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Speaker: The Honourable Donald M. Stewart, M.L.A.

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, OCTOBER 23, 1985

MEMBERS PRESENT

Mr. Angottitauruq, Mr. Appaq, Mr. Arlooktoo, Mr. Ballantyne, Hon. Tom Butters, Hon. Nellie Cournoyea, Hon. Tagak Curley, Mr. Erkloo, Mr. Gargan, Mrs. Lawrence, Mr. MacQuarrie, Mr. McCallum, Hon. Bruce McLaughlin, Hon. Richard Nerysoo, Mr. Paniloo, Hon. Dennis Patterson, Mr. Pedersen, Mr. Pudluk, Mr. Richard, Hon. Nick Sibbeston, Hon. Don Stewart, Mr. Wah-Shee, Hon. Gordon Wray

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Wednesday, October 23rd.

Item 2, Members' replies. The time is starting to run out for Members' replies if the House is going to adjourn when they have indicated. So if we do not get into some replies pretty soon that date looks like it might not be able to be met, if everybody is going to reply, that is, of course. Item 3, Ministers' statements. Item 4, oral questions. Mr. Angottitauruq.

ITEM 4: ORAL QUESTIONS

Question 49-85(3): Written Instructions To Assist Travelling Patients

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. My question is for the Minister of Health. A very serious situation is still occurring in my area when patients leave their home community to travel to hospital or for treatment in Cambridge Bay, Yellowknife or Edmonton, and have problems with travel and speaking to non-native speaking people. Would the Minister institute a system such as written instructions to be given to the patient so they can get assistance when travelling by showing people the card?

MR. SPEAKER: Mr. Minister.

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. As Members are aware, travel is arranged through the nursing stations in the Northwest Territories. I will take the Member's suggestion and include that with the other matters I intend to discuss with Health and Welfare Canada about the services for travelling patients, in particular those that require translation.

MR. SPEAKER: Thank you, Mr. Minister. I take it that you are taking the question as notice and will advise if this card will be used at a later date. Oral questions. Mr. Angottitauruq.

Supplementary To Question 49-85(3): Written Instructions To Assist Travelling Patients

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. I just would like to further advise the Minister. He is always referring to the employees of nursing stations and government staff. The true problem occurs whenever there is any change or delays in flights for some reason. Those people are brought up to the airport on time and they board the plane. When they have to go back they have to wait a pretty good number of hours before it is noticed that they are back in the airports, because there is nothing set up in between. To travel peacefully when the whole thing is arranged, that is well taken care of; but when there are changes or delays in flights that is where the main problem occurs. The government staff are not exactly aware when a plane flies for half an hour or 15

minutes and then returns and that does occur sometimes. Sometimes they are half way to their destination -- like they take off from Yellowknife and land in Cambridge Bay because of weather problems. The air line spokesmen can sometimes speak only one language and the patients do not know what is going on and that requires that card. Would he be doing that in the future without really involving the government staff for in-between problems that might occur?

MR. SPEAKER: Thank you. Mr. Minister.

Return To Question 49-85(3): Written Instructions To Assist Travelling Patients

HON. BRUCE McLAUGHLIN: Sorry, Mr. Speaker, I forgot to ask. May I take two steps forward? Thank you. Mr. Speaker, I would like to reiterate for the Member and all the other Members the fact that I cannot promise to come back with resolutions to these problems. All I can promise to do is voice the Member's discontent and my discontent and other Members' discontent to Health and Welfare Canada about the procedures which they use in transporting patients. Basically, we, as the Government of the Northwest Territories, run the three hospitals up here strictly internally and are not involved to a large degree in the transportation of patients but I will undertake to meet with Health and Welfare Canada officials, including the Hon. Jake Epp, on the issue, if I have to, and try to resolve some of these difficulties in the transportation but I have to make it clear, Mr. Speaker, that I cannot guarantee to do anything other than relay the problems because I do not have the authority to give instructions to Health and Welfare Canada.

MR. SPEAKER: Thank you, Mr. Minister. I would like to recognize at this time in the gallery the grade six students from Mildred Hall School in Yellowknife and their teachers, Mrs. Tricoteux and Mrs. Whitford. Would the students stand, please?

---Applause

Item 4, oral questions. Mr. Richard.

Question 50-85(3): Public Housing Units For Yellowknife

MR. RICHARD: Thank you, Mr. Speaker. My question is for the Minister responsible for the Housing Corporation and it concerns the need for more public housing units in the city of Yellowknife. I have asked questions previously of the Minister, Mr. Speaker, regarding the failure to supply additional housing units for public housing purposes in this city. This matter is of vital concern to the city of Yellowknife, particularly in the last two years because of the acute housing shortage generally in this city and although the Minister has done a good job this year and in his capital plan...

AN HON. MEMBER: Hear, hear!

MR. RICHARD: ...for next year in constructing hundreds of public housing units throughout the Territories none of these last year, this year or in the proposals for next year are in Yellowknife. Mr. Speaker, the Minister did indicate to me earlier this year that he had agreed that the situation warranted more public housing units in this city and stated that he would try to do that by the rent supplement program and failing that, the Minister indicated that he would convert a number of the corporation's market units at Lanky Court or Forrest Drive to the public housing program. I note, Mr. Speaker, in the document that the Minister tabled last week, that the Housing Corporation is negotiating these alternatives. Can the Minister advise the House which of these alternatives he will implement and when? Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question 50-85(3): Public Housing Units For Yellowknife

HON. GORDON WRAY: Thank you, Mr. Speaker. I am going to have to take the question under advisement. I can provide a partial answer by saying that, yes, negotiations are under way under the rental supplement program to provide a number of public housing units for Yellowknife by the spring of next year. I will advise the Member before the House recesses on the number of those units and when they can be expected to come on stream. So it is sort of a partial answer but I will come back to the Member probably through a Minister's statement and advise him of the actual number on that before the session closes.



MR. SPEAKER: Thank you, Mr. Minister. You are taking then part of the question as notice and it will be filed in the normal manner. Are there any further oral questions? Mr. McCallum.

Question 51-85(3): Allocation Of Capital Funds On Regional Basis

MR. McCALLUM: Thank you, Mr. Speaker. I have a question of the Minister of Local Government. It refers to a reply that he made yesterday in the House to a question asked by Mr. Erkloo. I want to highlight from the unedited transcript of the Hansard what Mr. Sibbeston indicated in relation to the allocation of capital funds in regional basis. He said, and I am quoting: "Lastly I will just say that the matter of providing capital projects or buildings in any particular region is a difficult matter because each of the regions is allotted so much money each year for capital projects." I want to ask the Minister, is it the practice now of the government to allocate capital funds on a regional basis? If it is, when was it started and what is the basis of allocation of capital funds? I was under the impression the government was looking at the Territories as a whole, not on a regional basis. If there is to be a change in the allocation of funds on a regional basis, I want to get the oar in fast for the region I represent.

MR. SPEAKER: Mr. Sibbeston.

Return To Question 51-85(3): Allocation Of Capital Funds On Regional Basis

HON. NICK SIBBESTON: Mr. Speaker, when I was answering the Member's question yesterday I was primarily referring to the Department of Local Government. I can confirm to the Member that the Department of Local Government's budget, particularly the capital part of it, is split and divided in part by the various regions. This system is one that I came into when I became Minister of Local Government. I was alluding to this, that the Department of Local Government has some of its capital funds allocated on a regional basis. The system seems to have worked and I am satisfied with that process. There are provisions, however, there are some capital funds that are allocated not on a regional basis but on the needs of the municipalities in the North. There are others that are divided on other criteria. That is what I was alluding and talking about yesterday.

Mr. Speaker, I must say that in the government's capital planning process there are some moneys that are identified for priorities of the Executive Council. These are dealt with on a territorial-wide basis and the Executive Council is still dealing with this matter. Eventually decisions will be made as to how priority moneys will be used up by our government.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Supplementary, Mr. McCallum.

Supplementary To Question 51-85(3): Allocation Of Capital Funds On Regional Basis

MR. McCALLUM: Thank you, Mr. Speaker. Mr. Speaker, I have some difficulty with understanding that. Am I to take it from the Minister's reply that this occurs only within the Department of Local Government? Maybe I should properly address the question to the Minister of the government who chairs the Financial Management Board. Is that the way it occurs with other departments? Or is it only Local Government that allocates capital funds on a regional basis? Are funds in the capital plan allocated on a regional basis with other departments? If that is so, when did this particular process start to come into place? I do not recall that in the years that I was involved with the government that it was done on a regional basis, that the pies were split up between the five regions. We had to create a new region that time. It was not done, as I recall, to my knowledge, but I would like to get some idea when the process started, if it is throughout the government departments or if this particular process is peculiar to the Department of Local Government.

MR. SPEAKER: Which Minister wants to catch that ball?

---Laughter

Mr. Butters.

Further Return To Question 51-85(3): Allocation Of Capital Funds On Regional Basis

HON. TOM BUTTERS: Mr. Speaker, I notice that the Member pointed at me. The capital is allocated on the basis of need and on the basis of recommendations from this House. Departments put that need into proposal form and it goes through the capital planning process. Consultations occur in the region, it comes back to the capital planning and FMS process and is integrated into the budget. It is on the basis of need and recommendation from this House.

MR. SPEAKER: Thank you, Mr. Minister.

HON. TOM BUTTERS: If I could just add Mr. Speaker, the honourable Member will remember that last January during the budget session Members from Yellowknife brought forward a very important requirement of their constituency that was not in the budget and convinced this House and convinced the government that the need for a sewer system in this community was really important and the government moved to act on that and as a result you had all kinds of activity in this community this summer.

MR. BALLANTYNE: ...said some 20 times...

HON. TOM BUTTERS: Twenty times? No, sir.

HON. RICHARD NERYSOO: Obviously, that will be reflected in the...

MR. SPEAKER: Supplementary, Mr. McCallum.

Supplementary To Question 51-85(3): Allocation Of Capital Funds On Regional Basis

MR. MCCALLUM: Thank you, Mr. Speaker. I appreciate how quickly and with what great haste the government reacted to giving Yellowknife a new...

AN HON. MEMBER: Easy, easy!

MR. MCCALLUM: ... something in their capital plan. That is not the question I am asking. I asked the question because the Minister of Local Government indicated that within his department, capital funds are allotted to certain regions; that if a project goes on, as I understand it, a project would go on. If it went over budget it would stop and the money would go into some other place. What I wanted to know from the Minister responsible, and I think it is the Minister responsible for the Financial Management Board, Mr. Butters, was whether the process was peculiar to one department or are all departments working in that way? The response he gave me, Mr. Speaker, is that it is all government departments. If that is so, somebody better get Local Government into the order because that is not what was said yesterday and it is not what the Minister of Local Government responded today. Mr. Speaker, I just want to get it straight how this money is being allotted on a capital plan. I know there are processes to go through but I think we just want to get it consistent rather than have it consistently inconsistent.

MR. SPEAKER: Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, I explained how the capital process works in very few words. I think that possibly the Minister of Local Government has something to add with regard to the Member's question which I think might put it into context.

MR. SPEAKER: Mr. Sibbeston.

Further Return To Question 51-85(3): Allocation Of Capital Funds On Regional Basis

HON. NICK SIBBESTON: Mr. Speaker, just so that there is no uncertainty and I can only speak on behalf of Local Government, I can tell the Member again very clearly that part of the Department of Local Government's capital budget is divided regionally and this system has been in place before I became Minister so obviously it is a matter that the Member ought to have known and he may have been part of the decision to have it done this way at one time. Not all of the capital funds of the department are dealt with regionally. There are others dealt with and the large municipalities in part have funds available to them for roads and sidewalks and, of course, there are provisions where certain projects arise, where there are certain demands that are placed on government that moneys are located from all of the territorial government budget to Local Government to put toward that project. So, I can only speak for my department but that is the way that it has worked.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Appaqaq.

Question 52-85(3): Rules Regarding Home-Ownership

MR. APPAQAQ: (Translation) Thank you, Mr. Speaker. I want to ask a question of the Minister responsible for the Housing Corporation. I think you know that in Sanikiluaq there are two people

who are trying to get their own houses -- the other person I am working with. We were told that it is no problem to build a house here in Yellowknife. Now, I heard in Frobisher that only if you follow certain rules you are able to get a house here in Yellowknife. In Frobisher it is very hard to get your house because you have to follow certain rules. There are probably a lot of people up here in the North who want to get a house. If we have to follow all these rules it is almost impossible to build our own house.

MR. SPEAKER: Mr. Appaqaq, I am having great difficulty getting a real question out of that but if the Minister has anything to say -- it was more of a statement than a question. Would you like to try adding a question on to the end of that dissertation, Mr. Appaqaq?

MR. APPAQAQ: (Translation) You have to follow two rules. In Frobisher there are rules that you have to follow and in Yellowknife there are no rules to follow as I know it. My question is, do they have different procedures?

MR. SPEAKER: Mr. Wray.

Return To Question 52-85(3): Rules Regarding Home-Ownership

HON. GORDON WRAY: I do not know if it is the interpreting or what but I could not really get a question out of there. I think what the Member is referring to is the home-ownership assistance program. First of all, the rules for the home-ownership program are the same right across the Northwest Territories. The same rules apply to everybody. In fact the home-ownership program is not allocated in Yellowknife, only in Detah and in Rainbow Valley. They are the only two areas in Yellowknife which qualify for home-ownership assistance and the rules for obtaining home-ownership assistance there are the same as in Sanikiluaq, Pond Inlet, Tuk or Arctic Red River. There is no difference.

If the Member was referring to my earlier statement to the Member for Yellowknife South about obtaining public housing, then in Yellowknife we have the luxury unlike any other community in the NWT, where the private sector builds houses here and we rent from the private sector as opposed to us building them. So, I trust that answers the Member's question. I am not too sure because it was not coming through clearly.

MR. SPEAKER: Thank you, Mr. Minister. Mr. Appaqaq, does that answer your question or do you have a supplementary?

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I do not think he understands what I am trying to ask.

MR. SPEAKER: Well, let us take the time to see if we can get him to understand. Let us have the interpretation on channel one. Will you try it again, Mr. Appaqaq? You should be satisfied as a Member to get an answer to your question. So we will listen to you again. You have the floor.

MR. APPAQAQ: (Translation) Mr. Speaker, I do not think this can be understood correctly right here. Perhaps if I talk to him personally after the session. Thank you.

MR. SPEAKER: I take it that you are satisfied with your treatment in the House. Are there any further oral questions? Mr. Erkloo.

Question 53-85(3): Discussion With Minister On Igloolik School

MR. ERKLOO: (Translation) Thank you, Mr. Speaker. I want to ask the Minister of Education a question from the people in Igloolik. There was going to be an addition to the Igloolik school but as I understand it the blueprints for the school will have to be fixed up. Also, I was told that the government does not have enough money for the funding of this addition. The LEA in Igloolik wants to know if, after we have had this session, the Minister and also Jim Moffat and I, the three of us, could go to Igloolik. I would like to get an answer. Thank you.

MR. SPEAKER: Mr. Minister.



