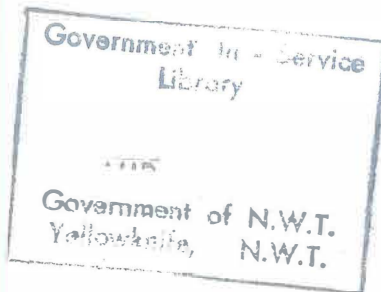




LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
DEBATES

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

MONDAY, FEBRUARY 25, 1980

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms. Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Hon. Arnold McCallum, Hon. Robert H. MacQuarrie, Hon. Richard Nerysoo, Mr. Noah, Mr. Patterson, Mr. Sayine, Mr. Sibbeston, Mrs. Sorensen, Mr. Stewart, Mr. Tologanak, 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 any written questions? Returns then. Hon. Mr. Butters.

Return To Question 16-80(1): Overexpenditures, Department of Finance

HON. TOM BUTTERS: Mr. Speaker, I believe I have three returns. The first is in response to Question 16-80(1) asked by the hon. Member for Frobisher Bay on February 4th dealing with overexpenditures in the Department of Finance. The return is two and a half pages, sir, and I would be grateful if I might just have this placed on the record without reading it.

Return To Question 32-80(1): Free Education, Non-native Students

The second return I have relates to Question 32-80(1) asked by the hon. Member from Keewatin South on February 7th dealing with education costs, non-native students in the southern education institutions. This too is rather extensive and I would like to also see that tabled. I have given the hon. Member a copy of the return so he is aware of its content.

Further Return To Question 38-80(1): Statistics On Ethnic Lines

The third return is related to that one and it is very short so I will read it. Question 38-80(1) asked by the hon. Member for Keewatin South on February 8th dealt with keeping of statistics on an ethnic basis and in response to Question 38-80(1) regarding the policy of the department on collecting student data on ethnic origin, it is the policy of the department to collect student data reflecting the ethnic origin of students.

The department accepts whatever ethnic designation claimed by a parent or guardian of the student. The designations used are Dene Indian, Metis, Inuit, or other.

MR. SPEAKER: Thank you, Mr. Butters. Other returns.

Item 4, petitions. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Mr. Speaker...

MR. SPEAKER: Could you just wait a moment, Mr. Appaqaq? We are not getting a translation.

MR. APPAQAQ: (Translation) Mr. Speaker, I have two letters from my constituents concerning an education problem that commenced. First of all...

MR. SPEAKER: Excuse me, Mr. Appaqaq. Would this be under tabling of documents? Perhaps if you want all of the other Members to know what the letters say and to be concerned about them the thing to do would be to table those letters under the next item when I ask for tabling of documents. Then, if as a result of what is in the letters, you would like this Assembly to do something about it, then it would be proper to formulate a motion which could be considered on another day under the item called motions. Perhaps some of your Eastern Arctic colleagues would help you to frame those motions. Now it just seems to me that that is the way it would be best to proceed, but if you think otherwise, then we are willing to listen to what it is that you would like us to do. But I would suggest that you table the letters under tabling of documents, the next item that will come up. We are on petitions then. Are there any petitions? Mr. Curley.

MR. CURLEY: Mr. Speaker, if I can be given permission to go back to questions and returns, I was making a long distance telephone call when the questions and returns went by.

MR. SPEAKER: We would need unanimous consent. Does Mr. Curley have unanimous consent to return to questions and returns?

---Agreed

REVERT TO ITEM NO. 3: QUESTIONS AND RETURNS

All right, Mr. Curley.

Question 75-80(1): Tourist Camps And Lodges In The District Of Keewatin

MR. CURLEY: Thank you. Mr. Speaker, my question is to the Minister of Economic Development and Tourism. Could the Minister provide information to the following questions: (a) How many tourist camps and lodges are established and operating in the district of Keewatin? (b) Where are they located? (c) How many are owned by Northwest Territories incorporated operators? (d) How many by southern based operators and by foreign owners, like the United States?

MR. SPEAKER: Thank you, Mr. Curley. All right. If there are no petitions, we will come now to tabling of documents.

Item 5, tabling of documents.

