



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
DEBATES

2nd Session

9th Assembly

Official Report

THURSDAY, FEBRUARY 21, 1980

Pages 642 to 687

Speaker: The Honourable Robert H. MacQuarrie, M.L.A.

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

SPEAKER

The Honourable Robert H. MacQuarrie, M.L.A.
P.O. Box 2895
Yellowknife, N.W.T., X0E 1H0
(Yellowknife Centre)

The Honourable George Braden, M.L.A.
P.O. Box 583
Yellowknife, N.W.T.
X0E 1H0
(Yellowknife North)
(Minister of Economic Development
and Tourism)

The Honourable Thomas H. Butters, M.L.A.
P.O. Box 1069
Inuvik, N.W.T.
X0E 0T0
(Inuvik)
(Minister of Education and of Justice
and Public Services)

The Honourable Arnold J. McCallum, M.L.A.
P.O. Box 454
Fort Smith, N.W.T.
X0E 0P0
(Slave River)
(Minister of Social Services
and of Health)

The Honourable Richard W. Nerysoo, M.L.A.
General Delivery
Yellowknife, N.W.T.
X0E 1H0
(Mackenzie Delta)
(Minister of Renewable Resources)

The Honourable James J. Wah-Shee, M.L.A.
P.O. Box 471
Yellowknife, N.W.T.
X0E 1H0
(Rae-Lac la Martre)
(Minister of Local Government)

Mr. Kane E. Tologanak, M.L.A.
Coppermine, N.W.T.
X0E 0E0
(Central Arctic)
(Deputy Speaker)

Mr. Dennis G. Patterson, M.L.A.
P.O. Box 262
Frobisher Bay, N.W.T.
X0A 0H0
(Frobisher Bay)
(Deputy Chairman of Committees)

Mr. Tagak E.C. Curley, M.L.A.
Rankin Inlet, N.W.T.
X0C 0G0
(Keewatin South)

Mr. Ludy Pudluk, M.L.A.
P.O. Box 22
Resolute Bay, N.W.T.
X0A 0V0
(High Arctic)

Mr. Moses Appaqaq, M.L.A.
General Delivery
Sanikiluaq, N.W.T.
X0A 0W0
(Hudson Bay)

Mr. Mark Evaluarjuk, M.L.A.
Igloodik, N.W.T.
X0A 0L0
(Foxe Basin)

Mr. Robert Sayine, M.L.A.
General Delivery
Fort Resolution, N.W.T.
X0E 0M0
(Great Slave East)

Mr. Joe Arlooktoo, M.L.A.
Lake Harbour, N.W.T.
X0A 0N0
(Baffin South)

Mr. Peter C. Fraser, M.L.A.
P.O. Box 23
Norman Wells, N.W.T.
X0E 0V0
(Mackenzie Great Bear)

Mr. Nick G. Sibbeston, M.L.A.
P.O. Box 560
Fort Simpson, N.W.T.
X0E 0N0
(Mackenzie Liard)

Mr. James Arreak, M.L.A.
Clyde River, N.W.T.
X0A 0E0
(Baffin Central)

Mr. Bruce McLaughlin, M.L.A.
P.O. Box 555
Pine Point, N.W.T.
X0E 0W0
(Pine Point)

Mrs. Lynda M. Sorensen, M.L.A.
P.O. Box 2348
Yellowknife, N.W.T.
X0E 1H0
(Yellowknife South)

Ms. Nellie J. Cournoyea, M.L.A.
Box 1184
Inuvik, N.W.T.
X0E 0T0
(Western Arctic)

Mr. William Noah, M.L.A.
P.O. Box 125
Baker Lake, N.W.T.
X0C 0A0
(Keewatin North)

Mr. Donald M. Stewart, M.L.A.
P.O. Box 1877
Hay River, N.W.T.
X0E 0R0
(Hay River)

OFFICERS

Clerk
Mr. W.H. Remnant
Yellowknife, N.W.T.
X0E 1H0

Clerk Assistant
Mr. P.F. de Vos
Yellowknife, N.W.T.
X0E 1H0

Sergeant-at-Arms
Major D.A. Sproule, C.D. (SL)
Yellowknife, N.W.T.
X0E 1H0

Deputy Sergeant-at-Arms
Captain H.L. Mayne, C.D. (Ret'd)
Yellowknife, N.W.T.
X0E 1H0

LEGAL ADVISOR

Mr. S.K. Lal
Yellowknife, N.W.T.
X0E 1H0

TABLE OF CONTENTS

21 February 1980

	<u>PAGE</u>
Prayer	642
Questions and Returns	642
Tabling of Documents	643
Notices of Motion	643
Motions	644
Consideration in Committee of the Whole of:	
- Bill 1-80(1) Appropriation Ordinance, 1980-81	646
Report of the Committee of the Whole of:	
- Bill 1-80(1) Appropriation Ordinance, 1980-81	686
Orders of the Day	687

YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, FEBRUARY 21, 1980

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Ms. Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Hon. Arnold McCallum, Mr. McLaughlin, Hon. Robert H. MacQuarrie, Hon. Richard Nerysoo, Mr. Patterson, Mr. Pudluk, Mr. Sayine, Mr. Sibbeston, Mrs. Sorensen, Hon. James Wah-Shee

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Robert H. MacQuarrie): Item 2, oral questions.

Item 3, questions and returns.

ITEM NO. 3: QUESTIONS AND RETURNS

Are there written questions? Mr. Patterson.

Question 71-80(1): Socio-Economic Development, Arvik Development
On Cornwallis Island

MR. PATTERSON: Yes, Mr. Speaker. This is a question to the administration. Has the Government of the Northwest Territories been given responsibility by the Department of Indian and Northern Affairs for negotiation on its behalf of socio-economic conditions surrounding the Arvik development of Cominco on Little Cornwallis Island? If so, what department of the Northwest Territories government or group has been given responsibility for this task and what plans are there to involve concerned native organizations, communities and this Assembly in the negotiation of a socio-economic agreement with Cominco?

MR. SPEAKER: Thank you. Other written questions? Returns from Ministers.
Hon. Mr. Butters.

Return To Question 66-80(1): Water For Cape Dorset School

HON. TOM BUTTERS: Mr. Speaker, I have three returns. In response to Question 66-80(1) asked by the hon. Member for Baffin South regarding the water supply for Cape Dorset school. I believe the question deals with the installation of a water line from the community water supply to the school. The Department of Local Government is responsible for utilidors and advises that they are aware of this request and are assessing the cost of this project.

Return To Question 67-80(1): Lake Harbour School

In response to Question 67-80(1) asked by the hon. Member for Baffin South on February the 18th relative to the school at Lake Harbour. The department has not to date any plans to build a new or replacement school in Lake Harbour. There have, however, been discussions with the regional superintendent of Education regarding the need for a portable classroom to be built this summer. Due to the severe restraint on capital spending this project was delayed following discussion with the regional offices in Frobisher Bay.

Return To Question 64-80(1): Drivers' Licences In N.W.T.

A return to Question 64-80(1) asked by the hon. Member for Foxe Basin on February 16th relative to drivers' licences. Drivers' licences issued by the provinces/territories of Canada vary in respect to the term for which a licence is valid. Four jurisdictions, including the Northwest Territories, issue one year drivers' licences while the rest issue licences for terms ranging from two to five years. It is anticipated that the Northwest Territories will change to a multiyear licence when our records become computerized. This eliminates an elaborate manual filing system which is required in order that notices can be forwarded to those whose licence is coming due for renewal.

Then, Mr. Speaker, there is a list of the provinces, the renewal fee for drivers' licences and the length of terms for which such licences are issued.

<u>Province</u>	<u>Renewal Fee</u>	<u>Term of Licence</u>
British Columbia	\$ 5.00	5 years
Alberta	10.00	5 years
Saskatchewan	3.00	1 year
Manitoba	3.00	2 years
Ontario	2.00	1 year
Quebec	6.00	1 year
New Brunswick	10.00	2 years
Nova Scotia	6.00	3 years
Prince Edward Island	10.00	5 years
Newfoundland	15.00	3 years
Yukon	9.00	3 years
Northwest Territories	5.00	1 year

MR. SPEAKER: Thank you, Hon. Mr. Butters. Other Executive returns? If there are no others, we will move to petitions.

Item 4, petitions.

Item 5, tabling of documents.

ITEM NO. 5: TABLING OF DOCUMENTS

Mr. Patterson.

MR. PATTERSON: Mr. Speaker, I wish to table two documents. Tabled Document 8-80(1): Rock Point Community School: An Example of a Navajo-English Bilingual Elementary School Program. The other is Tabled Document 9-80(1): Report Re Observations Respecting the State of Juvenile Delinquency and Related Problems in Selected Areas of the Northwest Territories.

MR. SPEAKER: Other documents to be tabled.

Item 6, reports of standing and special committees.

Item 7, notices of motion.

ITEM NO. 7: NOTICES OF MOTION

Mrs. Sorensen.

Notice Of Motion 21-80(1): Drury Report

MRS. SORENSEN: Thank you, Mr. Speaker. Mr. Speaker, I wish to serve notice that on Monday, February 25th, I will move the following motion: Now therefore, I move that this Assembly request, through the Executive Committee, that the Prime Minister of Canada release and table the Drury report in this House before the second session of the Ninth Assembly adjourns.

MR. SPEAKER: Notices of motion. Mr. Patterson.

Notice Of Motion 22-80(1): Canada Works Program

MR. PATTERSON: Mr. Speaker, I wish to give notice that on Monday, February 25th, I will move: Now therefore, this Assembly strongly urges the federal government and the Minister of Employment Canada to reinstate the Canada works program or its equivalent in the Northwest Territories and further that the Government of the Northwest Territories be consulted before capital projects are approved under the Canada works program. Thank you.

MR. SPEAKER: Other notices of motion. Item 8, motions.

ITEM NO. 8: MOTIONS

Motion 20-80(1), NTCL's Operations on the Bear River. Mr. Fraser.

Motion 20-80(1): NTCL's Operations On The Bear River

MR. FRASER: Mr. Speaker, Motion 20-80(1), NTCL's Operations on the Bear River:

WHEREAS NTCL, Northern Transportation Company Limited, is scheduled to cease operations on the Bear River and Great Bear Lake at the end of the 1980 shipping season;

AND WHEREAS their camp and facilities on the Bear River will no longer be required by NTCL;

AND WHEREAS there is considerable local interest in the Bear River camp as a possible tourist camp;

NOW THEREFORE, I move that the administration be requested to: (a) determine NTCL's plans with regard to the Bear River camp; (b) indicate to NTCL that local persons or groups may be interested in acquiring the camp; and (c) be of assistance in facilitating a transfer of ownership.

It is seconded by my friend from Slave River.

MR. SPEAKER: It has been duly moved and seconded. To the motion, Mr. Fraser.

MR. FRASER: Mr. Speaker, for some years now NTCL has been threatening to cease operations on the Bear River. They have a legitimate reason, I believe, due to the shallow water in the Bear River, it is pretty well impossible to navigate with any kind of a payload, and I believe that the NTCL has been losing money every year because of this operation.

The only major settlement they are supplying is Fort Franklin. They are hauling ore out of Echo Bay Mines in the summertime and I do not think it is too much either, I think most of their ore goes out in the winter by truck. However, I heard rumours that NTCL were going to go in and demolish the equipment and the buildings they had located at Bear River and Franklin Landing. The reason I have made this motion is so that they do not abolish these camps but look into the possibility of local people from Fort Franklin who at present have a fishing licence to bring in tourists fishing into Bear Lake, they could maybe utilize the camp at Franklin Landing which is just about eight miles from the settlement. The camp at Bennett Field is 35 miles out of Fort Norman and it also could be used as either a naturalist lodge or a fishing lodge. There is good fishing right in the river itself, and some of the surrounding lakes. There is a 1500 to 2000 foot gravel runway which would take very little or no maintenance at all. I was thinking that maybe they could get together with Economic Development and see if maybe we could get

this camp, or get the buildings and maybe the possibility of having someone from the settlements who would be interested in taking over the operations of a small scale commercial fishing, tourist fishing, whatever you want to call it.

Reason For The Motion

The administration I believe is working on this motion, once I made notice of it and I have some of the answers, Mr. Speaker, but the reason for this motion, I wanted it for the record, to make sure that nothing like this happened, that they just run over the camp with bulldozers like some of the government agencies are fond of doing. I am sure we could make use of those camps for some of the people in the settlements who are interested. Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Braden.

HON. GEORGE BRADEN: Thank you, Mr. Speaker, I would like to speak in support of this motion. Unfortunately I do not have more detailed comments to provide to the Member and to the House on some of the questions that he has raised in the motion. However, I believe that the hon. Member's remarks have indicated the potential which this particular facility offers in his riding, and also he has raised a significant point regarding the manner in which crown corporations and other government agencies dispose of assets that they have in the Northwest Territories. I would like to give my assurances right now to the Member that I will be following this up with him and with the people at NTCL and in his constituency in the future. Thank you.

MR. SPEAKER: Are there other comments on the motion?

SOME HON. MEMBERS: Question.

MR. SPEAKER: The question is being called. Are you ready for the question? It has been duly moved and seconded that the administration be requested to (a) determine NTCL's plans in regard to the Bear River camp; (b) indicate to NTCL that local persons or groups may be interested in acquiring the camp; and (c) be of assistance in facilitating a transfer of ownership.

Motion 20-80(1), Carried

All of those in favour of that motion please indicate by raising your hands. Those who are opposed please raise your hands. The motion is carried.

---Carried

Are there other motions? Is it agreeable to Members then that we resolve into committee of the whole?

---Agreed

Item 9, consideration in committee of the whole of bills, recommendations to the Legislative Assembly and other matters.

ITEM NO. 9: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATIVE ASSEMBLY AND OTHER MATTERS

This House will resolve into committee of the whole to discuss those items on the order paper, with Mr. Patterson in the chair.

---Legislative Assembly resolved into committee of the whole for consideration of Sessional Paper 1-80(1): Aboriginal Rights and Constitutional Development in the Northwest Territories; and Bill 1-80(1): Appropriation Ordinance, 1980-81, with Mr. Patterson in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER SESSIONAL PAPER 1-80(1): ABORIGINAL RIGHTS AND CONSTITUTIONAL DEVELOPMENT IN THE NORTHWEST TERRITORIES; AND BILL 1-80(1): APPROPRIATION ORDINANCE, 1980-81

THE CHAIRMAN (Mr. Patterson): The committee will come to order to consider Sessional Paper 1-80(1): Aboriginal Rights and Constitutional Development in the Northwest Territories. Mr. Wah-Shee, I understand you are sponsoring this paper. Do you have some introductory remarks?