Return To Question 53-85(3): Discussion With Minister On Igloodik School

HON. DENNIS PATTERSON: Mr. Speaker, we are having serious problems finding the necessary money to fund the new addition planned for the Igloodik school. Upon preparing to design the school addition it was discovered that not only is there a need for the four additional classrooms planned but expert advice is that there will be some major retrofitting required in the systems in the school, heating, water. As a result the cost is projected to be increased significantly over what we have budgeted. I do not have a solution that I can offer the Member today but I understand his question to be, will we come and discuss the matter with the community of Igloodik? Yes, I would be quite willing to do that with the Member in the near future at a suitably convenient time. Perhaps if the visit can be planned for around December I can have some solid information to give to the community about what can be done with this problem. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Patterson. Oral questions. Mr. Angottitauruq.

Question 54-85(3): Funding For Construction Of Schools

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. I am still a little bit concerned about the school that was supposed to be built in Pelly Bay. I am wondering why all of a sudden Education is putting a lot of their money to some other things or is short for planning and things like that. I am wondering why they are doing that because I think the act is going to come up pretty soon regarding the compulsory attendance. That seems quite an important thing and if education is important why is the Department of Education not having enough funds to have schools built or have schools added to so that schools could be adequate for communities?

MR. SPEAKER: Mr. Patterson.

Return to Question 54-85(3): Funding For Construction Of Schools

HON. DENNIS PATTERSON: Mr. Speaker, the Department of Education has approximately \$16 million in its capital budget in an average year for school construction. Unfortunately, with the cost of schools and the cost of construction these days, that is only good for two or three projects and as a result there are severe pressures on our capital plan which have forced me to make difficult decisions about postponing or phasing school capital projects. I can tell the honourable Member that since his questions and petition in the House on the matter of the Pelly Bay school, I have, within the last day or two, been very carefully reviewing the capital plan and I think I may have found a way to answer the Member's concerns but it will require adjustment in the plan and approval of the Financial Management Board. I would like to clarify to the Member that the community of Igloodik is in the same situation where cost increases have meant that it looks like the planned addition may have to be postponed. So, these pressures are not all just being visited on one community, they have effects in all parts of the Territories and it is my job to try and be as fair and objective about how the capital dollars are allocated, but I hope to recognize the dilemma in Pelly Bay and I recognize that it is a very old school and should be given the highest priority for replacement, so I am hopeful I can find a way to deal with the Member's concern in the next short while. Thank you.

MR. SPEAKER: Thank you, Mr. Patterson. Oral questions. Mr. Gargan.

Question 55-85(3): Hazardous Ditches, Fort Providence

MR. GARGAN: Thank you, Mr. Speaker. I would like to direct my question to either the Minister of Local Government or the Minister of Public Works and it is with regard to a petition circulated in Fort Providence. I do not know whether either of the Ministers received it but it is with regard to the ditches in Fort Providence. In some areas the ditches are about 10 feet deep and are pretty steep too and in some areas they are approximately four feet deep. My concern is that a lot of the people in Fort Providence are concerned that that is quite hazardous for vehicles as well as for the elderly people and also for the children, especially when there is the spring run-off. I am sure there were six Ministers in Fort Providence and I have shown them that particular ditch and I am just wondering whether the Minister has received any kind of petition expressing this concern or whether or not the Minister has considered the danger of those ditches and is in a position to do something about it. I would like to get an answer, Mr. Speaker. Thank you.

MR. SPEAKER: Mr. Sibbeston.

Return To Question 55-85(3): Hazardous Ditches, Fort Providence

HON. NICK SIBBESTON: I am pleased to advise the Member that, yes, when we were in Fort Providence I did have occasion to see the ditch that the Member is talking about and, no, I did not receive a petition but, yes, I did decide that the matter would be rectified. I do agree that the ditch that has been built is unusually deep and could be a hazard to people and vehicles, so I decided when I was talking with my officials in Fort Providence that, yes, the Department of Local Government would rectify it. Unfortunately, we are not able to do it this fall but I undertook that the matter would be done first thing next spring.

MR. SPEAKER: Thank you, Mr. Minister. Supplementary, Mr. Gargan.

Supplementary To Question 55-85(3): Hazardous Ditches, Fort Providence

MR. GARGAN: Yes, thank you, Mr. Speaker. My question again, a supplementary to the Minister of Local Government. I was wondering if the Minister of Local Government has considered while the ditches are 10 feet deep that he might be able to put in a water and sewage line and save a substantial amount of money by doing that?

MR. SPEAKER: Mr. Sibbeston.

Further Return To Question 55-85(3): Hazardous Ditches, Fort Providence

HON. NICK SIBBESTON: No, Mr. Speaker, no. It is an interesting idea but one that we are not able to afford at the moment.

MR. SPEAKER: Oral questions. Mr. Arlooktoo.

Question 56-85(3): Housing Shortage, Cape Dorset

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister responsible for the Housing Corporation. The housing association in Cape Dorset wrote a letter to the district manager in the Baffin Region and they stated that there was a lack of housing in Cape Dorset. I am sure you have the copy of the letter. They requested to have some rehabs done in Cape Dorset and also requested additional housing and, as you might be aware after the survey, Cape Dorset is lacking housing very badly. Also in this session, perhaps you can give me an answer as to what you are going to do about the concern they have. I would be very happy to get a reply on how to solve this problem they have in Cape Dorset. Thank you.

MR. SPEAKER: Thank you, Mr. Arlooktoo. Mr. Wray.

HON. GORDON WRAY: Thank you, Mr. Speaker. I have received a letter from Cape Dorset. The capital plan for the Housing Corporation for 1986-87 has not yet been finalized and it is my intention to sit down with the Member and other MLAs in the House before I take a final plan to the Executive, so before the Member, and actually the other Members from Baffin, go home, I will be getting together with them to discuss the plan which I sent out through the mail and I hope that they received and hopefully we will be able to arrive at some form of resolution. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. You are taking the question as notice. Are there any further oral questions? Mr. Richard.

Question 57-85(3): Proposal For Tourist Facility, Pangnirtung

MR. RICHARD: Thank you, Mr. Speaker. Mr. Speaker, I have a question for the Minister of Tourism, Mr. Curley. I understand, Mr. Speaker, that the Department of Tourism is considering a proposal for a large tourist facility to be established in Pangnirtung and I further understand, Mr. Speaker, that the Travel Industry Association have written to the Minister or his department expressing concern about the allocation of large amounts, in the millions of dollars, of the department's budget to one project, that it might be a drain on the department's other responsibilities. I understand that the TIA have also expressed concern about the lack of any analysis as to the economic viability of such a large project in the future, whether it could carry itself or whether it will continue to be subsidized by government. Also, Mr. Speaker, I understand the TIA have expressed a concern regarding the lack of any study on the impact that a large megaproject would have throughout the tourism industry. Can the Minister indicate to the Assembly whether his department is seriously considering a large megaproject of this nature? Thank you,

Mr. Speaker.

MR. SPEAKER: Mr. Curley.

Return To Question 57-85(3): Proposal For Tourist Facility, Pangnirtung

HON. TAGAK CURLEY: Thank you, Mr. Speaker. I will say this. I am surprised that the TIA would be concerned about a figure that does not exist as far as I am concerned. There are no government plans. There is no proposal. The only thing that I know is that we have initiated discussion with the local people of Pangnirtung that they may want to see a new hotel because from the reports that we have received from the travel industry, in particular from those that normally book large groups of tourists coming into Pangnirtung, into the national park, they have some concerns about the present facility. We have been very careful not to disrupt the present facility at the moment but the other departments including the inspectors in the Justice Department have been concerned about certain aspects of the hotel there.

So, therefore, my department is discussing at the moment with the people of Pangnirtung and the tourism group there whether or not they would be prepared to either consider improving the local hotel or look at the possibility of joint venturing with other companies that might wish to build a new facility there. As far as the government is concerned we are only facilitating those who might wish to initiate such a project and are not, at the moment, prepared to commit any money. I do not think we have any money because my colleague, the Minister of Education, also has some problems with lack of capital funds. We would certainly not be prepared to go independent on such an idea. What I do want to say is I think the Travel Industry Association would be elated in my view to see such a facility in order for the government to be able to promote internationally, tourists who come into the regions and other parts of the regions. I would see no reason for them to be excited and be afraid of such a possible private sector initiative. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. McCallum.

Question 58-85(3): Increase In Resident Hunters' Caribou Quotas

MR. McCALLUM: Thank you, Mr. Speaker. I have a question of the Minister of Renewable Resources concerning caribou quotas. The Minister will know that some five or six years ago the quota for resident hunters was reduced from five to two per hunter. I think a resident hunter can acquire another one now by paying \$40 extra for another tag. I think that is the arrangement that goes on. I know that the Minister has received requests to increase or reinstate the caribou quota for resident hunters. I wonder if she can indicate to me whether the departmental biologists have reviewed that request and if anything has been done. Is there a possibility that very quickly resident hunters will have their quota increased from two or what are the plans of the department in that regard?

MR. SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Chairman, I thank the Member for giving me notice. However, there are many different caribou herds, and all these issues on caribou quotas are related to the numbers of the herds and how much the increase has been. First, I can say, yes, they are being actively considered and secondly, I will take the question under advisement to deal with that particular region that he is asking the question in reference to.

MR. SPEAKER: Thank you, Ms Cournoyea. You are taking the question as notice. Oral questions. Mr. Erklou.

Question 59-85(3): Consolidation Of Office Space, Pond Inlet

MR. ERKLOO: (Translation) Thank you, Mr. Speaker. My question is to the Minister of Local Government. I know that this has been mentioned before by the Frobisher Bay local government and the hamlet of Pond Inlet. There are a lot of offices in Pond Inlet. For instance, the government employees have their own office and the hamlet has their own office and the housing association. They each have different offices. HTA have their own office and the wildlife officers have their own offices. The alcohol and drug committee have their own offices too. When they each have different offices it is quite expensive. For this reason, could he tell me whether they could put all these offices in one building or if this could be considered. If this has been considered I would like to know at what point they are at. Thank you.

MR. SPEAKER: Thank you, Mr. Erklou. Mr. Minister.



Return To Question 59-85(3): Consolidation Of Office Space, Pond Inlet

HON. NICK SIBBESTON: Mr. Speaker, the Member is talking of consolidating all of the offices of various agencies and local government in Pond Inlet. In just looking at the capital budget for this coming year, I do not see any provisions there for that consolidation. I would ask the Member if he could ask the Minister of Public Works if he has information on this because I do not have at the moment. I undertake to provide what information I can from my department but would advise the Member to ask the question of the Minister of Public Works.

MR. SPEAKER: Thank you, Mr. Sibbeston. Mr. Wray.

Further Return To Question 59-85(3): Consolidation Of Office Space, Pond Inlet

HON. GORDON WRAY: Thank you, Mr. Speaker. There is no provision to provide a complete office space in Pond Inlet for the various government departments. As you know, Public Works is responsible for acquiring accommodation for government departments including the Housing Corporation. What I may suggest to the Member is that recently a similar thing happened in Cambridge Bay and a local corporation, the Enokhok Development Corporation undertook a proposal and presented it to this government, which was approved for a local company to build an office and lease it to the government. The Member may wish to consider something like that for Pond Inlet. I can tell you that the government has generally said that in situations like this we prefer to lease as opposed to build any more government offices. We are not really in favour of building any more government offices but we are not opposed to leasing from the private sector, particularly if it means a consolidation and a cheapening of cost. So it may be something the Member may wish to take back to Pond Inlet and discuss with groups there. If they can work something out, come to the government with their proposal.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Gargan.

Question 60-85(3): Provision Of Vehicles For Senior Citizens

MR. GARGAN: Thank you, Mr. Speaker. I would like to direct my question to the Minister of Social Services. I believe in November of last year I received a letter from the Minister with regard to some options that the Executive has been considering with regard to providing vehicles for senior citizens homes and some of the options as to who will be getting the vehicles or whether interest groups might be able to provide that service. I have not really received anything but I would like to ask the Minister what is the status on that whole situation?

MR. SPEAKER: Mr. Minister.

Return To Question 60-85(3): Provision Of Vehicles For Senior Citizens

HON. BRUCE McLAUGHLIN: Thank you, Mr. Speaker. I would also like to thank the Member for giving me notice of the question. Subsequently to the letter that I wrote to the Member, Mr. Speaker, I took forward an options paper to the Executive which caused a general discussion on the matter as to which department had the responsibility because the facilities are owned by the Housing Corporation but some home care service is provided by my department. As well, the Department of Public Works would be in the situation of having to maintain the vehicles in smaller communities. So, it involved three departments and I have had placed on the agenda for the next Financial Management Board meeting a paper which will basically give the Members of the Executive Council and Financial Management Board the option to look at providing vehicles in the next fiscal year. The proposal is basically that the government makes some contribution toward the capital and O and M of vehicles because we do not want to undermine the already existing voluntary groups providing this service and we feel that families and communities should not abandon the elderly entirely to the government so we do not want to undermine community efforts to take care of the elderly. All I can undertake now is that once the Executive and FMB have finally dealt with the matter, I will advise the Member but it is not likely that there will be a Financial Management Board meeting before the end of the session.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Pudluk.



Question 61-85(3): Future Use Of Old School, Resolute Bay

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I have a question for the Minister of the Department of Public Works. In Resolute Bay they are building a new school and it will probably be completed in 1986 and when it is completed it will be used. I was wondering if you have any plans for the old school. Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question 61-85(3): Future Use Of Old School, Resolute Bay

HON. GORDON WRAY: Thank you, Mr. Speaker. As far as I am aware, there are no plans presently for the old school unless the Department of Education has plans but the Department of Public Works has no plans for it and we would act on advice from the Department of Education as to what they wish us to do with the building. Perhaps the Minister of Education can clarify but I do not think there are any plans right now. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Mr. Patterson, have you anything to add to this?

Further Return To Question 61-85(3): Future Use Of Old School, Resolute Bay

HON. DENNIS PATTERSON: Mr. Speaker, I believe that the old school is worthless. It is in such a poor state of repair that we are building a new school and I cannot envisage any use for it except perhaps as cold storage. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Richard.

Question 62-85(3): Transfer Of Jurisdiction For Sir John Franklin High School

MR. RICHARD: Thank you, Mr. Speaker. My oral question is for the Minister of Education and, Mr. Speaker, it is not a dollar issue, there will be no more pressure on the Minister's capital budget as a result of this question. It involves the transfer of jurisdiction of Sir John Franklin High School from the Department of Education to the parents of the children who attend that school, approximately two thirds of whom are from Yellowknife. The Minister has indicated in this Assembly in the past year, Mr. Speaker, that he would take this matter into consideration. During this past summer I know that the Minister and his key officials met in Bathurst Inlet and following that meeting the Minister was quoted, and I hope he will agree with me that this time he was quoted correctly in the News/North...

AN HON. MEMBER: Probably highly unlikely.

MR. RICHARD: ...when he stated that the major concern reached at the Bathurst Inlet meetings was that the public had to be given more input into the education system.

AN HON. MEMBER: Who wrote the story?

MR. RICHARD: It says "dateline sixth floor, Laing Building".