ITEM NO. 5: TABLING OF DOCUMENTS

If you would like, Mr. Appaqaq, to table those letters now you may do so and you may do that by simply saying "I wish to table a letter from such and such a group" and you would do that with each of the letters and give them to the Clerk and our staff will see that all Members are given copies of those letters. All right?

MR. APPAQAQ: (Translation) Mr. Speaker, I would like to table this. Tabled Document 12-80(1): A letter to the Legislative Assembly of the Northwest Territories from the local education authority, Sanikiluaq, regarding the traditional education in Inuktitut.

MR. SPEAKER: Thank you. Is there another letter then or other letters, Mr. Appaqaq? Are there still others?

MR. APPAQAQ: (Translation) Mr. Speaker, I also have another one which was written to me. It is not translated into English yet.

MR. SPEAKER: That is fine. It can be tabled anyway, Mr. Appaqaq, and we will see that it is translated. Will one of the Pages then please get those letters and deliver them to the Clerk and all Members will be given copies of them as soon as they are translated?

MR. APPAQAQ: (Translation) Another I got through the telephone on February 19th, Tabled Document 13-80(1): From the hamlet of Sanikiluaq, concerning education problems, concerning the cultural inclusion program in Sanikiluaq.

MR. SPEAKER: Thank you, Mr. Appaqaq. If you will give them to the Page beside you, we will see that all Members get copies of those and then, as I said, if you would like to introduce any motions with respect to those matters, maybe some of the Members of the Eastern Arctic could help you to frame them.

Are there other documents to be tabled? Mr. Butters.

HON. TOM BUTTERS: I beg your pardon, Mr. Speaker, I have some documents to table. I was making some notes on Mr. Appaqaq's statements.

MR. SPEAKER: Please do.

HON. TOM BUTTERS: I wish to table the following documents: Tabled Document 14-80(1): Report to the Council of the Northwest Territories on the Examination of the Accounts and Financial Statements of the Government of the Northwest Territories for the Year Ended March 31, 1979.

Tabled Document 15-80(1): Annual Report, Safety Division, 1978, Department of Public Services, Government of the Northwest Territories.

Tabled Document 16-80(1): 1978/Second Annual Report, Workers' Compensation Board, Northwest Territories, for the Year Ended December 31, 1978.

Tabled Document 17-80(1): Workers' Compensation Board Administration and General Expense Budget, 1980.

Tabled Document 18-80(1): Northwest Territories Liquor Control System and Liquor Licensing Board, 25th Annual Report, April 1, 1978 to March 31, 1979.

MR. SPEAKER: Thank you, Mr. Butters. Are there other documents to be tabled? All right then we will move on.

Item 6, reports of standing and special committees.

Item 7, notices of motion.

Item 8, motions.

ITEM NO. 8: MOTIONS

Motion 21-80(1), a motion with respect to the Drury report. Mrs. Sorensen.

Motion 21-80(1): Drury Report.

MRS. SORENSEN: Mr. Speaker:

WHEREAS there is now an official government in Ottawa;

AND WHEREAS the Drury report on constitutional development in the Northwest Territories has been completed and has been ready for distribution since December;

AND WHEREAS this Assembly sees no need for the Drury report to be tabled in the House of Commons and the Senate before being released to the public;

AND WHEREAS it would be fitting that this Assembly receive and table this report before the end of this session;

NOW THEREFORE, I move, seconded by the hon. Member from Inuvik, 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: It has been duly moved and seconded. To the motion. Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, on August 3, 1977, it was announced that Bud Drury had been appointed as the special representative for constitutional development in the Northwest Territories. His mandate was to report to the Prime Minister on wide-ranging consultations to be carried out with leaders of the territorial government, northern communities and native groups on measures to extend and improve representative and responsible government in the Northwest Territories.

Ironically, 13 years ago Dean Carrothers presented his recommendations regarding constitutional development in the Northwest Territories and for interest's sake I might add that Mr. Carrothers suggested a division question in the Northwest Territories should be considered in the future when the native population as well as the non-native population of the Northwest Territories could, on the basis of a shared political consciousness, consider the question of division on a more equal footing.

