into the question  
18 of this whole impediment, if you will, I hope that you  
19 have the idea of how I am trying to answer you there; the  
20 hesitation, the reluctance because one already begins to  
21 recognize a lack of having that specific training.

22                   **COMMISSIONER ALLAN BLAKENEY:** I think

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1 that is a very understandable explanation that you gave.

2 I think I understand it and I think I can understand where  
3 this hesitation comes from.

4 It is a very new and very different  
5 system of institutions with paper and reports and the whole  
6 bit that we, meaning white people, have built into our  
7 government structures. When I say "government", I don't  
8 mean just formal government, but education, health, all  
9 of the institutions by which we govern our societies.  
10 They are all new to Aboriginal people and, therefore, there  
11 will naturally be some reluctance to feel confident that  
12 you can tackle all of those.

13 **HARRY MAKSAGAK:** In most cases, that is  
14 the situation. It is not a true assessment for all  
15 Aboriginal people, but there are some very aggressive  
16 Aboriginal people and some very recognizable, very  
17 influential positions. I am saying that we are only  
18 holding back because we do have very prominent Aboriginal  
19 people within the area and the fields of public office,  
20 if you will. However, in most cases, that is the  
21 situation.

22 **COMMISSIONER ALLAN BLAKENEY:** All of

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1 that, I anticipate, will change very rapidly as you get  
2 experience with these organizations and as you transform  
3 these organizations to fit your particular experience.  
4 I suspect that a Nunavut government is going to look a  
5 little bit different than the government of Saskatchewan,  
6 and rightly so.

7 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**

8 May I just add a bit to what Harry said?

9 I think the Aboriginal people are  
10 sitting on the fence right now and we either want to go  
11 to the other side of the fence or either we are on the  
12 other side. I think we need to recognize that we are going  
13 to get on the other side of the fence and start our own  
14 government. As you heard, he said that we have been  
15 governing our people -- our people have been governing  
16 themselves before the white man came and I think we need  
17 to recognize that because we, as Inuit people, as a regional  
18 people, are able to do that and our ancestors have been  
19 doing it from the time. I think we need to know that.  
20 Thank you.

21 **COMMISSIONER ALLAN BLAKENEY:** Thank

22 you.

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1                   **COMMISSIONER VIOLA ROBINSON:** I just  
2 want to follow up on the earlier part of your presentation.  
3 When you talk about the Pathways to Success, it seems  
4 to me that there are some faults in that policy or program.

5  
6                   When that was established, I personally  
7 felt it was a good thing. It was a way to devolve some  
8 responsibility to the people, Aboriginal people. They  
9 were given more control over their affairs to establish  
10 budgets and their needs and they were given more authority.

11                   Something is obviously going wrong with  
12 it or is it working?

13                   **HARRY MAKSAGAK:** If you look at it in  
14 the view of this organization from the working point of  
15 view, from the working paper itself, it looks very  
16 promising and I believe that this process will have very  
17 strong merits with the changing labour force in the  
18 Aboriginal communities. I believe it will help us to  
19 accelerate having more trained, more qualified Aboriginals  
20 in the workforce, in the labour market in general. We  
21 will have more highly-skilled workers, not just your  
22 commonplace labourers.

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1                   This whole Pathways to Success is -- I  
2 believe a principle has been in existence for generations.  
3     It was just not applied. The concept of Pathways to  
4 Success, to me, has gone through the first stage of growth,  
5 if you will. We have identified and we have established  
6 boards across the territories and we have established a  
7 national board.

8                   For the thought of some faults or things  
9 are not quite right, I believe in any organization that  
10 comes into being there are always some growing pains and  
11 there are always some situations that should be dealt with  
12 and rectified as soon as possible.

13                   I don't foresee that Pathways in itself  
14 is a problem. I don't foresee in the Pathway structure  
15 that there is any hinderance or impediments of any kind  
16 for the Aboriginal people. At times, it just may seem  
17 that we are beginning to fall into the bureaucratic-type  
18 system of which I am hoping we will not.

19                   The concerns that were brought out and  
20 brought forward by this Board are things that we deal with  
21 on a regular basis. The system is not working for us.  
22 The education system that is not working for us. How can

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1 we help to change that? We are not really geared towards  
2 education per se. We are in basically for training and  
3 to bring up the skills of our Aboriginals to the acceptable  
4 level of the labour market that is out there.

5 **COMMISSIONER VIOLA ROBINSON:** I just  
6 wanted to get your view on if in fact it is working or  
7 not because you hear a lot of different things across the  
8 country and if it is working, then certainly a lot of the  
9 things that you have alluded to there certainly might be  
10 addressed as you progress with your boards and stuff.

11 Thank you.

12 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
13 very much.

14 Now go ahead with your personal  
15 submission.

16 **HARRY MAKSAGAK:** That was the  
17 presentation from the Northwest Territories Aboriginal  
18 Management Board and, as I stated earlier, my the original  
19 name slot was in there as a resident, as giving a personal  
20 submission.

21 Some of what I touched on from this  
22 NWTAMB presentation kind of falls into what I am saying

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1 here, but I hope I shed a different light as a resident.

2                   At the height of the racial unrest in  
3 the United States in the sixties, Martin Luther King  
4 uttered these words: I have a dream that some day we can  
5 all exist on equal terms, on equal ground and have equal  
6 opportunities." Although these were not his exact words,  
7 I believe that was the message he was trying to bring across  
8 during this tremendous racial unrest in the States back  
9 then.

10                   Here, in our homeland of Canada, and more  
11 specifically in the territories, we+ '102  
12 3 actually experienced outright hatred or outright  
13 prejudice, but we have and we still are being discriminated  
14 against or discriminated towards because of our lack of  
15 education, because of our lack of travel and access to  
16 the outside world, if you will. We are within our own  
17 environment or because of our silence that we have been  
18 holding for these many generations of passiveness.

19                   I do not like to use terms like the white  
20 man and eskimo or the white man and the Indian or Native  
21 and non-Native, but to try to bring an idea and a thought  
22 across to you, just bear with me even though I do use some

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1 of these terms. They are purely for presentation  
2 purposes.

3                   Before the white man came with his  
4 promise of a better way of life into the wage economy,  
5 better housing, transportation links and all the niceties  
6 of modern-day living, as I alluded to earlier, we, the  
7 Inuit, had our own structure and way of existence that  
8 was practised. We had an unwritten system of government.  
9 We had an unwritten system of law, of justice, of  
10 education, of social wellbeing, and a live and let live  
11 type philosophy.

12                   In the early days, a man with a family  
13 had the sole responsibility of ensuring that he had  
14 shelter, food and clothing for his family. On one day,  
15 if he was not able to provide, then he would have to work  
16 extra hard the next day or travel further as he attempted  
17 to provide his family with food, clothing and shelter.

18                   Now, you take the same man, the same  
19 individual and, in a manner of speaking, overnight he  
20 has been basically thrown into the wage economy system,  
21 a very quick transition, a quick change of lifestyle, and  
22 he is still in the same position. He still must provide

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1 for his family. He must ensure that there is food and  
2 clothing for his family.

3                   But now he is under more restrictions  
4 or limitations, if you will. He has to be able to cope  
5 with this idea of working on shift. He has to be able  
6 to cope with this definite time scheduling, these definite  
7 rules of behaviour which are basically foreign to him.  
8 There is a certain dress code that he is expected to follow  
9 and then there was the advent and introduction to these  
10 various diseases that we did not have to deal with in the  
11 early days; the introduction and the use of alcohol which  
12 ultimately gives us the dire and the sore sickly  
13 consequences of alcohol and its abuse.

14                   As a result of this whole quick change  
15 of lifestyle, there was a family breakdown and the stress  
16 became more evident.

17                   In the earlier days, he hunted further  
18 away if he was not successful. Today, he can temporarily  
19 escape in the bottle which has as effects, consequences  
20 and impacts on the family and there is a very serious and  
21 complete breakdown of the family unit. He has lost his  
22 sense of pride, of accomplishment, of self-worth and even

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1 so far as to say that he has lost his community spirit.

2 He now no longer is concerned of those around him or within  
3 the area. Now he is out for himself.

4 In the brief that was sent out, the  
5 Government of Canada, through this Royal Commission on  
6 Aboriginal Peoples, wants to reconcile with all the  
7 Aboriginal peoples.

8 Now, to refresh our minds, I took the  
9 liberty of looking up this word "reconcile". In the  
10 Canadian Intermediate Dictionary, this is the definition  
11 they give of "reconcile":

12 "(a) make friends again; (b) settle a quarrel or  
13 disagreement; (c) make agree or  
14 bring into harmony; (d) make  
15 satisfied or content with".

16 In the Houghton Mifflin Canadian Dictionary, it states:

17 "(a) to re-establish friendship between; (b) to settle  
18 or resolve; (c) to make compatible  
19 or consistent".

20 In Webster's Third New International Dictionary, it  
21 states:

22 "(a) to restore to friendship, compatibility or harmony;

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1 (b) to restore; (c) to make  
2 consistent or harmonize; (d) to  
3 obtain agreement between".

4 That is a very large request. That is a very large task  
5 to undertake.

6 It has been noted that for 500 years  
7 Aboriginal peoples have been numbered among the most  
8 disadvantaged groups in Canada. If we look around today,  
9 you will note that Inuit people are no longer a silent  
10 people. They are no longer the passive and no longer the  
11 easily persuaded people.

12 For many years, the NWT's education  
13 curriculum and system was that of the Alberta system and,  
14 to some degree, we are still being asked to follow a  
15 southern ideal. Now, I am sure we are all aware of all  
16 the land claims processes that have been going on. Some  
17 claims have been settled and others are still in the works.

18 There is a clause or there is a term that is used of  
19 "extinguishment". I am going to use that term here.

20 The Inuit mentality or way of existence  
21 or existing has been extinguished and replaced with a  
22 simulation. Although we still have the ties to our fathers

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1 and our forefathers and our grandfathers, we are not  
2 practising in that particular way of life. We do it as  
3 kind of like a weekend type thing, but we don't do it on  
4 a regular basis; in most cases, that is. We are in the  
5 wage economy. We are competing for different jobs that  
6 are available.

7                   Today, we can go to a place of work, a  
8 place of employment and at the end of ten days, we pick  
9 up our pay cheque and we can go to the Bay or to the Northern  
10 or to the Co-op or to some institution to either put the  
11 money away or spend it.

12                   With all the things that are happening  
13 or perhaps not happening, I would like to entertain the  
14 thought that for those who are in the workplace, they are  
15 not just there exclusively for that pay cheque. We are  
16 trying to effect a change. We are trying to get involved  
17 with the change to better the environment in which we are  
18 living within the community, within the home. Sometimes  
19 we lose sight of that and we don't.

20                   As was stated in the other presentation,  
21 we have so many unskilled people that we are bringing people  
22 from the south and thereby spending all of that money which

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1 could have been used regionally, territorially or locally  
2 in the communities.

3                   If the government in its political will  
4 is to have this reconciliation take place between the  
5 Government of Canada and the Aboriginals, how is that going  
6 to affect our educational system? How is that going to  
7 impact on our economic development, on our social or  
8 educational developments?

9                   In writing up my brief, I, at one point,  
10 had given a small scenario of this individual having to  
11 provide for his family and being dropped into this wage  
12 economy, if you will. To me, social development, social  
13 services has not met the original mandate it was set out  
14 to fulfill. Somewhere along the way, they have lost a  
15 grip of the original intent of that particular program;  
16 at least I think that.

17                   It was a band-aid type of solution for  
18 people who were in a difficult time, in transition, if  
19 you will, but now it has become an institution within  
20 itself. People are now saying, "Well, why go out and walk  
21 the streets and meet and talk with people where I might  
22 be able to work? Why kill myself doing that when I can

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1 just in a couple of weeks or three or four weeks I can  
2 just get money from the government?" That seems to be  
3 the attitude. That has to be changed.

4 The education system, as was outlined  
5 in the other presentation -- we recognize a flaw in the  
6 system that is not complementing the Aboriginal people.

7 I am beginning to lose my train of thought and so maybe  
8 I should just close here.

9 We, the Aboriginals, the first people,  
10 must be given every opportunity to take responsibility  
11 of our own affairs. We must be given the opportunity to  
12 govern ourselves and in order for us to achieve this goal,  
13 our educational institutions must deliver quality  
14 education and not quantity of education, but quality  
15 education.

16 The Government of Canada wants to  
17 reconcile with all the Aboriginals of Canada. This is  
18 an achievable objective. We have survived through  
19 generations of hardship, of adverse climates and I can  
20 tell you and I can assure you that we are just as capable  
21 of surviving in our political arena as that process begins  
22 to evolve through our new Nunavut government.

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1                   I would just like to thank the Commission  
2 for bearing with me and for allowing me to give my  
3 presentation. If I can, I would be happy to answer any  
4 questions if you have any.

5                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
6 very much. Since I asked a number of questions previously,  
7 I will ask my colleagues here to start off.

8                   Viola, please.

9                   **COMMISSIONER VIOLA ROBINSON:** I don't  
10 think I have any questions for you. I think you have raised  
11 some very good points and issues here. I don't have any  
12 questions to what you have said. I think you are right,  
13 but I don't think I have any questions. I would just let  
14 that go for now.

15                   **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**  
16 I don't have any questions either.

17                   **COMMISSIONER ALLAN BLAKENEY:** I don't  
18 think I have any questions. I will make a brief comment.

19                   I think the problems that have developed  
20 with respect to welfare systems and the like -- I think  
21 they all developed out of proper motives of the people  
22 who set up the systems and from the point of view of going

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1 about correcting them, so far as the Government of Canada  
2 is concerned, I think their best bet is to find a way to  
3 have those programs and others administered by Aboriginal  
4 governments who can address those, who can make welfare  
5 programs a part of training programs. They can do all  
6 sorts of things which, I think, many people in government  
7 believe should be done but simply don't know how to make  
8 this huge system do those things.

9 I think there is a lot of feeling that  
10 welfare systems and training systems and educational  
11 systems should all be more or less combined. If somebody  
12 cannot get employment, then the task is to get them ready  
13 to do that and there should be training and not particular  
14 to welfare, unless they can't work.

15 With a huge system that operates with  
16 having welfare operating under one set of rules, with  
17 cost-sharing with the federal government and the  
18 provincial governments and training provided by federal  
19 governments and provincial governments and education  
20 provided by provincial governments, no one has found a  
21 way through the maze.