---Laughter

I understand, Mr. Speaker, that recently certain additional options or alternatives have been or are being suggested to the Minister which would allow more input and control by the public that are served by the school. My question, Mr. Speaker, is will the Minister confirm that he is still considering such options and undertake to provide a hopefully favourable response to this request in the near future, perhaps before the end of the calendar year? Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I am glad the question was asked. Members of the House are probably aware that Education District No. 1 in Yellowknife has proposed that responsibility be transferred from the Department of Education to the local school board for the operation of the high school. The issue was discussed at the Rankin Inlet session and I agreed to analyse the request and make recommendations to the Executive Council. Mr. Speaker, I have done so

and if the honourable Member insists I can report the results of those discussions with the Executive Council. However, since the matter was considered by the Executive Council I have had an opportunity to meet with the chairpersons of both school boards to explore the issue further and I have also recently been working with my staff on one option to deal with this issue which had not been considered previously and which was not presented to the Executive Council. Now that Yellowknife is represented on the Executive Council I propose to reconsider the matter with the Executive Council and I think that could certainly be done within the next two months. I trust that will be satisfactory to the honourable Member. Thank you.

MR. SPEAKER: Thank you. You are taking the question then as notice. Are there any further oral questions? Mr. Paniloo.

Question 63-85(3): Funding For Special Education, Baffin Region

MR. PANILOO: (Translation) Thank you, Mr. Speaker. My question is to the Minister of Education. Last year one person went out to school from Clyde River. He went to school to learn how to teach kids who are deaf and not able to speak and he has completed his course. I was wondering if the Department of Education will be able to come up with funding that can be used for special kinds of schools in the Baffin Region for kids that are not able to speak or who are deaf. Would it be possible to get funding of that kind if the parents in the Baffin Region want that kind of school? Thank you.

MR. SPEAKER: Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to take that question as notice and reply this session. Thank you.

MR. SPEAKER: Thank you. The Minister is taking the question as notice. Are there any further oral questions?

Item 5, written questions. Item 6, returns. Are there any returns for today? Mr. Sibbeston.

ITEM 6: RETURNS

Return To Question 42-85(3): Provision Of Minimal Navigational Aids

HON. NICK SIBBESTON: Mr. Speaker, this is in response to a question asked by Mr. MacQuarrie yesterday regarding airport navigational aids. The development and construction of airports is generally a federal responsibility. However, our government recognizes that certain aspects of airport operations related to public safety can no longer wait for the federal government to negotiate a new arctic air facilities policy. My officials have now identified a number of sites requiring non-directional beacons, airport lighting and minor improvements to existing strips. I will be seeking funds in 1986-87 as a priority initiative to carry out this work. If this priority initiative is approved, I expect to be able to proceed with these improvements next summer. It is still undecided and up to the Executive Council but I will do my best to help improve the situation that Mr. MacQuarrie raised yesterday.

---Applause

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns? Mr. Nerysoo.

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. No, I am not standing up to spend any more government money.

---Laughter

Return To Question 13-85(3): GNWT Office Of Devolution

I am responding to written Question 13-85(3), asked by Mr. T'Seleie on October 17, 1985 and it has to do with the GNWT office of devolution.

The devolution office was officially set up in August 1985 to carry out the following functions:

- 1) To recommend to the Government Leader a comprehensive position on the shaping of a government to government process for negotiating transfers.
- 2) To recommend a framework for conducting negotiations.
- 3) In collaboration with the Aboriginal Rights and Constitutional Development Secretariat, to consult with native organizations so as to keep them informed on the progress of negotiations and to reflect their views and concerns to the Government Leader for decision.
- 4) To recommend GNWT co-ordinating structures and procedures to implement devolution plans.
- 5) In collaboration with the FMS to assess fiscal implications of all transfer and of expansion of authorities within GNWT jurisdiction and recommend resources required and mechanisms for transferring resources.
- 6) To recommend such policies and organizational changes as necessary to fully exercise existing authorities and those authorities assumed from the federal government.
- 7) To report to the Government Leader on all matters relating to negotiations between the federal government on the transfer of resources.

Currently transfers of authority and responsibilities being negotiated and the timetable for complete transfer include the following. Highways and road reconstruction, April 1986, for fiscal year 1985-86, the amount of \$5.7 million; new road construction, April 1988, no estimate. Hospitals; Baffin Region, phase two nursing stations target, April 1988, for fiscal year 1985-86, O and M, \$16.2 million, capital, \$2.9 million. Forestry; joint program administration, April 1986, for fiscal year 1985-86, O and M, \$14.5 million, capital \$1.5 million and GNWT control of forestry by April 1987. For resource revenue sharing and resource management, at present there are no estimate of costs available.

As negotiations or all other potential transfers of authorities have not yet commenced, no estimates of costs or timing are available.

The GNWT has allocated \$325,000 to the devolution office and has provided additional one-time resources to departments to minimize the effects of devolution on the delivery of current government programs. As in the case of the transfer of forestry, the federal government has accepted the principle that certain one-time costs will be required to implement transfers. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns? Mr. Patterson.

Return To Question 11-85(3): Arctic College Positions In Yellowknife

HON. DENNIS PATTERSON: Yes, thank you, Mr. Speaker. This is a return to oral Question 11-85(3), asked by Mr. McCallum on October 21, 1985.

The honourable Member for Slave River had asked me whether the Arctic College had transferred a recreation position to Yellowknife. When the question was asked, I stated that I had not heard of any such movement but would look into it. I can now confirm that no existing recreation position has been or will be moved from the Thebacha campus of the Arctic College to Yellowknife. We have in co-operation with the Department of Local Government developed a recreation leadership training program. This program will be offered at the Thebacha campus of the Arctic College in Fort Smith on a temporary basis for about one year. The program will then likely be transferred to another regional campus of the college. Two instructors will be located at the Thebacha campus for this program.

These plans have been widely publicized from the initial development stage of the program. I am given to understand that one new recreation program development position is indeed being established in Yellowknife. This position is to assist in the development of the recreation leadership program and will be established within the Department of Local Government. The honourable Member was therefore correct in surmizing that his question might more properly have been addressed to the Minister of that department for more detail. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further returns? Item 7, petitions. Mr. Patterson.

#### ITEM 7: PETITIONS

HON. DENNIS PATTERSON: Mr. Speaker, I have a Petition 4-85(3) with I believe 143 names directed to the Minister of Local Government. Can I read it, Mr. Speaker?

MR. SPEAKER: Yes.

HON. DENNIS PATTERSON: Whereas the hillside known as Qaqqajaaq is the single most important feature and landmark in the area which Inuit have for centuries called Iqaluit; and whereas the traditional Inuktitut name and essential character of Frobisher Bay itself derive directly from this area and no other; we hereby petition the Executive Council of the GNWT through the Minister of Local Government and the MLA for Iqaluit, to intervene with the entirely non-native town administration and equally non-native representatives of Daoust Construction, Jomanic Enterprises, to reverse the odious decision made by them against the unanimous wishes of the native population of Iqaluit and their representatives on town council on September 17, 1985, to grant a development permit for the construction of 12 two storey housing units on this critical heritage site. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Patterson. Generally on petitions, we should not read directly word for word but give an overview of what the petition says. However, I did give you permission to read it but it should be an overview. So, it is an oversight on my part on letting you do more than an overview.

---Laughter

Mr. Patterson.

MR. PATTERSON: Mr. Speaker, I accept your advice. You will be pleased to note that I only read about half of the petition. Thank you.

---Laughter

MR. SPEAKER: Well, that is a split decision then. Thank you very kindly. Are there any further petitions?

Item 8, reports of standing and special committees. Item 9, tabling of documents. Ms Cournoyea.

ITEM 9: TABLING OF DOCUMENTS

HON. NELLIE COURNOYEA: Mr. Speaker, I have two documents to table. Mr. Speaker, I wish to table Tabled Document 12-85(3): Memorandum of Understanding on a Co-operative Planning and Public Consultation Process for Wildlife Conservation Areas, in English and Inuktitut.

Mr. Speaker, I wish to table Tabled Document 13-85(3): Agreement in Principle for the Transfer of Forestry to the Government of the Northwest Territories, in English and Inuktitut. Thank you.

MR. SPEAKER: Thank you, Madam Minister. Are there any further tabling of documents? Tabling of documents.

Item 10, notices of motion.

Item 11, notices of motion for first reading of bills.

Item 12, motions. Item 13, first reading of bills. Mr. Nerysoo.

ITEM 13: FIRST READING OF BILLS

First Reading Of Bill 6-85(3): Liquor Act

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. Mr. Speaker, I move, seconded by the honourable Member for Inuvik, that Bill 6-85(3), An Act to Amend the Liquor Act, be read for the first time.

MR. SPEAKER: I have a motion on the floor. To the motion. Question being called. All those in favour? Opposed, if any? The motion is carried.

---Carried



MR. SPEAKER: Bill 6-85(3) has had first reading. First reading of bills. Item 14, second reading of bills. Mr. Nerysoo.

ITEM 14: SECOND READING OF BILLS

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. I would like to seek unanimous consent to proceed with second reading of Bill 6-85(3).

MR. SPEAKER: Unanimous consent is being requested for second reading of Bill 6-85(3). Are there any nays? You have unanimous consent, Mr. Nerysoo. Proceed.

Second Reading Of Bill 6-85(3): Liquor Act

HON. RICHARD NERYSOO: Thank you, Mr. Speaker. Mr. Speaker, I move, seconded by the honourable Member for Inuvik, that Bill 6-85(3), An Act to Amend the Liquor Act, be read for the second time. The purpose of this bill, Mr. Speaker, is to amend the Liquor Act to provide that a liquor commission may be established to administer Part II of the act; to provide that the Liquor Licensing Board report annually on its activities to the Legislative Assembly; to provide that there shall be an appropriation for the board; to specify that the board and the commission, where established, have employees and officers for the proper conduct of the business of the board or the commission; to clarify the provisions respecting local options; to reorganize Parts I, II and III to clarify the responsibilities of Ministers, the board and the commission, where established; and to amend in subsection 62(1) of the Vehicles Act, the references made to the provisions of the Liquor Act.

MR. SPEAKER: Thank you, Mr. Minister. To the principle of the bill. Question being called. All those in favour? Opposed, if any? Bill 6-85(3) has had second reading.

---Carried

Do I have unanimous consent to add Bill 6-85(3) to the orders of the day of this date?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Item 14, second reading of bills. Item 15, consideration in committee of the whole of bills and other matters: Bill 3-85(3), Bill 7-85(3), Motion 1-85(3) and Bill 6-85(3) with Mr. Wah-Shee in the chair.

ITEM 15: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 3-85(3), EDUCATION ACT

CHAIRMAN (Mr. Wah-Shee): The committee will now come to order. For the information of the Members of the committee, we will go right through until 6:00 p.m. There will not be any coffee breaks. However, Members are advised that they can come and go and get their coffee as they wish. This is the understanding I have of the way that we will proceed this afternoon. So, right now we are dealing with Bill 3-85(3), An Act to Amend the Education Act. I would like the Minister of Education to introduce this bill to the committee. Thank you.

Minister's Opening Remarks

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, in the present Education Act, attendance at school between the ages of six and 15 years, is stated to be compulsory. However, there has never been a way of implementing this law. The present bill has resulted from requests I have received from communities to deal with serious attendance problems due to parents keeping their children home from school for no good reason. I would like to mention that, since the bill was drafted and tabled in the Legislative Assembly in Rankin Inlet last May, I have sent surveys to local education authorities in the Northwest Territories to comment on the draft bill. I have received about 45 completed returns from local education authorities or individual members of local education authorities from all parts of the Northwest Territories and I would just like to take a moment to inform the House of the results of those surveys.

All returns from local education authorities agreed that all children between the ages of six and 15 years should regularly attend school. A high majority of returns agreed that if all efforts on the part of the school and community agencies failed to improve attendance, and I would like to stress that this bill will emphasize that all efforts be made to improve attendance short of prosecution, but it was agreed that prosecution of the offenders should be undertaken if those efforts fail. A smaller majority agreed that the decision to initiate prosecution if necessary should be made by the local education authority. The Fitz-Smith native band council found the proposed amendment not acceptable, volunteered to conduct a survey within the band and would make recommendations to the Minister on the basis of the survey results. The Fort McPherson local education authority, the band council and the settlement council favoured the amendment but stated that attendance problems should be referred to a local council of elders rather than proceeding with prosecution by way of the judicial system.

Mr. Chairman, I would like to briefly describe the procedure which would occur when a student was found to have an attendance problem. Once a school principal notices that a child is absent without excuse for a period of four days or more in a month, a school counsellor would be required to look into the problem and the cause of that non-attendance. I would like to emphasize at this time, Mr. Chairman, that in no way does this amendment change the existing provisions of the Education Act which do excuse children from attending school where they are participating in what is described in the present act as traditional native activities on the land or other learning experiences away from the community. Nor, of course, would a child be found to be not attending within the meaning of this amendment, if unable to attend by reason of his or her sickness or some other unavoidable cause or if the child is receiving adequate instruction elsewhere or if the child is attending an approved private school. However, if a child is found to be absent this legislation will cause an inquiry to be made by a school counsellor who would be employed by the local education authority in order to determine how that child might be made to more regularly attend school. The school counsellor would be expected to enlist the services of other social agencies in the community such as the local nurse, the local social service worker, in order to positively deal with any problems that may be preventing the child from attending school.

Mr. Chairman, I would like to emphasize that we are concerned that there are schools in the Northwest Territories where attendance is a significant problem. Many children in our communities do not even enrol in school. Very often their parents view the school as a foreign institution and seldom visit the school and often do not know how they can help their children succeed with their formal education. Too often, as well, teachers who may have come from southern backgrounds are not equipped despite their best efforts to understand the cultural and social background of the community. This bill, if passed, will allow individuals to be employed by the local education authority who will have the background and the skills to be able to integrate the cultural milieu experienced by students, parents and teachers to eliminate the barriers that are preventing students from succeeding in school.

#### Role Of School Counsellors

I would like to just talk a minute about the role of the school counsellors in improving school attendance. I see them as providing liaison between home and school, as providing counselling to parents and children who are experiencing difficulty with the school and its policies and to assist in pupil-teacher disagreements. For example, to promote community involvement in school activities such as parents' days events at school for elders, cultural events, to promote teacher involvement in community activities such as teacher orientation, home visits, participation in feasts, etc., and to provide liaison between the school and other agencies involved and interested in education, such as community councils, social services, health services, volunteer agencies and private businesses. In appointing school counsellors, as I call them, we will be looking for people who can communicate in English and aboriginal languages, since the reality is that the biggest attendance problems are experienced in predominately native communities. We will look for people who have basic counselling skills or will be able to learn them, organizing skills, ability to relate with a wide variety of adults and children and the ability to be aware of and work with programs and services offered by other agencies. In the school counsellors, Mr. Chairman, we will be looking for people who can serve as role models for young people within a community which might wish to improve attendance.

Mr. Chairman, I would like to emphasize that this method of improving attendance by causing enquiries to be made as to what is causing attendance problems, trying to work them out in a positive way and ultimately if those methods do not fail, causing a parent to account for

themselves in court -- these methods are not going to be imposed on all communities in the NWT. The bill proposes that the regime to improve attendance would only apply on the approval of the Minister of Education after a petition from the local education authority. It was my feeling in preparing this legislation that where there was clearly no local support for a regime such as this, and we hope there would be local support where attendance is a serious problem, but where there is not that local support for one reason or another, the community need not and would not petition the Minister for the implementation of this scheme. So it is a community option program, because I felt that it simply would not work if it did not have support of community leaders.