Now, 12 years later we have a proposal called Nunavut which is gathering strength and which must be discussed and considered by the people of the North. But, Mr. Speaker, we also have a report, one which has been researched and prepared over a two year period, a report which has been sitting on a shelf in Ottawa gathering dust waiting for a decision from the Prime Minister with regard to its release, a report which again considers constitutional development in the Northwest Territories and makes recommendations, it is said, on possible changes in the Northwest Territories.

Unity Committee Needs The Drury Report

As of February 18th there is again, as I said, a government in Ottawa, a government which can make the decision to release the Drury report immediately rather than wait for the next session of parliament. This Assembly has created a body called the committee on unity and its mandate is to provide this Assembly with recommendations concerning the means by which a political consensus might be generated among the people of the Northwest Territories by the fall of this year. If the unity committee is to complete its mandate it certainly needs as much information as possible concerning constitutional and political development and, I would include then, the Drury report as being necessary for it to have in its hand.

Northerners have been waiting for the release of the Drury report for some time now and it would be fitting that the document be tabled in this House during this session, particularly because the Drury report was commissioned by the federal government as an alternative to the Legislative Assembly of the Northwest Territories conducting its own constitutional inquiry. Further support for this motion is the fact that it appears that there is no constitutional requirement that the Drury report be tabled in the House of Commons or the Senate first. So, I foresee no procedural problem that would prevent the Prime Minister releasing this document immediately. Therefore, Mr. Speaker, I feel the request for the immediate release of the Drury report is in order and I would hope that I would have the support of this House for this motion.

MR. SPEAKER: Is there any other comment on the motion? Are you ready for the question?

SOME HON. MEMBERS: Question.

Motion 21-80(1), Carried

MR. SPEAKER: It has been duly moved and seconded 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. Those in favour of that motion please indicate by raising your hands. Opposed? The motion is carried.

---Carried

Motion 22-80(1), Canada Works Program. Mr. Patterson.

MR. PATTERSON: Mr. Speaker, I would like to defer consideration of this motion until February 27, 1980.

MR. SPEAKER: All right, Mr. Patterson. In accordance with the ruling I made earlier I will allow Members to unilaterally defer, not motions, but when notice of motion only has been given and he has appointed a date certain and therefore is acceptable. Would the Clerk please see it is included in the order paper for that day, February 27th? Are there any other motions? Is it agreed we resolve into committee of the whole?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: 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 consider those matters listed on the order paper, with Mr. Tologanak in the chair.

---Legislative Assembly resolved into committee of the whole for consideration of Bill 1-80(1): Appropriation Ordinance, 1980-81, with Mr. Tologanak in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-80(1): APPROPRIATION ORDINANCE, 1980-81

THE CHAIRMAN (Mr. Tologanak): The committee will come to order. We are on Bill 1-80(1), the Department of Education and we are on general comments. Hon. Mr. Butters.

HON. TOM BUTTERS: I wonder, Mr. Chairman, if I could ask the committee a question regarding the order of business which is anticipated for the coming week. Obviously the hope would be to discuss the Education estimates on a continuous basis so we can get through them as quickly as possible. Am I correct in believing that tomorrow we will be discussing the paper on aboriginal rights and constitutional development and the next day there will be a visit from the CBC northern service executive and on Thursday the Northwest Territories Water Board and that Education may not come up again until Friday?

THE CHAIRMAN (Mr. Tologanak): Mr. Butters, I am not sure just how long we will be discussing with these various groups or the paper on aboriginal rights, but I am sure after discussion with various other groups we were talking about that we would get back into Education. Is it the wish of the committee that we continue?

SOME HON. MEMBERS: Agreed.

---Agreed

HON. ROBERT H. MacQUARRIE: Just to clarify, Mr. Chairman, it is correct that tomorrow Mr. Wah-Shee had indicated that he would like to debate the aboriginal rights sessional paper. I believe Wednesday it is the Water Board who will be appearing and then the CBC the following day, just the opposite to what Hon. Mr. Butters had indicated, but I would say you are right. Yes, for instance, tomorrow there is no telling how long the debate would be. I cannot see that the CBC and the Water Board would take up the entire afternoon, but we never know.

THE CHAIRMAN (Mr. Tologanak): Any further discussion on the timetable? Can we continue with the general comments on Education? Hon. Mr. Butters.