22 My guess is that you will find that the

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1 Aboriginal governments will find an easier way through  
2 the maze than the non-Aboriginal governments. For one  
3 thing, you will be smaller and for the second thing, you  
4 will know the problems better.

5 Thank you very much.

6 **HARRY MAKSAGAK:** Thank you.

7 **FACILITATOR JOE OTOKIAK:** Thank you,  
8 Harry.

9 At this time, we are going to move on  
10 to a little bit of a different subject, more in the flavour  
11 of economic opportunities and whatnot, economic issues  
12 in the community.

13 Mr. Luke Novoligak would have been here  
14 at this time, but due to funeral services that he has to  
15 help with today, he may not be here. He may be here a  
16 little bit later on, but we can begin now with Terry Hawkins  
17 who is representing Fred H. Rose & Associates, a contractor  
18 here in the community who has been here for a number of  
19 years. Terry will more or less shed a little bit of light  
20 as to their progresses over those years.

21 Terry, please.

22 **TERRY HAWKINS:** Thank you.

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1                   I would like to thank you for giving me  
2 the chance to speak here today. I actually represent three  
3 different companies, two of which have started up in the  
4 last two years and the other one, as Joe mentioned, is  
5 Fred Ross & Associates which has been in operation in  
6 Cambridge Bay since 1963.

7                   To date, we currently employ 38 people  
8 in Cambridge Bay between the three companies. Twenty-two  
9 of them are Natives. Over the period of time that we have  
10 been in operation, we have identified a few key problems,  
11 the first of which would be attendance. A lot of the times  
12 we encounter difficulty with employees not attending.  
13 They miss days, sometimes weeks at a time. This problem  
14 is usually due to alcohol and because of the fact that  
15 we can't rely on these people, we run into a considerable  
16 problem.

17                   Being a contractor, we do a lot of  
18 construction in the summer. We have to bring up a lot  
19 of our workers from the south. I know there has been some  
20 discontent in the community with that fact, but what we  
21 need is reliable people to come in and be there six days  
22 a week, 12 hours a day to get the job done because of our

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1 short construction period.

2                   We would greatly enjoy it if we could  
3 get the people from the community. It would be far cheaper  
4 for us to do that rather than to fly people up from down  
5 south, but we are not able to do that.

6                   The other problem that we have  
7 encountered is education. From the Arctic Islands Lodge  
8 point of view, they have gone through great difficulty  
9 trying to hire waitressing staff or staff to man the front  
10 desk. I know last summer we interviewed 18 people for  
11 a waitressing position. Two of them could add and only  
12 one of them could sign their name.

13                   It is a great problem. It is  
14 understandable in the older generations because they  
15 didn't have the schooling, but all of these people that  
16 we interviewed were under 25 years of age.

17                   We feel that education is extremely  
18 important here, particularly secondary education.  
19 Cambridge Bay is a fairly small community and there really  
20 is only a set number of jobs. There are only so many people  
21 the Hamlet can hire, only so many people that GNWT or the  
22 federal government can hire and only so many people that

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1 small businesses can hire. We have a very large young  
2 population and then they become older, there are not going  
3 to be the jobs for them here.

4 Education is the only way for them to  
5 get out of the community. Without that, they have no  
6 opportunities in other parts of the territories or down  
7 south in the provinces.

8 Another problem I would like to address  
9 is the housing shortage which you have heard about several  
10 times today as well. We have found that the HAP Program,  
11 while it was running, was effective, but a great many times  
12 it didn't help those people who really needed it. To get  
13 a HAP house, you required some sort of financing. A lot  
14 of the families don't have that sort of financing. They  
15 require additional housing but don't meet the requirements  
16 for the HAP housing, and we feel there should be more of  
17 an effort put into housing for those people.

18 That is all I really had prepared to say,  
19 but I would be happy to entertain any questions that you  
20 should happen to have.

21 **COMMISSIONER ALLAN BLAKENEY:** Thank  
22 you. You represent three firms and Fred H. Ross &

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1 Associates has been a contractor here since the early  
2 sixties. Then I gathered the second one was Arctic Islands  
3 Lodge which is a hotel, no doubt.

4 **TERRY HAWKINS:** Yes, it is.

5 **COMMISSIONER ALLAN BLAKENEY:** What is  
6 the nature of business of the third firm?

7 **TERRY HAWKINS:** The third one is  
8 Kitikmeot Supplies. It is an industrial supplies store  
9 that has just started up in the last year.

10 **COMMISSIONER ALLAN BLAKENEY:** I will  
11 ask a question and it is not as extraneous as you may think.

12

13 Are there any newspapers that circulate  
14 in this community?

15 **TERRY HAWKINS:** There is the News North  
16 that comes up occasionally, but we found, actually that  
17 its coverage of the community is inadequate. I believe  
18 they missed the events we had for the Northwest Passage  
19 and we feel we appreciate the greater mention in the paper.

20 **COMMISSIONER ALLAN BLAKENEY:** You  
21 seemed to suggest more than that, that it was hard to get  
22 employees who had more or less a basic literacy and numeracy

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1 skills, who could read and write out a bill at a restaurant,  
2 add up the numbers, sign their name, perhaps count the  
3 cash and make the change and do those pretty elementary  
4 things. Some of that comes from sort of reading pieces  
5 of paper that around your place.

6 Do I state fairly what you were saying,  
7 that you feel your experience was that there was a fair  
8 lack of these basic skills of reading and writing and  
9 computing, adding, subtracting, and the like?

10 **TERRY HAWKINS:** Yes. As I said, a very  
11 small percentage of the people that we interviewed for  
12 the jobs are able to actually perform the functions that  
13 would be required.

14 **COMMISSIONER ALLAN BLAKENEY:** And these  
15 were all under 25, you say, or 25 or under basically.

16 **TERRY HAWKINS:** Yes.

17 **COMMISSIONER ALLAN BLAKENEY:** Is there  
18 any organization in the community which attempts to, as  
19 you might say, screen employees and provide you with  
20 employees who are capable of doing the job, the sort of  
21 thing which the Unemployment Offices do in a sort of way  
22 in the south?

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1                   **TERRY HAWKINS:** Yes, there is a program  
2 through the Arctic College. It is not a screening program  
3 for most positions, but I know Kitikmeot Supplies is  
4 employing a person through this program and they do do  
5 some screening and then they also help supplement the wage.  
6 It is a training program. That is what it is, but that  
7 is the only one that I know of.

8                   **COMMISSIONER ALLAN BLAKENEY:** If I were  
9 going to ask you what sort of thing would help you most  
10 in employing more local people in your enterprises, which  
11 I am sure you want to do for all the reasons, both for  
12 the public relations reasons, for cost reasons and just  
13 for community spirit reasons, if I can put it that way,  
14 what single thing would you think or one or two things  
15 would help you most?

16                   **TERRY HAWKINS:** Currently, there are a  
17 number of students over this past summer who were going  
18 through Arctic College and being trained as apprentices  
19 in carpentry and in some of the other fields: electric  
20 and, I believe, plumbing. That was part of the reason  
21 why we couldn't hire a lot of local help: They weren't  
22 adequately trained. That is changing, but we still face

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1 the problem of reliability and I think that comes with  
2 training as well.

3                   If the person shows up at eight o'clock  
4 in the morning and works through to five, that is great.

5     But if the person consistently shows up at nine, then  
6 our whole job is slowed down and we can't keep them on.

7                   **COMMISSIONER ALLAN BLAKENEY:** With your  
8 working on a really tight building season, you don't have  
9 a lot of time to spare because it gets cold early, as I  
10 have noted.

11                   Is there any organization in Cambridge  
12 Bay which sort of offers to provide employees -- I have  
13 seen this tried and sometimes work where essentially an  
14 Aboriginal non-profit organization would say, "We will  
15 see that there is a trained employee there," and they would  
16 have a spare or so. They would do the chasing, if I may  
17 put it that way, if I may put it that crudely. If an  
18 employee didn't show up, then they would attempt to find  
19 out why and they would attempt to provide that continuity  
20 which you need.

21                   Is there any such organization about?

22                   **TERRY HAWKINS:** Not that I am aware of

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1 for the majority of positions out there. It is generally  
2 up to the employer to run down the people and see why.

3 **COMMISSIONER ALLAN BLAKENEY:** Fair  
4 enough. I think it is fair to say that the problems you  
5 present would be well understood by some Aboriginal leaders  
6 in the community. This wouldn't necessarily mean that  
7 they could do anything about it, but there is that  
8 possibility that some organization might undertake to  
9 assist you, acting as a recruiting body and, at the same  
10 time, as a monitoring body. So thank you.

11 I don't know with what success we had,  
12 but we tried that operation with respect to getting timber  
13 cutters at one time in Saskatchewan where the employer's  
14 comment was the same: that they had a crew going out there  
15 and they needed a full crew and they just needed people  
16 there. That is an understandable point of view if you  
17 have numerous hundred thousand dollars worth of equipment  
18 sitting there and only a relatively short season to get  
19 it out and all the rest of it.

20 Well, fair enough. I am just thinking  
21 out loud and I don't have anything to suggest.

22 Viola, please.

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1                   **COMMISSIONER VIOLA ROBINSON:** No, I  
2 don't have anything either.

3                   You do employ 38 people in total.

4                   **TERRY HAWKINS:** Yes, we do.

5                   **COMMISSIONER VIOLA ROBINSON:** And 22 of  
6 those, you say, are Aboriginal.

7                   **TERRY HAWKINS:** Yes.

8                   **COMMISSIONER VIOLA ROBINSON:** Is that  
9 the way it is now? Do you manage to keep it at that level?

10                  **TERRY HAWKINS:** Yes, we try to keep as  
11 many people employed as we can, of course, and actually  
12 the numbers at Arctic Islands Lodge are constantly  
13 changing. There is a very high turn-over rate there, more  
14 so than in the other two businesses.

15                  For that, we are not really sure why it  
16 is. I know that we are starting to scale down the time  
17 for the non-Aboriginals, some of the people who are living  
18 in the hotel and other people so that they can be on call  
19 in case somebody else cannot show up.

20                  Every week, we have three or four people  
21 who call in and say that they cannot show up that day,  
22 which is very disheartening to see because we want to employ

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1 these people and we know they want jobs. It is just a  
2 matter of whether they can get the dedication to show up  
3 on time.

4 **COMMISSIONER VIOLA ROBINSON:** Has your  
5 management tried any consulting with any of the groups  
6 here or tried to talk things out?

7 **TERRY HAWKINS:** Pardon me?

8 **COMMISSIONER VIOLA ROBINSON:** Has your  
9 management consulted any of the groups here, the Inuit  
10 groups or Aboriginal groups, to try to work out some kind  
11 of a solution or something to that problem?

12 **TERRY HAWKINS:** Not that I am aware of.

13 I do know that the manager is quite frequently in touch  
14 with the employees themselves and sometimes people just  
15 have a bad week or a bad couple of weeks and have a low  
16 attendance. Then, after that time, they are fine.

17 **COMMISSIONER VIOLA ROBINSON:** They work  
18 out eventually.

19 **TERRY HAWKINS:** Yes. So our manager  
20 tries to keep on top of that and tries to keep them coming  
21 into work as often as they can.

22 **COMMISSIONER VIOLA ROBINSON:** Thank

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1 you.

2 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**

3 I don't have any questions.

4 **COMMISSIONER ALLAN BLAKENEY:** Thank you

5 very much and may I commend you for your efforts at

6 providing jobs and I hope that you will keep at it.

7 **TERRY HAWKINS:** Thank you.

8 **FACILITATOR JOE OTOKIAK:** Thank you,

9 Terry.

10 From here on in, we will give a listen

11 to a couple of presenters now giving their views from a

12 regional perspective, from a regional organization. The

13 first one is the Kitikmeot Regional Council. That

14 consists of all the mayors from the six communities, the

15 presidents, chairpersons of the regional organizations,

16 such as the Kitikmeot Inuit Association, Kitikmeot Board

17 of Education, the regional boards.

18 So now we have the Deputy speaker.

19 Unfortunately, the speaker Pat Lyall whose is from Toloyoak

20 couldn't be here due to prior engagements and we have the

21 Deputy speaker here, Kelvin Ng, to make a presentation

22 on behalf of the Kitikmeot Regional Council.

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1 Kelvin, please.

2 **KELVIN NG:** Thank you, Joe and  
3 Commission Members.

4 On behalf of the Kitikmeot Regional  
5 Council, I would like to thank you for the opportunity  
6 to make a presentation to you.

7 First of all, as Joe had briefly  
8 explained, I will just go into a bit more detail on who  
9 our membership is comprised of. As he had stated, we have  
10 the mayors of the communities in our region which are  
11 Cambridge Bay, Gjoa Haven, Pelly Bay, Toloyoak, Holman  
12 and Coppermine. Other members include the Presidents of  
13 Kitikmeot Inuit Association and the Arctic Coast Tourism  
14 and we also have the Chairpersons from the Kitikmeot  
15 Hunters and Trappers Association, the Kitikmeot Board of  
16 Education and the Kitikmeot Health Board, and that is the  
17 full membership of the Regional Council.

18 The Council is the main regional  
19 political body. Our ongoing mission statement is to deal  
20 with regional issues, whether it be political, economic  
21 or social. The main goal is to lobby for changes which  
22 will benefit all residents in our region.

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1                   You have heard many of the concerns, I  
2 am sure, already today and from the brief time I have been  
3 here, I have heard some of the concerns that I will be  
4 bringing up as well. I don't want to reiterate all of  
5 them. However, the Council wishes to bring forward some  
6 of what they feel are the major concerns which must be  
7 addressed in the immediate future. These are the lack  
8 of economic development; the high unemployment; the  
9 critical housing shortage; the inadequate health care  
10 system; and also some of the education concerns.

11                   As far as economic development, the  
12 Council feels our region has many possibilities for  
13 renewable resources and other business opportunities which  
14 could be developed. We feel that development is hindered  
15 right now by the lack of available equity and start-up  
16 capital which is hard to come by in this region.

17                   One of the things that the Council has  
18 tried to do is lobby to establish a financial institution  
19 within the region over the past several years, but efforts  
20 in that regard have been futile. The high cost of  
21 businesses starting up combined with high overhead costs  
22 and the lack of commercial, retail and office rental space

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1 have made new business initiatives almost non-existent.