I might mention at this point, Mr. Chairman, that there has been some expression of concern by the Dene Nation that this legislation is not appropriate in Dene communities and that certain Dene communities might need more time to consider whether or not this legislation is appropriate. This bill, Mr. Chairman, if passed, would allow for that time to be given where communities are hesitant or reluctant because it does not automatically apply to each community. It must be petitioned for and it must be approved by the Minister of Education. So in a case where a chief and band council feel strongly that these means of improving and ultimately enforcing attendance are not appropriate, then it is very likely the community would not petition for the regime to be put in place, and furthermore, very likely that the Minister of Education would not implement the scheme even if there might happen to have been a petition.

#### Prosecution Of Parents

The other thing I would like to say in introducing the bill, Mr. Chairman, is that much has been made of the possibility of prosecution of parents who obstruct the work of a school counsellor or refuse to co-operate in getting their children to school. I would like to stress that in my view, this option of prosecution would only be very rarely used. Prosecution would be initiated only after all efforts to solve the problem otherwise had been exhausted and only after two things occurred. First of all, following a report from a school counsellor, the local education authority employee, a prosecution would not be even considered unless the local education authority recommended to the Minister of Education that there should be a prosecution in a particular case. Secondly, in addition to the recommendation of the local education authority, the Minister of Education would also have to approve a prosecution and in doing so, be satisfied that this remedy is in fact necessary and warranted in all the circumstances of a particular situation. So prosecution is only the last step and I believe it is necessary in order to persuade the public that the parental obligation to provide an opportunity for a child's education, is taken seriously by the government.

Mr. Chairman, I would see that in many communities where attendance might be a very widespread problem, one or two prosecutions if they became necessary, would likely be sufficient to let the general public know that they have an obligation to provide children with their right to an education and it must not be taken lightly.

I would like to say in conclusion, Mr. Chairman, that I think it is time we looked at the rights of young people, even though their parents might not fully appreciate the value of an education, often understandably in situations where parents themselves have not had the opportunity to go to school. Each young person has a right to an education, whether the parents agree with that right or not. So I think this legislation is designed to bring home to parents their responsibilities, in a constructive and co-operative way, through the advice of the school counsellors. I have avoided calling them truant officers because I see them as having a much more helpful function than simply being policemen. The parents will be helped to appreciate why they should be sending their children to school and, if necessary, informed through a prosecution that the government is serious about this parental obligation.

Again, Mr. Chairman, I would like to say that in many ways this legislation is not new. It simply finishes off what a previous Legislative Assembly intended should be compulsory education in the NWT. It simply provides the means for implementing the stated intention in the Education Act, which up until now has not had adequate means of implementation or enforcement. So with those comments, Mr. Chairman, I would like to present the bill to your committee.

CHAIRMAN (Mr. Wah-Shee): Thank you. Mr. MacQuarrie, have you any comments on behalf of your committee?



Comments From The Standing Committee On Legislation

MR. MacQUARRIE: Thank you, Mr. Chairman. This bill was first tabled on the last day of the session in Rankin Inlet, but it had had a number of changes made to it before it was brought to the standing committee on legislation for review a couple of weeks ago. In speaking to the committee, the Minister made it very clear that he had solicited comments on the tabled bill from local education authorities across the Territories and that is what had induced some of the changes that were made to the bill. It was also made very clear to the committee Members that this bill does not initiate the concept of compulsory school attendance as the Minister made clear a moment ago. I think it is very important to underline that. That in fact there has been an obligation to compulsory attendance in territorial schools for some time now. There was no specific provision in that act for enforcement and that is what is being done here.

It was also made very clear to the committee by the Minister that a feature of this amendment is that it will not be implemented in any blanket way across the Northwest Territories but that the provisions of the amendment would apply only if local education authorities should request that it apply in their area. That is, there is a community option provision. Those were important features in the discussion that occurred in the standing committee on legislation and I think in the end in Members' decisions to support the bill.

I must say although the question of compulsory attendance is not at issue in this bill, that concept nevertheless came up for a lot of discussion in the standing committee. Apart from that discussion there was one particular current concern expressed with this bill and that was a clause that gave the power to local education authorities on their own to initiate proceedings against someone who committed an offence against the act. It was recommended finally by your standing committee that the bill be changed to require that the Minister approve the initiation of court proceedings by the LEA. That, as I will note later, as we are going through the bill, has been done.

The standing committee felt as well, Mr. Chairman, that it would be very important if this were going to be implemented successfully, for the Minister and his department to prepare an effective information package that would explain clearly to the public the intent of the bill and the manner in which it would be implemented, including some of those very things that the Minister took care to explain when he introduced the bill to us a short time ago. After what I would say was very thorough discussion of this bill, and during which time it was obvious that there were a number of differing opinions, in any event, at the conclusion of our discussions, the majority of the standing committee on legislation recommended that this bill with appropriate amendments be proceeded with in the committee of the whole. As I said, the government has made a significant amendment that the committee advocated, and I will point that out later.

In addition, I should point out, that since the standing committee reviewed the bill the Minister has considered that what previously had been referred to as attendance counsellors should now be referred to as school counsellors. That issue was not discussed in the standing committee since it was not proposed at that time, but I call it to the attention of Members here in case any Member feels that it is a significant change that warrants further discussion. From the explanation given by the Minister today it is clear that school counsellors as designated under this legislation will have the job of implementing the provisions of this amendment. It was also clear that the school counsellor would have other jobs in the area of encouraging attendance at school and in community/school liaison matters. So that some Members may choose to discuss that matter when we begin the clause by clause review of the bill.

The Minister pointed out that in calling the people who will be named under this amendment "school counsellors", that he will make the distinction between the professional counsellors in school now who have the function of guiding individual students, advising them careerwise and personal counselling, who would be called I believe "guidance counsellors" in the school system, in distinction to these officers who will be called "school counsellors". As I say since the committee did not review that particular matter, I just call it to the attention of the Members and do not take a position on that as the chairman of the standing committee.

The Right To Education

I think in the end that the majority of Members on the committee in supporting this bill were persuaded that indeed young people do have rights of their own, that one of those most important rights is the right to an education and that no one ought to be able to take that right away from



them. It is clear that in history wherever laws of compulsory attendance at school have appeared it is because of the concern of a society that perhaps through misunderstanding, perhaps through neglect, or unfortunately even sometimes as a result of exploitation, young people have been denied that opportunity for education. I think the majority of Members on the committee felt that in the end it is a serious obligation upon parents to attempt to ensure that their children receive a good education. That was why a majority of Members of the committee decided in the end to support this legislation. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. MacQuarrie. General comments. Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. I just want to carry it a bit further. Mr. MacQuarrie did say that the Members on the standing committee on legislation did generally agree with this bill. I also did say that just because this bill is being put forward it does not necessarily mean that we are all supporting this bill. The other thing I wanted to mention is that where a counsellor has the right to enter a private home, there is an invasion of privacy there. There is also the issue that the person who is going to be enforcing this particular act is not going to be very popular in the community if he was to do that. The act is to deal with section 96 of the Education Act with regard to compulsory education and my position is that I oppose compulsory education.

I have read a lot of the statements that were introduced to the task force of the special committee on education. It had a lot to do with the regional councils, the local education authorities, the municipalities, the band councils and most of the issues that were dealt with on the special committee on education. There was no mention of compulsory education but rather the facelift to the current education delivery system. It addresses a lot to deal with regional control on divisional boards of education. It addresses a lot on the orientation of professional people that come up here to be able to address or to know what the social structure is up here, but very little or no mention about compulsory education. I just want to say, Mr. Chairman, that when the first European came here, we accepted them to our land, we accepted their language, we accepted their system of education, we accepted their laws and we accepted their way of government, but I will be damned if we are to start making a law of an education system that is probably at odds with our varied existence in the North as aboriginal people.

#### Traditional Native Mode Of Living And Learning

Mr. Chairman, I just wanted to go into a bit about native communities and their concept of living as opposed to the European way. Everything which stimulates learning and development in a child or in a community might be termed curriculum. In that sense we speak of the total life curriculum of the young child. As much as 90 per cent of all learning in childhood is not engendered intentionally by professional educators or parents. Learning is a natural dynamic of the life process of developing human beings. Fish swim, birds fly and the human organism learns.

The whole generation of native children today are learning from the elders, from their parents, from their older brothers and sisters, from their aunts, from their uncles and from their neighbours and from the general atmosphere of life in a community, but what are they learning? If a child lives with abuse, anger, fear, frustration, dishonesty, insensitivity and hurt, the child will grow up to be an abusive, angry, fearful, frustrated, dishonest, insensitive and hurt human being. On the other hand, if a child is raised in an atmosphere of love, is instilled from infancy with a sense of awe and wonderment for the Creator, is treated fairly and truthfully, is encouraged and supported in the risk-taking so necessary to human development; if that child sees her elders being strong of body and pure of heart, then she too will reflect in her adult years those same life-enhancing qualities and she will pass them on to her children.

At this writing a whole generation of native children are learning every day from cable television. They are learning from its potent, materialistic hype, from its indiscriminate violence, from its mindless consumerism and from its amoral and anti-spiritual ethos. Native people still accompany their elders to the land for hunting, trapping and fishing activities. It is in this setting, close to the earth and to the traditional harvesting activities that the closest thing to native traditional education still continues today. Here entire days pass without a word being spoken. Here, to fail to learn may be to die. Young eyes watch intently as their elders perform age-old tasks. Educators call this method of instruction "modelling" and here young hearts grow stronger and young minds acquire great discipline through the rigours of daily survival. While many native communities have lost the use of their traditional language, many have not and even those communities that use English as their main language are still very much influenced by the ways of thinking and the ways of communicating with one another that grow from the soil of native language and culture.

Mr. Chairman, what I am getting at here is that the system of education that is now going to be compulsory as far as the act goes -- although the communities are given the option to accept it or not, it is still in law and it still could be enforced -- that education system right now is to an industrialized world. There is no personal achievement to that system. You become a mechanic and you will be a mechanic the rest of your life. You become a carpenter and you become a carpenter the rest of your life, a truck driver the same way and so there is no personal achievement in that type of career learning. On the other hand, in the traditional way of life of native people, if you teach them how to survive not only through this present curriculum system but through the traditional system, you give the child the opportunity to choose whether he wants to be in that type of an institution or not.

Mr. Chairman, I would like to first of all say too that I could only refer to a small incident that occurred just yesterday when I believe the Minister was in Detah to address a particular problem of a child from that area who was being put in the school system up here and was referred to a group that were considered maybe problem learners. Although the parent requested the principal not to do that, the principal went ahead and did it. Now, I was going to that meeting and I just did not have a chance to, or I forgot all about it yesterday, Mr. Chairman, unfortunately, but I knew what the results of some of that meeting was and these are the kind of things that native people are faced with. When a child enters a school he submits to an authority that is foreign. He is also deprived because of the social problems that now exist in the communities.

A deprived child entering a school system that is totally foreign to them, is greatly disadvantaged. The curriculum itself is totally foreign to them. The material in the curriculum sometimes puts an aboriginal child down. Most of the credit in the building of this nation has been given to the foreigners. Also a teacher from down south has his own class and standards of living. So when these teachers go into the communities with their social classes, native people from these communities are expected to meet those standards. And when native people do not meet those standards, they are considered a failure even before they are given an opportunity to prove themselves. This has gone on time and time again.

The other problem I see, Mr. Chairman, is when I got elected as an MLA, I moved back to Fort Providence from Yellowknife. I lived here for four years. The four years I lived here I did not know my next door neighbour. For that matter my kids did not know that many people except the students they went to school with. But that whole concept changes when you go into a community. Everybody knows each other, all children know each other, very little dialogue goes on between the teachers of the community with the community. I have a young daughter who just started school last year. Although I lived in Fort Providence for two years, that was the first time I actually saw a teacher enter my house, to enrol my child into their system of education.

#### Teaching Of Traditional Ways In The School

The other problem I see right now in a lot of the communities is that as far as aboriginal activities in the school, such as hunting, trapping, language development, traditional language development are concerned, those are local resource people. They pretty well run their own system, their own learning activities to the children as they see fit. Very little involvement or support is given by the non-native people. Now the type of learning that goes on in the school shapes the social structure of the community, of the country. If we were to accept their system of education, certainly they must have the ability to teach their system of education to the people who are actually trying to learn their traditional way of life.

What I am saying is that the teaching ability of a teacher in a school should support a teacher that is teaching the traditional ways of the school system. I believe that this is where a lot of the shortfall occurs. This is where possibly the teaching techniques are of value to the communities and to the people who are trying to teach their children the traditional way of life. On the other hand too, in order to go from K to 12 there are four basic subjects of education that are required for you to reach that goal. The four are reading, spelling, social studies and language. Now as long as those are learned in the school system, there are other avenues of teaching that should be considered.

I know too that the Minister has also received letters to defer this particular bill. Unfortunately that is not the case. I guess the Minister also requested that this bill should be deferred at this time but that would not be the case. So Mr. Chairman, I would just like to say that I do not support this bill. I do not support sections 68 or 96 in the Education Act and that

if possibly some of the Members could support me and this particular amendment to the act for school counsellors to implement the compulsory education was defeated that I would further make a motion to delete section 96 that deals with compulsory education. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Gargan. Mr. Minister, do you want to respond to that?

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to first of all explain to the honourable Member that as far as the entering of a private dwelling is concerned, I recognize that was a problem drawn to my attention by Members when a draft of the bill was considered in Rankin Inlet. I would like to make it very clear to the honourable Member that there are now no provisions for forceable entry of a private dwelling house, with or without a peace officer. Paragraph 98.5(1)(b) gives the school counsellor the ability to enter a private residence only if the occupant gives permission. So it is not going to have the same powers of entry that are given to truant officers under the Indian Act, for example, or in other legislation.

I believe generally, Mr. Chairman, that I can agree with much of what the Member has said. A great deal more can be done to improve the education system, to make it more relevant. We need to do a much better job of recognizing indigenous people in history that is taught to northern children. We certainly need to have more native language instruction in the schools, and we need to have many more native teachers to make our schools more relevant. I fully understand the difficulties that arise when teachers have to be continually imported from the South and often it takes them some considerable time to understand the community.

What I would like to say, Mr. Chairman, is as we seek to train native northerners to become teachers, we have to recognize the terrible fact that many native children simply are not succeeding in the school system. Some factors have to do with the school seeming not to be as friendly or familiar as it might be, but also the simple fact is that many students are not attending school because no one makes them go to school. In many of our communities, attendance is 60 or 70 per cent. So no one should wonder why a student only has grade six or seven after attending nine or 10 years of school. If they simply have not attended 100 per cent of the time, it is not surprising if they get behind over a period of years.

#### Legislation Intended To Improve School/Community Relations

I also say Mr. Chairman, that I am not happy to be introducing this legislation, although I think in the most part it is intended positively to improve school/community relations and bridge some of the gaps that the Member has referred to. But, it is unfortunate that it is necessary that we be so concerned about attendance. I would love to have our schools be places that students would want to go because of the challenge and the fun that lies within. And I think, happily in many of our schools, this is the situation. Many communities do not have an attendance problem, and I would see this legislation as helping us to work toward having that situation in every school.