HON. JAMES WAH-SHEE: Yes, Mr. Chairman, I have the honour to submit this document, Sessional Paper 1-80(1): Aboriginal Rights and Constitutional Development in the Northwest Territories and before I proceed I would like to read an excerpt from the document that was recently released, and it goes as follows: There are crucial moments in the histories of peoples as there are in the lives of individuals. Nothing is more natural. To live indeed is to choose and there is no progress without movement, effort or change. To progress one must move ahead and successfully meet the challenges of time. Such crucial moments are rare and perhaps it is better that way since a certain amount of anguish is the inevitable product. Even when a new path that opens a crossroads is more promising than the old, we instinctively tend to exaggerate the pitfalls and a natural fear of change lends an unwanted attraction to the old road where there are no horizons. Here we are, men and women of the Northwest Territories of whatever origin at a crucial moment, a crossroads. After years of debate, constitutional inquiries and reports, the time has come to choose freely and democratically the path of our future.

So, with that I would like to state that firstly it is rather ironic that I should be the one who should introduce a paper recommending to this Legislative Assembly that the hon. Members consider the recommendations of the concept of aboriginal rights. Aboriginal rights and constitutional development should be considered as one related issue. I spent a great deal of my time since 1969 opposing the policies and the programs of the territorial administration and at times it would appear that, at least at that time, I did not really see or feel that the day would come when the native organizations and the Legislative Assembly would come together and establish a serious dialogue. Therefore, it is ironic that I should end up as an Executive Member of the territorial government and also a Member of this Legislative Assembly.

History Of Conflict Between Assembly And Native Organizations

I have been given the task of coming up with a paper which hopefully will change the direction of the Northwest Territories in relation to, not only the constitutional development of the Northwest Territories but also in regard to this Legislative Assembly's attitude and policies in regard to native people. I realize that the brief history of the Legislative Assembly has been one of conflict between the Assembly and the native organizations

and it was not only between this Assembly and native organizations, but it was also a tripartite conflict because the federal government played an important role in taking advantage of the division between the native organizations, even among themselves as native organizations...

---Applause

...and also the division that exists between this Assembly and native organizations. So hopefully what we are trying to strive for is a new mandate, a new direction, a sense of co-operation rather than conflict, that in order for us to progress as a territorial Assembly and as to territorial status, we need the co-operation of those native organizations who do not recognize this institution nor wish to participate. I do not really have to go into the history of the past. I think that most of us present are quite aware of the history of conflict that has existed in the past.

I would hope that this paper on aboriginal rights and consitutional development will achieve a new beginning where we can reach a consensus in regard to the future of the Northwest Territories as a whole and not necessarily particularly only to one region. We as Members, elected Members of the Northwest Territories, have a responsibility to our own constituents. We also have a responsibility to the Northwest Territories as a whole. I would hope that we would face the challenges that face us in regard to what direction we should all go.

Serious Review Of Past Direction

If you read the paper, it recommends that we seriously review our past direction, that we establish a meaningful dialogue with native organizations and that this Assembly has the responsibility of meeting the native people half way. Likewise we expect the native organizations to meet us half way as well. After all, consultation and dialogue is a two way street. It may be uncomfortable for some of us to go as far as recognizing the concept of aboriginal rights and having the consitutional development dealt with as one issue. But, my colleagues, I will have to stress that it is vitally important that those are the necessary ingredients that are required for us to establish a meaningful dialogue between ourselves as Members here, as well as establishing a dialogue between ourselves.

I have already said earlier that my feeling is that we have been taken advantage of in the past, that the federal government is really the agency that should be dealt with because what we are trying to do is, we are trying to work toward and progress as a more responsible government. The federal government on the other hand, has a tendency to want to retain and control the political progress of the Northwest Territories. If we are successful, I would hope that we can unite the various groups in the Northwest Territories and that would be an ideal situation, but that will take concessions on our part, concessions on the part of the other parties that we will be communicating with and hopefully we can cut down on the lack of communication and also hopefully that the Northwest Territories will one day deal with Ottawa as a united force.

---Applause

So, with that, hon. Members, I submit the document, Sessional Paper 1-80(1): Aboriginal Rights and Constitutional Development in the Northwest Territories for your consideration. Thank you.

---Applause

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Wah-Shee. Hon. Mr. MacQuarrie.

Motion That Sessional Paper On Aboriginal Rights And Constitutional Development Be Stood Down

HON. ROBERT H. MacQUARRIE: Mr. Chairman, I will move that debate on this item be now stood down and full debate on the paper be conducted at some future time agreeable to all the Members.

Motion Carried

THE CHAIRMAN (Mr. Patterson): All right. Mr. MacQuarrie has moved that debate on this paper should be stood down for the time being. Is it agreed?

SOME HON. MEMBERS: Agreed.

THE CHAIRMAN (Mr. Patterson): All right?

---Carried

We will now move on to the next item on the order paper and debate the sessional paper, Aboriginal Rights and Constitutional Development at some later point at the convenience of the committee. Where is the order paper? The next item on the order paper on business for the committee of the whole is estimates for the Department of Education. Are you ready, Mr. Butters?

HON. TOM BUTTERS: Just by way of cleaning items up, could we finish Social Services except for the one section that was finished yesterday? Progress was reported.

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters, my understanding of the situation is that the Departments of Health and Social Services have both been discussed as far as we agreed to discuss them, that in both those departments several particular items had been deferred and the final votes have been deferred. My understanding is the discussion on the Department of Health is terminated. Is that the understanding of Members of the committee?

SOME HON. MEMBERS: Agreed.

---Agreed

THE CHAIRMAN (Mr. Patterson): So we are ready to go with the Department of Education, Mr. Butters. Did you wish to make some introductory remarks?

Department Of Education

HON. TOM BUTTERS: Yes, Mr. Chairman. I would like to use this opportunity to speak briefly -- it might not be so briefly, but to speak by way of introduction on the evolution of the current education system in the Northwest Territories. I recollect in the mid 1960's I had on a couple of occasions an opportunity to travel to Alaska where it was my privilege to sit in on discussions of the Alaska Federation of Natives and I was very impressed on those occasions by their ability and the manner in which they debated and conducted the sessions. It was quite obvious that the leaders of the organization had had the benefits of education in higher institutions. In fact a number of them held degrees in more than one or two disciplines. Observing that, I wondered just how long education had been available to the native people of Alaska and learned that the first formal programs came into being in the 19th century, I believe in 1888 and that education in a formal sense has been available to the people of Alaska for almost 100 years. The same cannot be said for the Northwest Territories. I recollect that when I first became associated with the Territories, I believe only 45 per cent of those youngsters who were eligible to attend school were actually in school and had available to them education programs. So, recognizing that, I would like to use this opportunity to look at the history of education in the Northwest Territories.

Mission Era In History Of Education

The first era, if I can use that word, would probably be best described as the mission era which existed from 1770 to 1945. In the 1770's you had the Havens Moravian Society establishing missions among the Labrador Eskimos and commencing a process of education among the people in the region. In 1865, William Carpenter Bompas, later Bishop Bompas, opened a school in Fort Norman to care for orphaned Indian youngsters whose parents had died in the scarlet fever epidemic earlier that year. In 1867 the Sisters of Charity, Grey Nuns, opened a residential school at Fort Providence with an enrolment of 11 children, many of them orphans. In 1876 E.J. Peck, an Anglican missionary taught Eskimos at the mission in Little Whale River with the syllabic script devised for the use of Cree Indians by the Methodist missionary James Evans. In 1894 Peck opened another mission at Blacklead Island in Cumberland Sound and again using as his textbook the New Testament, which had been translated into Eskimo by the Moravians, he introduced reading and writing to the people of Baffin Island. The process used was "each one, teach one" and the use of syllabics became firmly entrenched in the central part of the Eskimo world while in the East, Greenland, and in the West, Alaska and the Canadian Delta, rudimentary education was being carried forward with the use of Roman script.

For the next 50 years the flickering torch of education was kept alive only through the efforts of the missions. Among the settlements where the Anglican church established either residential or day schools are the following; Fort Simpson, Fort McPherson, Hay River, Herschel Island, Shingle Point and this was the first residential school for Eskimos established in 1927, and Aklavik.

The Roman Catholic church through the efforts of the Oblate missionaries, had schools of one kind or another in Fort Smith, Fort Resolution, Fort Simpson, Fort Rae, Fort Providence and Aklavik. Bompas, Fleming, Stringer, Breynat, Faraud and Grollier were only a few of the countless missionaries who served the cause of northern education in its infancy. It has been recorded that the first government grant paid to the Roman Catholic residential school in Fort Providence was at the rate of three cents per pupil per day! After 1900 however, the boarding schools at Hay River and Fort Resolution were receiving a grant of \$72 per pupil per year.

Transition Era 1945-55

The second era might be called the transition era from 1945 to 1955. In 1947, the Department of Mines and Resources built the first federal government school in the North at Tuktoyaktuk and before 1950 schools had been constructed and opened by this department at Fort Smith, Fort Resolution, Fort Simpson, Aklavik and Coppermine in the Mackenzie district, and at Cape Dorset, Coral Harbour, Fort Chimo and Port Harrison, the latter two of which are both in the province of Quebec, in the Eastern Arctic.

In approximately the same period, from 1949 to 1950, the Indian affairs branch of the Department of Citizenship and Immigration built schools at Hay River, Rae, Rocher River, Fort Norman, Fort Good Hope, Fort Franklin and Fort McPherson.

Meanwhile because of the influx of mining personnel and their families, company schools had been opened at Rayrock mines in 1946, Port Radium in 1949 and Discovery-Yellowknife in 1950. It should be pointed out that a one room school was opened in Yellowknife in "the school draw" in 1939 and by 1949 it had developed into a nine classroom school in the new town. This was the first school to be maintained by local taxation assisted by government grants and to be operated by a school board.

In 1953 the Roman Catholic minority in Yellowknife established Separate School District No. 2 with the opening of St. Patrick's School. The administrative organization of education in the North could be dated from 1949 when the first resident government school inspector was posted to Yellowknife. Two years later the position was transferred to Fort Smith where the superintendent of Education for the Northwest Territories made his headquarters until 1969.

Formation Of The NWTTA

A very important advance was made in 1953 when the NWTTA, Northwest Territories Teachers' Association was formed at a government summer school held in Yellowknife. Mention should be made of three interesting educational experiments during this era; the establishment of a school at Maguse River in the Keewatin district in 1949 by the Eskimo Gospel Mission, camp teaching mainly by teachers in the Eastern Arctic and the tent hostel at Coppermine in 1953 which was operated by the Anglican church with government support.

Just about the time the government became involved in school construction, 1949, the per capita grant for pupils in the mission residential schools was estimated at \$500 per year. In the school year 1954-55 there were in northern Canada 19 federal schools, two company schools, two school district establishments and six full time mission day and residential schools. There were 2067 pupils enrolled in these 76 classrooms and they were taught by 92 teachers. The only cost estimate, from the Northwest Territories Commissioner's report for that year, indicated an expenditure for education of some \$226,918.

The Construction Era

The third period might be termed the construction period, covering those years from 1955 to 1960. In April 1955 through an agreement with the Indian affairs branch, the northern administration branch of the Department of Northern Affairs and National Resources accepted responsibility for the education of all children in the Northwest Territories. It is from this date that government direction of northern education really begins. A large construction program was undertaken between 1955 and 1960 and no fewer than 20 schools were established in settlements ranging in size and importance from Frobisher Bay to Reindeer Station. In addition large regional schools and their accompanying hostels were built in the Mackenzie district at Yellowknife in 1958, Fort McPherson in 1958, in Inuvik in 1959 and in Fort Simpson in 1960. By special arrangement most of the large hostels, which were owned and financed by the federal government, were operated under contract by either the Roman Catholic or Anglican church authorities. The only large pupil residence in the Eastern Arctic was the Roman Catholic hostel at Chesterfield Inlet, while the only exception to church operated hostels in the North was Akaitcho Hall, a government run residence in Yellowknife.

In 1956 all mission school teachers had become federal employees and from this date any teacher applying for a job in the Northwest Territories schools was required to have at least senior matriculation standing, one year of teacher training and preferably two years of teaching experience. By 1960 the only remaining mission school in northern Canada was at Repulse Bay. Northern education had become a government concern.

In 1959 to 1960 there were 41 government schools, one company school, two local district schools and one mission school; 4416 pupils and 214 teachers were involved in the education process in 214 classrooms. In spite of the fact that school population...

THE CHAIRMAN (Mr. Patterson): Excuse me, Mr. Butters, but I would like to pass a request from the interpreters to you to slow down.

HON. TOM BUTTERS: Yes, Mr. Chairman. In spite of the fact that school population had been doubled within a five year period, the survey conducted in 1959 showed that less than 40 per cent of the indigenous children were in school. Expenditures on education including schools in Arctic Quebec by Northern Affairs and National Resources in 1960 showed a capital outlay of \$2.2 million and an O and M budget of \$5.3 million.

The Consolidation Period

The period from 1960 to 1965 might be termed the consolidation period. Although more than 100 new classrooms were opened during this period it was largely one of setting in place an educational system. With hindsight, which is always 100 per cent accurate, it is possible to see that in too many instances the southern educational system was imposed on northern schools. For example, English was decreed as the only language of instruction and the much-maligned Dick and Jane readers were introduced into northern classrooms, although they had little relevance to life in the bush or on the tundra.

In Ottawa the education division was established with sections responsible to the chief for curriculum education, vocational training, school administration and school services, which is construction. The operation of the schools was assigned to the district superintendents of the Mackenzie and Arctic districts, located respectively in Fort Smith and Ottawa. In the West, regional superintendents were located at Fort Smith, Yellowknife and Inuvik, while in the Arctic district one regional superintendent, located at Churchill, was responsible for schools in the Keewatin and the other for Baffin Island and Arctic Quebec schools.

Impetus Given To Adult Education And Vocational Training

The impetus given to adult education and vocational training were welcomed by field staff and advances were made in these important educational concerns. In 1964 the Churchill Vocational Centre was opened and during the next ten years over 1200 Inuit young people received academic upgrading and gained vocational skills in that institution.

In 1964 also the apprentice training and occupational certification program was instituted under the supervision of the vocational section of the education division. By the end of the year there were 15 trades available for apprenticeship or certification, and 14 apprentices were registered and 56 occupational certificates had been issued by examination.