2                   The fact that in order for Aboriginal  
3 people to even obtain debt financing or start-up capital  
4 requires them to provide 10 to 20 per cent equity, it has  
5 made it all but impossible for any new Native businesses  
6 to establish themselves. Of course, the lack of any  
7 significant growth in new business start-ups hinders any  
8 potential for employment opportunities.

9                   That brings us to the second concern:  
10 the high unemployment. We have a very high unemployment  
11 rate due to the limited amount of opportunities with both  
12 the private and public sector employers in the region.  
13 The unemployment problem is further compounded by the low  
14 education and training standards of our residents. Most  
15 of our people with high school or vocational training are  
16 already employed. Those without those qualifications  
17 tend to work as labourers in casual or seasonal employment  
18 occupations.

19                   The current public and private sector  
20 employers have high rates of imported skilled employees  
21 and sometimes even the lower skilled employees. We feel  
22 this must be addressed and changed in the future as we

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1 must attempt to have our regional residents qualified  
2 and capable to fill these limited amounts of employment  
3 opportunities.

4                   Shortage of housing. The majority of  
5 the population in the region is housed in social public  
6 housing. The vast shortage of homes available to the  
7 people have been voiced time and time again. Each  
8 community has major lists of people waiting to receive  
9 a home. In fact, there have been examples of people living  
10 out of tents with small children, no running water, no  
11 heat and no power.

12                   This was the way of living 30 years ago.  
13 In this day and age, it is not acceptable. We do not  
14 feel that our residents should have to live in these  
15 conditions.

16                   The region's housing quota should keep  
17 up with the rate of the population growth as the minimum.  
18 We currently are finding ourselves falling farther and  
19 farther behind and the housing needs' lists grow way faster  
20 than the supply of new housing. We must look at ways of  
21 encouraging higher-income families to become private home  
22 owners in order to free up much needed social housing for

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1 lower-income families.

2                                 In regard to health, there has been a  
3 need for a full-time mental health officer in each  
4 community for years. Our region faces high suicide and  
5 grievance rates. The people under these circumstances  
6 have no one qualified to turn to to give them proper  
7 guidance or adequate counselling, whether it be mental  
8 problems, depression, marital counselling, et cetera.

9                                 The already high stress levels caused  
10 by concerns previously mentioned, such as high  
11 unemployment, shortage of housing, et cetera, must be dealt  
12 with by properly trained mental health professionals.

13                                 Another key area that we feel is  
14 inadequate regarding medical services is the regularity  
15 of visits by specialist teams into the communities. The  
16 paediatrician comes to the communities once every six  
17 months. In the meantime, the residents go to their local  
18 nursing stations to see the community nurses who have a  
19 very strenuous position at the best of times.

20                                 But at the same time, there are nurses  
21 and not doctors. The doctors do make their visits to each  
22 community, but their time is limited and does not allow

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1 them to see every resident that has to be treated. Current  
2 specialist teams which visit our communities have  
3 extremely heavy workloads. You have to wonder about the  
4 quality of the health care when these teams work from 12  
5 to 16 hours a day attempting to finish off their workload  
6 and finish off their community visits.

7                   Finally, education. This is what we  
8 feel is the most important of any of the concerns presented  
9 today. Our current available workforce has a generally  
10 low educational and training level. Although there has  
11 been some improvement over the past several years, the  
12 number of our students attending and completing a high  
13 school curriculum program has been extremely low.

14                   Obviously, the amount of individuals  
15 going on into post-secondary education has been almost  
16 non-existent because of that. We must find the solution  
17 to increase the amount of our students attending and  
18 completing high school and then proceeding on into  
19 post-secondary pursuits.

20                   We know that the Kitikmeot Board of  
21 Education is looking at establishing community high school  
22 programs within our regional communities over the course

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1 of the next few years. Perhaps this may be part of the  
2 answer. We won't know until we come to that.

3 Our ever-increasing workforce must  
4 become educated and trained to assume the existing jobs  
5 which are currently staffed by imported workers. Our  
6 workforce must be able to staff the upcoming employment  
7 opportunities which the Nunavut government will provide  
8 along with all the associated administrative bodies which  
9 the settlements of the TFN land claim will bring.

10 We must look at any initiative which will  
11 provide student support or incentive programs to assist  
12 our students in completing their high school education  
13 and in going on into post-secondary.

14 Our human resources are the most  
15 valuable asset we have and we must maximize this in the  
16 future.

17 That is the gist of the presentation.

18 Once again, on behalf of our Council, I would like to  
19 thank you for this opportunity.

20 **COMMISSIONER ALLAN BLAKENEY:** Thank  
21 you, Mr. Ng. You have raised lots of tough questions,  
22 as you are well aware, because in a fast developing area,

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1 there are just many, many issues that need to be addressed.

2 Let me ask a couple of questions, one  
3 or two of them fairly narrow pointed questions and some  
4 of them a bit broader.

5 The first one has to do with the  
6 availability of capital for small business. There is an  
7 outfit which operates out of Toronto which assists people  
8 who are starting very small businesses where somebody just  
9 needs \$1,000 or \$2,000 to get something going with a craft  
10 or something of that nature or to finance an inventory,  
11 something called the First Peoples Fund.

12 I don't know whether that operates in  
13 this area and whether it is brought to your attention,  
14 but it is really quite a fascinating little operation which  
15 involves getting three or four or five people in the  
16 community to be, effectively, guarantors of the loan.

17 I call it to your attention because if  
18 we understand what they are doing, they have had a great  
19 success rate. These are micro businesses and somebody  
20 who needs \$20,000 will not get it from them. So it is  
21 a micro business.

22 With respect to the financial

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1 organizations, are there any banks or credit unions in  
2 Cambridge Bay?

3 **KELVIN NG:** There isn't any in our whole  
4 region. The nearest bank is in Yellowknife. The five major  
5 banks are there and the majority, if not all, of the  
6 businesses and agencies use those services, of course,  
7 being the closest.

8 **COMMISSIONER ALLAN BLAKENEY:** That is  
9 pretty tough. If you are going to get a loan basically  
10 because the bank or credit union or manager knows you and  
11 knows you will be a good risk, but you don't have any  
12 collateral.

13 **KELVIN NG:** Exactly.

14 **COMMISSIONER ALLAN BLAKENEY:** There is  
15 no way you can do that from Yellowknife because they will  
16 just lend on paper, on what you have by way of collateral  
17 and that doesn't work. It doesn't work in a community  
18 like this.

19 Has there been any talk about organizing  
20 a credit union at all?

21 **KELVIN NG:** The local Arctic  
22 Co-operatives have a big push on right now to try to

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1 establish some credit unions, and our Council has endorsed  
2 them in trying to do that, but there is all sorts of  
3 regulatory processes, I believe, that they have to go  
4 through. They have also been trying to find some CAEDS  
5 money, I believe, from the territorial government which  
6 has been kind of a stumbling block, from what we understand.

7                   **COMMISSIONER ALLAN BLAKENEY:** Yes.  
8 There is a real problem because these communities don't  
9 generate a lot of savings and unless you have either a  
10 fair amount of savings on which you can get a bit of a  
11 margin when you lend it out or, alternatively, unless you  
12 have a few big base loans that provide some interest income  
13 -- we have had some difficulty getting some credit unions  
14 going and this was back in the seventies when we were trying  
15 this, fifteen years ago in northern Saskatchewan. We had  
16 lots of problems. We got some help from the credit union  
17 organization that operated in the province because they  
18 were a multi-million dollar outfit. So I can see the  
19 problems of getting financing.

20                   Has anyone tried to build an office  
21 building here on spec with a couple of tenants?

22                   **KELVIN NG:** That is pretty hard to do

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1 because of the high cost of construction and that. The  
2 capital costs are very high.

3 **COMMISSIONER ALLAN BLAKENEY:** You would  
4 have to have a lease from a government agency or something  
5 to start with.

6 **KELVIN NG:** You would have to have some  
7 kind of anchor tenant. There has been some work done on  
8 the possibility of an incubator mall and that, I know,  
9 is still ongoing at this time.

10 Would it be possible for me to ask you  
11 a question?

12 **COMMISSIONER ALLAN BLAKENEY:** Sure.

13 **KELVIN NG:** You obviously have a lot of  
14 experience in your former days as the Premier. I am just  
15 wondering: Would your government have had or ever  
16 consider something like an investment tax credit program  
17 for private entrepreneurs, like for individuals who would  
18 want to invest into businesses and that?

19 **COMMISSIONER ALLAN BLAKENEY:** We didn't  
20 do it because investment tax credits were not the common  
21 thing then, but I think there are investment tax credits  
22 for, let's say, mutual funds operated by trade unions and

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1 there is a venture capital investment tax credit. It is  
2 in place now in Saskatchewan and in many other provinces.

3

4 **KELVIN NG:** Right.

5 **COMMISSIONER ALLAN BLAKENEY:** So I  
6 think that might work.

7 We had considered and may have put into  
8 operation -- I can't quite recall because we didn't get  
9 many going -- lending some money to an organization to  
10 start a credit union or, as the case may be, some sort  
11 of financial organization and offer them \$500,000, no  
12 interest for five years or something so that they had the  
13 interest to work on. In effect, it amounts to a grant  
14 in the interest on the capital for five years.

15 I think that some of those things are  
16 the sort of thing that is necessary. They have to be fairly  
17 prudent for five years because they have to have the capital  
18 at the end of it. They can only really risk the interest  
19 and that pays for the cost of operating and I suppose they  
20 are putting aside 5 per cent for losses. You certainly  
21 hope your losses won't be at the rate of 5 per cent, but  
22 life being what it is when you start up, you don't have



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1 and whatever.

2                                 This was clear to me, at least, for quite  
3 a few months now. I went through the school and the hospital  
4 at Iqaluit and there were not many Inuit people. I didn't  
5 see one doctor and there might have been one nurse and  
6 there might not. There was maybe one teacher or two.  
7 Just a small number of Inuit people filling these jobs  
8 and obviously they were good jobs.

9                                 The answer always was: We can't find  
10 enough people with the training. Now you are saying they  
11 are not there because they don't start out getting  
12 secondary education, at least in Cambridge Bay.

13                                Do you have any thoughts as to how that  
14 number could be increased, the number of people completing  
15 grade 12?

16                               **KELVIN NG:** That is what I was referring  
17 to. The Board of Education is looking at trying to set  
18 up high school programs within the communities. Part of  
19 the problem we have now is that our high school students  
20 have to go outside of their home communities and that is  
21 awful and pretty traumatic for them the first time away  
22 from home and plus having to cope with the heavy workload,

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1 and that.

2 This may be a way of increasing that  
3 completion ratio. I am not sure, but, like I said, until  
4 we go through it, we won't know.

5 **COMMISSIONER ALLAN BLAKENEY:** Yes. I  
6 gather from talking with them that they have grade 10 this  
7 year and they hope to have grade 11 next year and hope  
8 in the next year, or perhaps the year after that, but very  
9 shortly grade 12. This is true with Coppermine as well.

10 **KELVIN NG:** Right.

11 **COMMISSIONER ALLAN BLAKENEY:** You hope  
12 to get grade 12s in in some of the major communities here,  
13 two of them anyway.

14 **KELVIN NG:** That is in a few years;  
15 that's right. It may be a start.

16 **COMMISSIONER ALLAN BLAKENEY:** Yes, I  
17 think it is the way to go. Far be it from me to say what  
18 is the way to go, but you people here will know far better  
19 than I, but it looks like the sort of thing that should  
20 be pursued because it isn't working now. The Yellowknife  
21 solution isn't working. Not enough people are coming back  
22 with grade 12.

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1 I am rambling on here. I should be  
2 asking questions instead of giving a presentation.

3 **COMMISSIONER VIOLA ROBINSON:** I will  
4 see if I can say something without giving a presentation.

5 I don't have an awful lot to say here,  
6 but some of the things you outline here appear to be --  
7 and we have heard them now over and over quite a bit  
8 reiterated from different presenters here today. You all  
9 seem to be saying that employment is a big concern here  
10 and everybody is saying education and housing. It seems  
11 to me that housing and education appears to be the two  
12 most important issues; at least they are the ones that  
13 keep coming up over and over again.

14 I don't know. I wonder if you could give  
15 me or give us some indication: How do you see this Royal  
16 Commission helping in these concerns that you have brought  
17 up? Sometimes when you make your presentations, it seems  
18 that you do know what is required or what you need. What  
19 could we do or what would you recommend that should be  
20 done? What has to happen?

21 **KELVIN NG:** I would think that perhaps  
22 one of your recommendations that comes out at the end of

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1 the Commission could be to stress that the Arctic has one  
2 of the highest growth rates in the country and there is  
3 a critical shortage to begin with housing before this even  
4 took place or while this is taking place and now CMHC has  
5 found that they are limited on funds for all of Canada,  
6 of course, their overall jurisdiction.

7                   They have cut back arbitrarily across  
8 the board and it seems to be affecting us up here, more  
9 so than down south because we do have a higher growing  
10 population and we are that much higher behind to begin  
11 with. As far as the housing goes, that could be one of  
12 the things that would certainly help or the potential would  
13 be there to help us in the Northwest Territories.

14                   **COMMISSIONER VIOLA ROBINSON:** The other  
15 thing I just wanted to get your reaction to is this: You  
16 talk about a lack of economic development and you said  
17 that one of the reasons why is because, I guess, any  
18 programs that might be accessible is difficult for you  
19 because there is always a requirement for upfront funding  
20 or equity, I guess equity funding, and this type of thing.

21

22                   If you did have access to dollars, do

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1 you have proposed ideas as to what kind of developments  
2 or ventures you would get into?

3 **KELVIN NG:** There are some test projects  
4 that have been done or even operating now. For example,  
5 here in Cambridge, I don't know if you -- you probably  
6 haven't had the chance to see it yet because it is not  
7 open. It is under renovation. There is a country foods  
8 processing plant here, Central Arctic Meats, and they  
9 process caribou and muskox that are taken locally, of  
10 course, from the commercial harvest and also from the  
11 sports hunts that are kind of the by-product of sports  
12 hunting.

13 They process that country food into  
14 products like jerky and sausages and stuff. There is a  
15 potential, if they were to hit the right markets, if the  
16 right marketing was done on it and enough money was put  
17 into it, for that to become a major employer.

18 As it stands now, it generates a  
19 significant amount of dollars into the community right  
20 from the hunter right through to the people who are working  
21 in the plants, of course, and that type of approach, like  
22 the renewal resource type, like tourism-related where you

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1 could take -- if the money were there that people could  
2 set up the outfitting and things to take people out to  
3 see the seals or whatever, the wildlife -- they are fairly  
4 in abundance in this area or all over the arctic, for that  
5 matter. Those types of projects.