I would like to also say that I am not quite sure what the honourable Member is referring to, when he says that this legislation can be used or will be used against community will, because very clearly if a community does not wish this regime to be in place, it will not be asked for and it likely will not be granted. So, I do not see it as being forced on an unwilling community and I fully accept that if a chief and band council have said that this is unacceptable, no school counsellor is going to have a chance of being able to do the job effectively and it simply will not be implemented in communities that do not want it. There are Dene communities, though, and Dene chiefs that do want it. And I would ask the Members to consider, if they are considering rejecting this bill, that there are some communities that will be very disappointed. Really, this bill has simply been prepared on my part in an effort to respond to very strong requests that I have received from communities, who are saying, "Our children are failing in school, partly because they are not attending adequately: Will the government help us to do something about this situation? We are supporting education in our community and we need the tools to be able to ensure that parents co-operate, even if they might be unwilling to do so." So, I do in many respects understand why the Member is reluctant to support compulsory education. Ideally parents and students should have the motivation themselves to go to school. I fervently hope we reach the day when it will not be necessary to take these measures in any community. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Minister. Mr. Wray.



HON. GORDON WRAY: Thank you, Mr. Chairman. I would just like to reinforce the comments of my colleague. I listened to the comments of Mr. Gargan with great interest. I realize that he is only speaking for his constituency and not for all native people, because I happen to represent quite a considerable amount more native people than he does, who want this legislation, who asked the government to bring this legislation in, along with many other communities in the North who are having a great deal of trouble. I would agree with the Member if the government was attempting to enforce compulsory education across the board, but it is not. All the government is doing, is giving the communities the tools to bring in compulsory education if they want. All the thrust that has come from this Legislature and from the various organizations around the North, has been to give communities more authority and more responsibility over education. And that is what this bill is doing. It is giving a community an alternative. It is saying, if you want to, you can bring in compulsory education. The government is not bringing in compulsory education.

#### Bill Gives Authority To Communities

I find in the Member's comments, somewhat of a dichotomy on one hand where he wants essentially for us to stop importing southern teachers into the North, which I happen to agree with. Unfortunately the only way we can do that is if we have our own educated people in the North to take their place and we cannot get them educated unless they go to school. So, you know, you cannot have it both ways. I have sat in this House now for three and a half years and listened to eloquent statements from, among others, the Member about affirmative action, about involving native people in government, about getting native people jobs. Well, I happen to agree with it; but unfortunately I cannot make an engineer out of somebody who has a grade five or grade six education. Nor can I make lawyers or architects or technocrats or bureaucrats or financial analysts or whatever. If people want those jobs then they are going to have to go to school and they are going to have to go to university. And if communities are having severe problems with attendance and this tool is being provided to them to help them, then I cannot understand for a minute why the Member would object. We are merely giving the communities those tools to help them achieve this end.

As a comment from my own background, I can tell you that as far as I have seen in the 15 years I have spent in the North, the education system you have up here is one of the most loosely defined education systems anywhere in the world. Nowhere else in the western world that I know, is there such a lack of regulations surrounding education. Where I came from, or where I went to school your parents went to jail if they did not put their child in school. Education was not a right or a privilege that a parent decided upon. Education was a right of every child...

HON. BRUCE McLAUGHLIN: They did not talk English where he came from.

HON. GORDON WRAY: ...and no parent had the right to keep his child out of school. So, I have real trouble understanding what problems the Member has with the bill because the government is not imposing compulsory education. We are giving the communities the right to do that. Surely the Member is not saying that we should not give the communities that kind of authority. If you are saying that, then that defeats everything this entire government was set up to do. It defeats everything that the native organizations have been telling us. That message has been constant for years; give communities the authority to do what they want to do, and that is what this bill is doing.

The other comment that I would make is that as a parent with five children in school, I want my children to get an education and one of the most disruptive things that can happen is when my children are sitting in class and kids are wandering in at 10:00 in the morning and 11:30 in the morning. One day there are 10 kids and the next day there are 30 kids and the next day there are 22 kids. No teacher or no classroom can run on that basis. Either there are 20 kids there every day at 9:00 o'clock or the system does not work. One of the biggest problems with our system is that it is too loose and surely to God if a community wants to do something about it, this government does not have the right to say no. So therefore, I would urge all Members to support this bill because if you do not we are taking a major step back in all areas of community authority. Thank you, Mr. Chairman.

---Applause

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Wray. Mr. McLaughlin.



HON. BRUCE McLAUGHLIN: Thanks very much, Mr. Chairman. I would like to go back a bit on some of the experiences and comments that we had from people when we were on the special committee on education and the hearings we held. One thing we learned out of that is attendance was very poor and in those communities where attendance was very poor very few children made their way through the system to complete grade eight or nine or whatever the grade was in those communities. So, attendance is without a doubt one of the major factors contributing to the failure of students to finish school in the Northwest Territories. We had some people at some of the public hearings who were so upset about this that they thought that just as children have the right to food, clothing and shelter and if parents do not provide those things the children can be taken away from parents and they can be made wards of the government -- some people went as far as to say that education was a right and that if the parents did not see to that provision that possibly children should be taken away from the parents in that case as well.

As for leading aboriginal lifestyles I have no difficulty at all with parents that can persuade the local council or the local education authority and the principal and the Minister, that their child does not have to be in school if the family is living out on the land in an outpost camp or even in their own cabin outside of the community. Even if the child does not take his school books with him and learn formal education, that does not bother me very much either, because at least that child is learning something, some skills that are going to enable him to be able to provide for himself in the future in a traditional way. I have no problem with that. But I do not think that sleeping in, and then hanging around pool halls and stores in the community is going to help any child with his future. I want to make it very clear that I have no difficulty with parents taking their children out of school when they are out on the land, for outpost camps and for traditional hunting lifestyles and missing school because of that. At least those children are going to have a skill which they can use to help themselves and be proud of in the future.

Myself, I didn't want to go to school but my parents made me go. I had to be dragged out of bed at least once a week. Even at university my mother used to -- my mother had to work otherwise I could not have afforded to go to university. She was so worried about my attendance she used to pull my car out of the garage in the morning and start it up in the middle of winter with the high idle running and I had to lie in bed knowing that if I did not get up and get out there my motor would burn out. So I don't think anybody wants to go to school when they are children or even young adults. Parents are the key people to getting their children to go to school.

I would like to use Frobisher Bay as an example of what can happen. When we held our public hearings on education in Frobisher Bay -- and I will always remember this -- there were about 50 to 80 people out at the meeting and they couldn't think of the name of one single native student from an original residency in Frobisher Bay who finished school. Finally one person said they thought there was one native resident of Frobisher Bay who went through the school system there and finished. But it was someone who had been elsewhere before they finished. In the high school in Frobisher Bay there are all sorts of graduates who are native people but they are from other communities. They are the students living in the residence because there they are made to get up and go to school. They are made to do their homework and therefore they pass.

So attendance is absolutely one of the major things in determining whether children finish school or not. I think there is a generation of drop-outs and I think it does put in a bad light our education system because something is wrong. One of the things is that the parents in a lot of the communities did not finish school themselves. Because they spent a lot of time with their parents, they are able to live off the land and survive and they have those skills. Or they went to a residential school and were forced to go to school and are able to get by. We have a lot of children that have not spent time with their parents out on the land and have not spent enough time in school and therefore they are caught in between the two cultures. There is a whole generation of drop-outs and they are becoming clients for my department in corrections. If you look at all the stats on the native youth that end up in corrections -- I think Members should be aware that in 1983-84, 63 per cent of the sentences handed out in the NWT went to youth between the ages of 16 and 25 -- the stats show that the average education of those youth, almost all male, is between grades six and eight. That means they have dropped out of school -- and it is a big problem. Most of them also just hang around the communities. That is why they get in trouble. Because they do not have an interest in living off the land, their parents did not take them out on the land, and they just stayed around the communities. It either has to be one thing or the other. It cannot be this in-between thing. If the parents are not going to teach their children a traditional way of life, then they have to get them to go to school. So I just do not see any excuse. Sleeping in and hanging around town is not an excuse for not attending school, as opposed to being in an outpost camp.

### Problems With Complicated Legislation

In my own Department of Social Services, just following up on what Mr. Wray said, our department has probably one of the highest percentages of native people working in it. Unfortunately, most of them have what I think is the most difficult job in our department which is being out in the communities and dealing day to day with the difficult problems of social assistance and child abuse and different other family crises that may come up. Now, with the different legislation passed by the federal government -- and some of it territorial -- with the Charter of Rights defending people's rights, I think there are 42 forms that have to be filled out with the Young Offenders Act. We are finding now that these people that we have working for us are unable in many instances to do their jobs according to the letter of the law. In my department now we are in a dilemma that we cannot hire native people because of the technical skills that are needed to document a lot of the social programs that are governed by legislation, some which is complicated. One of the big tasks from our department is to upgrade these people and to get them into courses.

I have full support for legislation that allows communities on a voluntary basis to impose compulsory attendance in their community. They are not forcing something on other communities. I think a lot of these communities have the will power to take this difficult issue to task and I am very supportive of legislation which is going to allow them to do so. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. McLaughlin. Mr. Wah-Shee.

MR. WAH-SHEE: Thank you, Mr. Chairman. I would just like to say that I am surprised that the administration came forward with legislation in regard to education without means to enforce it. I am just wondering why they came forward with legislation -- particularly when you are talking about compulsory education.

However, my feeling is that education is one of the most important areas particularly for the people of the North because we are talking about taking on a number of responsibilities which will be transferred from the federal government. As well we are talking about more and more local participation. So in the future the people in the North are going to take advantage of opportunities in regard to employment training, and obviously there has to be a certain level of education so that the students in the future can participate.

The other comment I would like to make is that the Department of Education is spending millions of dollars in terms of capital expenditure building wonderful facilities in a number of communities. At the same time, there is a great deal of money being spent on the operation and maintenance of these facilities. Obviously, if we are not going to utilize these facilities that are being built in the North then I sort of wonder why we are building all these wonderful facilities. I would hate to see these expenditures continue in the future if we do not have the means of having the students utilize and take advantage of these facilities.

AN HON. MEMBER: Hear, hear!

MR. WAH-SHEE: At the same time I think that the rights of the students have to be recognized. There are cases where parents do not encourage their children to attend school for a number of reasons and it is unfortunate that this takes place. But it appears to me, particularly in my area, the community leaders are interested in having the children attend schools because they realize the importance of having their children get an education because times are changing.

I cannot see where students in the future will continue to make good in terms of the traditional livelihood, living off the land, because we have international problems. As we all know, there is an anti-trapping movement which may create more problems in the future. Prices of fur fluctuate up and down like a yo-yo which is beyond the influence, I suppose, of the trappers, so times are not only changing but as well lifestyles are changing.

### Enforcement Of Protection Of Rights

If we are going to ensure a future for the next generation and the children then obviously we have to look after their interests and I am a little bit surprised that we have not the means to enforce, in terms of protecting the rights of the students. We can talk about cultural inclusion and so forth but at the same time in terms of tinkering with the curriculum of the schools, I do not think we should lose sight of the fact that if the students that are going through the

education system from kindergarten to grade 12 want to go on to technical schools and the universities in southern Canada, well, those students have to compete with other students to enter into those institutions and universities. To ensure that our students have a good chance to compete, our standard of education has to be comparable to other educational institutions across Canada. I think, talking about cultural inclusion, that we are doing a great disservice, from my point of view, to the students in the Northwest Territories if we do it to such an extent that we compromise standards in terms of curriculum. I think there are ways and means of introducing Dene, Metis, Inuit culture into the curriculum but I do not see that it should be done at the expense of the standard curriculum.

I, for one, do support compulsory education because it has been my experience in the last 10, 15 years that I have not seen a great many native students coming out of our education system and continuing on through technical schools and universities. I think that we have had a great problem with the students not attending schools and a high drop-out rate, then we are looking at upgrading in terms of adult education, we are talking about more training and so obviously I think that there has to be a change. I do not think we should have an education system that is totally lax. I think there has to be some commitment, not only on the part of the Government of the Northwest Territories but also the parents. I feel that if we do not have a means by which enforcement can be made so that the students are compelled to attend these schools then obviously in the end we are the ones that have to pay for it.

It is not only the parents. Certainly, the student that lost an opportunity in getting an adequate education will end up paying for it later on in life and as taxpayers we are also going to be forced to pay not only in terms of welfare payments but in terms of training and so forth. So, it is really a case of where we should make the education system as interesting as possible and exciting for the students, to make them think for themselves. But at the same time I do not think that we should continue on the course that we have been in the past because obviously the results have not been all that great and I am sure the Minister will concur that the results, in terms of the number of students going through the education system and completing their courses, are rather limited. I do not blame the Department of Education for lack of trying. I think it is just this whole movement across North America and Canada, a move to do away with exams in grade nine and grade 12 and a move to be a little more slack in terms of entrance of various students from one grade to the other. Obviously we have come to a point where I think we have to look at other ways of getting better results, at least for the amount of money that is being spent in the Department of Education, not only for facilities but also for the number of teachers that we have to hire.

I am pleased to see that there is a provision which allows the divisional school board and communities to determine if school attendance is the problem and then there is a means by which they can participate and enforce it. There was a time in the Northwest Territories when education was compulsory, where the parents were denied what they call family allowance payments. There were cases where you had the RCMP officer go to the household and say, "Why is your little Johnny not at school today?" and the parents had to be responsible, but nowadays, you do not have that and so I would hope that there will be support for those recommendations coming on and even if compulsory education was across the board, I would not have any difficulty supporting it.

CHAIRMAN (Mr. Erklou): Thank you, Mr. Wah-Shee. Mr. Paniloo.

MR. PANILOO: (Translation) Thank you, Mr. Chairman. I just have a question to ask concerning this bill. I still have not had a reply from my community. I am hoping that we can postpone this until a little bit later. I think I would have to be able to speak with the residents of my constituency concerning this bill. Thank you.

CHAIRMAN (Mr. Erklou): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, it is true we did not get a reply from local education authorities in the Member's constituency. We did get indications of support, however, from five Baffin communities. Thank you.

CHAIRMAN (Mr. Erklou): Thank you, Mr. Minister. Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I have a brief statement to make on the Education Act. All the communities in my constituency have heard about this act. One of them did not support the act and the other ones supported the act. Two communities are in support of it and



the other one is not. I do not know if they wrote a letter to the Minister of Education but they gave me this response. The only concern I have is if they are going to be taken to court I think it is going to start getting people to do bad things, even though they were not going to, because when they start taking them to court they start getting worse. Even though I know what is going to happen I think I am going to support this bill because the community that is supporting this has more people in the community, a bigger population.

#### Enforcement By Local Education Authorities

I was wondering who would enforce this compulsory attendance because some of the local education authorities are not as powerful. Sometimes the principal seems to have more power than local education authorities. This is one of my concerns. So I was wondering who would enforce this compulsory attendance. Would it be the local education authority or the principal? This is my concern because I think we are going to have a problem with the principal trying to be more powerful than the local education authorities. Whenever they hear of bills or acts, some of the local education authorities go by the acts. This is my concern. Maybe if we could put in something that says that this should be enforced only by the local education authorities, it would be better.

I would like to get a clarification whether I understand it correctly. For instance, if I was going to take a student out hunting, I would not be taken to court. I have heard this before but I just want a clarification on this one. Thank you.