In 1978, this program, which is now in the Department of Economic Development, had 394 apprentices working in 25 different trade areas across the Northwest Territories, and 76 tradesmen achieved certification through examination, ten with interprovincial status. In addition, 34 apprentices completed training and were certified as journeyman, 28 of these were interprovincial status.

Employment Of Classroom Assistants

In 1963 a second separate school district was formed in Hay River, but a lack of financial support caused its abandonment in the early 1970's. During this period teacher consultants, at that time referred to as teachers at large, were added to the staffs of the regional superintendents and proved to be extremely valuable in aiding classroom teachers new to the North. A beginning was made in the Eastern Arctic in the employment of young native women as classroom

assistants. Their work with southern teachers proved to be of extreme value, particularly because they spoke the language of the pupils. Today there are over 130 classroom assistants, most of them highly trained and extremely competent, in the schools of the Northwest Territories.

The Northwest Territories financial assistance for higher education was adopted in January of 1963 and in the next academic year 23 students were given grants to cover the costs of tuition fees, textbooks, board and room and return transportation to the nearest accredited university. This plan, though modified over the years, is still in effect and during the 1978-79 academic year 218 Northwest Territories students received assistance toward university education.

The annual report of the education division for 1964-65 showed a total of 64 schools, two mine schools and three district schools enrolling a total of 6907 pupils in 300 classrooms served by 362 teachers and principals. The total expenditures on northern schools were \$1.1 million for capital, and \$8.4 million for operations and maintenance. These school enrolment figures indicate that still only 83 per cent of the school aged population were engaged in learning activities.

Territorial Takeover Of Education

The years 1965 to 1970 saw what might be termed as the territorial takeover in education matters. Although this five year period reflected an increased growth in pupil population and in the size, if not the number of schools, the biggest single event was the assumption of responsibility for education by the Government of the Northwest Territories. In September of 1967 the government moved from Ottawa to the newly designated capital of Yellowknife and by the end of 1970 the Northwest Territories government had completed the transfer of education from the federal government in both the Mackenzie and Eastern Arctic districts. The district superintendent of the Mackenzie was named as the first director of Education for the Northwest Territories and the district superintendent of the Arctic became the assistant director. They organized the department into a number of divisions and recruited new staff to head up curriculum, administration, school services, adult education, vocational education and teaching personnel and staff training. The entire staff of the department, both headquarters and field, embarked on a two year project in which all phases of northern education were closely studied.

Adult education became a viable force in the Northwest Territories during this period with the introduction of the northern housing program in 1966. Teams of adult educators worked closely with the people of all settlements to explain the program and to help nomadic Inuit adjust to living in houses and in settlements.

Introduction Of The Teacher Education Program

In 1968 the Northwest Territories teacher education program was introduced with a one year program plus internship in Northwest Territories schools for young people of Inuit, Metis and Dene background. This was associated originally with the University of Alberta and was later expanded to a two year in-school course punctuated with four month periods of practice teaching in settlement schools. Presently the program is directed entirely by northern educators and a knowledge of native language and culture rather than a high scholastic attainment is the main criterion for admittance. The program now operates in both Fort Smith and Frobisher Bay and post-course work is done at the University of Saskatchewan. Up to 1978, 76 students had completed the course work that leads to a Northwest Territories teachers' certificate.

Kindergarten programs were introduced in the northern schools during this period and by 1970, 27 schools were offering preschool education. In 1968 the Adult Vocational Training Centre, AVTC, commenced its operation in Fort Smith. From its initial course, the training of a small number of heavy equipment operators, until the present, AVTC has continually grown in size and service to the people of the Northwest Territories. Today in addition to a fine new trades complex building, a very sizeable campus has grown up in Fort Smith and AVTC offers many courses in business, education, paramedical training and technical education. Apprenticeship theory is offered at this centre and as well, a great number of AVTC courses put on by travelling instructors are offered throughout the Northwest Territories.

New Look In Northern Education

From 1971 to 1975 there might be described a new look in northern education. Three large schools were opened in the Northwest Territories in 1971. Each one was unique in many respects. Diamond Jenness High School in Hay River, which incorporated the latest in school architecture and design, replaced the Hay River High School which had been built in 1948. The Gordon Robertson Educational Centre in Frobisher Bay, itself a very modern school designed to blend in with the landscape, offered for the first time, high school classes to the residents of the Eastern Arctic. At the same time it offered vocational programs, life skills classes and upgrading opportunities for young people from the surrounding settlements. The Chief Jimmy Bruneau School at Rae-Edzo was the result of combined planning between the Department of Education and the Dene residents of Rae and it became the first school and hostel to be administered by a school society elected by the citizens of a northern settlement.

The Survey Of Education

The survey of education, the result of two years effort, was published in 1972. Its 200 recommendations provided a blueprint for change and progress in the northern educational system. Some of its main recommendations included: (1) The introduction and use of native languages in northern schools where it is the wish of the people. (2) Involvement of and control by the people of the Northwest Territories in the education of their children. (3) The development of curriculum materials which are relevant to the lifestyles and backgrounds of northern pupils. (4) The incorporation of the culture of the native residents into the school curriculum. (5) The determination to rewrite the Northwest Territories Education Ordinance which was promulgated originally in 1956 and to make it reflect education as it is and as it should be in northern Canada.

These objectives were reflected in the first ever made in the Northwest Territories curriculum guide entitled "Elementary Education in the Northwest Territories, Kindergarten to Grade Six" which was published in 1972. The following year "Learning in the Middle Years", a junior high school course of studies, written in co-operation with teachers, parents, native groups and all other interested participants was published. To reinforce the principles of relevancy and involvement the curriculum division produced more than 200 publications, all of them written with the native pupil in mind and a number of them written and illustrated by Dene, Metis or Inuit artists.

Cultural Inclusion Introduced

At the same time a program of cultural inclusion was introduced into all schools and local people became teachers of the culture and lifestyle that was theirs. In 1975, Mr. A.J. McCallum, formerly principal of J.B. Tyrell High School in Fort Smith was appointed by the Executive Committee as the Northwest Territories first minister of Education. Statistics for the years 1974 to 1975 are as follows: An enrolment of 13,974 pupils, teachers numbered 605. O and M expenditures at that time amounted to \$24 million with capital costs rising to \$8.2 million.

The present period, 1976 to 1979. In all human endeavour and perhaps particularly in education the pendulum has a tendency to swing to the extremes. Although the new philosophy and programs calling for more local involvement and a more open system of education brought many benefits to northern schools, they also revealed some weaknesses. It also has been necessary for the Department of Education during this period to give meaning to the guidelines offered in the new curriculum guides and to lend structure and substance to educational ideas and philosophies. The curriculum section, again aided by teachers and parents, developed core curriculums for all subjects and these were distributed in the schools. At the same time this section continued to produce relevant materials and to advance the progress of native language teaching in the schools. In fact one of the highlights of this era was the establishment of a linguistic program section under the leadership of a long-time northern teacher of Inuktitut.

Language Program In Schools

Research in both the Athapascan and Inuit languages is being advanced and progress is being made in offering during the first three years of school, instruction in the mother tongue of the pupil. Concurrently teaching English as a second language, courses are being provided to northern teachers. In 1977 the Education Ordinance was approved by the Legislative Assembly of the Northwest Territories. The final product was the result of three years effort by department officials, Members of the Executive Committee, Members of the Assembly and the northern public generally. The Education Ordinance sets out the new language policy and embodies the principles of local control of education. The present task of the Department of Education has been and continues to be the implementation of this new legislation. While the school population has finally levelled out, much work continues to be done in strengthening in-school programs and continuing to emphasize vocational education, adult education and the extension of grade levels in settlement schools. Almost all aspects of education are showing a constant increase.

It is interesting to note that because of a planned program, enrolment at the pupil residences continues to decline. From a high of over 1400 pupils in hostels in the mid 1960's, the figure for 1978 has dropped to 446. Schools in a greater number of settlements and increasing grade level in the local schools has given more northern children the opportunity to be educated in their home environment. In fact with few exceptions, all present residence students are attending high school. There were 12,766 pupils in the Northwest Territories schools in the 1978-79 school year. Teaching staff numbered 580. Capital costs for that year amounted to some \$10.3 million and the territorial government's O and M budget for Education as approved was \$39 million.

The Purpose Of Education

Many important programs, events and developments have either been omitted or given very short shift in this brief review of 200 years of education North of 60. It is hoped, however, that progress, however slow and sporadic, will be noted in the endeavours made to accomplish the purpose of education as stated by the territorial Department of Education: The purpose of education is to provide for all people opportunity for maximum development of their aptitudes, skills and competencies, along with an understanding and an appreciation of the sum total of human experience. Such development should enable each individual to choose freely between different courses of action in such a manner that he can live a satisfying personal life while discharging his responsibilities as a participating member of a complex society.

Mr. Chairman, I apologize for the very extensive remarks. I think in view of the fact that this debate on Education will be the first one that occurs with the Members of the Ninth Assembly that it is important that the precedents of the current system are repeated and known to Members. So, I thank you all for the patience you have shown me in allowing me to put on the record this summary. The words, the directions are not mine, I must admit. When I became Minister of Education this was one of the questions I asked myself, because to depend on where you are and where you are going, one must know from whence he has sprung. In asking that question of myself I approached many of the educators of the past 20 years having responsibility for Education to advise me of their thoughts. I communicated with Bergie Thorsteinsson. I communicated with Bernard Gillie and I communicated with Norm Macpherson who preceded the present Deputy Minister, Mr. Brian Lewis in that office and responsibility. The material I have just provided you comes from the mind and the research of Mr. Macpherson and to him I am very gratefully indebted, and I think that Members will also find the summary he has provided us of great value before proceeding into the discussions that will now take place on the budget of this department.

---Applause

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Butters. I will now open the floor to general comments and questions. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, with the indulgence of the committee I would like to shift a lot of paper over to the desk under the light there, at which desk I might be able to avail myself of the wisdom and experience of the Deputy Minister for the department, Mr. Brian Lewis. So if you would give me an opportunity to move all my junk and ask the Assembly if it might permit Mr. Lewis to join us, I would be most grateful.

THE CHAIRMAN (Mr. Patterson): Is it agreed?

---Agreed

Please come forward, Mr. Lewis. I would remind Members of the committee that this is a time for general comments and questions. If you have a specific question please save it for the detailed consideration of the estimates. This is an opportunity for general observations or general questions about the philosophy of education as a whole. While we are waiting for Mr. Butters to get settled, could I remind Members of the standing committee on finance, or announce to Members of the standing committee on finance that they are due to meet during the coffee break in room 303. That is at the 2:30 coffee break. Now, are there any general comments or questions? Yes, Mr. Butters.

Supplementary Estimates Built Into Budget

HON. TOM BUTTERS: Just to confirm that we are all working from the same documents. We will be looking at I expect, the last item in the book, the budget book and in conjunction with that I expect Members will be referring to what you might call the detailed backup and I believe Education is the last item in that book and I would like to also consider, if possible, the supplementary appropriations in conjunction with this item since the Education supplementary estimates contained in that book, are reflected and built into this budget.

THE CHAIRMAN (Mr. Patterson): Mr. Butters, with regard to the supplementary estimates, I am informed that unless the committee agrees, since they are not on the order paper and have not been brought before the committee of the whole, it probably would not be in order for us to discuss them. Does the committee agree we should also discuss the supplementary estimates for Education while we are dealing with the Education department?

SOME HON. MEMBERS: Nay.

THE CHAIRMAN (Mr. Patterson): I heard several nays. Mr. Butters.

HON. TOM BUTTERS: I appreciate that but I would repeat that the supplementary amount that is reflected in that supplementary estimate book has been built into the budget you are going to be considering. So, whether the Assembly refuses to bring it forward or not, you will still be considering those figures. This, I believe, is the first time that the supplementary items of a fiscal nature have been incorporated into the main budget book. This is a good thing because in the past, when supplementary estimates were considered and approved, they were not included in the base of the departments, in their overall budget allocation.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Butters, I appreciate those sentiments but I have not got agreement from the House to go ahead with supplementary estimates so I do not think it is in order for us to do that at this time, but, of course, that does not prevent us from moving on to that item later. Are there any general questions or comments on the Department of Education? Mr. Appaqaq.

Letter From Sanikiluaq

MR. APPAQAQ: (Translation) I would like to make a small comment. I was given something to say from Sanikiluaq. I was given to present to the Assembly, and I do not really know how I should go about it, this letter, but if someone knows would they please correct me on it. I would like to be interrupted if I am wrong but they wrote a letter to me.

THE CHAIRMAN (Mr. Patterson): Mr. Appaqaq, does that letter concern education?

MR. APPAQAQ: (Translation) It has something to do with the Inuktitut language education but in the way of instruction in Inuktitut -- how do you speak it?

THE CHAIRMAN (Mr. Patterson): Mr. Appaqaq, I think the proper procedure is if you want to distribute a letter to Members of the House you can give it to the Clerk's office and it will be reproduced and translated if it needs translation, and you could table it any day when the subject tabling of documents comes up. If you want to discuss the subject of the Inuktitut language generally, now, of course, this is the time to do it, but if you want to table your letter, I suggest you see the Clerk and do that tomorrow afternoon.

MR. APPAQAQ: (Translation) There is too much, but I think perhaps this should be translated into the English language first before I introduce it to the House.

THE CHAIRMAN (Mr. Patterson): There will be no problem in doing that, Mr. Appaqaq. Mr. Butters.

HON. TOM BUTTERS: By the way of being helpful, if it is short, the Member might read the letter into the record and this way we might be able to quickly deal with it.

THE CHAIRMAN (Mr. Patterson): Is it agreed?

SOME HON. MEMBERS: Agreed.

THE CHAIRMAN (Mr. Patterson): If the letter is short, Mr. Appaqaq, would you like to read it into the record?

MR. APPAQAQ: (Translation) It is quite lengthy, five pages I think. Perhaps after it gets translated into English I could distribute it to the Members.

SOME HON. MEMBERS: Agreed.

---Agreed

THE CHAIRMAN (Mr. Patterson): That might be best, Mr. Appaqaq. Yes, Mr. McLaughlin.

MR. MCLAUGHLIN: I was going to suggest that if Mr. Appaqaq wanted to briefly address the question related to that he could, but I think due to the length of the letter it would probably be more satisfactory to him to do it the other way, thank you.