6 **COMMISSIONER VIOLA ROBINSON:** That  
7 sounds reasonable.

8 The other thing I was going to ask you  
9 is the training part, where you say there is a lack of  
10 training and a lack of education and if you want to get  
11 into business, training would have to be a part of it.

12 **KELVIN NG:** Right. I think there is --  
13 the training programs are there and they are adapting them  
14 more and more so to people's requirements and what they  
15 see the needs are; at least that is how it appears to have  
16 been over the past year or so. They are making progress.

17 **COMMISSIONER VIOLA ROBINSON:** Thank  
18 you.

19 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
20 very much.

21 **FACILITATOR JOE OTOKIAK:** Thank you,  
22 Kelvin.

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1                   From the Kitikmeot Regional Council, we  
2 will go right on to another regional organization, the  
3 Kitikmeot Board of Education.

4                   Its members consist of all the  
5 chairpersons of the community educational committees.  
6 These are all elected members by the residents of those  
7 communities and the chairpersons of all those committees  
8 form the regional board and Larry is the Deputy Chairperson  
9 of the Kitikmeot Board of Education.

10                  So I will turn the floor over to Larry  
11 to give you a presentation. There is a written  
12 presentation which you will get copies of.

13                  After Larry's presentation, I think this  
14 will give us a chance to break for a little bit and have  
15 a little rest and then we will have the youth people come  
16 on after the coffee break.

17                  **LARRY AKNAVIGAK:** Thank you, Joe.

18                  On behalf of the Kitikmeot Board of  
19 Education, I am pleased to have this opportunity to speak  
20 to the Commission about the impact of education on  
21 Aboriginal people in the Kitikmeot.

22                  Let me begin by providing some

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1 background information about our Divisional Board. The  
2 Board itself is composed of nine members, seven members  
3 chosen by the education councils in our region, including  
4 the Chairperson, and two ex-official members, one each  
5 appointed by the Kitikmeot Regional Council and one from  
6 the Kitikmeot Inuit Association.

7 Our administrative offices are located  
8 in Coppermine. Our Board has a total enrolment of 1,251  
9 students in 1992/93, making us a medium-sized Board in  
10 the NWT. Ninety-five per cent of our students are Inuit.

11 Until this year, we offered kindergarten to grade 9  
12 programs plus a few alternative programs only. However,  
13 we began grade 10 programs in Coppermine and Cambridge  
14 Bay this fall and we have plans to expand to grade 12 in  
15 both the communities by the beginning of the 1994/95 school  
16 year. We also have plans to expand our secondary program  
17 into Deleguak and Gjoa Haven within the next few years.

18

19 In this presentation, I plan to focus  
20 my comments on the following: No. 1 board status; No.  
21 2 Nunavut; No. 3 secondary schooling; No. 4 Inuit teachers,  
22 Inuit culture.

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1                   One, board status. As a Divisional  
2 Board, we are very proud of how far we have come in the  
3 governance of education in the Kitikmeot over the past  
4 10-12 years. In 1981, the first regional education  
5 meetings were initiated amongst education council  
6 chairpersons. In 1985, the Kitikmeot Regional Council  
7 was formed. Then, in 1988, we attained Divisional Board  
8 status have progressed since then to develop into a strong  
9 Board.

10                   However, although we are proud of the  
11 fact that we have reached Divisional Board status, we are  
12 limited at the same time by this status. As a Divisional  
13 Board, we do not have the same degree of powers and  
14 responsibilities as the regular school board, such as the  
15 boards found in Yellowknife. Although there is loyalty  
16 to our Board and its goals, are staff are all employees  
17 of the Government of the NWT, not employees of our Board.

18                   An improved degree of public  
19 accountability in our communities has developed over the  
20 years. However, the greatest accountability remains with  
21 the Department of Education in Yellowknife. In order for  
22 this to change and in order for us to become an education

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1 organization fully responsible to the people of the  
2 Kitikmeot, we must attain full school board status. Until  
3 we become a full divisional school board with the powers  
4 and responsibilities, we will remain a second-class  
5 organization trying to serve the education needs of  
6 students within the Kitikmeot.

7                   Number two, Nunavut. We believe that  
8 Nunavut will become a reality within the next several years  
9 in the North. The change to a Nunavut government will  
10 be one of those most significant ever to impact our  
11 division. Helping to prepare Inuit youth for the  
12 governance and the administration of Nunavut is and will  
13 be one of the most important roles that our Divisional  
14 Board will undertake.

15                   Although we do not and will not have a  
16 direct role to play with respect to post-secondary  
17 training, we have the responsibility to try to provide  
18 a quality education for all Kitikmeot students. From our  
19 point of view, quality education means not only providing  
20 students with a sound knowledge base, but also providing  
21 them with learning opportunities which enhance their sense  
22 of self-esteem. Our schools must provide learning

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1 environments that challenge students and gives them the  
2 opportunity to have meaningful life experiences, striving  
3 continually to help students develop a positive  
4 self-concept.

5                   Our schools must also encourage students  
6 to take risks and to learn from both their successes and  
7 their failures within this learning environment.

8                   Our students will need this kind of  
9 education to be able to successfully access the  
10 post-secondary education opportunities, training  
11 opportunities and employment opportunities that will be  
12 available to them in the future.

13                   Although many training opportunities  
14 will be delivered in people's home communities, many others  
15 will require travel and living outside the Kitikmeot.  
16 Only those individuals who are well prepared to take  
17 advantage of such training opportunities will have a good  
18 chance for success.

19                   These are changing times and we must  
20 prepare our children to take advantage of the changes that  
21 are to come and not to have them exploited by those changes.

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1                   Number three, secondary schooling. An  
2 essential component of providing a complete quality  
3 education for our students is the need for us to provide  
4 a full range of programs from kindergarten to grade 12.  
5     Secondary program delivery within the Kitikmeot is  
6 essential to this goal. For as long as people can  
7 remember, we have sent our high school students to  
8 Yellowknife for their secondary education.

9                   Although we have an increasing number  
10 of students entering high school, in the past five years,  
11 we have seen only about a dozen Kitikmeot students graduate  
12 from the Yellowknife system. This is woefully  
13 insufficient and must be dramatically improved if we are  
14 to have any hope of governing ourselves and becoming  
15 increasingly independent of important skilled labour and  
16 professionals from the south.

17                   To help change the cycle of dependency,  
18 we must continue to develop our high school system within  
19 the Kitikmeot and offer quality community secondary  
20 programs in as many communities as possible.

21                   When it comes to high schools, we have  
22 often assumed that bigger is better. However, we are

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1 learning that this is not necessarily the case and that  
2 small communities can deliver quality secondary programs  
3 that better meet the needs of our students than the  
4 relatively large Yellowknife schools.

5                   Number four, Inuit teachers, Inuit  
6 culture. To help fully meet our students' educational  
7 and cultural needs, we need more Aboriginal teachers from  
8 the region within our school system. Right now, just under  
9 20 per cent of our teachers are Inuit and an increased  
10 number of Inuit teachers is important for a variety of  
11 reasons. Not only will Aboriginal teachers serve as role  
12 models for the Inuit youth, but they will have a better  
13 understanding of the Inuit student and his/her background  
14 and, thus, be better able to reach and teach our Aboriginal  
15 students.

16                   From a very practical perspective,  
17 increasing the number of Inuit teachers will help improve  
18 the continuity of programs and contacts for our students.

19 Teacher turn-over has been dramatically reduced in recent  
20 years, but it still averages 25 to 30 per cent each year.

21 Most of this turn-over is a result of teachers from the  
22 south leaving our jurisdiction.

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1                   Although some staff turn-over is  
2 healthy, the high cost of this turn-over rate, both the  
3 financial costs and the impact it has on education  
4 continuity make it a large target for elimination. We  
5 recognize that parents are the best teachers of traditional  
6 cultural values. However, increasing the number of Inuit  
7 teaching staff who make it possible to improve the teaching  
8 of Inuit culture in our classrooms.

9                   Although the presence of Inuktitut and  
10 other important components of our culture have improved  
11 dramatically in recent years, we need to integrate the  
12 Inuit culture more fully in our schools as opposed to  
13 delivering it as an event that is taught separately.

14                   The Inuit culture, including the  
15 language, must be well represented in all subject areas  
16 taught in our schools, particularly in social studies,  
17 language and art.

18                   Our students must develop a strong sense  
19 of identity, security and belonging in order to possess  
20 a strong sense of purpose and achievement. Providing them  
21 with the sound knowledge of their cultural heritage will  
22 significantly enhance these characteristics.

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1                   The Department of Education has set the  
2 goal of 50 per cent of NWT teaching staff composed of  
3 Aboriginal teachers by the year 2000. We expect not only  
4 to meet but to exceed that target. However, to accomplish  
5 this goal, we need our own teacher education program in  
6 the Kitikmeot and we need to improve the promotion of  
7 teaching as a career for Inuit students.

8                   We have a number 19 of experienced  
9 Aboriginal teacher trainees on our staff now who have the  
10 potential to become teachers. However, due to the fact  
11 that most of these people have children and families, it  
12 is very difficult for them to move away from the region  
13 for at least one year to complete their training.

14                   We need to bring the teacher training  
15 closer to home to make the training option more attractive  
16 for Kitikmeot residents.

17                   In conclusion, we have set some lofty  
18 goals for ourselves. We want our education programs to  
19 prepare our children for the challenges of careers and  
20 further education. However, we also need to reinforce  
21 the importance of our traditional past and how the  
22 influences of the past affect what we now do and how we

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1 do it. Our culture and heritage must become an integral  
2 part of the daily life within our schools if our children  
3 are to see it as important and as something to be valued.

4 Finally, in our for our programs to enjoy  
5 any hope of success, the role of the Kitikmeot parents  
6 must be enhanced by the value parents put on education  
7 and their involvement in their children's education.  
8 Without any active parental support, we will be fighting  
9 a losing battle and we must never forget that it is our  
10 students who have the most to lose in the long run.

11 We do have strong hopes that we will  
12 become a Board of Education with full powers and  
13 responsibilities in the near future. We also expect to  
14 provide programs that will meet our students' needs and,  
15 at the same time, fulfill the need for the perpetuation  
16 of traditional, cultural values.

17 Thank you very much for the opportunity  
18 to make this presentation.

19 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
20 very much.

21 I wonder if I could ask a few questions  
22 and some of them may be a little detailed. If you don't

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1 have the figures here, don't feel that you have to stick  
2 with the figures. Just give me approximations.

3 With respect to the Grade 10 classes here  
4 in Cambridge Bay and over at Coppermine, approximately  
5 how many would you have in grade 10 and approximately how  
6 many would be boys and how many in girls?

7 **LARRY AKNAVIGAK:** In regard to the grade  
8 10 program here in Cambridge Bay, I believe we have 23  
9 students and in Coppermine, I believe they have 22. In  
10 regard to the number of boys and girls, I don't have the  
11 number.

12 **COMMISSIONER ALLAN BLAKENEY:** That is  
13 fairly precise. You have 45 or so students in grade 10  
14 and would you think as many as half of them would be boys  
15 or overwhelmingly girls, or what?

16 **LARRY AKNAVIGAK:** I think it is half and  
17 half.

18 **COMMISSIONER ALLAN BLAKENEY:** About  
19 half and half.

20 **LARRY AKNAVIGAK:** Yes.

21 **COMMISSIONER ALLAN BLAKENEY:** Of the  
22 people who have graduated, you spoke of 12 students --

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1 I didn't quite know whether it is each year or 12 students  
2 in all -- graduating from high school in Yellowknife from  
3 this area. Would they be about half and half?

4 **LARRY AKNAVIGAK:** I would say about half  
5 and half.

6 **COMMISSIONER ALLAN BLAKENEY:** I was  
7 trying to find out whether there was any particular  
8 impediment that boys find or girls find. They are hardly  
9 young people at this point. By the time they get to grade  
10 12, they are hardly boys and girls. I gather that whatever  
11 it is operates for both of them there.

12 With respect to getting more Inuit  
13 teachers, have you people been looking at setting up a  
14 teacher training program that would operate in communities  
15 like Cambridge Bay and Coppermine? I am not quite sure.  
16 I will let you answer that and then I will --

17 **LARRY AKNAVIGAK:** All right. At our  
18 last KBE session in Coppermine, the Kitikmeot Board of  
19 Education approved a teacher training program is to be  
20 held next year within the Kitikmeot region and we were  
21 happy to approve that teacher training component. We  
22 don't know which community the training program will be,

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1 but it will be in the Kitikmeot region.

2 **COMMISSIONER ALLAN BLAKENEY:** You  
3 probably looked at the models and I don't know whether  
4 any model is better than any other model, but you probably  
5 looked at what was tried, with a fair degree of success  
6 in the 1970s, something called NORTEP, or Northern Teachers  
7 Education Program, where we got a couple of university  
8 students to run a program basically in small communities,  
9 but people then had to come into La Ronge which was a  
10 northern community for six weeks. Then they went back  
11 to their own community and they found that they could get  
12 someone to look after their kids for six weeks because  
13 they all had families in the community.

14 The problem was exactly the same as I  
15 suspect you have. Most of your potential teachers are  
16 female with children who cannot be persuaded to leave their  
17 children for a year to go somewhere else, to go to  
18 Yellowknife or somewhere to take a course. We were doing  
19 it in six-week bursts and we got a fair number of teachers.  
20 Once it got going, it got going in all the communities  
21 and we had a fair amount of success.

22 I offer that to you as you may want to

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1 be looking at it, but it is the same sort of problem of  
2 getting -- your first teachers are likely to be female  
3 because they are the teacher's aids sitting around in the  
4 schools in the communities. Many of them are good and  
5 should be teachers.

6                   So you have as many as 20 per cent of  
7 your teachers --

8                   **LARRY AKNAVIGAK:** Are Inuit.

9                   **COMMISSIONER ALLAN BLAKENEY:** And that  
10 is quite an increase from five or six years ago.

11                   **LARRY AKNAVIGAK:** Yes. We hope to  
12 increase that more in the future.

13                   **COMMISSIONER ALLAN BLAKENEY:** Do you  
14 have any specific course in the school with respect to  
15 Inuit culture?