CHAIRMAN (Mr. Erklou): Thank you, Mr. Arlooktoo. Mr. Minister, do you want to respond to that?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to confirm to Mr. Arlooktoo, as well as Mr. Gargan, that in no way does this new bill change the provisions now in the Education Act which recognize that children can learn a great deal of important skills and values, in addition to the aboriginal language, outside the school, on the land, with their parents, with their elders. That kind of education is recognized as being very important in the Northwest Territories. No one is expected to attend school if they are learning in that kind of an environment. That kind of environment, I believe Mr. Gargan very eloquently described, is recognized as a learning situation and if a father wishes to teach his child how to hunt -- provided that the school is notified -- this will be an excuse for not attending school. That has not changed.

In answer to Mr. Arlooktoo's other comments, Mr. Chairman, I do not think the principal has a great role in this legislation. In fact the NWT Teachers' Association recommended to me that the principal should be the one to decide when a parent should be prosecuted. I felt that support for attendance and general support for education must come from the community. If the schools are going to succeed they must have community support. If children are going to be made to attend school, encouraged to attend school, it can't just be the principal that wants them to attend school. It must be the elected representatives of the community.

So all the principal does in this scheme, Mr. Chairman, is draw to the attention of the local education authority when a child appears to have an attendance problem, with an explanation of perhaps; any reasons the principal may know of. Once that problem has been drawn to the attention of the local education authority, then the counsellor hired by the local education authority and the local education authority themselves deal with the matter from then on. They may get assistance from a nurse or a policeman or a social worker but dealing with the problem and assessing what to do with the problem will rest with the local people after that point. So I think I can assure Mr. Arlooktoo that the principal will not have a major role in this legislation in these procedures. The difficult decisions and the important decisions will rest with the local education authority. Thank you.

CHAIRMAN (Mr. Erklou): Thank you, Mr. Minister. Mr. Butters.

HON. TOM BUTTERS: I will not speak for many moments, Mr. Chairman. On behalf of the local education authority in my constituency, I thank and commend the Minister for bringing forward this legislation. Inuvik was one of the four communities, I believe they were Baker Lake, Fort Liard, Igloodik and Inuvik, which petitioned the Minister to make the current legislation more workable because although compulsory education is a provision of the current legislation, it is really not enforceable as it is currently phrased, so we thank the Minister for listening to those requests and bringing forward the legislation that is now before us. However, constituents of mine feel that the legislation in this area has been too watered down, so I guess you cannot please anybody. They suggest the material tabled at Rankin was closer to their initial position.



The honourable Member for Rae-Edzo raised the point about enforcement. In no way can we suggest that the current Minister is responsible for the lack of an enforcement provision in the current act. This goes back, as I recall, some 11 or 12 years when there was a requirement in the old legislation for compulsory education. In fact, there was a penalty which required that "a person complained against is guilty of an offence and liable on summary conviction to a fine not exceeding five dollars for each day during which neglect or violation continues". So there was a penalty provision in the old ordinance but the problem was exactly that Mr. Arlooktoo described to the House, it did not correct the situation, it made it worse. So in 1974 when we were looking at this particular legislation and seeking to make change, we wanted to maintain compulsory education because we believed that if we had a good system then the child should be part of that system. It is to their benefit.

#### Penalty In Regulation

We again repeated that there should be compulsory education in the Northwest Territories but when it came down to putting in a penalty, we begged off this. We talked about a \$10 fine and then finally we begged off and adopted a weasling approach. We suggested that if the local education authorities would wish some type of penalty developed then the Commissioner would consult with them and make a regulation under subsection 96(4). So, it was a very unsatisfactory way to enforce the legislation since penalties should not be carried in regulation, as we all recognize they should be in the legislation itself.

This proposal of the Minister's corrects something that should have been done 12 years ago by Members of the Council of which I was a Member and which I regret that we did not do and if we had acted in a responsible manner then we would not have had this debate today and maybe some of the local education authorities could be putting into place some of the penalties needed to ensure that children who are eligible to go to school are in school. I support the legislation proposed by the Minister.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Butters. It is four o'clock now. We will have a 15 minute coffee break, but before we go there are five more speakers, Mr. Ballantyne, Mrs. Lawrence, Mr. MacQuarrie, Mr. Angottitauruq and Mr. Pudluk, excluding myself. Now we will have 15 minutes coffee break.

---SHORT RECESS

The next speaker is Mr. Ballantyne. Go back to your chair.

MR. BALLANTYNE: Thank you, Mr. Chairman. I would like to start off my discussions by saying that I support the amendment. I think in Yellowknife, generally, there is support for the amendment but there is not really a problem of school attendance generally in Yellowknife. In Rainbow Valley and Detah there is a very serious problem and there the band council, with some reservations and some concerns, realize it is important. They supported it. I had personally some of the same concerns that Sam Gargan has alluded to or spoken about. I was not sure if the legal system was the appropriate mechanism for enforcement. I am still not sure if all the parents really understand the ramifications of this particular act. But having said that, I think it was a courageous decision by the Minister and by the Executive Council. The Minister has stated very well his understanding of the problems involved and the safeguards that have been built in. I think that Sam's concerns should be alleviated totally by the fact that there is a local option of whether or not this particular act becomes operative. And for those of us who have said that this government should be community based, I think that the Minister has handled that concept very well. If there are communities that have a problem with it, those communities do not have to ask for it.

So I think the Dene Nation's concerns and Mr. Gargan's concerns and other Members' concerns should have been alleviated by that particular part of this act. This amendment comes to grips, probably for the first time, with a very serious problem, that of absenteeism. From the Minister's statements that went along with the act, it also is symptomatic of deeper problems. I think that, as the Minister has said and again Sam brought up these points, that in many ways our school system has not been working for native children. This is the first, I hope, in a series of actions that we as an Assembly and that the Minister responsible will take to come to grips with the real problems.

I think that the concept of parents getting involved is key to this particular amendment. Without parents' involvement nothing that we legislate, nothing that we do as a government is going to work. Parents have to take that responsibility and this particular amendment highlights the

importance of that very thing. I think some of the points Sam mentioned about the necessity for native languages in schools, the necessity for native teachers in schools, a cultural sensitivity to kids coming to schools, all are things that we are going to have to work on and improve. I think the Minister is very, very aware of that. The statement has been made by Mr. Wah-Shee that we have spent millions on these very, very beautiful schools throughout the Territories but the nicest, the flashiest, the most modern school does not provide an education. It is going to take the involvement of everybody in the Territories. It is not beautiful buildings that provide education and maybe, just maybe, we had our emphasis in the wrong place, starting 10, 15 years ago. Maybe we should have been developing native teachers and programs rather than buildings.

I think that we are all starting to recognize the fact that there is no easy answer to this. I want to publicly acknowledge that Mr. Patterson, as Education Minister, and his new deputy minister, Mr. Handley, came with me to a public meeting in Detah where the people of Rainbow Valley and Detah, I think, explained very well the failure of our school system. I, for one, really applauded the Minister for the selection of Mr. Handley. I think he has shown in his short time here, sensitivity and imagination and I, for one, am confident that under the new Minister's direction, the able assistance of Mr. Handley and the rest of the Education officials, we can embark on a new era in education.

#### A Strong Government Position

So, though I understand full well the concerns expressed by Mr. Gargan and by other Members, I think we, as a government, have to take strong positions at times that everybody is not happy with and the only way we are going to solve this problem is by doing that. There is never anything that we can do as a government that is going to please everybody so I think the Minister and the Executive Council made a very good first step and I support their initiative whole-heartedly. Thank you.

CHAIRMAN (Mr. Erkloo): Thank you, Mr. Ballantyne. Mrs. Lawrence.

MRS. LAWRENCE: Thank you, Mr. Chairman. I was a bit disappointed to hear Mr. Minister saying we were unable to enforce the amendment. I think we should be able to make it so that we can enforce it. We have a lot of problems with drop-outs and if this is one way of solving the problem then I think that I will be supporting it. To me, education is very important. I can say that because of my bad experience as a child. When I was 13 I was pulled out of school and when I was old enough to go on my own I realized that I could not get a job with only a grade eight level and I had to do something about it. That time I immediately upgraded and went into training but if I had not done that I would have probably ended up, against my will, getting married. A lot of young people are getting married just for the sake of getting married these days because they do not have the education and they cannot get good jobs.

Many times the young people come into my office or come to me looking for a job and my first question is, "How old are you?" or "What grade did you have?" Their grade level is between six and eight and they are in their early 20s and they have a big problem getting a good job. They cannot even go into any kind of training with just a grade eight level. Many times too I am aware that in some instances the children are kept at home to baby-sit while the parents, some parents, I am not saying this happens too often, but some parents are out at a party or something. Many parents are unable to control their children so they stay up very late to watch TV and they cannot wake up the next day to go to school. I am aware of a high number of drop-out children in my area. It really concerns me because if we are talking about self-government we are going to be taking over our own programs, and these children are not able to do that because they just do not have the education. Having just grade 12, graduating at grade 12, is not enough. It is opening the doors to many types of training once they have finished their grade 12 but some of them do not even have that grade. It might not be the best way to deal with the school system but if it means the child will benefit by enforcing it, they have my full support.

There were several concerns on this act brought to my attention from my area. One of them is that they felt that there might not be any funding to enforce it or hire a counsellor. They would need more teachers if some of these children that have been out of school for a few years have to be brought back to school. They would need special teachers because some of them are at a very low grade and if they are older then they need that special teacher. Those are the concerns that were brought to me but, in general, they supported the compulsory education.

Many times children are not really aware of what is good for them, especially when they are very young. Even our Minister, you heard him saying that his mother had to start the car for him so he would go to school. I am sure he is not sorry that he went to school and a lot of our children are the same way too. They do not know what is good for them and many times it is so much easier to just stay home and watch cartoons on TV. It is really sad to see some of these children not going to school. Later on the first thing they do is they end up in the correctional centre or they are on social assistance and there is no need for that today with the nice schools that are coming up. Those are my comments and I will be supporting the amendment. Mahsi cho.

CHAIRMAN (Mr. Erkloo): Thank you, Mrs. Lawrence. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I will be supporting this bill because I believe very strongly in compulsory education for children and I feel that compulsory education cannot be made effective if there is no means of enforcement. I, like Mr. Ballantyne, do not necessarily feel that this is the best method of enforcement but it is the one that has been proposed to us by the government. I do not hear anyone else proposing some other better method of enforcement and I do not have a better one to offer myself. For that reason I support what the government is doing in this case.

I heard Mr. Ballantyne say that really the educational system will not be successful until parents take responsibility for sending their children to school because they see the value of education. I say in turn that that will not happen until parents in turn see the leaders in their communities and the leaders of their people valuing education and speaking out on its behalf and encouraging the young children to go to school. With that in mind I would like to make some comments about the philosophy that was expressed by the honourable Member for Deh Cho. I personally believe that that philosophy is not adequate to modern times and I would ask the Member to rethink it, and perhaps to see if he also cannot begin to support the education system that is offered in the NWT and encourage young Dene to become part of it.

In commenting on that philosophy I try to determine just what is education. Certainly among aboriginal people, as the Member points out, there was a time when that was completely the domain of parents. I say that it was probably comprised of transmission of culture including language and the transmission of values. Those are elements which still comprise education today in every culture and I do admit that our system has not done an adequate job in that respect for native people in the NWT. I will come back to that in a little while.

Even in the aboriginal cultures there was another aspect to education. That is that parents saw that it was important for their children to have a knowledge of the environment in which they would be living -- the physical environment and the social environment in which they would be living. A knowledge about travel, a knowledge about weather, a knowledge about available resources and how to acquire and use them effectively and how to use skills and trading with them and so on. The aim in providing that education was to ensure that their children would be productive and self-reliant and feel that they had an element of power and control over their lives, and when they were productive, self-reliant and had that kind of power in their lives, then they would be happy people. That was the aim of it.

#### Limited Resources From Land

Now, in the traditional culture it was the local environment that was perhaps the focus of that kind of education. There were specific economic activities that were associated, that were peculiar to that life and those times. I agree that that life and those times are not completely ended, that that in fact has to be a consideration in the things that we are doing, because that life has not disappeared. In considering that fact we have to also consider that there is a growing population among aboriginal people. There is limited land and a limited capacity for the land to yield sustenance for that kind of lifestyle, so as the years go by there will be more and more people trying to live off limited resources from the land.

At the same time there is another element that is having an impact on the traditional lifestyle and that is, of course, something that was alluded to by another Member, that there are initiatives taken elsewhere in the world that impact the ability to be able to survive from traditional lifestyles. So while that is still an element I think that it is also important to recognize that in modern times in trying to acquire skills for young people that will help to ensure that they are productive and self-reliant and that they have a feeling of power and control in their lives and



eventually become happy people, that in fact some of the things that must be learned today are skills that involve calculation, law and principles of business administration and that sort of thing, technologies of one kind or another and that people who do not have those skills will perhaps find themselves unable to have the kind of power in their lives that is important in order to make them productive.

The Member often referred to "their education" meaning the education that comes from elsewhere. I note that those very things that I listed, the knowledge of calculation and technologies and so on, are part of education in Saudi Arabia and Japan, in Kenya, in countries all over the world because the reality is that unless you acquire that kind of training and that kind of skill, you get left out when it comes to doing the things that can provide adequately for you. I believe that our educational system must have a significant component that will ensure that our children are able to cope effectively with those kinds of learning needs.

The honourable Member noted that children in the Northwest Territories are affected by, for example, TV. It is simply true that today there are global political and economic impacts that affect everybody in this territory. So if we do not compel our children to go to school, does that mean that they will not be impacted by these forces from elsewhere? I say the answer is, no. They will be impacted anyway, but they will be impacted perhaps only with the worst features of what is coming in from somewhere else. It is important for our educational system to ensure that it is some of the best features of the world culture, if you like, or the political and economic forces and technological and scientific forces that impact everybody's life in the world, to try to make sure that in our school system people are able to do this.

#### Improvements Should Also Take Place

Now with respect to another comment the Member made. It seemed as though he were saying that it was a case of "either/or". That either you adopt the approach of compelling kids to go to school or you adopt the approach of trying to improve the school system. I say that they are not exclusive at all. I believe that we can and should do both things. Ensure that our children go to school but at the same time try to ensure that our school system is a school system that is worth while to them and relevant to them, and certainly that has full respect for the culture from which they spring.

About two weeks ago I guess, I had the good fortune to visit the community of Fort Franklin, where there is a principal who is native to the local community, where there are several teachers on the staff who are native to the local community and I must say that I was very, very impressed by what I saw at that school. When I spoke to one of the classes about events that were happening in the Northwest Territories, I was very, very impressed with the knowledge that the students had and the discipline in the class and the kinds of questions that were asked. I can only believe that we will have an effective school system when we have schools that are staffed by educated native people. Mr. Wray certainly made that point very, very strongly.

CHAIRMAN (Mr. Gargan): Mr. MacQuarrie, I just wanted to remind the Members that I believe it is 10 minutes that we have to make our general comments. I just wanted to remind the Member.

MR. MacQUARRIE: Okay, then that is it.

CHAIRMAN (Mr. Gargan): Your 10 minutes are up but you could continue.