HON. TOM BUTTERS: One further request of the committee, Mr. Chairman. I wonder if the Deputy Minister of the department, Mr. Lewis, who is in the House might be permitted to join me at the witness table.

THE CHAIRMAN (Mr. Tologanak): Is it agreed that Mr. Lewis join Mr. Butters?

---Agreed

Mr. Lewis and the Minister. Any further general discussion on Education? Is the committee then prepared to go into the estimates for the various activities? Mr. Patterson.

Further Request For Policy On Education

MR. PATTERSON: Mr. Chairman, I do not want to hold up discussing the estimates, but I did want to know whether or not there is a policy for education in the Northwest Territories. If such a policy could be made available to the Members of the House, and I ask the question now although I did ask it as a written question in the House the other day because it seems to me that while we are on the general subject of the philosophy of the department it would be useful to know if such a policy exists and to see it if it does.

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

HON. TOM BUTTERS: Yes, Mr. Chairman. We are not unaware of the hon. Member's request for such a document to be tabled. There is a policy on the administration of education in the Territories and I am advised that that document will be ready for tabling tomorrow.

THE CHAIRMAN (Mr. Tologanak): Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I was not here during your opening remarks and I have not had time to look at the opening remarks to the Assembly, but I would just like to ask a general question related to the education and the inclusion of the culture of the Inuit people within the school system. I would like to give a very brief introduction to it because the people in my region particularly, I do not know about other regions, are at the point where they would like to see a new move towards trying to reassure themselves and the elders about strengthening their culture and that the school should take a better role in ensuring that the young people are aware of their history and their culture and the way of life in the Northwest Territories, particularly

as it relates to living off the land, to subsidize the wages in the northern economy. There has been a tremendous, I think, thrust by the Department of Education to try and proceed with the southern style education so it was the only option in the North and the only answer to their lives in the North, but my belief is that the Inuit people and other native people are just as determined to see that the school becomes part of their society in the North, that it not become a southern based type of society which I believe has contributed but in the North it is not the only option to live with.

Coming To Grips With Cultural Inclusion

I think unless we come to grips with that involvement of the people, not merely by token cultural inclusion which would only be about five hours a week or half an hour a day approach, this has not proven to be the answer to the community. I spoke with the older people and more and more -- no kidding, Mr. Lewis would very well know a gentleman by the name of Leo Ussak who has worked in the school for many years and he continues to take a deep breath and ask me whether I would be able to bring about a new vision for the young people so they can at least survive and have better confidence in their own land as Inuit people. So, what he is asking me to do is that the whole approach of token programs like cultural inclusion and part of the language program that started in the school has not been enough to bring about confidence to those young people. I am wondering whether or not you have any policies or recommendations that you would present to us to see that we ensure those people, and the lives of the young people, are not eroded and the culture is being strengthened rather than weakened through the educational system which I believe has done just that. There have been many, many statements about young people not being able to cope with the land when they get home from school. Could you maybe elaborate whether or not you have taken any positive steps to ensure that the schools in the Northwest Territories will be able to provide much more satisfying and reassuring problems to strengthen the culture and the language?

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

HON. TOM BUTTERS: Mr. Chairman, the hon. Member has, as I think other Members of the committee who were present for the debate last Thursday, we agree, has very ably summarized the direction and the suggestions that were contributed to this debate last week. The concerns that were raised by the Member I think were raised by almost every Member who spoke from the East, from the river and around the lake. I thought I had responded in each case in recognition that the concern raised is a valid one that I personally would take what steps I could to ensure that the school becomes a more meaningful institution in the eyes of the people who are receiving programs and services from that school.

New Direction To Provide Cultural Ethos

With regard to cultural inclusion I think I answered one question by saying that I do not think cultural inclusion is an adequate program and I think new directions will have to be taken to provide the type of cultural ethos which the Member suggests should be included in the schools and in the school programs. There are ways I think that this can be accomplished. There are ways in which a much larger degree of the history and the culture of the people from Fort Resolution as was indicated to me when I visited Fort Resolution three weeks ago, and of the people of Rankin, the people of Igloolik, the people of Fort McPherson can be included in the curriculum to a much greater extent than is currently the case. We have recognized too, that there is a great deal of work to be done in the fulfilling of our statutory obligation as found in the Education Ordinance, that is teaching in the language of the community, teaching

in the language that the students think in and use in their homes and on the playground for the first three important years. I think that generally summarizes the direction that was given to both myself and Mr. Lewis last Thursday and if that answer in some degree is satisfactory to the Member, then possibly then I have answered his question.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. Butters. Mr. Noah.