THE CHAIRMAN (Mr. Patterson): Are there any other general questions or comments on Education? Yes, Mrs. Sorensen.

Comments From The Standing Committee On Finance

MRS. SORENSEN: Thank you, Mr. Chairman. I do have a couple of comments that I would like to make on behalf of the standing committee on finance. The first one concerns the handling of the fiscal restraint by the Department of Education back in September and October. We were not pleased with the communications that went out into the regions stating that education in the region had to get rid of staff through attrition. The impact was felt very greatly by the Assembly when we met in November and of course, perhaps that is why restraint was handled in that way. It was a very political way and I guess that that has to be recognized. We were not pleased with the way that the communiques went out without consultation with the union, the Northwest Territories Teachers' Association, without consultation with the MLA's who had just been elected in the regions, and I do not know whether there had been consultation with the Executive Committee or whether the Executive Committee had directed it be handled in that way, but generally we were not pleased. We certainly do not want to see it handled in that way again.

The other matter that we would like to bring forward was the fact that each Member on the standing committee of finance indicated during our meeting in December very deep concerns about the education system in the Northwest Territories. Very briefly some of the concerns were, and I maintain they still are: The low attendance rates in some communities; the increasing dropout rates that we are experiencing in all parts of the North; the increasing population of young people who will be looking for wage employment and therefore will be depending upon the educational system to help them get good jobs; the language of instruction; the cultural aspect of education; the need for northern teaching staff; the degree of parental and community involvement; the low number of native graduates from the educational system and the low number of native

students graduating from university and vocational schools. Now, there were many more concerns and I am sure you are going to hear them today.

Need To Review Philosophy Of Education

We did recommend in our address, in our recommendations to the Assembly during this session, that this House spend some time discussing the philosophy of education as a means of taking that first step towards solving what we see as a very real and very urgent issue in the North. In addition, Mr. Butters, in your opening remarks you stated that over the years the pendulum has swung back and forth in education and that perhaps it has gone overboard in some cases, but we feel that the time has come for an evaluation of the education system, whether that be a formal review or just simply a review in this House to bring to your attention some of the concerns of all the Members. I am not sure what will happen, but I think it is very important that this House address the issue from a philosophical point of view and not so much the numbers in this book. Thank you.

THE CHAIRMAN (Mr. Patterson): Thank you, Mrs. Sorensen. Do you wish to respond, Mr. Butters?

HON. TOM BUTTERS: No, Mr. Chairman. I welcome the comments of the Member and I also welcome her indication that there will be a great deal of discussion on the philosophy of education. I think that not only does the Department of Education welcome this and will seek to respond to it, but I believe the people of the Northwest Territories will be interested in what is said here in the days ahead. I must also acknowledge that the recommendations of the standing committee on finance as they pertain to education were most welcome and I must say most operative in encouraging me to ensure, to the best that I was able, that the current levels of education programs and education levels in the Northwest Territories would be maintained.

I recognize too, that such maintenance will require the evaluation that the hon. Member from Yellowknife South has indicated and already in every way that is possible to me I have, in communication to local education authorities, informed them that such a re-evaluation is necessary. I believe that I have also communicated this objective to the president of the NWTTA in informal discussions, that the people of the Territories will expect to see such a re-evaluation of education carried out, not only at the administration level, at the community level, but at the professional level as well.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Butters. I think it is time for a break for tea, Mr. Sibbeston, if you can hold off. Yes, Mr. Butters.

HON. TOM BUTTERS: Maybe the Member might address his question before we go.

THE CHAIRMAN (Mr. Patterson): Do you want to give us some food for thought during our break, Mr. Sibbeston, or can you wait?

MR. SIBBESTON: Later.

THE CHAIRMAN (Mr. Patterson): We will break for 15 minutes for tea and the finance committee is reminded of their meeting in room 303.

---SHORT RECESS

THE CHAIRMAN (Mr. Patterson): The committee of the whole will come to order resuming discussion on the Department of Education. Mr. Sibbeston, you said you had something to say.

Budget Situation Of Department Of Education

MR. SIBBESTON: Mr. Chairman, I was going to ask Mr. Butters exactly what the situation now is. You will recall last fall there was a lot of concern that the government had to cut money from its program and Education was one of the departments that was really going to be hit. Since then I know that there has been a supplementary amount of \$3.9 million given to the territorial government to cover the deficit for this year. I am just wondering what is the situation in this budget? I notice there is an increase in the overall amount from last year. Does that mean that the present programs that the Education department has will continue and that there will not be any cuts at all or any cutbacks at all in certain programs?

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, if the budget that is before Members and the supplementary estimate that will soon be before Members receives the approval of the House, the programs that are currently in place will be carried forward at what might be described as a 1979-80 level. There could be minor cuts in small areas, but generally the answer to the Member's question is yes, there will be a continuation of current programs funded at current levels.

THE CHAIRMAN (Mr. Patterson): Mr. Sibbeston.

MR. SIBBESTON: Does the Minister anticipate that the same thing that happened to the government and to the department this past fall may happen again some time later on in the 1980-81 fiscal year where you find out toward the end of the fiscal year that you are going to be short of money because of maybe high energy costs or any other thing like this? Do you anticipate that this is going to be enough and that you may not need any supplementary funds?

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, my understanding in putting this budget before Members is that it should permit the department to provide the existing level of programs to the communities of the North throughout 1980-81 at approximately current levels.

THE CHAIRMAN (Mr. Patterson): Supplementary, Mr. Sibbeston.

MR. SIBBESTON: I have a supplementary question and this deals with -- perhaps there may not be a problem in this fiscal year but in future years, if ever there is a need to cut back on programs, I am just wondering whether it will be possible for the department to seek the advice of legislative Members so that we can have input into what, if anything, has to be cut.

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

Salaries Are An Unknown Factor

HON. TOM BUTTERS: Mr. Chairman, I would like to go back for a moment to a portion of the Member's previous question. As probably the committee is aware, there is one unknown factor at the present time relative to the next fiscal year and that is the salaries that will be paid for a portion of the year. I think Members realize that negotiations are currently proceeding between the NWTTA and the Government of the Northwest Territories or an agent who is representing the Government of the Northwest Territories, so obviously

those negotiations are going ahead and the end result may not be known for days, weeks or months. I do not know, but that is an unknown factor which is impossible to calculate at this time.

With regard to the question most recently asked, if I am responsible for the department I will do everything that I can to ensure that there is a much greater involvement than did occur during the last four months of 1979. I think that there is some excuse for the manner in which that was done. The senior departmental people did not make the cuts arbitrarily. They made the cuts because they were told to make the cuts. With the change of government as it were, with the election on October 1, 1979, and the new Members coming to the Assembly and the new Members forming part of the standing committee on finance and the new Members going into the Executive Committee, there obviously was a lack of communication. In many instances probably communication that should have occurred did not occur and I think that in the months ahead and in the weeks ahead that that situation will not be so critical as it was. I feel the communication will improve between the Executive Committee and Members relative to their various and particular responsibilities. I do not know if that answers the Member's question, but I do advise him that I will do everything I can to ensure that communication takes place.

THE CHAIRMAN (Mr. Patterson): Mr. Arlooktoo.

Teaching In Inuktitut

MR. ARLOOKTOO: (Translation) Mr. Chairman, I would like to ask for my constituents if when the school starts again in September they will not be teaching in Inuktitut. I would like to get an answer to that, getting some assistance from the government to teach -- in Lake Harbour they are not teaching Inuktitut. They are only teaching English. We might work something out and we probably will be coming around to discussing this today so that they can be teaching Inuktitut.

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I am not personally aware of the decision to cease such a program. Everything that I have learned during my short time with the department is that there is a requirement, an obligatory requirement to teach in the language if the resources are available to us and to teach the language if such teachers are available to the community. So I would believe that we would look favourably on seeing such programs being carried on in the new school year. I will address myself to this matter in an attempt to ensure that this does occur.

THE CHAIRMAN (Mr. Patterson): Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Mr. Chairman, I do not have anything more to say, but I would like to ask the same question which Mr. Arlooktoo has been asking. I know while we are on education and I do not know anything about education because I never had any education. First I would like to say the students are stopping before the school year is over. You probably know this because you are working on education. Why do students stop school, because we have to have something to think about in the future? Also the students who are in school right now do not have much of a future because employment opportunities are pretty scarce around the Northwest Territories. If they do not go to school they will be working and kids attend school, Northwest Territories schools in our district to age 15. You will never be able to

get a job after you get your education and as you probably know, there are not too many job opportunities and dropouts do not have much of a future left to them. You probably can inquire from members of the school board and my constituents are against education, the way I talk, which is a problem. We want them to have a good education in English and you probably know that there are two teachers who quit, stopped teaching. The school teachers are underpaid and we want the kids to have a good education.

Importance Of Learning English

Also we want the little kids taught English and also as you probably know there are lots of them and when they grow up there are not too many job opportunities without English. Why, in the North where it is very cold, do we not get too many teachers to teach us how to survive? We have requested teachers who will teach in Inuktitut, teachers who work in the region, even if they do not have any education. With grade 12, you can teach somebody else if you want to. We, the people, would also like the teachers to know how to go out on the land but we are short of finances. We only have \$28 for each child and that seems to be to prevent a kid from trying. You keep telling us that you would like us to teach our children, but you cannot seem to recognize it either. If we tell you we have teachers then you would probably tell us they are not teachers, that is, if you do not give them those certificates.

I would like to ask, or I am going to ask the same question, the same question I asked before. How much money is there to assist with Inuktitut, to teach in the Inuktitut language? Also I would like to ask again about the time when we passed the Education Ordinance, when we did not even want to approve it, we saw a note in the ordinance that says that a child has to start going to school at the age of six. This year we received a letter, probably from the Minister of Education stating that the children have to go to school from the age of six up to 13. It says you have to go to school and I do not like it because in the settlements, the education committee sets its own rules like, say, from six up until -- I should ask first though, do you want them all taught in English or do you want, say, grade two to be taught in Inuktitut and grade four in English? If there is an ordinance stating that a student can have the option of whatever education he wants I think that would be very good. So, if you do not let your child go to school between six and 16 then Education will make you pay ten dollars for leaving and there should be another ordinance putting it the other way.

Financial Support For Adult Educators

I have also heard that the adult educators will probably have to quit, probably have to be laid off because of lack of financial support. I would like to say that I think they are helping, and I do not really know about the other communities, but in my community the adult educators are really helping the people. If it is true that they are being laid off I do not agree with it. That is my concern, what I have just said and maybe some day I can say more about education if there is something I feel I must speak on. Thank you.

THE CHAIRMAN (Mr. Patterson): Do you wish to respond, Mr. Butters?

HON. TOM BUTTERS: Obviously, Mr. Chairman, I cannot address all the concerns the hon. Member from Foxe Basin has raised. He suggested that this government or I, may see him as being critical of education and education programs but this is not the case. The concerns and questions he has raised are the concerns and questions of a concerned parent, and I think we all understand and we share the concerns and questions he has raised.

However, the answers are a little bit more difficult. I do not know what they are. I am hoping that as I serve in this portfolio I will address those questions and those concerns to the local education authorities. I hope that in many cases the local education authorities will assist this government and this department in providing answers for those questions.

Now, those questions are basic to what education is all about, and where education is going, especially in the small communities, the communities which the hon. Member represents, and many, many like them in the Northwest Territories. I have heard his concerns raised around Great Slave, I have heard his concerns raised along the river, I have heard his concerns raised in the Western Arctic so I know they are generally shared by many parents throughout the Northwest Territories.

Student Initially Learns Best In Own Language

I would just like to respond with regard to the question, and I think the Member said, do you want the students to be taught in English? I think one recognizes from experiences around the world in intercultural relationships that the student learns best, learns most quickly, if he is taught initially in the language he speaks and understands and lives with. I think this is what the Education Ordinance that we passed in 1977 recognized also. Obviously, although the ordinance has recognized that objective, we are not able to obtain or yet approach that objective because basic to the attainment of that objective, is having in the classroom, teachers who also speak, understand and think in that language of instruction. Because of that, -- I think, Mr. Chairman, the hon. Member will recall a joint representation made by himself and a former member of this House, Mr. Kilabuk, to obtain a teacher education program in Frobisher Bay. I think the Member will also recall that even though that program was not contained in the estimates that were before us at that time, the program was put into place. I believe that the supplementary estimates at this time will ask the approval of this House, to give to the government approval for going ahead on that program and for recognizing that that program was basic and most important to attain the objectives that the hon. Member suggests.

So, the answer basically is that we are attempting to provide in the Northwest Territories a bilingual education system which recognizes that the people of the Territories have as their mother tongue five, six, or eight different dialects and are trying to recognize and give all those dialects the equal attention they deserve. Again, I plead it will take time, it will take the training of native teachers and while we are moving toward that objective there is still a long way to go.

Adult Education Programs Will Carry On

There was one other question asked by the Member relative to adult education. The answer in this case is similar to that I provided to the hon. Member for Mackenzie Liard. Programs that are currently in place will remain in place and so your adult education programs will not be cut. There may be during the time, there may be a different approach to providing adult education, and possibly that different approach might be examined when we come to that particular section in the budget debate. If I have ignored any of the concerns raised by the hon. Member I am sorry, I do not do this intentionally and would respond if he might underline any which he feels I have neglected.

THE CHAIRMAN (Mr. Patterson): Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) I think I understand all these answers Mr. Butters gave to me but I would like to ask one more question. We are trying to become an education society going into the 1980's and I want to know if that is going to be approved or will we be able to become a society this year? I want to know if I could have an answer on this. Thank you.

THE CHAIRMAN (Mr. Patterson): Mr. Butters.

Igloolik Attains Society Status

HON. TOM BUTTERS: Mr. Chairman, I believe I have indicated on a letter has been sent to the local education authority that approval of the request of the Igloolik local education authority for society status has been recognized. I think it is effective April 1, 1980. I believe there will be some discussions with regional staff and some staff from Yellowknife and I believe those discussions will be carried on next week, with staff going to Igloolik on Monday to discuss the budget of the society.

I would just like to add one further comment, and that is that I believe that many Members of the Executive Committee, or all Members have been invited to attend the Baffin Regional Council meeting in Igloolik in the latter part of March and I intend to avail myself of that opportunity. I would hope that during the occasion of my visit to Igloolik I will have an opportunity to sit down with both the Member and members of the local education authority and discuss with them their concerns more particularly and more personally.

THE CHAIRMAN (Mr. Patterson): Mr. Fraser.