MR. MacQUARRIE: It was simply in seeing that example in that community, I really came to the conclusion that it is possible to combine the best elements of both lifestyles, if you like, and that if more people could see that, more people would encourage that kind of thing. I just ask the honourable Member then to reconsider the stand that he has taken and to see whether rather than objecting to compulsory education, that the efforts are put more into trying to make sure it is a good system that our children are going to and that he support the efforts of those who want to ensure that they do go. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. MacQuarrie. Mr. Angottitauruq.

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. I, too, would like to comment on the whole act itself. I do not have any difficulty in accepting the bill the way it is and I know for sure, for a fact, that it is to give the education societies some power which they seem to lack even though



it was available, I guess. If I try to comment on some of the forms beside the bill itself, I know that I have a lot of other things I would like to discuss in the education system but I would not want to discuss it right now. I just wanted to put in my words on the act. I would agree with it because it is needed in the communities and I know for a fact that one of my constituents has difficulty in accepting it.

#### Agreement Will Come With Understanding

(Translation) I am going to start talking in Inuktitut. I speak in English sometimes and they do not understand what I am saying. In my constituency, they do not really like this bill but I think that once they understand what it is then they will. When the communities are given an act, at first they do not understand it, but once they understand it I think they will agree with this. I want to say one thing here. Perhaps it would be better if it would not be amended because close to 60 to 70 per cent of students are drop-outs.

Even if the communities did not agree with this bill they will probably agree with it afterwards. Even if it was not agreed with today the communities will probably realize that they do need it. Since I have seen this bill, I agree with it whole-heartedly. Because I am here in the Assembly I want to say that I agree with it totally. I do not really have anything to say and I do not want to talk too long. I will be talking later on about education. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Angottitauruq. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I just want to say a short thing. I want to thank the Department of Education for being able to enforce the amendment to the act. I am glad they will be able to enforce it. I will be supporting this bill but the only thing I am concerned about is this. There is something that Joe Arlooktoo and Michael Angottitauruq said that really made sense. Up to now, the elders think we are able to live even without education. It was because they never had education. They were living off the land. It is still thought of that way. The people now do not have the same lifestyle as it was before. Education is getting better in the North. Everybody, even the older people, agreed with education when it was first brought to the North but later on the older people, elders, did not like their children going to school because of the fact that their lifestyle was really changing. It is like this. It is a fact that the education will be very helpful to the Inuit because they can have jobs and they can learn about politics. We, ourselves, are already in the government. The communities will probably be very concerned about this new bill. Like Michael said, once they realize what it can do for their children they will agree with it.

Also, in the small communities some of the teachers are lacking in experience in teaching. Some communities have a hard time to try and form local education authorities. For that reason, this is one of the things that seems to be a great problem to me, having to take them to court and pay a fine. The maximum will be \$100. Those people on social assistance I think will be the ones that it is going to have a very big impact on, the people that are not working. I do not see anything written down on this. If they are going to be taken to court and pay fines, I would like to see some assistance for these people that are on social assistance and not making all that much income -- to be able to get some help. Perhaps they should be told in advance about some kind of deadline that they are able to pay within. We know for a fact right now some of the people will not be able to pay for fines if they are taken to court.

Also, I would like to make this brief, but I will be trying to inform our people and our local education authorities. We can understand this clearly. So, we are going to be able to make them understand and help them. I will be in support of this act. I thought at first that I would not support it but after going through it closely I will be in full support of it.

In the past we had a meeting in Rankin Inlet and we had to deal with education, to amend the Education Act. Since then I am really quite aware and I understand the Education Act a little bit more because I had a chance to go through it. Also, I saw in this document, in the English version, section 98.5(1)(c) states that the counsellor would be able to go to the home and ask the child to go to school. It only states a boy. Are they going to be going to the home to get only the boys? Are they going to leave the girls at home? I think I will be able to ask this question after we get to that clause. These are my concerns. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pudluk. Mr. Appaqaq. I am sorry, Mr. Minister, would you like to reply?

HON. DENNIS PATTERSON: Yes, Mr. Chairman, thank you. Just one point of clarification. On the Member's comment that the section about bringing children to school seems to only refer to boys. I recognize that it uses the word "him" and "he" but according to Interpretation Ordinance, "he" and "him" also includes "she" and "her". We only use "him" and "he" in the legislation. I think maybe we'd better start using "she" and "her", to give the women a little bit of equality and status in our future legislation. It does include girls, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I am going to make this brief. I am a Member of the committee on legislation and they are aware that I was not in agreement with this. This has changed since the last meeting we had.

In some of the communities that we have talked to, if we have this compulsory education they would have something on which to base some action. Sometimes the students are not listening to their parents even if they are told to go to school. They just decide to go visit somewhere else or they play hooky. We have seen a lot of cases where that has been happening. Sometimes they do not even finish their education or the parents are not aware of them not going to school or studying their books. For that reason we want to support this act and I think it would be a very beneficial thing for the students if we come up with an act like this. In some areas it is going to be a problem in having to pay a fine. The local education authorities would be able to have the authority to deal with this. If the local education authorities want to change this act they would have to get approval first from the Commissioner.

I, myself, am not well educated. The students today if they do not finish school, even if they just reach grade 10, I think they would be cheating Social Services when they receive social assistance. I believe in this compulsory school attendance because right now we seem to be losing a lot of money when we have not attended schools. I seem to be losing out on this because I do not have education myself, and if our children do not have any education, they will not be able to make any sort of money. For that reason I am in full support. It is going to be really hard on the people and there are going to be problems and concerns and as we go along I am sure we will try and amend the problems that arise. I do not think there is too much problem with this act and, Mr. Chairman, I will just say thank you and I am in full support of this act. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Appaqaq. Mr. Curley.

HON. TAGAK CURLEY: (Translation) Thank you, Mr. Chairman. I would like to make a comment on this. We were part of this amendment to the act, Dennis Patterson, Bruce McLaughlin, Nellie Cournoyea, on the special committee on education. We took two years to survey this thing and there was a lot of feedback from the communities concerning the students attending school and also we had a lot of concerns about the attendance. Some of the communities are not too aware of or familiar with acts and bills and are not too concerned about these. If they do not, we must make them understand that if they do not have the children attending school they will be able to be taken to court and fined. This has to be made clear and Dennis is very careful about working with this and I think you are well aware of the Education Act and we are not just trying to pile this on the people right away. It is something we have to work at. We are sorry that we have to come up with this but it must be done and if the local education authorities decide that the parents have to be taken to court, they will have to write to the Minister.

#### Effort Needed From Parents

I am sorry that we have to go through this and the parents have to start pushing, themselves, so that the students or the residents of the communities are interested in education. We know for a fact that all the communities are not going to be happy with it. There are some areas where they have no work, no money, they have no finances to go hunting or things like that and they start worrying about the future of their children. Sometimes they start disliking education in some areas and when we try to enforce this bill or this act, for some parents in the communities whom we would like to see help their children to attend school, we will have to use this in the communities to take them to court.

Sometimes in the communities they are not happy with something but they understand afterwards. There are so many things that cause these problems, TV or they stay up all night. Sometimes they do not sleep at all. For some of these reasons the parents are going to have to work really hard

to try and get their children to attend school and within the communities we are going to have to work hard to try and get them to school when this act arises. We can come up with these programs to try and guide them to different jobs or qualifications that they can have, maybe working at the hamlet office. If and when they finish high school they can have a good education. If they listen to what their parents say, perhaps they can finish high school and go and get a job in the government departments. The Canadian government is in support of the NWT native employment. We are well aware that when some of the residents of communities try to get jobs there is a lot of competition. They get other people into that employment because of lack of education. But in the future, if we are going to be developing our government, if the children are going to be happy with what they have, or if they are going to be teachers, I think they are going to have to listen to us.

When I was a younger kid we used to be scared of the white people and my parents were really scared so they told us to go to school. We had no choice, because they were scared. They said if we did not go to school the family allowance would be stopped. There was no ordinance or act at that time but it was just orally told to us and for that reason I have never ever been asked or taken to school by hand, myself. My concern is if they are going to be finishing school, whether they are Dene or Inuit, the native people.

The way I see it, the native people of the NWT do not force their students or ask them to go to school whether they like it or not. Sometimes when we see it, the native students or not only native students now, do not even want to go to school and they do not look at their future and they do not get a job when they do not have education. If they had the qualifications and the education I think they would more willingly seek employment. When we did not speak Kabloonaktitut I felt like I was inferior and because I did not understand or I could not have a conversation with a white person, I just blamed myself. But, today, if they did not understand me in Inuktitut I do not have to be the one who is inferior. I think the other person who does not understand me should feel inferior. I think they should be able to want to learn our native language, if we are to learn together in the work force. I think the younger people would be more willing and more interested in seeking employment having both languages in the work force. I think that would be very beneficial and would develop the urge for the students to seek employment.

In this bill, we can try and work toward that. I think the people that have to be taken to court, if they have to go to court I do not think we should look at that right now. I think what we should look at now is that we get our children to go to school and finish school and try to seek better employment or seek employment in different companies or government departments.

For that reason, I support this act so we can have something to start developing our education so that the individual residents would be greater in future even though the Minister has a lot of work to do. It is not going to be referred to the RCMP if they do not follow this act. It is going to be dealt with by the local education authorities and they will have a counsellor in the community and local education authorities would have to write to the Minister for approval to take them to court. That is the only way they can do it. They will not go to the RCMP or the sergeant of the RCMP. The local education authorities will have the power of recourse first. I know it is going to be a touchy situation if they have to take them to court but we are going to have to enforce it and try to get our children to go to school. That is why I support it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Curley, your 10 minutes were up about 10 minutes ago but this time I will make an exception. Mr. Erkloo.

MR. ERKLOO: Thank you, Mr. Chairman. In my constituency there are three settlements where they wanted a school attendance counsellor and some of them did not want a counsellor. The reason why some of the communities did not want an attendance counsellor was because they understood the amendment as saying that if there is a school attendance counsellor that the counsellor would be able to take the parents to court. If they did not have a school counsellor there would not be anybody to be able to take the parents to court if the student did not go to school. Because of this understanding, they did not want a school counsellor and as I understand it, if they want to take somebody to court the Minister would have to approve this before anybody is taken to court. I would like to first ask a question. Is their assumption correct or is it not correct? I will speak later on.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Erkloo. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the assumption is correct.



CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Erkloo.

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. First, I would like to say when they first started having education we had to listen to what was being told and it was good for the first people that started getting education but later on it did not work. For instance, the first people that started getting education, whenever their grades were higher than the communities could teach, had to go to Churchill and the graduates that went to Churchill school I think all have jobs. I think there are two reasons. The first is that they were able to learn Inuktitut and their culture before they went to school. The second reason is that when they went to school in CVC they had to go by the rules of the school. As the years went by the younger students at the age of six started going to school earlier and they started learning English as soon as they went to school. I think this is one of the reasons why education was not as good as it was at the beginning. When the territorial government took over the schools from the federal government -- and other programs -- people were more free to do what they wanted but up until now they are still waiting for the government to tell them what to do and the government seems to wait for the communities to see what to do, so it seems like they are just waiting for each other to take action. We have been hearing that we would be getting Nunavut and we would be getting self-government.

#### Community Must Take Responsibility

I have been saying lately to the Baffin Regional Council and to my constituency and over the radio that Inuit seem too afraid to set some kind of penalty and I do not know the reason. In the old Education Act it is written that the Minister and the local education authority may make agreement to set up the penalties but I do not think there are any penalties written in the act up to this date. I have mentioned this to my constituency, that they have to start to set up penalties and act on them. If they will not set penalties they will have other people set the penalties for them. I think the communities will have to understand -- that if we are going to get our own government, look after our own affairs and so on, it has to start in the communities.

As was pointed out by Mr. Curley and Mr. Pudluk, the older people did not have to go to school. For instance, I have never had any education before. A lot of older people do not think education is necessary but I think we all know now that education is very important. For this reason the communities should start taking responsibility. I know it is hard to set penalties but I think the communities will have to start setting penalties because I do not think there is any other way to solve that problem. For instance, I could make three pages of rules but if I do not set any penalties, I do not think any of these rules that I made up would be of any use. For this reason I am going to support the act that is put forward. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Erkloo. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I just would like to respond to one point Mr. Erkloo made and that is his desire that local education authorities should be consulted on penalties. I must report to him that I did investigate this and received legal advice that if there were to be different penalties in different communities, this would be unequal treatment before the law of one person compared to another. So, this cannot be done although I would suggest to the honourable Member, whom I believe is himself a justice of the peace or was, that this is why we have local justices of the peace. Hopefully, in the event of penalties needing to be set, they will know the person before them and temper the penalty with that knowledge. We did consider the option the Member recommended but it would very likely have been unconstitutional on the grounds that all persons should be equal before the law. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Erkloo.

MR. ERKLOO: (Translation) Thank you, Mr. Chairman. The question I asked earlier about school counsellors does not seem to make very much sense any more. For instance, even if there is a school counsellor or if there is no school counsellor, the local education authority could take somebody to court. If all the communities had a school counsellor I think it would be better.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Erkloo. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, I believe that the legislation does not permit a situation where a prosecution would be recommended in a community where there was no school counsellor. The whole scheme of the legislation is that prosecution is a last resort, once



all other efforts to try to solve the problem of a child's non-attendance has failed. We do not contemplate prosecutions taking place unless there is a school counsellor who would have done his or her best to solve the problem beforehand. So, I can assure the Member that what he fears, which would be just a straight prosecution without any attempt to solve the problem beforehand, would not occur under this scheme. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Erkloo.

MR. ERKLOO: The only reason some of the communities did not want school counsellors is that we were thinking if we do not have a school counsellor nobody is going to take them to court. I think that is wrong. I think the thinking should be changed that having a school counsellor will still be helpful to the community, whether he is going to take them to court or not. I think that is my understanding. Thank you.

CHAIRMAN (Mr. Wah-Shee): Mr. Patterson.

#### Function Of School Counsellor

HON. DENNIS PATTERSON: Yes, I understand better now what the Member was saying, Mr. Chairman. Certainly the school counsellor can perform many useful roles in the school and in the community and never recommend a prosecution. I would hope that that would be the case in fact in most situations, that the school counsellor would deal with attendance problems, solve them, get the kids back to school or get help to the parents if they need it and there need not ever be a prosecution. I would hope that would occur in fact.

So, let me make it clear again, Mr. Chairman. The school counsellor -- one of the duties of the school counsellor might be, in a rare situation, to recommend a prosecution. There would be many other duties; better links between home and school, counselling to parents and children having difficulty with the school and its policies, trying to resolve situations where there are teacher/pupil disagreements, disagreements with school policies, promoting better teacher involvement in community activities, getting the community more involved in school activities. These are the kind of expectations we would have of school counsellors. So that they would be, by and large, helping the community to develop more support for education rather than simply acting as policemen. If one looks at the job that way, I do not think it is going to be a terribly difficult or unpopular job. I think it will be a job that would appeal to people who have young people who have perhaps succeeded in school and can be hired to inspire others to follow their examples. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Wah-Shee): Thank you. Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Chairman, thank you. Just to say that I certainly support the recommendation on compulsory education but I regret that we have failed as a government in the delivery of a program to people. We have not inspired parents and children and the general community to get together and take full advantage of what is being provided at the community level. I guess we can all look back and say what should have happened. But I also regret that perhaps when the educational system was brought into play and also in recognizing the vast sums of money that we spend on education, in terms of dealing with people at their own level we did not aspire to provide as much effort and as much sincerity as we did when the oil companies came into the Northwest Territories looking for support to provide people with upgrading to learn how to work for wages and to be effective in that.