16                   **LARRY AKNAVIGAK:** Presently, in our  
17 school system, we have the language Inuit Inuktitut being  
18 taught. Also, we have cultural inclusion where we hire  
19 somebody from the community to come in and teach us carving  
20 or to go out hunting and fishing.

21                   That is why we are thinking of  
22 integrating that into our school system; like in social

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1 studies, we can put in about the Inuit history and that  
2 can be taught in our schools. At our last Board meeting  
3 in Coppermine, we approved a social studies curriculum.  
4 That includes our Inuit culture and heritage being  
5 included in our social studies curriculum. So it is a  
6 step.

7 **COMMISSIONER ALLAN BLAKENEY:** I think  
8 you are very wise, when teaching Inuit culture -- there  
9 are lots of teachers around. Some of them don't have  
10 teaching certificates, but they know more about Inuit  
11 culture than any teacher you are likely to get and there  
12 are Elders and other people in the communities, artists,  
13 and that strikes me as a very wise way to go.

14 **COMMISSIONER VIOLA ROBINSON:** I don't  
15 have any questions for you. I would just like to thank  
16 you for your presentation and wish you luck. I hope you  
17 reach your 50 per cent and plus.

18 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
19 very much. We certainly appreciate your presentation.

20 **LARRY AKNAVIGAK:** Thank you very much.

21 **FACILITATOR JOE OTOKIAK:** Thank you,  
22 Larry.

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1                   If the Commission would like to take a  
2 break now, we can commence in about 15 minutes or so.  
3 Then we can carry on with a couple more presentations after  
4 the break.

5 --- Short recess at 3:07 p.m.

6 --- Upon resuming at 3:23 p.m.

7                   **FACILITATOR JOE OTOKIAK:** We can begin  
8 again.

9                   We have now in front of us Mr. Luke  
10 Novoligak representing the Kaloktutiak Co-operative,  
11 presentation flavour coming from the economic side,  
12 economical issues within the community and Luke will give  
13 a brief history of the Co-operative movement in Cambridge  
14 Bay.

15                   So now I will turn the floor over to Mr.  
16 Luke Novoligak who has been a board member for a number  
17 of years within the Co-operative system and is a very  
18 respected Elder here in Cambridge Bay. This community  
19 hall is named after Mr. Novoligak.

20                   **LUKE NOVOLIGAK:** (Translated from  
21 Inuktitut) We didn't expect that we would grow up in such  
22 a short time. I guess it was back in 1959 when we first

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1 formed a Co-op here and we didn't expect that it would  
2 grow. There are a number of times that they have been  
3 running into some problems, but they keep on fighting for  
4 what they believe in.

5                   So right now we have a lot of members,  
6 not only the Native people, but also white people and Inuit  
7 are members of our local Co-op. We are very happy and  
8 very proud of Co-op that it has grown to be a considerably  
9 nice outfit.

10                   As for the members, there are a lot of  
11 members now in our local Co-op and they are right behind  
12 their organization and they are supporting it. It is owned  
13 by the members as well.

14                   When we first started operating as a  
15 Co-op, we used to work hard as commercial fishermen and  
16 there are a lot of first fishermen who have passed on.  
17 It must have been very frustrating at times when they were  
18 trying to do their commercial fishing, it was not easy  
19 in them days.

20                   I believe that all the members are very  
21 proud and happy with their Co-op right here in our  
22 community.

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1                   Like I have mentioned, there are a lot  
2 of members now and they are behind their membership and  
3 they are supporting their Co-op. They are using their  
4 local Co-op as a shopping centre. When we first started,  
5 we thought we were going to go bankrupt or just maybe give  
6 up in the middle of our operation, but we continued to  
7 work at it and now it is in existence right now. It is  
8 a nice thing to have in our community.

9                   Perhaps the Commissioners would have  
10 some questions.

11                   **COMMISSIONER ALLAN BLAKENEY:** Could you  
12 tell me what kinds of business the Co-op carries on? I  
13 know you have a store and I know you have a hotel. Can  
14 you tell me what kind of business the Co-op carries on?

15                   **LUKE NOVOLIGAK:** (Translated from  
16 Inuktitut) As you know, the Co-op is in the business of  
17 -- as for myself, I don't know all the details or what  
18 kind of answer I can give you, but maybe there is a couple.

19                   We are in the business of running  
20 commercial fishing. As well, we have had local hunters  
21 to sell meat in our local store as well.

22                   **COMMISSIONER ALLAN BLAKENEY:** And you

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1 have a store that sells groceries and dry goods and arts  
2 and crafts.

3 **LUKE NOVOLIGAK:** (Translated from  
4 Inuktitut) Yes, the Co-op is in the process of selling  
5 not only the groceries and dry goods, but as well as crafts,  
6 like carvings and sewing. Also, we have some people in  
7 our community that do the sewing and make a little bit  
8 of spending money from our store here. When they carve,  
9 they sell it to our local store.

10 Also, from way back, we have been buying  
11 some carvings from some other surrounding communities as  
12 well, not only the carvings, but also the wall hangings  
13 and any kind of craft, like sewing. We still continue  
14 to do that as of today.

15 **COMMISSIONER ALLAN BLAKENEY:** Do you  
16 sell petroleum products, gas and oil?

17 **LUKE NOVOLIGAK:** (Translated from  
18 Inuktitut) No, we are not selling any diesel fuel. We  
19 are selling gasoline, like motor gas and natural gas.

20 **COMMISSIONER ALLAN BLAKENEY:** And you  
21 have the hotel.

22 **LUKE NOVOLIGAK:** Also, the hotel is a

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1 very good access to our organization because we employ  
2 some local people as well and we have some income through  
3 our local hotel.

4 **COMMISSIONER ALLAN BLAKENEY:** You  
5 certainly have a big operation for a community the size  
6 of Cambridge Bay.

7 **LUKE NOVOLIGAK:** (Translated from  
8 Inuktitut) Yes, we started off very small and gradually  
9 grew to the size that we are now. It has been run very  
10 effectively. At first, we didn't think we were going to  
11 grow up to be this size, but I guess it is run very  
12 effectively and good management. I guess that is what  
13 did the trick.

14 **COMMISSIONER ALLAN BLAKENEY:** And a lot  
15 of hard work and vision from the people who started it.

16 **LUKE NOVOLIGAK:** Yes, a lot of hard  
17 work. All the employees in our organization have worked  
18 very hard down at the Co-op Hotel and even our retail stores  
19 also.

20 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
21 very much. My colleagues here may well want to say  
22 something or ask a question.

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1                   **LUKE NOVOLIGAK:** I don't have anything  
2 further to ask. So I would like to just thank the Panel  
3 for giving me this opportunity to say my piece.

4                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
5 you.

6                   **FACILITATOR JOE OTOKIAK:** Thank you,  
7 Luke.

8                   I failed to mention before Mr. Novoligak  
9 came to come to make his presentation that Bill Lyall was  
10 supposed to be here as President of the Kaloktutiak Co-op  
11 here in Cambridge Bay. He is also President of Arctic  
12 Co-operatives Ltd. which is comprised of all the Co-ops  
13 across the North. Bill Lyall is also the President of  
14 that organization.

15                   Now we have the youth who will be making  
16 a presentation. This is more or less a student council  
17 from the school here and what we have tried to do here  
18 today is give the Commission a little bit of a history  
19 background, some information from the leadership and now  
20 we want to try to focus on what the hopes of our young  
21 people are. I hope, by their presentation here, they will  
22 be able to provide you some information or some light in

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1 that direction.

2 So if we can have the young people come  
3 up, there are four of them. They will be splitting the  
4 presentation amongst the four. They are Vicky Palviahok,  
5 Michelle Gillis, Kim Tologanak and Bertram Maksagak.

6 So I will turn the floor over to them  
7 to make their presentation.

8 **COMMISSIONER ALLAN BLAKENEY:** Welcome  
9 and thank you very much for coming. Just decide for  
10 yourselves who should start off.

11 **BERTRAM MAKSAGAK:** As a Council, we  
12 wrote a report on improvements that we thought as a whole  
13 would be necessary for our community and school.

14 Keeping young people off the street  
15 during the night. The Council thought that the youth of  
16 Cambridge Bay, or most of them, are involved in drugs and  
17 alcohol. Some of the teenagers I know are already  
18 alcoholics and we would like to come up with an organization  
19 to keep the kids busy and away from the booze.

20 One of the things we thought of is a  
21 basketball cement court outside the school during the  
22 summer made outside the school year round and they would

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1 use that to keep them occupied.

2                   Also, to help develop sporting skills,  
3 trained physical education teachers. Teenagers and  
4 little children are known for the Game Hall, an arcade,  
5 where there are a few video game booths, a pool table and  
6 a fooseball table. This hang-out is probably the only  
7 place in town to go to besides walking around and it closes  
8 at 11:00 p.m. every day. That means that we have nothing  
9 to do on weekends or nothing to do after 11:00 p.m. which  
10 means young people get into trouble with the law. We need  
11 something for the teenagers to go to late at night instead  
12 of wandering the streets.

13                   What we would like to see is sort of like  
14 a pool hall or a hang-out that we can go to on the weekends  
15 not only open until eleven. Occasionally, we have dances,  
16 but they are only on until one and after the dance is over,  
17 teenagers usually walk around until three or four in the  
18 morning with no where to go and nothing to do. So we  
19 thought that maybe they can put up a building for the  
20 teenagers to go to after one o'clock or during the evenings,  
21 like Saturdays when they are having a beer dance.

22                   Most of the teenagers, they are

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1 babysitting for their relatives, their uncles, their aunts  
2 or their parents and after one o'clock, their parents go  
3 home or whoever they are babysitting for, they go home  
4 and they are just drunk and they don't want to hang around  
5 at home because of the alcohol. So they just leave and  
6 they go out to a friend's place and they are drinking there,  
7 too. So they go out and walk around all hours of the night  
8 because they have no where else to go. That is one of  
9 the major reasons why teenagers or younger people get into  
10 trouble. They have nothing to do and nowhere to go.

11 Another thing we had in mind was a youth  
12 group. They have a youth group here, but the age limit  
13 is 16. That means from the teenagers between 17 and 19,  
14 they have no involvement in that and I don't think that  
15 is fair. They should have the older teenagers running  
16 the youth groups because we understand what they are going  
17 through because we are basically the same age and we could  
18 help them more. They can open up to us more than they  
19 could to an adult.

20 I am done my part.

21 **VICKY PALVIAHOK:** Changes in the school  
22 system. Smoking is legal in town if you are of the age

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1 of 16. There are many teenagers at the age of 16 who think  
2 they should be able to smoke on school premises. Also,  
3 half the teachers are freezing having a smoke outside.  
4 We should be able to have a designated smoking lounge in  
5 the school. Many high schools across Canada have these  
6 rooms and now that we have grade 10, we are a high school.

7 Also, a cigarette machine should be  
8 available in the schools for the smokers, plus the school  
9 will make some money off smokers' habit. Plus, a candy  
10 machine for all ages in the school. Then the school will  
11 make a bundle of money.

12 As an extra curricular activity, a  
13 school radio station is wanted so that we can run it and  
14 not anyone else, and the teachers can limit the kind of  
15 music we play. We want to run the whole show.

16 **KIM TOLOGANAK:** Safe sex. Sex is among  
17 the teens of this town and we cannot stop them from doing  
18 this, but we can help prevent AIDs and other  
19 sexually-transmitted diseases by having condom machines  
20 throughout the town to promote safer sex. What we mean  
21 is that there should be condom machines in the schools,  
22 community hall and arena. Embarrassment of buying condoms

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1 has made the change of getting STDs a lot higher. So the  
2 condom machines should be in the bathrooms.

3 **MICHELLE GILLIS:** Housing in the NWT.  
4 Cambridge Bay is a town that is growing very rapidly and  
5 the waiting list for students finishing school and moving  
6 into houses is very long. You can wait for two to five  
7 years minimum. If you don't have a job, the only type  
8 of house you can apply for are the public housing and they  
9 say there are always more important people that need a  
10 house more than you.

11 If you have a house in Cambridge Bay,  
12 you are considered very lucky.

13 **BERTRAM MAKSAGAK:** That is all we have  
14 here.

15 **COMMISSIONER ALLAN BLAKENEY:** Can you  
16 tell me what kind of facilities the school has? Is there  
17 a gym at the school?

18 **BERTRAM MAKSAGAK:** Yes, but they don't  
19 have proper coaches. Right now, they are trying to get  
20 a junior volleyball team started for the girls and guys,  
21 but some of the coaches have jobs and some of them play  
22 hockey and they are too busy to stop what they are doing

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1 and help us. They are trying, but sometimes they have  
2 to cancel some of the meetings because they have other  
3 things to take care of. So it is not really working right  
4 now.

5 **COMMISSIONER ALLAN BLAKENEY:** How many  
6 students are there in the school all together?

7 **BERTRAM MAKSAGAK:** About 300.

8 **COMMISSIONER ALLAN BLAKENEY:** And about  
9 how many of those would be in 7, 8, 9 or 10?

10 **BERTRAM MAKSAGAK:** About 50 to 75, maybe  
11 100.

12 **COMMISSIONER ALLAN BLAKENEY:** So what  
13 you are looking for, really, are some facilities for that  
14 group, the 7s, 8s, 9s and 10s and 11s and 12s in a couple  
15 of years, we would hope. So you have a gym, but is there  
16 a physed teacher?

17 **BERTRAM MAKSAGAK:** He is our Social  
18 Studies teacher as well.

19 **COMMISSIONER ALLAN BLAKENEY:** All  
20 right.

21 **BERTRAM MAKSAGAK:** Yes, and we need an  
22 Inuktitut teacher. They have one from kindergarten to

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1 grade 9, but they don't have one for grade 10. We had  
2 one class the first week and after that we didn't see her  
3 since.

4 **COMMISSIONER ALLAN BLAKENEY:** So the  
5 facilities are pretty reasonable at the school. What you  
6 need are more people to help you use them.

7 **BERTRAM MAKSAGAK:** Yes.

8 **COMMISSIONER ALLAN BLAKENEY:** Is that  
9 fair?

10 **BERTRAM MAKSAGAK:** Yes.

11 **COMMISSIONER ALLAN BLAKENEY:** The  
12 cement basketball court outside -- that wouldn't cost a  
13 lot of money. That is not a big item.

14 You spoke of a youth group for people  
15 over 16. Are there any youth organizations in town?

16 **BERTRAM MAKSAGAK:** Yes, there is one.