MR. FRASER: Thank you, Mr. Chairman. My concern is we are still on general comments, are we, Mr. Chairman?

THE CHAIRMAN (Mr. Patterson): Yes.

MR. FRASER: My concern with the Education department is that they have some sort of a student exchange budget set up within the department and I would like to know how that budget is distributed. Is it first come first served or is it each region gets so much of the money? It seems to me we put in for a small amount of money for a student exchange and we were not able to get any. Now, I do not know if this budget still exists but it seems to me I read in the paper not too long ago where they had some type of a student exchange out of Yellowknife and we put in before Christmas for some funds to do a student exchange and there was no money left. I would like somebody from Education to explain just how this budget is set up and who gets it. Is it for everybody or is it just for certain grades or whatever, Mr. Chairman?

THE CHAIRMAN (Mr. Patterson): Mr. Butters.

Funding For Student Exchanges

HON. TOM BUTTERS: Mr. Chairman, I understand that it is a fund that amounts to some \$16,000 and there are certain criteria for application and I could probably have these provided to Members. It would appear to be on a first come first served basis in the sense of applications. The money set aside for the current fiscal year has been used up and I believe there is an item within this budget of \$16,000 for 1980-81.

THE CHAIRMAN (Mr. Patterson): Yes, Mr. Fraser.

MR. FRASER: Mr. Chairman, I do not think my question was answered. How is this money allocated? Is it allocated by region or by area or by grade? How is it distributed? That is what I want to know.

THE CHAIRMAN (Mr. Patterson): Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, no, it is not allocated in the sense of prorating it between the regions, it is allocated on the basis of applications within certain criteria and these applications are examined by a committee in the headquarters here in Yellowknife.

THE CHAIRMAN (Mr. Patterson): Yes, Mr. Fraser.

MR. FRASER: Thank you, Mr. Chairman. Just one more supplementary question. If it is decided by a committee in Yellowknife and it is sort of a first come first served basis, if somebody got an application in by the 15th of April or the end of March, would they have some results in getting some funds for a student exchange?

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

Formula For Groups Seeking Student Exchanges

HON. TOM BUTTERS: I am afraid I was conversing with my adviser. The top amount that can be approved in any application is \$2000. There is a formula related to the fund which requires that organizations or groups seeking such assistance have to have put in a certain amount of work and money themselves, but sometimes, depending on that formula, they could be receiving as little as \$150. So \$2000 is the upper limit that can be received by any one group with any one application during the fiscal year.

THE CHAIRMAN (Mr. Patterson): Thank you, Hon. Mr. Butters. Mr. Nerysoo.

HON. RICHARD NERYSOO: I just have a couple of comments with regard to education in the languages. You have indicated that work has been done in developing languages, but if you look at the amount of money that is presently being given to the area of development of native languages I would think that it would not be enough, even to try to develop one dialect of a language. The other thing is that if we are going to speed up the development of those languages in education we have to introduce it at some time as being a first language and not English as the first language in education. Until we do that, then we are not going to, in fact, spend any money and I think it would be appropriate that this House develop some kind of policy with regard to language education.

---Applause

The other thing I wanted to find out was something the department has been very evasive about and that is to give me some kind of information with regard to how much money is being given to the Government of the Northwest Territories for native education.

---Applause

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters. I am sorry, you wanted to have us indicate again that we do not in fact do that?

HON. RICHARD NERYSOO: I think in order to negotiate finances from Indian Affairs and Northern Development you have to, in fact, go there with a number with which you negotiate that funding. Thank you.

THE CHAIRMAN (Mr. Patterson): Thank you, Hon. Mr. Nerysoo. Hon. Mr. Butters.

Policy Of Education Relative To Language Of Instruction

HON. TOM BUTTERS: The Member stated that this House should develop a policy of education relative to the language of instruction. I suggest to you, as I indicated before, there is a much stronger requirement laid on this government, and it was laid on this government knowingly, and that is contained in the Education Ordinance which is in section 54(1). I think I should read that once again into the record: The local education authority shall prescribe the language of instruction to be used for kindergarten, if a kindergarten program is offered, and for the first two years of the school program following kindergarten. (2) Where a language other than English is prescribed as the language of instruction under subsection (1): (a) English...

THE CHAIRMAN (Mr. Patterson): Mr. Butters, slow down. I just wanted you to slow down a bit. This is legislation.

HON. TOM BUTTERS: Sorry about that, right. Subsection (2) Where a language other than English is prescribed as the language of instruction under subsection (1): (a) English shall be taught as a second language, and (b) instruction shall be provided in English for students whose first language is English. Subsection 54(3) says: Where English is prescribed as the language of instruction under subsection (1) but is not the first language of the majority of the students, the first language of the majority of the students shall be taught as a second language.

Thinking Of The Previous Assembly

I think that when the previous Assembly approved that legislation, Members recognized that the Government of the Northwest Territories at that time did not have the capacity to achieve that objective. However, I believe that in so recognizing, Members thought it important enough to state the objective and stated it in obligatory and statutory sense, as a description of the objective to which progress should be made. As I pointed out earlier in response to the question and comments from the Member from Foxe Basin, in my view an important and in fact the most important, prerequisite to attaining that objective is to have qualified native teachers with a broad spectrum of understanding of their language and an ability to communicate that language to their students.

This objective is being sought through the teacher education program as provided at Fort Smith and at Frobisher Bay. In addition to that there is a recognition that where initiative and momentum for such language instruction is developed in, by and from the community that a special project approach will be taken to that particular community. That is the situation with regard to the Fort Franklin community in which I believe we are attempting to fulfil the statutory obligation contained in section 54 of the ordinance.

In the situation that exists at Fort McPherson, one of the communities in the constituency of the hon. Member, there has been in the years past a lack of success in moving toward the objective we have indicated this government holds. Up until very recent months, when members of the community, the band, the local education authority and the settlement council in concert have determined that they wish to see increased language instruction being provided in the community of Fort McPherson. As I mentioned, while our linguistics division is headed by a very capable student of the Inuit language and teacher of that language generally, the department does not have skills in the area of the Kutchin language. Fortunately, because of co-operation between this government and the Yukon government and, specifically, a Kutchin specialist in Whitehorse,

John Ritter, we are seeing some progress being made in Fort McPherson to a positive beginning for the implementation and the establishment of a greater degree of Kutchin instruction in that community than has been the case in the past.

The Member asked me a question relative to the amount of money that is specifically directed to native language instruction. I think that was his question. No? Mr. Chairman, I wonder if the hon. Member would repeat his question.

Money Allocated To Education Of Native Students

HON. RICHARD NERYSOO: Yes. What I was trying to find out was what amount of money was being allocated to the education of the native students. I meant per person, and if it was, in fact, negotiated between Indian Affairs and Northern Development, those two different divisions of that department.

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, I regret I do not have those figures available to me at the present time and I do not know whether I can provide them as a result of research by our accounting people. I do have and will be tabling tomorrow figures which relate to expenditure by both the federal government and the territorial government on what you might call postgraduate courses outside of the Territories, but I do not have the other figures. I notice the Commissioner is raising his hand. I wonder if I might fall back on his knowledge and expertise in this matter.

THE CHAIRMAN (Mr. Patterson): Mr. Commissioner.

COMMISSIONER PARKER: Mr. Chairman, I was not going to comment on the cost or allocation per student because I do not know those figures either. With regard to the latter part of Mr. Nerysoo's question, that is, the money which is allocated to us as a territorial government, whether we negotiate that on the basis of the number of Indian people or number of Indian students and if there is a negotiation or a discussion between the Indian Affairs side of the department and the Northern Development side of the department. We receive all of our money that comes to us by way of the deficit grant without an allocation or without concern to the racial structure in the Northwest Territories. We have never received our money on the basis of the racial structure. As far as I know, to the very best of my knowledge, there is not an allocation made within the Department of Indian and Northern Affairs from the Indian program to the Northern program to pass funds to the territorial government.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Commissioner. Hon. Mr. Nerysoo.

Yukon Language Program

HON. RICHARD NERYSOO: I guess the answers I got were somewhat evasive, but firstly I think that with regard to the reply, especially as to the Loucheux language, we have had a written language since the 1800's, since Archdeacon MacDonald in fact developed that. The other thing is that maybe it would be proper that we develop another policy where we have the teachers that we recruit, have them learn the Inuktitut language and the Dene languages. The other thing is that in the Yukon they have also been somewhat more successful, I think, in the development of the native languages. They have had a very successful two year program where they have completely or almost developed to the extent that I would have thought we would have already developed.

THE CHAIRMAN (Mr. Patterson): Thank you, Hon. Mr. Nerysoo. Hon. Mr. Butters, do you wish to reply to that, respond to that?

HON. TOM BUTTERS: No, Mr. Chairman, but I took note of the Member's comments.

THE CHAIRMAN (Mr. Patterson): Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, this matter of languages in the school is one that has concerned me for a long time. I guess what has happened in the last few years or even now is something concrete could be done. You wish as far as the Dene languages are concerned, that something could be done to really enhance them, really make them come alive in the schools and in government. But it does seem so hopeless at times. It seems so difficult. It seems we are up against the present government system as it is set up and the way the schools are set up and the way that even native people think towards the government. It seems like such a hopeless kind of case that you wonder whether it is even worth trying to do anything about it and I guess I have to pray or inspire myself or ask for inspiration or something to kind of give it one more last try, you know, one more try that we could perhaps do something about it.

I guess I am encouraged by what Mr. Nerysoo said and some of the indication shown from other Members. They seem to agree with the idea and when questions are raised about native languages and similar matters, they seem to be in agreement with it. That encourages me. So, I guess I will not give up and I will give it one more try. I suppose the way I should look at it is there are four years to make changes and maybe it is possible if we make some major changes in policies that in a few years the native languages can be entrenched in our education system. So, I just want to say that I will give it a try and see what happens.

Problem Of Getting Slavey Into Classrooms

Now, part of the problem, Mr. Butters, is that what has been attempted, particularly in the native languages, or in Slavey anyway, is that there has been an attempt in trying to get Slavey into the classroom. We have the teacher training program and that was started a number of years ago and that is good. So, there has been a bit of a start there. Then, you have a number of people who have started working for the government and who are able to talk Slavey and who are considered as linguists, people like Mr. Phil Howard for example, in the Slavey language. They have begun working for the government, and I take it they have started to develop a Slavey curriculum, they have printed a couple of books and they have tried to do something to bring Slavey into the classroom. I am aware that some effort was made in Fort Franklin, for instance, and I know Mr. Phil Howard was in the Fort Simpson area for a few days this past summer and fall. So, that has been the amount, or the extent of effort in trying to bring Slavey into the classroom. Do you agree that that is the extent to which the government has attempted to bring Slavey into the classroom?

THE CHAIRMAN (Mr. Patterson): Hon. Mr. Butters.

HON. TOM BUTTERS: I would think that the Member's assessment is close to what I see to be the case, yes, but if I may comment further and welcome his attitude of optimism. I think that any changes are going to require that type of positive approach by Members who feel very emotionally motivated to ensure that the language that is their own mother tongue does not suffer in this transitional period, as it were. I would personally, as long as I am Minister of Education, welcome the contributions and suggestions from Members. I would welcome personal direct approaches and suggestions regarding what we should be doing and what should be done. I would expect that if we can take action within the limits of resources along the lines which Members suggest and recommend, I tend to feel that even the hon. Member from Mackenzie Liard, who has been aware of many of the attempts in the past, might even feel that we have made an achievement. So, I would welcome that type of approach.

The people in linguistics have developed, and I do not know if it would be considered considerable material but I would say significant material, in a number of native languages of the Northwest Territories. If Members wish, and I hope they do, we could make an opportunity while this debate continues for such material to be displayed so Members can examine what does exist and what has been compiled and consolidated and collected by members of the linguistics section to date in the various dialects which exist in the Northwest Territories.

THE CHAIRMAN (Mr. Patterson): Mr. Sibbeston.

Present Situation Concerning Slavey Language

MR. SIBBESTON: Mr. Chairman, maybe I can just point out some of the things that I think are happening and maybe suggest possible ways of dealing with them. Okay. The situation as far as trying to get the Slavey language into my area of the North is that in places like Fort Liard all the kids pretty well are Slavey children and speak Slavey at home. The present situation is that the chief does not want Slavey in the classroom. That is what they told Mr. Parker and me just a month or so ago when we visited there. Likewise in Trout Lake, the people who are there who are all Slavey and Dene, they have said they did not like Slavey, they did not want their children to be taught in Slavey or dealt with in Slavey in the classroom. In places like Fort Simpson where there is a bit of Slavey, there is someone who goes into the school and teaches Slavey as an option and he must get permission from the parents or the kids must bring home a little piece of paper asking their parents if it is okay if the children are taught Slavey. I think it is about a half hour or so a week that the child can take Slavey. They also have two teacher assistants there and I believe one of them speaks Slavey well or sufficiently well that she can work with the language.

So, what is happening is that for some reason people in Trout Lake, people in places like Fort Liard do not even want to have Slavey used in the classroom and, in wondering why, I think it is because they want their children to learn English. They want their children to be able to speak English well eventually and it seems to me that that is the main reason. They also figure that as far as Slavey is concerned the kids are getting enough of it at home because most of the kids speak Slavey well.

Quality Of Slavey Instruction

So, it has occurred to me that there is something wrong if people themselves do not want their children to be taught in Slavey. I guess one reason I think, or one possible reason is that there are no good Slavey teachers. There are no people capable of teaching Slavey really well. That must be one reason. The other thing is I suppose that people sense that the only way to go in the future is English and there is really maybe no use in their children learning Slavey. They realize that people get ahead, I guess, by learning and being able to know English and go all the way in school, get jobs and so forth. So, that must be the other reason.

In Fort Simpson I would say that part of the reason, I suppose, that there is no great demand to have Slavey taught in the class is exactly this reason again, that we have not developed the Slavey teaching system. We have not really got good Slavey teachers and the people who have gone through the teacher assistants program for the most part do not talk Slavey that well, or really are not recognized by the community as being real good Slavey teachers. So, there is no feeling by parents that it might be worth having our children taught in Slavey because the teacher is a fantastic Slavey teacher and makes the whole thing come to life. So, that is the situation.