Views Of Repulse Bay On Cultural Inclusion

MR. NOAH: (Translation) Mr. Chairman, I know this is open remarks, but I have something to say from Repulse Bay. The school system now, for example, it is not only really working for the Inuit people. The Inuit cultural inclusion programs at the schools, they would like them to go on in the Keewatin area. The students who have education, when they are able to do a good job, they will be going hunting on the land if they have a good education. The cultural inclusion programs, they would like it to go on and I was wondering if there would be any more financial assistance that could be given to communities for the cultural inclusion program. When Inuit people have been going to school for a while and they get a good education they do not really know how to live on the land and my constituents asked me to bring this up to the Assembly here. Thank you.

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

HON. TOM BUTTERS: Mr. Chairman, when I pointed out that I did not feel that the cultural inclusion program or aspect was actually doing the job that should be done I was suggesting that there must be some other way in which the cultural ethos of the community can be incorporated into the school and the school programs.

As Members probably realize, I have no background in Education myself and I find the department and many of its programs and professional directions as mysterious as a number of you. Early on I discussed with Mr. Lewis the cultural inclusion program and my dissatisfaction with it. He indicated at that time that the Department of Education and the government and preceding ministers of Education had been looking at an approach which might go a long way to solving the concerns that have been raised by Members both today and last week.

Differentiated Staffing

The educators call this approach "differentiated staffing". Now, the words do not explain what they mean, but it is a division of the curriculum into the core subjects. The hon. Member from Keewatin North indicated some of the core subjects when he asked his question on what you might call community subjects, the social studies and those courses that have meaning to the community itself and the people in the community. That program would be divided on the basis that your core, your mandatory, and I cannot say more important, but the required programs such as mathematics would be developed while the other 40 per cent of the curriculum would be developed in conjunction with the community itself. I am going to ask Mr. Lewis to speak to that because it was a concept I was not aware of until just a few weeks ago and I think it is a very interesting concept. I think if Mr. Lewis takes a bit of the time of this committee he could indicate to you the thinking the department is pursuing, I think maybe he may remove some of the concerns or reduce some of the concerns that are being expressed here today.

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

MR. LEWIS: Mr. Chairman, the cultural inclusion program was begun in 1971 in the Keewatin when there were groups of people called community advisory committees and for this committee to have a job to do, the superintendent at that time provided them with a budget, a very small budget, and the idea behind it was to help those groups of people to prepare for the time when there would be a proper ordinance and also to see the development of local education authorities.

At that time, the cultural inclusion program was not seen as being a teaching program, necessarily. It could have been used by the local committee for a number of purposes that they thought to be important. Over the years, however, that program has been recognized by many people as the only program which provides for a curriculum which is a native curriculum and which deals with culture and language.

Program Presently In The Schools

However, within the program, in the schools, in addition to the cultural inclusion program which is run by the local committees, you will find classroom assistants, many of them speaking in a native language. You will find teacher education program teachers who are also teaching, in some cases, in native languages and many of them use materials which have been produced over the years which are distinctive northern materials which suit the purposes of northern schools. We are aware however, that that is still not seen to be adequate and, as Mr. Curley has pointed out, there is still a demand that there be more native involvement in the schools. For that reason the department has proposed a policy on differentiated staffing.

The way this would work is as follows; at the moment, in Northwest Territories schools, there would be close to 600 teachers, most of them recruited in southern Canada. What we are proposing is that those teachers who are hired to teach in community schools should only be responsible for 60 per cent of what is taught in those territorial schools. The subjects that they would be responsible for would be mathematics, science, the English language and social science or social studies. We would propose that the other 40 per cent of the program would be decided at a regional or local level. This would mean that we would not need as many professional teachers as we have needed in the past in order to deliver that program. In order to deliver the 40 per cent at the local level we would have to look at the provision of other kinds of staff. It would mean that the professional teachers from the South, who would now be in smaller numbers, would probably have to teach larger classes and it would mean that the department would have to spend far more time in preparing other kinds of staff to deliver the programs at the local level using local people to do so.