17 There is a Katimavik Youth Group, but on the sign it says  
18 it ranges from 12 to 16.

19 **COMMISSIONER ALLAN BLAKENEY:** For over  
20 16, is there any youth group at all?

21 **BERTRAM MAKSAGAK:** No, there is  
22 nothing.

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1                   **COMMISSIONER ALLAN BLAKENEY:** You spoke  
2 of your hang-out, as you called it, where you could go  
3 on weekends and late at night and that sort of thing.

4                   Who do you think might be able to run  
5 that? Is there an organization in town?

6                   **BERTRAM MAKSAGAK:** I am not too sure.

7                   **COMMISSIONER ALLAN BLAKENEY:** I am just  
8 thinking of some organizations. Would it be your idea  
9 that there would be any alcohol there or not?

10                  **BERTRAM MAKSAGAK:** No.

11                  **COMMISSIONER ALLAN BLAKENEY:** So  
12 somebody who was interested in reducing the consumption  
13 of alcohol, Katimavik or something like that, if they have  
14 the resources, might be able to do something like that.

15                  That is a good suggestion not necessarily for all the  
16 hours you suggest. The after 1:00 a.m. is a bit tough  
17 to ask someone to run something, but who knows? It is  
18 light a long time here in the summer.

19                  **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**

20                  One of the youths -- you could go to the Katimavik Centre  
21 when they are having a meeting and ask if you can try and  
22 get into the Katimavik Centre. Maybe we could make some

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1 suggestions as to how you can get into these things and  
2 maybe we can help a little bit.

3                   There is a youth group, I think, in the  
4 Katimavik Centre. There is a group there that can probably  
5 help you guys, you younger people.

6                   **COMMISSIONER ALLAN BLAKENEY:** I don't  
7 know about the cigarette machine and the condom machine.

8 I will let you fight that out with the town. That doesn't  
9 sound like a great idea to me, but I don't know.

10                   I will ask my colleagues whether they  
11 want to ask any questions.

12                   **COMMISSIONER VIOLA ROBINSON:** You say  
13 there is a youth group that is in existence and it is from  
14 12 to 16. Who determines the age to stop at 16? Do you  
15 have any idea who is involved because youths can run pretty  
16 old? Sometimes you are in your early twenties and you  
17 are still a youth. Have you approached this to -- can't  
18 their age limit be extended beyond 16? Has the approach  
19 been made to them in any way?

20                   **BERTRAM MAKSAGAK:** I don't think so.

21                   **COMMISSIONER VIOLA ROBINSON:** Anybody  
22 can answer it. What happens in the summer time when there

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1 is no school?

2 **BERTRAM MAKSAGAK:** Basically nothing.  
3 The gym doesn't open for us. The only place that we go  
4 to during the summer is the game hall.

5 **COMMISSIONER VIOLA ROBINSON:** Where?

6 **BERTRAM MAKSAGAK:** The arcade and it is  
7 open until eleven. After that, we have nothing to do  
8 because no one -- they have softball during the summer,  
9 but it is for the adults. They let the older guys play,  
10 like myself and a couple of other guys. They let us play,  
11 but they don't really have anything else to do for the  
12 younger students, younger kids. So we are basically on  
13 our own during the summer. Some of us get jobs, but --

14 **COMMISSIONER VIOLA ROBINSON:** Are there  
15 any organized sports for young people? Is there a hockey  
16 league?

17 **BERTRAM MAKSAGAK:** Yes, there is  
18 hockey. There is not much of a basketball team and they  
19 are trying to get a volleyball team started. What we need  
20 is a recreation coordinator.

21 **COMMISSIONER ALLAN BLAKENEY:** Lots of  
22 different organizations, but nobody having the time to

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1 pull it all together to fill in the gaps and get something  
2 where there is -- it sounds like a good suggestion.

3 Thank you very much. May I just say that  
4 there are seven of us on the Commission and we are split  
5 up into three groups. If one of my colleagues were here,  
6 he would be saying, "You are right. We should be putting  
7 much more emphasis on recreation and sports and  
8 particularly in isolated communities or communities which  
9 are not in cities and, therefore, don't have all these  
10 things." So you are saying things that he has been saying  
11 and he will read what you say with interest, I know, and  
12 his name is Paul Chartrand.

13 **COMMISSIONER VIOLA ROBINSON:** The other  
14 thing, too, is that one of the mandates, as you will see,  
15 of the Commission is the youth. We do have an obligation  
16 here to what the youth have to say and the youth have to  
17 become more involved in the future of any development going  
18 on as far as self-government goes for Aboriginal people.  
19 It is our responsibility to make sure that you are heard.

20

21 So what you had to say will be on record  
22 and it will be heard. What will happen with it, I don't

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1 know, but all we can do is hope that something will happen  
2 that will certainly address the youth problems before it  
3 is too late. I think you have a great potential here.  
4 You have a lot more opportunity here than some youths in  
5 the rest of Canada. Just remember that. I have seen some  
6 very, very bad scenes when you get into the major cities,  
7 but you are much better off and you have a lot more  
8 opportunity. I just hope you will achieve something.  
9 The effort has to be made.

10 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**

11 In the meantime, maybe you could write a letter to the  
12 Katimavik Centre and ask -- write a letter so that they  
13 can be aware of it.

14 **COMMISSIONER VIOLA ROBINSON:** Sounds  
15 like a good idea. Thank you very much.

16 **BERTRAM MAKSAGAK:** Thank you.

17 **FACILITATOR JOE OTOKIAK:** Thank you.

18 With that presentation, it ends the list  
19 of presenters that we have for you for today, but we now  
20 open the floor for any other presentations. I believe  
21 we have a couple at this time who will make a couple of  
22 short presentations for you.

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1                   First of all, we have James Panioyak who  
2 is the person that kind of keeps the Elders' group together  
3 and does all their paperwork for them. James will be  
4 giving a presentation on behalf of the Elders as to what  
5 is happening within that organization and then will go  
6 on to a little bit more of a personal presentation.

7                   So I will leave the floor to James now.

8                   **JAMES PANIOYAK:** Thank you, Joe.

9                   Commissioner Blakeney, Commissioner  
10 Robinson, Mr. Maksagak and respected Elders, first of all,  
11 I would like to welcome the Commission to our community  
12 and hope your stay is a pleasant one.

13                   I would also like to thank you for giving  
14 me an opportunity to speak on important matters we, the  
15 Aboriginal peoples, are facing today.

16                   Just a brief background on where I am  
17 coming from. I am proud to say that I am an Inuk having  
18 been raised in a strong traditional and cultural  
19 environment. I have grown to respect my fellow Inuit,  
20 the harsh and sometimes cold environment our Mother Nature  
21 brings upon us.

22                   The first six years of my life were spent

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1 on the land living and learning the traditional values.

2 I will tell you right now that it is not as easy as it  
3 seems. We had to grow up fast to survive in those days.

4 Just to give you an understanding of what  
5 it is like to grow up as an Inuk child, I would like to,  
6 if I may, read to you a script I worked on some time ago  
7 having worked as a producer for the Inuit Broadcasting  
8 Corporation.

9 In those days, the period of childhood  
10 among Inuit was short because our environment brought  
11 hardship to those not prepared to meet its demands. For  
12 this reason, every attempt was made to ensure that this  
13 time of life was a happy one.

14 From birth, a child was taught to obey  
15 his or her parents without question. This was necessary  
16 because parents had to teach the child everything he or  
17 she needed to know about life.

18 Children learn respect from Elders. In  
19 the case of disciplining a child, one should not defend  
20 a child or demand an explanation for the discipline. From  
21 one to five years, the child observed the world safe within  
22 the mother's amauti, the packing parka. The child was

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1 treated with endearing phrases and given lots of love.

2                   A sense of trust was built with parents  
3 and relatives. From the age of five, simple instruction  
4 was given to children but never in great detail. More  
5 important, roles were reinforced at this time. Boys were  
6 given toy sleds, bows and arrows and girls might begin  
7 to assist the mothers with chores.

8                   From ten years on, more responsibility  
9 was placed on the child. Boys and girls had different  
10 chores to do. They were encouraged to help Elders with  
11 their tasks. They began to learn the importance of  
12 co-operation and social aspects of traditional Inuit  
13 lifestyles.

14                   At this time, a child's training for  
15 hunting or sewing began to fall in place. This was a  
16 critical time for a child because one day they were expected  
17 to fill their role in adult society. Boys began to share  
18 the working of hunting, maintaining the dog team, igloo  
19 building, memorizing landmarks, keeping an eye out for  
20 game and, in general, learning about hunting life. Girls  
21 at an early age learned to look after babies, learned to  
22 prepare skins, sew and cook meals. Parents try not to

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1 show affection while their children try to master these  
2 skills.

3                   By late teens, a person was expected to  
4 know these skills to survive. For survival, the Inuit  
5 family required that each adult perform his or her duties  
6 in support of others.

7                   A women depended on her husband to  
8 provide food and other life skills. In return, the hunter  
9 relied on a competent wife to make and repair clothing,  
10 prepare and cook food. During a person's childhood,  
11 parents try not to explain why things had to be done in  
12 a certain way. It was only when one became a young adult  
13 that the reasons finally became sensible. By that time,  
14 a person should have the wisdom and skills to survive in  
15 our harsh and sometimes unforgivable environment.

16                   Regardless, Inuit learned to respect  
17 nature as it comes and to live in harmony with the land  
18 as seasons changed. Most importantly, until this day,  
19 Inuit were taught to respect one's Elders for they are  
20 our link to our forefathers, our strength for today and  
21 wisdom for tomorrow.

22                   Within the last ten years, I have been

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1 involved in the communications aspect of our culture.  
2 Having been trained in the TV broadcasting field as a  
3 producer with the Inuit Broadcasting Corporation, I have  
4 had the opportunity to observe and see firsthand our people  
5 dealing with issues we are facing today, such as the current  
6 affairs, social and economic problems facing the North.

7           A lot of changes have happened through  
8 the years, some for the better, some for the worse. Like  
9 our Elders have said this morning, when the first white  
10 man came to our land, little did we know that our way of  
11 life would change forever.

12           Right now, we are beginning to face a  
13 problem within our culture. Our language gradually is  
14 being pushed back to the point where our children regard  
15 the English language as their first language. Years ago,  
16 our Elders had one language which is the Inuit Inuktitut  
17 language. Then my generation was sent to school and were  
18 taught to speak English to the point where we weren't  
19 allowed to speak our mother tongue. If we did, a  
20 punishment was in order. Some of us were fortunate to  
21 keep our language and adapt to the English language as  
22 well.

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1                   Today, our children have one language  
2 just as our Elders have one language, but our children's  
3 language is the English language. I think that is the  
4 most significant problem we are facing today. It is the  
5 lack of communication between our Elders and children.

6                   Presently, we don't have a written form  
7 of literature in our Inuit Inuktitut dialect to maintain  
8 our language. The present school system does not have  
9 the proper criteria to develop and maintain our language.  
10 The school system provides language, but the language  
11 that is being taught is in the eastern dialect. Parents  
12 are not maintaining the language at home as much as they  
13 used to.

14                   So where does the solution begin to solve  
15 the problems? I think the solution lies before us. I  
16 know it is not as easy as it may seem, but through proper  
17 channels, we need to start working on the problems of  
18 communicating between the Elders and the youth; perhaps  
19 through written language, proper criteria in the school  
20 system, language courses within the community. TV and  
21 radio programs should play a vital role in maintaining  
22 our language. That is another means of communication that

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1 the Inuit in the Kitikmeot region don't have at the present  
2 time.

3                   Programs from both TV and radio come from  
4 the eastern and western Arctic. We desperately need to  
5 get our own facilities in the region in our own Inuit  
6 Inuktitut language to maintain our culture and language.

7  
8                   In closing, I would like to add that I  
9 am currently the Elders' coordinator and the two Elders  
10 who are sitting before us are on the Elders Committee.  
11 This is a newly-formed committee and we have ideas of  
12 preserving our language and culture, but it is not easy  
13 to get things done without proper funding.

14                   The Elders have ideas of preserving our  
15 culture in terms of vitalizing the drum dancing and culture  
16 back together again. Most importantly, we would like to  
17 see the youths, the young people today become more involved  
18 with the Elders in terms of our culture.

19                   I heard a lot of presentations today and  
20 I know a lot was said that alcohol plays a major role in  
21 our lives today, but I feel that -- like the young people  
22 before me said that there is not much to do within the

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1 communities, both for the young people and the Elders.  
2 We have become a fast-developing community, but somewhere  
3 along the line we left out the Elders and young people  
4 and I think it is time that we should focus our energy  
5 towards the Elders and the young people.

6 That is all I have to say. Thank you.

7 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
8 very much, Mr. Panioyak.

9 I wonder if you could answer a couple  
10 of questions for me purely for information. I find that  
11 I don't know as much as I should.

12 Inuktitut is a language which is broadly  
13 spoken from Labrador to the Mackenzie Delta and in  
14 Greenland and Alaska, broadly speaking. I know that  
15 Inuvialuit is quite a different dialect than eastern  
16 Inuktitut and my colleague on the Commission, Mary Sillett,  
17 from Labrador who has some knowledge of Labrador Inuktitut  
18 says she has trouble when she goes to Igloolik. Is the  
19 dialect in this area different from that on Baffin Island?

20 **JAMES PANIOYAK:** Yes, it is. For your  
21 information, we, the Inuit of the Kitikmeot, are known  
22 as the Copper Inuit and we have our own dialect.

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1                   **COMMISSIONER ALLAN BLAKENEY:** You were  
2 referring to it by name and I wasn't catching the name.  
3 What is the name of this dialect or does it have a name?

4                   **JAMES PANIOYAK:** It is the Copper Inuit  
5 dialect.

6                   **COMMISSIONER ALLAN BLAKENEY:** What do  
7 you think is going to happen when -- right now, in the  
8 Northwest Territories, there are six official languages.  
9 One of them is Inuvialuit and one of them is Inuktitut,  
10 the Baffin Island/eastern Arctic brand.

11                   What do you think is going to happen when  
12 Nunavut comes? Will there be just one dialect of Inuktitut  
13 or will there be more that will be used?

14                   **JAMES PANIOYAK:** For your information,  
15 in terms of the recently ratified land claims agreement,  
16 as far as I understand it, there will be three regions  
17 that are in the works for the Nunavut area, one being the  
18 Baffin region, the Keewatin region and the Kitikmeot region  
19 which we lie here today.