Also, I think there is a general deterioration or loss of morale, or whatever it is, in people which makes them think there is no hope or there is no use in trying to promote and keep Slavey alive. There is that aspect of it too. People also know that if they learn Slavey or not everything is in English anyway. To get ahead in school or get jobs, it does not help to know Slavey and the only thing that counts is to know English to have a certain grade and job. So, that is my assessment of what the situation is and now in trying to remedy the situation, in trying to change things around, it seems to me that we have to really work hard at developing a good system so that we have good Slavey teachers in the school who can make the whole matter of Slavey education come to life.

Learning English To Get Ahead

The other thing is I suppose too, maybe a lot of people do not realize that young children can be taught more in their own languages than in English, particularly at the young ages. Maybe people do not know that. A lot of people I think think that if their children are spending any time in Slavey that it robs their kids of getting ahead, it robs their kids of learning English and therefore getting ahead. I think that is the feeling.

Now, in talking or in dealing with the matter of really beefing up our attempts, really increasing our attempts to get a good Slavey, Dene people-teacher system, I have always said, the government has never got the best people, people like Ted Trindell who is the Shakespeare of Slavey and yet he has never been used in the school. He has helped Mr. Howard try and learn Slavey but because of his grade two, as he says, his grade two university education, he is not considered for the job, and I do not really know if he would want the job. But the system is more aligned towards young people who have a certain amount of formal education and even if they do not speak Slavey very well they are the people who fit into the system. So, the real good Slavey speakers, and sometimes the good solid people in the community, are not involved in the education system.

So, it seems to me if we are going to do anything about this, if we are going to get a situation where parents are going to feel confident that their kids are really going to be taught in Slavey, that there is merit in having their kids -- we have to get much more mature and much more solid individuals than we presently have. People have to feel confident that they are not just leaving their kids to a bunch of people who do not know the language very well or do not know how to teach children and that is one thing I think has to be done.

Community Development Work Needed

The other thing I think is that there has to be some community development work in making people realize that there is merit in their kids being taught in Slavey. Maybe the responsibility falls on people like myself because when I was in Trout Lake at the meeting with Commissioner Parker I was frankly a little bit embarrassed. People like myself always stress the Dene language and take the view that there is merit in promoting these sorts of things, and yet the very people at the meeting would say, "We do not want Slavey". I was quite embarrassed and it made me really realize these people have either been brainwashed or else they really perhaps do not understand the merit of having their kids taught in Slavey. Obviously there is something wrong. Either the kids, the young girls in this case, who are helping the teachers are not doing a good job or there is some dissatisfaction.

THE CHAIRMAN (Mr. Patterson): Mr. Butters, do you have a reply?

HON. TOM BUTTERS: Well, I am not an expert in education nor are, I would imagine, any of the Members sitting in this group with the possible exception of Mr. Speaker and the hon. Member for Social Development. I do not know whether they will be contributing to the discussion, but I do feel that Mr. Sibbeston has put his finger on a very vital and important point. I have before me an item called "UNESCO on Cross-cultural Education" written by John Cairns. It says, if I may read briefly -- I agree with this 150 per cent. It says: The final element of education for cultural minorities, one calling for special emphasis, is the teacher. Carefully thought-out goals, well-designed curricula, effective teaching aids...

THE CHAIRMAN (Mr. Patterson): Mr. Butters, can you slow down a bit, please?

HON. TOM BUTTERS: Carefully thought-out goals, well-designed curricula, effective teaching aids are all important, but they cannot replace good teaching and nowhere more than in cultural minorities is it true that "the failure" of a child in school is essentially a failure of teaching.

I understand there are a number of Slavey speaking people providing services in classrooms at the present time. I understand there are seven. Do I understand, Mr. Chairman, that the Member is suggesting that the general level of ability of these people to communicate the language, to teach the language does not meet the standards that we are demanding of, say, teachers coming in from outside who are teaching English? Could the standard be increased? Is that what I am being told, sir?

Present System Requires Certain Formality

MR. SIBBESTON: Mr. Chairman, what I am saying is that the system as it is, the education system as it is and even this whole government system, part of the reason why you have had all this talk about the Dene Nation in the last few years is that this present system requires a certain amount of formality, like formal education for instance and a way of thinking and a way of doing things which is quite different from the Dene people. Let me give you an example. In the matter of the Game Ordinance, when I raised the matter of getting a local game warden in Simpson, what I have since learned is that the government has a renewable resources course in Fort Smith.

There is somebody from Simpson there, he is a Dene person. He is part of the program because he has a certain amount of education and he is going to be the person who goes through the program and the person the government eventually offers back to the people at Fort Simpson. But locally in Simpson everybody knows that the person may not be the best person for the job because there are other persons in town who are more mature, who know more about the bush, who

would really like that kind of a job, but this person back in Simpson does not have the formal education that you need, that the government says you need. So then what happens? The person who fits into the system, your system now is the person who will eventually get the job. What I am saying is that we have to try to turn things around so that the best person according to the people in Simpson, the Dene person should be the person who gets the job. He will have less formal education but in terms of the job that has to be done, knowing the bush and dealing with people and just being a good solid respected person in the community, these things are important. So we have to change it around so the government does eventually hire this person. Likewise in education.

A Certain Level Of Education Required

What has happened is that you have requested that a certain amount of education be needed, you have got to have grade ten or whatever and so because of this requirement it has usually been young people who have taken a teacher education program and often times people who do not even know the language at all or very well. So you have missed out the best Slavey persons, the best Slavey speaking persons are back in the communities. They have no formal education. They know Slavey well and they are not able to fit into the system so that is the situation that we have arrived at and you can do this with every field it seems. That is why native people, Dene people are not happy with this government. It is because the system is working against them and the Dene, the things that the Dene people, what is important to the Dene people, how a person is respected, those things are not important any more to this government. You know that is the problem and the Dene Nation is saying the reason why the Dene Nation has a lot of support is that it raises people's hopes. Different criteria or a different system perhaps could be put in place where the real Dene people can function much better in an accepted kind of government system, their own government. Do you understand? Or are you beginning to understand?

THE CHAIRMAN (Mr. Patterson): Mr. Butters, maybe you would like to take 15 minutes to try to understand and formulate a reply. Do you want to respond quickly or briefly?

HON. TOM BUTTERS: No. I think the Member has very adequately answered my question and it will take me much more than 15 minutes to consider and contemplate. It was a very good answer and I will consider it at some length and depth.

THE CHAIRMAN (Mr. Patterson): Coffee break, 15 minutes for coffee.

---SHORT RECESS

THE CHAIRMAN (Mr. Pudluk): (Translation) Can we proceed? I think we have got a quorum now. Let us proceed. Can you hear me? Thank you. We will proceed on Education. Are there any comments? Does somebody have any comments? Mr. Patterson.

MR. PATTERSON: Mr. Chairman, I am not sure if Mr. Butters wished to say something in reply to Mr. Sibbeston.

HON. TOM BUTTERS: No, Mr. Chairman. I thought that I had already assured the Member that while I may not appreciate the intensity of his remarks I do understand his concerns and understand there are probably good grounds for them and will consider them.

THE CHAIRMAN (Mr. Pudluk): Mr. Patterson.

Bilingual Education In The N.W.T.

MR. PATTERSON: Mr. Chairman, I would like to make some general comments on the subject of bilingual education in the Northwest Territories. May I say before I say anything else of a critical nature that I do recognize that considerable progress has been made, that everyone wants things to move too fast too soon, but as I see it there are certain fundamental problems with the approach that has been taken to date to bilingual education. I recognize that the linguistics division has been set up, although it seems to have been set up, Mr. Chairman, at the concurrent sacrifice of the Eskimo Language School. The Eskimo Language School I understand was set up with federal funds in the late 1960's and was a very effective way of promoting the development of the Inuktitut language even though the students were white people. The program is extremely important in raising the consciousness of civil servants and others as to the fact that in the Eastern Arctic anyway, English speaking people are in a linguistic minority.

There have been some very famous students of that school, one of whom is attending this Assembly as a bilingual reporter, Mr. Ian Creery. This young man got his start at the Eskimo Language School and now speaks fluent Inuktitut. His contribution to the entire political and educational development of Inuit in the Northwest Territories is immeasurable. That program was cancelled because of the creation of the linguistics division and that to me indicates a fundamental problem, and that is, the public servants, and I am including particularly teachers, superintendents of education, some of them anyway, too many in the Northwest Territories who are not aware that this government has made a priority of providing education in the first language of students in areas where native people are majority residents. The average teacher often is not aware of this policy and it is, therefore, not surprising to hear that some communities have been persuaded by whomever I am not sure, but have been persuaded that the thing to do is to learn English if one is to be successful in the world.

Importance Of Learning In Native Languages

Of course no one would say that students should not learn English, but, Mr. Chairman, I tabled a paper in the House today which is an article in Teaching English as a Second Language Quarterly, which tells of an experience in a Navajo-English bilingual elementary school in the United States. The conclusion of that study and the conclusion of many other studies is that the students who speak a first language other than English, if they are taught in that first language, if they are taught in the native language in those crucial early years where they are still learning how to think, if they are given teaching in their own first language at that time rather than having English imposed on them, in fact they will learn English better when the time comes for them to learn English than they would learn English if they were taught it as the language of instruction. So the people in communities in the Northwest Territories who consider it important that their children learn English do not realize that in fact, if those children speak Inuktitut or Slavey as a first language, they should be taught in those languages in order that they can learn English

better because when children are in early grades of school, learning what I believe is called cognitive development by the education experts, it is very important that they learn in their own language.

Now, the fundamental emphasis of the Department of Education and I suggest the Department of Local Government and anyone else working on community development should be to let those communities know the options they do have, and my feeling is that a strong deficiency now is that there are too many people in positions of power who are not committed to bilingual education in the Northwest Territories.

Teacher Education Program

Now, I want to be constructive, Mr. Chairman, and so I will get down to specifics. The teacher education program; no one can say that this is not a wonderful development, and of course, in the Eastern Arctic we are most delighted that that program has been established in Frobisher Bay to serve the residents of the Eastern Arctic with native persons who can teach in the classrooms. However, Mr. Chairman, it is a very easy pitfall to say that just because we have Slavey students or Inuit students in the teacher education program that, therefore, we have bilingual education. Mr. Chairman, the real deficiency of the teacher education program is that it really fails to teach those students how to teach their first language in school. Just because a student speaks a native language does not mean that that student can teach that language. The students have to be taught. They first of all have to be made aware of the importance of teaching in their own language, and secondly, they have to be given the specific skills that are required to teach a native language.

Now, I am afraid, Mr. Chairman, that the Fort Smith teacher education program looks like a teacher education program anywhere else in North America except that the students are native persons. There is only a token amount of attention given to the difficult skill of teaching language. They learn how to teach reading and mathematics and other subjects, but only a very small amount of course time is given, and the general emphasis is given, to learning how to teach the native languages. Now, this emphasis has to be changed, Mr. Chairman.

Another thing I am concerned about is the low level of financial and human support given to the linguistic division. Since it was established several years ago, it was to be a growing division, it was to recognize an important priority made by the Legislative Assembly, but in fact the only way that division has been able to grow is by acquiring extra personnel through Economic Development's training program. They have not received any increase in human resources or in funding since the program was started and, sure, they have produced materials, and this is an important part of their development, or an important part of their work, but their resources must be used to teach the teacher education program students how to teach the language. Their resources must be applied to the unknown area of researching the special problems of teaching native languages. We know that there are important things that one must understand about children when one teaches English to primary students. We know that some elementary school children have difficulty distinguishing between a "d" and a "b" and that there are special problems associated with the language that must be addressed by those who are teaching English, but the same research has not been undertaken with regard to the psychological problems of the special situations of teaching the Inuktitut language, let alone the Dene languages.

Problem Of Preserving Native Languages

What I am saying, Mr. Chairman, is that basically if the tutorial Department of Education is committed to bilingual education it must put the money in the linguistic or the bilingual education department, provide the staff, provide the support in TEP, teacher education program, and I mean more than just three or two week courses in teaching native languages in the course of a year of TEP, I mean a constant ongoing presence, I mean the hiring of teachers who are experts in the unique problems of cross-cultural education, I mean moving linguists into the Northwest Territories employed by the Department of Education, I mean superintendents being responsible and recognizing that there is a bilingual education policy. It is a first priority of this Assembly and we must spend money if we are to achieve these goals.

Now, while some strides have been made and some materials have been published, in the long run, Mr. Chairman, the only way that the problem of preserving native languages in the Northwest Territories can be addressed is through this education process. I say that we are at a point in time where responsibility for preserving native languages in the Northwest Territories is going to fall on our shoulders and I think we are losing the battle. I think there must be a change in priorities. Even the Inuktitut language is threatened and I think it is fair to say that the Inuktitut language has had more than its fair share of attention by the Education department. I am encouraged that Dene language programs are being developed, but I think that this House must recognize that this is only the beginning.

Cultural Inclusion

Now, there is a great deal of concern about so-called cultural inclusion. My opinion on cultural inclusion quite frankly, Mr. Chairman, is that I agree with the hon. Mr. Evaluarjuk, \$28 a head is an insignificant amount. I do not think that cultural inclusion really has a place in the schools unless it comes in the form of providing teachers who understand the culture, understand the language, can teach the language and can incorporate their culture into the content of every subject they are teaching, not just taking the students out on a spring hunting trip, not bringing a person into show how to make sealskin kamiks or to tan a hide, but cultural inclusion must be incorporated as an integral part of the teaching of all subjects in the school so that these TEP students, if they are given the encouragement and the confidence can use the...

THE CHAIRMAN (Mr. Pudluk): Just a second. You are over time. Could I ask if this House can give you agreement to carry on?

SOME HON. MEMBERS: Agreed.

THE CHAIRMAN (Mr. Pudluk): Is it agreed?

---Agreed

You may carry on.

MR. PATTERSON: I will try and be very brief, Mr. Chairman, I realize that some hon. Members are less delighted with what I am saying than others. The point I was trying to make about native language learning, Mr. Chairman, is that if we can concentrate on the teaching of native languages in bilingual schools, that the native culture can be incorporated into the teaching of all subjects. The stories, legends, songs of those which are still known to even young TEP students can become part of the school and part of the learning of mathematics, geography, history, all the subjects that are taught. I think concentrating on the native language program, and creating and recognizing a bilingual education as the first priority will also solve this terrible problem of cultural inclusion.

Bilingual Education And Aboriginal Rights

I would like to recommend for consideration by this House, and this is not something we can do overnight, but I would like to see in this time when we are concerned about political and constitutional development, the recognition of aboriginal rights. I would like to see some recognition by this Assembly that bilingual education is an important priority. If aboriginal rights and a recognition of the special place of aboriginal peoples is important to this Assembly, there should be an inquiry into bilingual education. There should be an emphasis on this as well as the political and constitutional questions that are occupying us, because if we do not make an emphasis in these directions, we may have a land claims settlement, we may have recognition of aboriginal rights, but there may no longer be any native languages in the Northwest Territories. I think the problem is that serious.