It is unfortunate, when we were developing an educational system, that we did not realize and take advantage of the fact that many people were not living in communities by providing teachers who really went to the people rather than forcing people out of guilt to move into the settlements. I certainly support academic education. I believe every community does support academic education but I believe that when we talk about education we split off academic learning as other than what people know; how to live at home; how to live in the country; how to support themselves; how to be determined; how to have pride in themselves. The option to say that "Well, if you don't have a good academic education, you might as well go on the land." Academic education can help people to be better producers of what we have on the land and I support that. I do not believe it should be one or the other. It should work together.

I am a little bit sad today that a couple of speakers seem to infer that a hunter, a trapper, a fisherman is what you will be if you do not have enough academic education and if you have that academic education then you do not have to be that lowly stuff. Academic education can help you on the land to make the best of it. For example, I know myself that there are few people who go out on the land. In the summertime, they cut 100 dry fish approximately every two days, that is \$500, because they come back into town and they get five dollars for their dry fish. People can do a lot of things in utilizing the resources and harvest from the land.

I believe that people who, if they had an academic education in the past, would not have been so shy to represent themselves in the international field and in seeing what was happening to their economic base. Because people did not have an academic education they did not feel that they had the ability to represent themselves anywhere. I believe that if people had an academic education as well as the education that they get from really living where they come from in the Arctic, they would not have sat back and waited for others who have other agendas to act on their behalf in terms of the seal marketing. I believe that they would not have sat back and watched things tinker away because other people really had it as part of another agenda. To me, the best hunter and trapper and the best fisherman is one who has an academic education but the thing he has more than what is on paper -- an academic education is on paper -- how to apply it. All the arctic communities have very little wage employment and people who know enough to utilize what is there because they are not going to move away, and have some possibility of doing that in a much more economical way, much more technical way, take part in research projects, look after the harvesting in a more technical aspect so that they can deal with the federal marketing agencies, with the anti-fur groups, in knowledge, collectively, are a very important part of our system in the Northwest Territories. I hope that today will be the last time that I will hear or have any inference that being a hunter and trapper and a fisherman is only if you cannot survive in a wage economy and in a community.

#### Teachers For Outpost Camps

In terms of the compulsory part of education, like I say, I am sad that we have come to that point where we have to force people to take part in something that is very, very beneficial to anyone. I would hope now that we will come to a conclusion that we will go further and recognize that people living in outpost camps are probably the people that will have the best ability to survive, by providing teachers in that area. People in outpost camps do not have televisions. They do not have the social problems that occur in the communities. As a matter of fact, most of the time that people want to take their children to outpost camps is to get away from the problems of community living. I hope this system will go further to say that support should be given to teachers who will teach in outpost camps where they have a captive audience.

Mr. Chairman, just to conclude, a person who is out on the land, who has a technical ability to fix motors, an ability to read and use, and experience that is coupled with things that have been learned over many, many years, I believe that is the most valued person that we have in the Northwest Territories. These people will be here all the time. They are not here for three years or four years or five years. This is home and the best that we can do to develop the best all-around education is so very important. I hope that in a little while that we would not have to go out and try to find people. I would hope that at this time that we could have had people and communities asking to provide more hours in education, more hours in different training. I hope that we will not see the value of self-determination and real living in a community, different than academics. Mr. Chairman, let us hope that if a motion goes forward to evaluate the need for compulsory education, that maybe in dealing with it this way, the teachers will be more able to set the time apart to work in the community, not to set themselves apart from the community. Thank you.

CHAIRMAN (Mr. Wah-Shee): Thank you. Mr. Pedersen.

MR. PEDERSEN: Thank you, Mr. Chairman. For those who have worked with me on the standing committee on legislation they know very well that I have not supported this bill. I have had a great deal of concern with it. Like Ms Cournoyea, I feel a great deal of sadness that we have to come, after these many years of education, that we have to come in with an amendment like this in order to sell a product that we should have been able to sell much better over these many years.

### Principle Of Enforcing Legislation

Like many of the other speakers I regret that we have described penalties in the act and that the act permits the use of the court system to enforce something which should be accepted voluntarily. I have very great difficulties with the principle that we allow a local education authority, which in many cases is not an elected body, to enforce a piece of legislation with a threat or the ultimate end result of taking a person to court. This fear of mine has been alleviated somewhat and I want to thank the Minister for responding to it in section 98.9, where the new stipulation is that no court action can be initiated without the consent in writing of the Minister.

The poor attendance in communities and certainly in my home community is a grave problem but it is not the biggest problem we have in our community. The abuse of alcohol is without any doubt by far the biggest problem that we have. It seems rather inconsistent to me that as a government we bring in an act like this permitting eight people, elected or otherwise, with the consent of the Minister, to impose through our court system, legislation upon the rest of the population, when on a problem which is even graver, the misuse of alcohol problem, we still require a public plebiscite and a 60 per cent majority to even impose regulations. I subscribe whole-heartedly to the theory that education is good for you. In fact it is imperative. I agree with Ms Cournoyea's assessment that education is not only classroom education, it is far wider. I also insist that the proper use of alcohol is also good for you and misuse of it is bad for you. Yet we cannot do anything there and it shows a lack of consistency, to me, at least.

I really think it is regrettable that after trying to sell the product of education for as many years as we have, that we have not come up with a better product that sells itself. In a presentation to the Minister and some other people, I did liken education to a commodity which we are trying to sell, much as many other commodities, including something as simple as a can of beans. If you are a merchant and you do not sell your cans of beans, I am sure that you do not resort to legislation to force your potential customers to buy them. You would probably get a different brand or at least change the recipe so they liked it a little better. I have had assurances from the Minister that indeed the recipe is being changed. I am greatly encouraged by that. For the first time I am somewhat enthusiastic about and confident in what we can do with education in the future. I agree with Mr. MacQuarrie that it is not a "one or the other" approach. It is not "Either we improve the education or we have compulsory but you certainly can't have both."

I would like to just illustrate perhaps why we are not doing a very good selling job on things. At a very recent regional education conference for the Kitikmeot Region held in Cambridge Bay, which I attended, we had an education official come to us suggesting that the entrance requirements for our students into Sir John Franklin school should be made stricter, that the students should only be allowed if they had good attendance and the good attendance that was being suggested to us at this regional education conference was that a student should have at least 80 per cent -- not less than 80 per cent attendance.

Now, I submit to you, Mr. Chairman, in section 98.2(1), where it says that where a child is absent for a total of four days in any month, that is precisely 80 per cent. It is not a very good selling job when we arrive at such a regional conference, to say, on the one hand, that 80 per cent attendance is good enough for you to get into Sir John Franklin but it is also bad enough to land you in court if you do not comply with this act. Four days per month happens to be 80 per cent. That is just not a very good selling job of the product.

### Member's Support Is Reluctant

I applaud the intent of this act. I have full confidence in the Minister that he will carry it out. I also accept that it is not the intent to use the court system fully but I do want to caution everybody that good intents and Ministers do not last as long as legislation does. I think we have seen that quite recently. Because of the changes that have been made and the confidence I have in an improving curriculum and school system -- I am sure that this may come as a surprise to the Minister but I am prepared to reluctantly support this act to amend. It is not without sadness that I do so and I may say that if the motion -- whose ever it is -- which is being circulated amongst us passes, I might even withdraw the reluctant. So, Mr. Chairman, I think with those comments I'll shut up. Thank you.

CHAIRMAN (Mr. Wah-Shee): Thank you. Mr. Gargan.



MR. GARGAN: Mr. Chairman, I believe there are still other Members who wanted to make general comments and I will give them the opportunity first.

CHAIRMAN (Mr. Wah-Shee): Mr. Richard.

MR. RICHARD: Thank you, Mr. Chairman. I support the bill.

CHAIRMAN (Mr. Wah-Shee): Are you prepared to give any reasons why?

---Laughter

Mr. Gargan, do you wish to proceed at this time?

MR. GARGAN: Thank you, Mr. Chairman. I just wanted to say first of all that I did write to all the Members in fact with regard to compulsory education. I also told the Members that we as legislators should look at why students are not attending school. I just want to say at this time, Mr. Chairman, that I certainly heard a lot of the whys. We know that there are a lot of deficiencies now in the education system. I also realize, Mr. Chairman, that I will not be getting the support if I did make a motion against this particular bill. I would like to tell the Members that I fully support their comments and that they are within reason.

I also would like to say that I am not going to oppose the bill but I would rather abstain from it. I would also like at this time, Mr. Chairman, if I may, make a motion of recommendation.

Motion That Executive Council Monitor, Evaluate And Report On Compulsory Education

Mr. Chairman, I would recommend to the Executive Council that it monitor and evaluate the issue of compulsory education and its implementation in the communities and report to this House no later than the fall session 1986 of the 10th Legislative Assembly. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Wah-Shee): Your motion is in order. Do you wish to speak to the motion at this time, Mr. Gargan?

MR. GARGAN: Mr. Chairman, I realize that this particular act will come into effect shortly after it has been passed. It will have third reading here. How effective will compulsory education be if it is enforced or not enforced is a concern of mine. In order for it to be workable it has to be supported by the communities. It is like Mr. Pedersen said, if it is the LEAs that are going to implement this particular amendment and it is not supported by the communities, it will not work. For this reason I would like to see that possibly within a year the Executive Council would be able to come up with some kind of an evaluation that says whether it did work or not. The whys and whats of why it did not work. So, if it is going to be implemented I would like to see whether it is workable. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Wah-Shee): Thank you. To the motion. Mr. Wray.

HON. GORDON WRAY: Yes, Mr. Chairman. I wonder if the Member would consider changing the date on his motion because if it is the fall of 1986, the problem is that we are already half way through the school year. By the time you get it implemented in some communities it is not going to be until February or March. So, you are only going to have about two months' figures and then next summer you are only going to have about one month's figures to judge it by. You are not going to have any significant time to judge the success of the program by. If it was the spring of 1987 or the fall of 1987, then you would have a whole school year by which to judge it.

CHAIRMAN (Mr. Wah-Shee): Mr. Wray, if you wish, you can make an amendment to the motion, because a Member cannot amend his own motion, but somebody else like you could. Mr. Wray.

Motion To Amend Motion That Executive Council Monitor, Evaluate And Report On Compulsory Education, Carried

HON. GORDON WRAY: I would make a motion to amend. A motion that we substitute 1987 for 1986, to allow for an entire school year.

HON. BRUCE McLAUGHLIN: Just a little English grammar there. Correction from the teacher.

---Laughter

CHAIRMAN (Mr. Wah-Shee): Mr. Wray, your amendment is in order. To the amendment.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Wah-Shee): Question has been called. All those in favour? Opposed, if any? The amendment is carried.

---Carried

Motion That Executive Council Monitor, Evaluate And Report On Compulsory Education, Carried As Amended

To the motion as amended. Question has been called. All those in favour? Opposed, if any? The motion as amended is carried.

---Carried

Does the committee wish to report progress at this time or go clause by clause? Mr. McCallum.

MR. BALLANTYNE: Progress.

MR. MacQUARRIE: He wants to be in the same Hansard that the rest of us are in.

MR. McCALLUM: I would just like to be able to say that I am going to support the bill too. I was going to declare a conflict of interest first. I originally started the education bill with compulsory education. I am a school drop-out. I am a teacher from the South and I have been a teacher so I was going to declare a conflict of interest in this whole thing but I am for the bill too.

---Applause

CHAIRMAN (Mr. Wah-Shee): Clause by clause.

SOME HON. MEMBERS: Progress.

CHAIRMAN (Mr. Wah-Shee): There is no motion.

MR. PUDLUK: I move.

CHAIRMAN (Mr. Wah-Shee): Mr. Pudluk.

MR. PUDLUK: Yes, Mr. Speaker, I move that we report progress.

CHAIRMAN (Mr. Wah-Shee): The motion is not debatable to report progress. All those in favour? Opposed, if any? Motion is carried.

---Carried

I will report progress.

MR. SPEAKER: Mr. Wah-Shee.

ITEM 16: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF BILL 3-85(3), EDUCATION ACT

MR. WAH-SHEE: Mr. Speaker, your committee has been considering Bill 3-85(3) and wishes to report progress. Bill 7-85(3) and Motion 1-85(3) are recommended for further consideration.

Motion To Accept Report Of Committee Of The Whole, Carried

Mr. Speaker, I move that the report of the committee of the whole be concurred with.

MR. SPEAKER: Thank you, Mr. Wah-Shee. Members have heard the report of the chairman of the committee of the whole. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Carried

MR. SPEAKER: Are there any announcements from the floor? Mr. Pudluk.

MR. PUDLUK: Mr. Speaker, I have a good reason to make a motion to report progress. I wonder if I could get unanimous consent to move back to Item 10, notices of motion?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Are there any nays?

---Agreed

MR. SPEAKER: Mr. Pudluk, you have unanimous consent. Go ahead.

ITEM 10: NOTICES OF MOTION

Notice Of Motion 8-85(3): Air Tax

MR. PUDLUK: Thank you very much. (Translation) I will be speaking in Inuktitut. I will just read the paragraph: Now therefore, be it resolved that the Legislative Assembly of the Northwest Territories hereby requests the federal government to rescind the nine per cent tax as it applies to air travel to, from and within the Northwest Territories, and to reinstate the thirty dollar maximum for this region of Canada.

---Laughter

MR. SPEAKER: We are on Item 10, notices of motion.

MR. PUDLUK: Oh, I forgot. I was just making a notice that I would be so moving it on October 25th, Friday, 1985. Thank you.

---Laughter

MR. SPEAKER: Agreed. Item 12, motions. Are there announcements from the floor? Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a meeting of the standing committee on finance tomorrow morning at 9:30. There will be a meeting of the special committee on housing at 11:00 tomorrow morning.

ITEM 18: ORDERS OF THE DAY

Orders of the day for Thursday, October the 24th, 1985.

1. Prayer
2. Members' Replies
3. Ministers' Statements
4. Oral Questions
5. Written Questions



6. Returns
7. Petitions
8. Reports of Standing and Special Committees
9. Tabling of Documents
10. Notices of Motion
11. Notices of Motion for First Reading of Bills
12. Motions
13. First Reading of Bills
14. Second Reading of Bills
15. Consideration in Committee of the Whole of Bills and Other Matters: Bill 3-85(3); Bill 7-85(3); Motion 1-85(3)
16. Report of Committee of the Whole
17. Third Reading of Bills
18. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. I will have a paper sent around tomorrow asking every Member whether or not they are going to reply to the Commissioner's Address and give us a rough estimate of the time they are going to require so that I can set the hours for this weekend if I am to try and do as the House has directed -- complete the business of the House by Monday. Without some knowledge of how long we are going to be on replies I really do not know so please give this some thought so that you can put down a reasonably accurate figure tomorrow morning when the paper is passed around. This House stands adjourned until Thursday, October 24th, at 1:00 p.m.

---ADJOURNMENT

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