20                   **COMMISSIONER ALLAN BLAKENEY:** This area  
21 here, this Coppermine, Cambridge --

22                   **JAMES PANIOYAK:** Gjoa Haven, Toloyoak,

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1 Bathurst Inlet(?) and Bay Chimo.

2 I strongly feel that each region should  
3 have its own mandate in terms of maintaining the language  
4 and culture.

5 **COMMISSIONER ALLAN BLAKENEY:** I will  
6 ask another question. Is the Inuktitut spoken in Rankin  
7 Inlet, Baker Lake, Chesterfield Inlet, the Keewatin area  
8 -- is that a different dialect than they speak in Iqaluit,  
9 Pangnirtung, the Baffin Island?

10 **JAMES PANIOYAK:** I am not certain for  
11 myself, but as far as I understand it, each community across  
12 the territories, more or less, have their own way of  
13 speaking. Within each community across, you make a region  
14 out of the communities and there you have different  
15 dialects within the three regions.

16 **COMMISSIONER ALLAN BLAKENEY:** What do  
17 you do on the Inuit Broadcasting Corporation? What does  
18 IBC do when it broadcasts? Does it use oen dialect or  
19 more?

20 **JAMES PANIOYAK:** When I was working for  
21 the Inuit Broadcasting Corporation up until 1990, the  
22 Kitikmeot region had its own IBC centre and the mandate

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1 was to produce our own language and culture; whereas, the  
2 eastern Arctic, they had their two own regional  
3 broadcasting productions.

4 Up until 1990, like I said, we had our  
5 own broadcasting system or our own broadcasting centre  
6 producing programs for the communities of Coppermine,  
7 Cambridge, Bathurst, Bay Chimo, Gjoa Haven, Toloyoak and  
8 Pelly Bay, but they closed that down. The main reason  
9 was the lack of funding, from what they said anyway. We  
10 have no other means of communication facilities in the  
11 Kitikmeot region.

12 **COMMISSIONER ALLAN BLAKENEY:** Were you  
13 broadcasting radio or television or both?

14 **JAMES PANIOYAK:** This was a television  
15 broadcasting system.

16 **COMMISSIONER ALLAN BLAKENEY:** Do you  
17 have any radio that operates out of Cambridge Bay or  
18 Coppermine?

19 **JAMES PANIOYAK:** As far as I understand,  
20 both communities have local radio stations, but I feel  
21 for this community we need to utilize the local radio  
22 station in terms of using more of our language.

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1                   **COMMISSIONER ALLAN BLAKENEY:** I can  
2 follow your line of argument. If the school is going to  
3 use the Coppermine Inuit dialect, if I may call it that,  
4 but if you turn the radio on and you get the Iqaluit Igloolik  
5 dialect all the time, it is going to be relatively difficult  
6 for the students to get the swing of that.

7                   **JAMES PANIOYAK:** If I may answer, the  
8 present school system, the way I see it today, the criteria  
9 for the curriculum is also -- the eastern Arctic dialect  
10 is being taught, if I am correct. I don't know if it is  
11 more the curriculum or the individuals that are instructing  
12 the language.

13                   **COMMISSIONER ALLAN BLAKENEY:** What  
14 suggestions would you have to increase the contact between  
15 young people and Elders?

16                   **JAMES PANIOYAK:** That is a good  
17 question. I have been struggling to find answers myself  
18 and I have talked with the Elders quite a bit. They suggest  
19 that the Elders get together with the young people to  
20 preserve our culture and language and they feel that time  
21 is running out because we don't have as many Elders as  
22 we used to have before. The Elders have ideas of

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1 preserving the language and culture, but it will take time  
2 and more funding to do that.

3 **COMMISSIONER ALLAN BLAKENEY:** The  
4 youth, when they were making a presentation, suggested  
5 that there was a youth club for people 16 and under. Do  
6 you know whether there is any regular arrangement whereby  
7 Elders would visit that youth club once in a while on a  
8 periodic basis?

9 **JAMES PANIOYAK:** I won't say on a  
10 periodic basis, but, like I said, the Elders Committee  
11 nearly formed one and the Elders have been brainstorming  
12 about ideas as to how to get the young people involved.  
13

14 **COMMISSIONER ALLAN BLAKENEY:** Do you  
15 know whether the school has an arrangement whereby Elders  
16 visit the school on a regular basis?

17 **JAMES PANIOYAK:** I know they have a  
18 culture inclusion program where they would invite Elders  
19 on occasions to speak before the students about the  
20 culture, but the Elders feel that this should be done more  
21 often and outside the school. Perhaps, at the Elders  
22 Centre, we can utilize more of the time and energy to do

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1 that.

2 **COMMISSIONER ALLAN BLAKENEY:** Thank  
3 you.

4 I will ask my colleagues whether they  
5 want to add any comment or ask any questions.

6 Mrs. Robinson, please.

7 **COMMISSIONER VIOLA ROBINSON:** I don't  
8 think I have any questions, but I do want to say that you  
9 have certainly -- first of all, I want to commend you for  
10 the work that you are doing with the Elders. I think it  
11 is very important.

12 You certainly conveyed a message here  
13 that we have heard over and over again in a lot of areas  
14 where there is the importance of Elders being involved  
15 and the youth and certainly bringing back the relationship  
16 or that contact where it has been lost. People are saying  
17 that that has to happen if we are going to be successful  
18 or if we want to move along in retaining our culture and  
19 our language, and we have to involve them somewhere.

20 As you say, we have lost them and that  
21 has to be somehow brought back and I see that effort being  
22 made here by yourself. I think it is commendable and I

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1 do hope that you will be able to -- if you persist, I am  
2 sure you will advance; you will make progress. However,  
3 I think it is very important. So I would like to thank  
4 you for your presentation.

5 **JAMES PANIOYAK:** Thank you.

6 **COMMISSIONER ALLAN BLAKENEY:** Mr.  
7 Maksagak, please.

8 **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**  
9 I think the only way that we can get communication with  
10 our Elders and our youth is to get together, as you  
11 suggested, and that would come about only if we get the  
12 young people to come over to the Elders' houses. That  
13 is all I have.

14 **COMMISSIONER ALLAN BLAKENEY:** Thank you  
15 very much.

16 **JAMES PANIOYAK:** Thank you.

17 **FACILITATOR JOE OTOKIAK:** Thank you,  
18 James.

19 Now we have the Kitikmeot Inuit  
20 Association, representative Mr. Alan Maksagak to give a  
21 presentation on behalf of that organization.

22 KIA, as it is known in the region, is

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1 represented by members from each community, those of  
2 Holman, Coppermine, Cambridge Bay, Gjoa Haven, Toloyoak,  
3 Pelly Bay and Bay Chimo. I believe Alan has just come  
4 back from Iqaluit with being involved with the ratification  
5 process of the TFN agreement and has been fairly busy on  
6 the road.

7 James is the President of the Kitikmeot  
8 Inuit Association but is not available to be here to give  
9 a presentation on behalf of this organization. So Allan  
10 will be giving that on behalf of Mr. Italuk.

11 Alan, please.

12 **ALAN MAKSAGAK:** (Translated from  
13 Inuktitut) It is too bad our Chief wasn't able to make  
14 it here. He has so much to do. He had a lot of  
15 responsibilities and he is also the President of TFN which  
16 is ratifying that land claim agreement. He gives his  
17 regrets that he wasn't able to attend or give his  
18 presentation to the Panel today.

19 (English - off-microphone) -- together  
20 our implementation plan for the creation of Nunavut and  
21 the work towards implementing our land claims. With the  
22 strong support that was shown by the voters on Thursday,

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1 we can rest a little bit easier now that the work towards  
2 Nunavut has become a reality for a lot of us who have put  
3 in a lot of years in the work towards implementing our  
4 land claims.

5                   It is appropriate for KIA as a regional  
6 Inuit organization to sit before you shortly after the  
7 youth presentation and then followed by the Elders'  
8 concerns.

9                   As a regional organization, we are  
10 responsible for 4,500 Inuit in Kitikmeot from the  
11 communities Pelly Bay, Toloyoak, Gjoa Haven, Cambridge  
12 Bay, Coppermine, Holman, Bay Chimo and Bathurst Inlet.

13                   On behalf of James Italuk and the Board  
14 of Directors of the Kitikmeot Inuit Association, we welcome  
15 you to our region which, within the next few years, will  
16 be one of the busiest regions in Nunavut in light of our  
17 leadership being involved in the implementation of our  
18 land claims and the work towards Nunavut.

19                   At the same time, we have been at various  
20 meetings over the past year with the mining companies who  
21 are interested in developing some of the potential mines  
22 in the Kitikmeot just south east of Coppermine. The mining

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1 companies understand the rules of the game. Once the  
2 land claims are implemented, therefore, as a regional  
3 organization, we are the group that has been mandated to  
4 ensure that the land administration and management in  
5 Kitikmeot will be managed properly on behalf of the Inuit  
6 of Nunavut.

7                   Kitikmeot Inuit also are producing some  
8 of the best-known Inuit leaders at the Nunavut and national  
9 level which we are proud of. These people who are involved  
10 at the Nunavut level are quite visible in the land claims  
11 process and in the work towards Nunavut.

12                   I just want to name a few, Mr.  
13 Commissioner, if I can. James Italuk, who is our  
14 President, is also the acting President of Tungavik  
15 Federation of Nunavut, a Nunavut land claims group. Jack  
16 Opana of Holman is also the Vice-Chair or Vice-President  
17 of the TFN. Charlie Lyall, also of Toloyoak, is also the  
18 Vice-Chair of the Nunavut Trust, this body that is mandated  
19 to invest the compensation monies arriving out of the land  
20 claims settlement.

21                   Also, we have Pat Lyall who is also the  
22 Speaker, I believe, of the Kitikmeot Regional Council,

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1 also of Toloyoak. He is also the Chairman of the Board  
2 for Nunase (PH) Corporation, the development corporation  
3 that is owned by the Inuit of Nunavut. He is also the  
4 President of Inuit Broadcasting Corporation and Chairman  
5 of the Television Northern Canada, better known as TVNC,  
6 a Native-owned broadcasting corporation that broadcasts  
7 all the way in the east from Labrador all the way up to  
8 the Yukon. Also, the two former chief negotiators for  
9 the TFN are also Inuit of Kitikmeot.

10                   You may be wondering why I am naming the  
11 achievements of our Inuit leaders at the Nunavut and  
12 national level. We at Kitikmeot have proven that we can  
13 produce quality leadership, but in order to continue  
14 through that path of producing good leadership, we need  
15 some strong financial support in three key areas.

16                   First, in continuing to educate and  
17 train our young people, we need more funds pumped into  
18 Kitikmeot for high school programs so that we can achieve  
19 grade 12 levels at all of our communities in the region.

20

21                   We need additional funds to continue to  
22 make improvements in the Arctic College programs such as

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1 in Fort Smith or Iqaluit, they always end up quitting  
2 because that is not their home area. They get home sick.  
3 They are family-oriented people. Therefore, they get  
4 homesick for their families and they quit before they  
5 complete their training programs.

6 We have proven that if we had closer to  
7 home programs, the home-grown training programs that we  
8 know are needed for these young people to become a workforce  
9 in our communities -- we have to continue to have these  
10 programs in place in Kitikmeot.

11 Second, in the area of financial support  
12 for business development, in light of the mining  
13 development being one of the projected activities within  
14 our region within the next couple of years, we need  
15 financial initiatives coming from federal and territorial  
16 governments in order for our local businesses to fully  
17 take part in contracts for services, employment and  
18 transportation.

19 Also, in joint venturing in some areas,  
20 we of Kitikmeot are ready to do joint ventures with either  
21 mining companies or the service sectors that will provide  
22 services to the mining and transportation initiatives that

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1 the territorial government has outlined in their  
2 transportation initiative. It was announced by the  
3 Premier of the Northwest Territories about four or five  
4 weeks ago that an all-weather highway is being proposed  
5 from these mine sites to a deep-sea port near Coppermine.

6                   But if our local business are going to  
7 be involved at these major projects, we need some financial  
8 initiatives from the governments to lend support to these  
9 local businesses so that they can become fully independent  
10 in producing some work for our people. Financial  
11 initiatives, I think, is the key in the development of  
12 our local businesses because we in Kitikmeot have always  
13 had a hard time with the banks.

14                   If we wanted to get a loan, we always  
15 had to ensure that we have the collateral requirements  
16 that are outlined in the loan applications with the banks,  
17 which a lot of our small businesses don't have and, at  
18 the same time, as I mentioned, the collateral requirements.

19 I think these initiatives should look at ensuring that  
20 the availability of not only the financing but the  
21 requirements be less strict than what they have been in  
22 the past.

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1                   Third, we need federal government  
2 presence in Kitikmeot. We do not have any federal  
3 departments within our region like the other regions enjoy  
4 in other parts of the NWT. If such departments like the  
5 Department of Indian and Northern Affairs, Department of  
6 Fisheries and Oceans or Energy Mines and Resources were  
7 located in the Kitikmeot, we feel that the federal  
8 government would know that the people of Kitikmeot are  
9 ready to do business in such key areas if we had the federal  
10 or financial resources to do the things we want to be able  
11 to do, such as mineral development, fisheries and  
12 transportation.

13                   In closing, on behalf of the Kitikmeot  
14 Inuit Association and especially from our President who  
15 is also, as I mentioned, the acting President of Tungavik  
16 Federation of Nunavut, we would urge that this Commission  
17 continue to be a watch dog in the implementation of our  
18 Nunavut land claims.

19                   This is an historic land claim in the  
20 way that it has been negotiated. We not only own land  
21 in the claims settlement, but we jointly manage all lands  
22 and offshore areas with the federal government. So the

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1 mandate of TFN and its regional Inuit organizations are  
2 not only for the lands that we have secured under our claims  
3 settlement, but we are also responsible for co-managing  
4 all lands and the offshore with the federal government.

5                   But we all know too well from the  
6 learnings that we have had from the James Bay agreement,  
7 the Inuvait land claims settlement, that a lot of times  
8 the federal government is not living up to its agreements.

9           However, at the present time, we do not have an independent  
10 body that is not with the government or that is with those  
11 claim groups that can watch out to make sure that the  
12 federal government lives up to those agreements.