These languages are threatened in communities all across the Northwest Territories. Every time a child who is speaking a native language in the playground has to learn another language in school we are losing the battle. I think the way to approach it, and I will try and sum up, is an affirmation of this priority in education by the Assembly. I feel we should affirm the policy in the strongest terms in order that the teachers, the superintendents, all actors in the civil service, including those who work in the communities, in community development, can be more receptive, instead of putting Inuktitut or native language education into a room in the school, into half an hour a week out of a total program. Integrate, make the schools bilingual, integrate it into the teaching of all our subjects and the non-English or rather the non-native people will benefit just as much and should recognize that these languages are the languages of the majority in many areas and the languages of the majority in the community. This is why I would also like to see the Eskimo Language School revived and other language schools created so that policemen, civil servants, federal and territorial civil servants and ordinary people can even make a small effort to recognize that these languages are not dying and that this government does not wish to see them die. I think we have made some progress but we have got a long way to go and I would like to see the priorities affirmed and I would like to see new directions and new resources given to this fledgling bilingual program so we can achieve these goals. Thank you for your indulgence. I realize I have rambled.

THE CHAIRMAN (Mr. Pudluk): Thank you.

MR. PATTERSON: One other suggestion I have, Mr. Chairman, since there seems to be a great deal of interest in this subject perhaps someone might consider that we call as a witness the director or chief of the linguistics program so he can inform Members as to what his department is doing. I think we should entertain spending some time with him at some point, because there seems to be a concern of many Members from all areas of the Northwest Territories. Thank you.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. Comments of a general nature on the Department of Education. Ms. Cournoyea.

Assessment Of Comprehension Levels Of Native Students

MS. COURNOYEA: I hope this is of a general nature. It is a question directed to the Minister of Education or whomever. It appears that in the general assessment of students and particularly native students that once they are assessed and the reports are in, the one area that they all fall down in and I have not seen any variation from that trend, is in comprehension. Every one appears to get very low marks in that area. I am wondering what do you feel the overall problem is, because it is quite widespread.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, the question asked by the hon. Member obviously deals with professional knowledge and expertise which I do not have and which I cannot provide. If the committee would agree, I would be happy to ask the Deputy Minister, Mr. Lewis, who is an educator whether he can respond to this specific professional question.

THE CHAIRMAN (Mr. Pudluk): Does everybody here agree?

SOME HON. MEMBERS: Agreed.

---Agreed

THE CHAIRMAN (Mr. Pudluk): Go ahead.

MR. LEWIS: Mr. Chairman, the question about the comprehension levels of many native students relates to some of the issues that Mr. Patterson has been talking about because the major problem that many of the students face in the school system is their ability to handle the language of instruction. Now then, even when in some communities young people seem to be able to speak English, the English that is spoken in the community and in the home is quite a bit different to the English that is spoken in the schools. It is a different kind of English. You can compare it, if you like, to the English that children speak when they are outside playing and are having fun. If you listen to the way they talk, it is quite a bit different to the English that you speak perhaps when you speak in this chamber. So the major problem for many children who come from a home where many of the parents have not had schooling or had very little, then the kind of English that is spoken, although it does a good job for the purposes that people use it when they are talking around the table, is not the same kind of English that you read in books and the kind of English that you use in meetings or when you are discussing complicated business. So even when English is a language that seems to be spoken in the community it is very difficult for the child to make a bridge between that English and the English that is spoken in the school.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Deputy Minister. Comments of a general nature. Mr. Patterson.

Levels Of English

MR. PATTERSON: I have a question arising out of Ms. Cournoyea's question and the answer that was given, Mr. Chairman. Do I understand that there is such a thing as, for example, Delta English? This is an expression I have heard a linguist use and really, in order to teach children to speak who have learned English as their second language, in order to teach them effectively even in English, it may be that we need to study the structure of that language. Is that correct?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, again I will defer to the Deputy Minister but listening to the question I would assume that that level of English would be used in many different areas and not particularly in the Mackenzie Delta only. I think that he referred to two levels of English but levels which are not in one particular place only.

MR. LEWIS: What the Minister has said is correct and I cannot improve on it.

THE CHAIRMAN (Mr. Pudluk): Thank you. Ms. Cournoyea.

MS. COURNOYEA: Just as a follow-up, back to the low marks received in comprehension; it seems it is a very important element in the learning process and it is a result of many of the failing results that young people are getting in their grade subjects. I am concerned that this element or fault that we have is causing a lot of people to become demoralized and thinking they will not get anywhere. I am wondering what the educational system is doing about that and what approaches they are making in trying to correct that particular situation.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, I will again ask Mr. Lewis to reply but I would ask the hon. Member whether she feels that this is a major, or main reason, for students failing to accomplish the standards set for them, or one of a number? The comprehension problem which she has defined and outlined, that is.

THE CHAIRMAN (Mr. Pudluk): Ms. Cournoyea.

Seriousness Of The Comprehension Problem

MS. COURNOYEA: It seems to me in dealing with many young people myself, if they cannot comprehend the material and digest the material that they are reading, then how can they get positive results from the system. It seems to me that it is an important element that is holding back a lot of people who want to move ahead and there are probably a lot of reasons for it. I have seen many report cards and I have seen many people who are moving from a community system to a regional system and then down south. This is one area, with all of the children who come back or young adults who come back, this is the one area that the educators have identified as a problem area. It seems to me if that is a problem and for whatever reasons it may be it is a very serious problem that we are facing and I would assume that the educational system knows about it. It seems to me that it is a big problem, as far as I can see, because I have not seen anyone moving from one system to the other without that one problem in their reports.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, that was very helpful. I would ask Mr. Lewis to reply.

THE CHAIRMAN (Mr. Pudluk): Go ahead.

Dependency On The School System

MR. LEWIS: The problem that you have described relates very much to the fact that comprehension is difficult for many young native people whose English is not at a high level, but the reason for this is that very often in the community or in the home there is not enough exposure perhaps and maybe very often parents cannot help enough with the kind of work the children have to do so that too many of our children depend entirely on the school for what they learn. As a result of that, if for example, there is not much reading material around in a home or there is not much opportunity to enrich your life in that way, then it becomes more difficult for that person to gain the skills needed to take advantage of what goes on in the school but it is part of that larger problem of language which Mr. Patterson has been talking about.

THE CHAIRMAN (Mr. Pudluk): Thank you. Comments of a general nature on the Department of Education. Mr. Appaqaq.

MR. APPAQAQ: (Translation) I would like to make my comment. My main concern is that I am 400 per cent Inuit which cannot be. If we had more Inuktitut instruction in our settlements I would really support that. There seems to be a bit of a problem, even though we are grateful that we are being taught in English, if there are no Inuktitut language instructors in the school. Our children can learn through movies or television or from comic books. They learn their English through that. But if they go through the education system, if there were some Inuktitut instruction they could be taught not only orally but they could be taught other Inuit ways. I do not think Kabloona people -- I am not trying to criticize anybody, I am just trying to make you find out what our problems are. I am not trying to pull down the system but also the other concern I have is, in the education system there seem to be no Inuktitut assistants.

Now I am thinking that these financial estimates cannot help us or will not help us. If they cannot help us in bringing up our money, then I do not believe in my power. For the people who voted for me, I would have to tell them, anyway, about what goes on. To me I do not think I can handle that. I would be more grateful if there was a new session about education. If this could go further into Inuktitut language systems, not only Inuktitut but also Dene and any other native languages. All right. Children are being taught in English only. I am thinking right now or further in the future that the corrections people will be a whole lot busier in following vocations like being taught how to fight, like fighting words or something. Thank you.

THE CHAIRMAN (Mr. Pudluk): (Translation) Thank you, Mr. Appaqaq. Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, I have heard and I believe I understand the concerns of the hon. Member. I would just wish to point out that to my knowledge there are now in the Education staff of the Northwest Territories 40 native teachers and 136 classroom assistants. I do not know, but from my own experience in the classrooms I have visited I have heard and seen these people communicating and I would assume teaching in their mother tongues. I have never been to Sanikiluaq and I am not sure what the situation is there, but there is a movement to increase the use of the native language in the classroom. That is the direction I believe this government is going and seeking to go.

Medium Of Television

The hon. Member raised a most important aspect which has not been discussed relative to education and that is television. I would hope that we will be looking at and investigating the opportunities that the medium of television allows us, to communicate and teach, not only students, but people of all age groups. I think one of the things that has been very damaging with regard to school attendance over the last eight or nine years in northern schools has been the advent and impact of television. I wish there were some way that we could ensure that television programs were not beamed into our homes up until two and three o'clock in the morning, which is the situation in the West. Although I have no grounds for making this determination, I believe that that factor has done a lot to reduce the attendance in the Northwest Territories schools. However, television, like fire, can be a beneficial instrument if it is used with reason and controlled.

I would like to, and I do this, sir, because you did not really give me an opportunity to comment after Mr. Patterson had finished speaking, I would just repeat I think that it is not only the policy of this government but it is the statutory requirement of this government to attempt to bring native languages into use in the classrooms to a much greater extent than is currently the case. This determination and that policy decision, I guess, that one is referring to, was made in 1973 and as a result of that determination the legal provisions came into being some three or four years later. So, any direction I have is the law of this land which has been approved by previous Councils. I have already read that particular provision into the record.

Now, I would like to, again from my own personal experience, agree with what the hon. Member from Frobisher Bay has said about the necessity to ensure that the graduates of the teacher education program are able to teach a language, not just speak a language. I believe he has indicated a very important requirement. I do not know how this standard can be developed, achieved and maintained, but I do believe from my own personal knowledge that we have some distance to go in achieving that objective.

I was not familiar with the history provided by the Member, regrettably, of the Inuktitut teaching course and the manner in which the linguistics division was set up, but I would agree that if such a course could be provided as was provided in 1973, it would have very beneficial results.

Now, one point I wish to make. I realize that few if any Members are satisfied, and few, if any, parents are satisfied with what we call the cultural inclusion program. I personally am not. I personally would love to see it pushed out of use as we make new initiatives and take new approaches to provide in the classroom the cultural needs of all people in the Northwest Territories. When I say that I recognize that this is a broad spectrum objective, but I would like to see and will do everything I can to remove the words "cultural inclusion" and get down to cultural education. How that can be done I am not sure but I will seek to attempt to move in that direction.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. General comments. Does this House wish to go clause by clause? Mrs. Sorensen.

Individual Assistance Needed

MRS. SORENSEN: Thank you, Mr. Chairman. I just have a comment with regard to what Mr. Lewis said in response to Ms. Cournoyea's question concerning comprehension. I certainly do feel that the lack of comprehension is one of the major reasons for the dropout rate in our schools in the Northwest Territories. Of course, recognizing that there are many more reasons. Specifically as far as I am concerned, Mr. Lewis, the fact that English is not spoken in the home, or that English publications are not lying around for the child to read, is not the problem when a child has a comprehension problem. I think the problem is the individual intensive assistance that a child with this kind of difficulty actually needs. He may only need it over a period of a few months, but he very much needs special individual assistance for a length of time. Not only does he have a problem with comprehension in a situation like this, but more often than not he has already been labelled as a dummy, or as a slow learner and so therefore it has built up a feeling of poor self-esteem or lack of self-worth and so finds another reason to leave school or drop out early.

As I said I feel the inability to comprehend can be addressed but again, it takes money. Now, do you have in every school in the Northwest Territories programs whereby you can address, through remedial reading classes, these kinds of specific reading problems?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

Tutorial Assistance Program

HON. TOM BUTTERS: Mr. Chairman, the answer is no. The hon. Member from Yellowknife South has raised and touched on a very critical problem and short-coming. I would say that this would fall under the special education division of our budget. Everything she has said I could agree with. I have expected, if the hon. Member from Hay River arrives during the time this budget is under discussion, that I would hear from him concerns because of the lack of money for the tutorial assistance program in Hay River. I have seen this program in action in Fort Simpson, or did some two years ago. I know it has been put into place in various communities on the south shore of the lake, but not as a result of any money voted and not as a result of any existing program. I think such a program is sadly missing in the total education system we are providing today. I believe that what both the hon. Member from the Western Arctic and the hon. Member from Yellowknife South have suggested is an extremely important adjunct to the regular education system.

I did not realize that it is being offered in Yellowknife schools, Yellowknife School Board No. 1, and I believe No. 2 offer tutorial assistance programs and special assistance for students who have learning problems for whatever reason, both of a physical and maybe a comprehension nature. What I saw in the Yellowknife school system I feel should be, if it could be, extended throughout the Territories. I do not know how it can be done or how much it would cost but I would hope that we would have an opportunity to discuss this program in much greater detail later and I will ask Mr. Lewis if he has any comments himself on the question that was raised.

THE CHAIRMAN (Mr. Pudluk): Go ahead, Mr. Lewis.

MR. LEWIS: Mr. Chairman, the only additional comment I can make is that when teachers are hired to teach in the Northwest Territories they are warned that they have an amazing number of complicated problems that they are going to have to deal with. In most cases the remedial needs of children in the small communities are dealt with by the regular classroom teacher. That has been the

practice since the education system was established in the Northwest Territories, although in the urban areas where there has been an ability to raise taxes and so on, then there has been a greater attempt to solve that problem in a more efficient way by the use of specialists.

THE CHAIRMAN (Mr. Pudluk): Thank you. General comments? Mr. Patterson.

Regional Input Into Operation Of Regional Schools

MR. PATTERSON: Mr. Chairman, I feel there is an omission in the Education Ordinance in that there does not seem to be a provision for regional high schools in terms of the local education authority. It seems to me unfair to expect for example, that a local education authority elected in Frobisher Bay should advise, or even eventually, through the society-to-board evolution, start to run a school where students come from all over the Baffin region and the Keewatin. So, I guess what I am saying is there seems to be an omission in the ordinance in that there is no recognition given to the possibility of regional authorities or regional input into the operation of a regional school.

What I would like to ask is, if the Minister agrees that the ordinance did not contemplate the possibility of regional involvement in the regional school. Secondly, whether or not his department has given any thought to addressing this problem, particularly in view of the development of the Baffin regional education committee and some proposals from them about a regional education society or regional board of education. Have you considered how this problem, if it is a problem, might be addressed looking ahead?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, the Member is absolutely correct. There is no provision in the existing ordinance for the structure of the type he has identified and described. If my memory serves, when this matter was discussed at a meeting in Rankin Inlet when the ordinance was first examined, Members in discussing that possibility did speak to the establishment of some type of a regional authority, for want of a better word, in those areas where an institution provides the service to students coming from many particular different areas. We addressed the problem, but at that time we did not give direction to the administration as to the manner in which it could be recognized and provided for. The Member is also correct in that the administration is looking at taking steps to develop some type of legislation, and I am not sure what this is now, but we are looking at the need to develop some type of legislation which recognizes some type of a regional authority.

Obviously the ordinance as developed two or three years ago stressed and, in the main, provided for the establishment of local education authorities. I think the objective of the Members at that time was to attempt to as much as possible, to put into the hands of the community the educational destiny of that community. So I would believe that in the months ahead the administration will be addressing itself to the type of authority that could be developed in a regional sense and what division of authority and responsibility would occur between the local education authority dealing with a particular community and a board providing a service for a group of communities. I do not know if I make myself clear but, yes, the Member is correct. We recognize there is an omission and steps are being taken, although maybe haltingly, to overcome that omission to provide for that omission.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Have you any further comments? Any general comments? Hon. Mr. MacQuarrie.

Reorganization Of The Educational System

HON. ROBERT H. MacQUARRIE: Mr. Minister, a couple of years ago, before your time in the portfolio, I believe in the Department of Education there were some exciting ideas being generated with respect to a reorganization of the educational system in the Northwest Territories, looking forward to the 1980's, which included the idea of community schools to a certain level and then colleges, folk schools, vocational schools and so on. Perhaps that was something that was supposed to have been confidential. I am not sure but at any rate I am aware that these ideas were being mulled over. I was impressed with some of them at the time because I feel if that system or reorganization were to be brought about it might answer some of the kinds of concerns about linguistic and cultural education that had been raised today. Could you tell me whether there is any work progressing in that area at all at the present time?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: The document or the culmination of that planning that the hon. Member from Yellowknife Centre refers to was put together in a paper called "Direction for the 1980's" and that was made public, I believe, or tabled at one of the last sessions of the previous House. I would, if Members are interested, ask that that document again be made available to Members. I do not know if it was translated, but I would ask that that document again be made available to Members so they might peruse it and see what was being planned at that time. My own feeling would be that as that document was part of the planning of the previous Legislature, that before many other forward steps were taken I would like to have the assurance that such steps receive the general approval of Members of this House and that such steps could be taken without fear of objections being raised or criticism being levelled. So I think the answer is, I do not think a great deal is moving in that particular area, but maybe we could table the document and we could consider it with this budget item, the Education estimates.

THE CHAIRMAN (Mr. Pudluk): Thank you. Any general comments? Mr. Sibbeston is next.

Grade Ten Programs

MR. SIBBESTON: Mr. Chairman, I notice on page 15.01 of the main estimates that it says: "During the year, work will be done to provide a distinctive territorial grade ten program." I just wanted to make some observations about that. In Fort Simpson in the last few years there has been an attempt to have grade ten there and it must be this distinctive territorial grade ten. I am not sure, but a number of parents and people have pointed out to me that perhaps it was not a good idea to have this grade ten because it is not apparently a very good grade ten. Some of the students from Simpson have gone to Grandin College in Fort Smith after having completed this grade ten and they find that they just are not able to cope with grade 11. The grade ten they get in Fort Simpson is just not a good enough one to put them in the grade 11 program in Fort Smith. It concerns me because certainly kids who go through this program think they are doing grade ten and it will suit them for life, in terms of a whole lot of other programs, and I think they may find out that this is not the case. So I am just concerned about this and I am wondering how sincere or how set or how committed you are to this program.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: I thank the hon. Member for raising that point. It is a cause of concern for me personally as Minister. I wonder too how successful that program will be. You may recall that in the opening remarks I made that was one of the aspects of the department which I put forward in a hopeful vein. Two grade ten programs are being offered on an experimental basis. One has been established in Pangnirtung and the other is situated in Aklavik. I was most interested to read in the minutes of the local education authority of Aklavik just recently that the concerns the hon. Member has just raised were also raised at that meeting, not only by the students taking the program but also by members of the local education authority. The concerns that he has expressed today in this chamber apparently are being similarly expressed in one of the communities itself. I would ask, if I may, if Mr. Lewis wishes to comment on the intent of the program and where the department's expectation is that it may go.

THE CHAIRMAN (Mr. Pudluk): Mr. Deputy Minister, you have the floor.

Intent Of The Program

MR. LEWIS: Mr. Chairman, this grade ten program was described in the paper "Direction for the 1980's" that Mr. MacQuarrie asked about and the intent of it is to make a further level of education available in a large number of communities where young people wanted to continue in school but parents did not wish them to go away to the large regional centres. The program is experimental because it is not a complete academic grade ten the same as you would find in Inuvik, Yellowknife, Fort Smith or Hay River. The intention is to provide a further year of schooling and the idea is not that somebody can go on from that grade ten into grade 11 in the large communities where there would be a high school because they would not have had enough subjects at the level that would allow them to go into grade 11. The intention is that that would provide people with better skills so that they could go into the kind of training in the Northwest Territories which would require basic grade ten skills in mathematics, languages and so on and that was the intention of the program.

THE CHAIRMAN (Mr. Pudluk): Thank you. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, I have the feeling that the program should really just be dropped. My own feeling is that once a person gets to grade nine or passes grade nine in a community, if the person is interested in pursuing further education, that it is to his advantage to go to a bigger centre. You know, I spent many years in residences and so forth and I am just absolutely opposed to sending young kids away from their parents and home but by the time they are in grade nine I guess they must be about 15 or so and at that point I think it is good enough, they are old enough to leave home. I just think that there is a tremendous advantage in a person coming from Fort Simpson to come to Yellowknife here and if he wants to pursue the academic line, fine. He gets the best available in the North here at Sir John Franklin High School, I guess. If he wants any other area, any other line, that is available to him, the vocational aspect of higher education. So I really strongly believe that it is no use holding a kid back in his community in grade ten. It is good medicine for him and good for him to just get out of the community and go to a larger centre anyway. That is my feeling just from experience I guess.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Sibbeston. Mr. Minister.

Students Have The Option

HON. TOM BUTTERS: Mr. Chairman, I believe a student on completing grade nine has the option to take the limited grade ten offered in the community or transfer to one of the larger centres as the hon. Member for Mackenzie Liard has indicated. So I believe the student has that option and if they so wish, may implement it.

MR. SIBBESTON: Mr. Chairman, one last point.

THE CHAIRMAN (Mr. Pudluk): Go ahead.

MR. SIBBESTON: I appreciate and perhaps Mr. Butters does not know for sure and this is why he said "I believe", but my understanding is if there is a grade ten offered in the community that people must stay in the community. That is my understanding. I believe this was a case where a number of students who went to Grandin College, Fort Simpson and they were not able to, or even if they did go it was as a result of a lot of pressure, a great attempt to have them go to Fort Simpson to take grade ten in Fort Smith because there was grade ten in Fort Smith. So, I just wonder if Mr. Butters is really certain on this point.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: The Member is correct, I am not certain and in view of that fact I would ask Mr. Lewis to either confirm or deny what I have indicated.

THE CHAIRMAN (Mr. Pudluk): Mr. Lewis.

MR. LEWIS: Mr. Chairman, the issue about the choice that people have about taking their grade ten in some of the larger communities is quite clear. If there is not the program in that community that we parents would like to see the students have, then they have the choice to send them to a regional centre. So, if for example in Aklavik they decided that what they wanted was for their children to go from an academic grade nine to an academic grade ten they could have gone into Inuvik but they chose not to do that.

THE CHAIRMAN (Mr. Pudluk): Thank you. The next speaker is Mr. MacQuarrie.

Small Communities Can Have Good Schooling

HON. ROBERT H. MacQUARRIE: Thank you, Mr. Chairman. I believe that the program of grade ten in communities was implemented in response to a great many requests on the part of communities in the Northwest Territories, and I think that that would have to be addressed before any such program were dropped. I would have to disagree with Mr. Sibbeston, I do not think that you would have to go somewhere else in order to get a good grade ten. I suppose in a way I am disagreeing with the Department of Education too because I would say it depends very much on what has gone on in the previous nine years, but I do believe that small communities can present a good grade ten. I come from a very small and isolated community myself in western Alberta, in the mountains, and we had only six teachers all the way from grade one to grade 12. They handled an average of two grades apiece and our classes were pretty small, and yet they did a reasonably effective job of educating us. So, it is not necessary just because the community is small that you cannot get a good grade ten. I do say it becomes much harder when you get into grades 11 and 12, especially in the science areas which start to call for some rather sophisticated lab equipment and that sort of thing and other kinds of options which cannot be provided for in small communities, but I think

at the grade ten level it is fairly possible to offer a good grade ten, an academic grade ten.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. MacQuarrie. Do you wish to respond to that? The next speaker is Mr. Wah-Shee.

Review Of The Education System

HON. JAMES WAH-SHEE: I would like to ask my colleague a question. In the estimates I see that one of the ideas that is contained in the estimates is that the Department of Education will undergo a review, I would like to know how this review is going to be carried out, who would be involved? To leave the review entirely up to the people within a particular department to do a review of themselves may not be objective in light of the fact that most of the people here on the Assembly are talking about some positive and drastic changes that have to be made. Who are the other people outside the department who will be involved in the review of the education system?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, I agree that the department should not have the responsibility for carrying out such a review or such a re-evaluation. The hon. Member raising the question was one of the fathers of the idea originally and I am hoping that possibly when I finish speaking he might also address himself to the question he has posed.

When he put the question to me some six weeks or two months ago, my immediate reaction was that I would like to see, if it is at all possible, such a review be carried out in the communities in which the programs are being provided. I have met with a number of local education authorities since that time and I am not sure whether they will be able to carry out such a task, but I would be hopeful that with direction, and I have already asked them to examine the possibility of re-evaluating the current system and making recommendations as a result of that re-evaluation, that they can provide meaningful input into the direction that education in the Northwest Territories will proceed.

It may be that some other actors should be involved as well. Of that I am not sure, and on that suggestion I would be willing to listen at some length if this is what is being proposed.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister. Ms. Cournoyea wants to speak I think.

N.W.T. Teachers' Association Negotiations

MS. COURNOYEA: I would just like to ask a question of the Minister of Education. In reviewing this legislation I am just wondering if he has any idea or any assumption what effect the Northwest Territories Teachers' Association negotiations will have on this budget? We have a deficit budget and I wonder if we could be considering possibly an idea of how much we are going to be looking at once these negotiations are completed.

THE CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. TOM BUTTERS: Mr. Chairman, I regret that I cannot reflect upon the negotiations that are currently going forward. I do know that in the past as a result of the bargaining procedures and the negotiations we have, and I believe I am correct in this and Mr. Lewis can put the record straight if I am wrong, but I believe we have had, in the three previous years to include money in the supplementary estimates to pick up a certain unanticipated increase in wages, both related to those persons who fall under the Public Service Association categories and rules and also to those persons who are members of the Northwest Territories Teachers' Association. Possibly, Mr. Lewis, you might confirm or correct my statement.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Minister.

MR. LEWIS: Mr. Chairman, the Minister is correct. The estimates as far as the salaries for the Department of Education includes people who are in two bargaining units, both the Public Service Association and the Northwest Territories Teachers' Association. As a result of whatever benefits are bargained during those two sets of negotiations, then that has an impact on the department that we cannot with absolute certainty forecast.

THE CHAIRMAN (Mr. Pudluk): Thank you, Mr. Lewis. Have you any further questions or comments, Ms. Cournoyea?

MS. COURNOYEA: I just wanted to ask...

THE CHAIRMAN (Mr. Pudluk): Go ahead.

MS. COURNOYEA: Taking into consideration that you knew the negotiations were going ahead this year is there any consideration in terms of a projected estimate built into this budget?

THE CHAIRMAN (Mr. Pudluk): Mr. Minister or Mr. Lewis.

HON. TOM BUTTERS: I will respond. I would assume, and I cannot say, but I would assume there is a projected estimate but obviously that estimate reflects upon the negotiation position of this government to a certain extent and I would expect that to divulge that at the present time might be presumptuous of me. I do believe that in the past the increases have been somewhere around eight per cent, give or take a few decimal points.

THE CHAIRMAN (Mr. Pudluk): Thank you. I believe now it is six o'clock. Does this committee wish to report progress?

SOME HON. MEMBERS: Agreed.

THE CHAIRMAN (Mr. Pudluk): Are we agreed?

---Agreed

MR. SPEAKER: The House will come to order. Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE OF SESSIONAL PAPER 1-80(1): ABORIGINAL RIGHTS AND CONSTITUTIONAL DEVELOPMENT IN THE NORTHWEST TERRITORIES; AND BILL 1-80(1): APPROPRIATION ORDINANCE, 1980-81

MR. PUDLUK: Mr. Speaker, your committee has been considering the Sessional Paper 1-80(1), Aboriginal Rights and Constitutional Development in the Northwest Territories, which has been deferred to a later date in this session. Also, Bill 1-80(1) and on that I was to report progress.

MR. SPEAKER: Thank you, Mr. Pudluk. Mr. Clerk, announcements and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): Announcements for Monday, February 25th. At 10:00 a.m. in Katimavik A, a meeting of the Members' services board. For Tuesday, February 26th. At 10:30 a.m. in Katimavik A, a meeting of the standing committee on legislation.

ITEM NO. 10: ORDERS OF THE DAY

Orders of the day, February 22, 1980, 1:00 o'clock p.m., at the Explorer Hotel.

1. Prayer
2. Oral Questions
3. Questions and Returns
4. Petitions
5. Tabling of Documents
6. Reports of Standing and Special Committees
7. Notices of Motion
8. Motions: Motion 19-80(1)
9. Consideration in Committee of the Whole of Bills, Recommendations to the Legislative Assembly and Other Matters: Representations by Inuit Tapirisat of Canada; Bill 1-80(1)
10. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 o'clock p.m., February 22, 1980, at the Explorer Hotel.

---ADJOURNMENT

Available from the
Clerk of the Legislative Assembly of the Northwest Territories,
Yellowknife, N.W.T. at .50¢ per day, \$5.00 per session and \$12.50 per year.
Published under the Authority of the Commissioner
of the Northwest Territories