13                   In the end, those Native groups that have  
14 settled those land claims have to spend their own money  
15 putting together the infrastructures that are required  
16 to implement their land claims. The monies that were  
17 promised as part of the agreements to implement, the monies  
18 that should have come from the federal government are not  
19 forthcoming. And if they were coming, they are always  
20 two or three years too late. Therefore, we end up wasting  
21 time. We end up spending more money than is required to  
22 implement those claims.

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1                   So we want to urge that once your mandate  
2 is up with the Commission, with your work, we urge that  
3 the Royal Commission should continue to be a political  
4 watch dog for all Aboriginal groups in Canada who are or  
5 have negotiated their claims with the Government of Canada.

6  
7                   We feel that this role should be yours  
8 in protecting all Aboriginal people, not only for the Inuit  
9 of Nunavut who have successfully negotiated the claims  
10 in Nunavut, but for the future Aboriginal groups that are  
11 awaiting to get to the negotiating table. We hope, once  
12 your mandate is up, that you will put forth some of these  
13 recommendations so that your mandate can be further to  
14 protect the interests of all Aboriginal people in Canada.

15                   Thank you. I will try to answer some  
16 questions or clarify anything. I am at your pleasure,  
17 Mr. Commissioner.

18                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
19 very much.

20                   Can you tell me what the land claim  
21 settlement says about any monitoring body? Is there  
22 anything in the agreement which creates any external body

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1 to see that the agreement is lived up to?

2 **ALAN MAKSAGAK:** There is only a short  
3 paragraph that says:

4 "In the event that one party is not living up to the  
5 agreements, then we go to court."

6 That costs a lot of money. It wastes our time. If we  
7 can have a body that is already in place that is beginning  
8 to understand the implementation process that is required  
9 to put our land claims together in operation, it would  
10 be a lot easier for us to have that body in place instead  
11 of going to the courts every time we have a disagreement.

12 **COMMISSIONER ALLAN BLAKENEY:** The  
13 courts have the disadvantages of being expensive, which  
14 is bad enough, but slow and it takes two or three or four  
15 years frequently and that is really an unsatisfactory way  
16 to -- you need some arbitrator that can dispose of them  
17 a little faster than that.

18 **ALAN MAKSAGAK:** Yes. From our  
19 understanding of the Alaskan claim, they spent over \$20  
20 million just on lawyer's fees working out their  
21 disagreements with the U.S. government. That, to us, is  
22 \$20 million that could have been used to put programs in

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1 place, and we don't want to do that.

2 **COMMISSIONER ALLAN BLAKENEY:** Lawyers  
3 are a worthy group, but they don't need that level of  
4 support. I am speaking from a little bias there.

5 So there are about 4,500 people in the  
6 Kitikmeot region.

7 **ALAN MAKSAGAK:** Forty-five hundred  
8 Inuit.

9 **COMMISSIONER ALLAN BLAKENEY:** Inuit,  
10 yes.

11 How many non-Inuit are there  
12 approximately?

13 **ALAN MAKSAGAK:** As an Inuit  
14 organization, we have never counted those. We don't keep  
15 track of the non-Inuit population.

16 **COMMISSIONER ALLAN BLAKENEY:** We have  
17 heard people speak of high school in the Arctic College.  
18 One or two presenters were talking particularly about  
19 how to assist small business people or business people,  
20 large and small perhaps, get going.

21 Does the GNWT have an industrial  
22 development fund or an economic development corporation

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1 or that sort of thing that makes loans to small businesses?

2 **ALAN MAKSAGAK:** From our understanding,  
3 there are various programs within the economic development  
4 and tourism, but those are basically open to anyone who  
5 wants to make an application.

6 What we are concerned about is for small  
7 businesses that are Inuit-owned. That, for us, is crucial  
8 although we are in full support of anyone who wants to  
9 set up a small business, whether they are an Inuit or a  
10 non-Inuit. We are in full support of that because they  
11 are contributing to the economic wellbeing of each of their  
12 communities, but there are also some strict guidelines:  
13 financial control, financial reporting systems that are  
14 required for small businesses, that are required for them  
15 to get a loan or a grant from the territorial government.

16 In the past, it has been shown that they  
17 are good, strong business-minded people who are putting  
18 together their own local businesses, but they don't have  
19 the financial know-how. So they do need accounting, the  
20 financial accounting system or probably a small business  
21 that can lend support in providing these accounting systems  
22 on a monthly basis or on a quarterly basis, which we don't

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1 have.

2 That is all I am aware of of the problems.

3 As to the amounts of them, we don't have that information.

4 **COMMISSIONER ALLAN BLAKENEY:** I will  
5 ask my colleagues to make a comment or ask a question.

6 **COMMISSIONER VIOLA ROBINSON:** I really  
7 don't have any questions for you. I have listened to you  
8 give your presentation here and I think you have outlined  
9 everything that you want to see happen here as far as  
10 education goes and economic development.

11 I just think there is so much potential  
12 here to move on. I think there is just so much there and  
13 so much can be done with just some support. I think we  
14 have to say, in all fairness here, that we have heard that  
15 education must be the priority here to get your students  
16 and your youth ready.

17 As you say, when you get into  
18 administering your Nunavut government, you certainly want  
19 to be hiring your own people which is, I think, the dream  
20 of any Aboriginal organization that can look towards the  
21 future. That is what you want to do and it is too bad.  
22 They say education is supposed to be -- everybody is

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1 supposed to have equality for education in this country,  
2 but yet there is this problem and you have to send your  
3 kids away.

4                   It seems to me that there must be  
5 something somewhere where something can be done to bring  
6 it closer to home so that your people can get their  
7 education without having to leave because there is  
8 potential here for them to work once they are finished.

9 I just want to wish you well.

10                   **ALAN MAKSAGAK:** Mr. Commissioner, if I  
11 can, just a follow-up to your comment on the education  
12 and training. There are some provisions in the final  
13 agreement that addresses a training trust fund be set up  
14 within the Nunavut land claims.

15                   We have been saying to the federal  
16 negotiators and to the territorial negotiators -- I don't  
17 know how far up our message has gone to their bosses, but  
18 we want to make it clear that the training trust fund that  
19 we have set aside -- we should not be penalized from those  
20 training trust funds that are already earmarked for our  
21 people. Just because we get money, the federal government  
22 has to cut you off or cut the program because they figure

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1 that money that you have set aside will be adequate.

2                   What we are saying is that within the  
3 existing programs that are already in place for training  
4 and for education, the training trust fund that we have  
5 set up in our claims should be added onto it. It should  
6 not delete or lower the standard of training and education  
7 within the existing system.

8                   I wanted to put that on record.

9                   **COMMISSIONER VIOLA ROBINSON:** Thank  
10 you.

11                   **COMMISSIONER ALLAN BLAKENEY:** Mr.  
12 Maksagak, please.

13                   **COMMISSIONER OF THE DAY JOHN MAKSAGAK:**  
14 I think we are on the right track, Allan. The only thing  
15 is that we need to train our young people as fast as we  
16 can. That is the only thing we need to do.

17                   I think, if I am right, we can run our  
18 affairs. We have just as much brains as anybody else.  
19 We are humans like anybody else. The only thing that we  
20 need to do is train our young people as fast as we can.

21

22                   Thank you.

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1                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
2 very much.

3                   **ALAN MAKSAGAK:** On behalf of the Inuit  
4 of Kitikmeot, as I mentioned, welcome to our region.

5                   **COMMISSIONER ALLAN BLAKENEY:** Thank  
6 you.

7                   **FACILITATOR JOE OTOKIAK:** Thank you,  
8 Allan.

9                   Here ends our list of presenters for the  
10 day. Now we open the floor for any other presentations  
11 that people would like to make here who haven't had a chance  
12 to make a presentation before the Commission. So the floor  
13 is now open for any other presenters that might want to  
14 come up to the mic here and make a short presentation.  
15 We have a very short time period here to do that. We have  
16 a schedule that we are more or less going by. So I will  
17 open up the floor now for any other presentations from  
18 the public.

19                   **COMMISSIONER ALLAN BLAKENEY:** Please  
20 feel free to come forward if you want to say anything.  
21 What you have to say is more important than our schedule  
22 is what I am saying. So do come if you wish to say anything.

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1                   **FACILITATOR JOE OTOKIAK:** I believe we  
2 have one of the members of the Elders' Group, Mr. Luke  
3 Kudlak, to maybe make a short presentation.

4                   Luke, please.

5                   **LUKE KUDLAK:** (Translated from  
6 Inuktitut) In regard to the people of Cambridge Bay, I  
7 would like to thank everybody for their presentations and  
8 I am very happy to hear some presentations made by everybody  
9 and also some questions have been raised.

10                   I am very sorry that people coming to  
11 Cambridge Bay couldn't see some kind of a drum dance because  
12 I wasn't prepared for it. I would love them to see the  
13 Elders do the drum dances here, but I don't know when they  
14 are leaving. Are we meeting again here tomorrow?

15                   I am sorry that I wasn't prepared for  
16 a drum dance. I used to organize some games for  
17 youngsters and I am sorry I wasn't prepared to arrange  
18 a drum dance.

19                   I don't have any other topics to say.  
20 I just want to say thank you.

21                   **FACILITATOR JOE OTOKIAK:** Thank you.  
22 It was already posted as to when these guys were going

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1 to be here, when they are arriving and when they are  
2 leaving. We were requesting for some people to do some  
3 performing.

4                   The Elders Group can do a drum dance at  
5 the Elders' place tomorrow because the Commissioners are  
6 going to be down at the Elders' place tomorrow around nine  
7 in the morning. If you want to perform down there for  
8 them, you can do performing. It is up to you.

9                   **LUKE KUDLAK:** We can do a very short  
10 performance with them tomorrow and they can also try out  
11 the drum as well. I will do a little drum dance myself.

12

13                   Thank you very much for letting me say  
14 something.

15                   **COMMISSIONER ALLAN BLAKENEY:** Thank you  
16 very much. We look forward to that.

17                   **FACILITATOR JOE OTOKIAK:** I guess we can  
18 move on to the next stage if you wanted to give a brief  
19 wrap-up of today's sessions.

20                   **COMMISSIONER ALLAN BLAKENEY:** Yes, I  
21 think all three of us may want to give a very brief wrap-up.

22

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1                   I, for my part, will say that we have  
2 been very happy to be in Cambridge Bay today. I should  
3 perhaps explain that today we were going to have hearings  
4 and that tomorrow morning, people of the community are  
5 going to take us around and show us their community. I  
6 am not quite sure where we are going to go, but I gather  
7 we are going to go to visit the Elders and possibly stick  
8 our head in at the school, or wherever.

9                   But they are busy planning that for us  
10 and so we will see your community tomorrow morning before  
11 we have to leave just after lunch time to go over to Rankin  
12 Inlet where we will be tomorrow night and on Thursday.  
13 So we will hear what they say over there at Rankin.

14                   However, we can only hope that the  
15 presentations at Rankin will be as good as the ones we  
16 have had here at Cambridge Bay where we have been delighted  
17 at the number of people who came forward and made  
18 presentations which were to the point, dealt with the  
19 issues and problems of the community and offered us some  
20 ideas and solutions.

21                   We can see that Cambridge Bay is a  
22 rapidly growing community certainly with some problems,

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1 but with a lot of people who are turning their minds to  
2 how to deal with these problems, people of a good deal  
3 of ability and a good deal of foresight, so far as we can  
4 see, as you can judge from a day of listening to people.

5  
6                   So I would think that Cambridge Bay and  
7 this whole area, this region of Kitikmeot is in for a busy  
8 time in the years ahead because rapid growth, possible  
9 mining, certain growth in other areas, the need for skilled  
10 people, the need to expand educational systems, both at  
11 the school level and the Arctic College level, dealing  
12 with all those problems together with Nunavut and the land  
13 claims problems; a busy time will be had by all. I wish  
14 you very well.

15                   You have certainly contributed to the  
16 work of our Commission and we hope, in turn, that our  
17 recommendations, if accepted by government, will  
18 contribute to assisting you to deal with the problems which  
19 you are clearly outlining and deciding how you are going  
20 to deal with them.

21                   So thank you very much for the  
22 presentations and for all the hospitality we have received

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1 to date at Cambridge Bay. We know we are going to receive  
2 more. We are having dinner tonight with the Hamlet Council  
3 and with some other folk who they are inviting. Tomorrow  
4 we will see your community and we will look back on a very  
5 enjoyable and profitable visit in Cambridge Bay.

6 My colleagues, please.

7 **COMMISSIONER VIOLA ROBINSON:** Thank  
8 you.

9 I, too, would like to thank the community  
10 people here who made their presentations today. I think  
11 we have learned a lot from the presentations.

12 I also want to thank the community  
13 representative for organizing and for the cooks and for  
14 the hospitality that you have given us here today. I think  
15 you have a major challenge in front of you which you are  
16 faced with here in the future development of your  
17 government.

18 I want to assure you that the Royal  
19 Commission certainly will be looking forward to the  
20 development of your government and if there is anything  
21 that we can do with respect to sharing information with  
22 you, we will have some of the largest research and work

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1 at the Commission from right across Canada.

2 I am sure there have been some  
3 communities in Canada who have maybe encountered some of  
4 the problems that you might be looking at who have been  
5 exposed much longer.

6 If there is anything that the Commission  
7 can do to share with you any of the information that you  
8 might want, I am sure that you will get good co-operation.

9 We do want to work with you and assist you in any way  
10 we can in your future endeavours. So thank you very  
11 much.

12 **COMMISSIONER ALLAN BLAKENEY:** We have  
13 had with us many of our staff and just before I call upon  
14 John, I just want to recognize some of our staff: our  
15 Team Leader, John Morrissette, Nipisha Bracken, Dara  
16 Culhane and Rhoda, Linda Jordan who is over there and all  
17 of the translation staff and others who helped make these  
18 hearings possible and who make sure that all that is said  
19 is recorded which will go into large books for posterity,  
20 but will go into small books which we will read and which  
21 we hope to use to build a report which we hope will be  
22 sensible and sensible enough to attract governments with

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1 its wisdom and with the need to act. I think they already  
2 know they need to act. They just don't know what to do  
3 and we are hoping that we can fill in some of those blanks.

4                   Just before I call upon John Maksagak  
5 to give a closing prayer, I would like to thank him  
6 particularly for being our Commissioner for the Day. He  
7 has made a great contribution to our hearings here in  
8 Cambridge Bay and it is fitting, therefore, that I would  
9 ask him to close our proceedings with a prayer.

10                   **(Closing Prayer)**

11 --- Whereupon the Hearing concluded at 5:00 p.m.