Implications Of Differentiated Staffing

The problem of making that decision will have to be solved locally because there will be no extra money for this program, it will be a reallocation of resources we already have. Also, we had hoped that by introducing differentiated staffing we would not increase the length of the school day because the length of the school day in the opinion of most professional educators is already long enough. That is the proposal but it has very far reaching implications and it is for that reason that we would need a long time to discuss that proposal at the local level so that people can understand it well.

THE CHAIRMAN (Mr. Tologanak): Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: Thank you, Mr. Chairman. The proposal just mentioned I find very interesting and, at first glance not particularly alarming to me, providing -- of course I was a teacher and I am concerned that those teachers who are already hired be treated thoughtfully in any change-over and that attrition be the factor rather than dismissal in bringing about a change. However, I think with the change-over of teachers in the North that could probably be accomplished very easily. The reason I say it is not alarming to me at all is that many years ago when I was in Baker Lake, and this was something I hoped to say when Mr. Sibbeston was here, was, that in the community I learned from a number of people that they thought the quality of language used by their children was deteriorating and wondered whether we could do something about it at the school. I remember speaking to various people in the settlement and asking them to identify those among themselves who were particularly good in using the Inuktitut language, and they identified several people to me. I approached some of them to see whether we could begin an Eskimo language program in the Baker Lake school. This was done during the last year I was there, but at any rate the groundwork was laid and to my knowledge the people who were used in the language training were people who simply were good at using their own language and had no other qualification as teachers and yet it seems to me that money was found to have them teach in the schools on that basis. So, I think that is perhaps what you are suggesting here and I do not find that alarming at all. Certainly people who have qualifications other than professional qualifications ought to be used whenever possible.

Plug For Universal Education

As an educator I would simply like to put in a plug, though, for what I call universal education. I believe that if any of us were to visit classrooms in Russia or Japan or West Germany we would find, despite the difference in language, we would find some very similar things going on, and the reason is that there are certain kinds of learning that are important to people everywhere because they confer power in their lives, and that would include science and mathematics and so on. I would simply like to believe that in the Northwest Territories that kind of education was not downgraded to such an extent that it became of such a quality that our children were hampered by not having access to it. So, I would ask all of those Members who are rightly concerned that their native languages and native cultures be considered much more than they have been considered in the past in education in the northern schools, I would ask them whether they believe that fluency in English is important to young people in the Northwest Territories, whether a knowledge of mathematics and science is important, whether it is important that the graduates from our schools be equipped to enter educational institutions, postgraduate institutions elsewhere if they should choose when they graduate from our schools. I would say that if Members in this Assembly can agree that those things are important, that it is important, I believe, for them to state that to the Department of Education as well so that we get a proper balance in the kind of education that our northern children receive. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Tologanak): Does anyone else wish to speak before I let the hon. Members who have spoken the first time already, speak again? Mr. Curley.

Cultural Inclusion In Scandinavian Countries

MR. CURLEY: Thank you. Mr. Chairman, again I would just like to pursue further the need to include the culture of other people. I realize we are probably full of information and justification for such a need, but I would again like to ask you why it has taken so long for the Department of Education and this administration to establish a special unit that would deal with the language of the native people and culture to handle all that, rather than just be so obsessed with the professional teachers and whatnot or executives to operate it? I think some

countries have been very successful, and if you look at the Scandinavian countries, I think you would be impressed to see some of the kinds of colleges they have for their people, at the same time taking part in the national language, you know, the society of their country. I think we have done very, very well as far as the Department of Education and this government are concerned with respect to setting up society, administrative needs of the schools and administrative needs of the Education department to handle the bookkeeping work required in that, but in terms of the substance of the programs I think we are very, very inadequate. I think we have paid lip service for so long and I am appalled again. I do not want to be critical as to why the department has not been successful in making a presentation to the Assembly or other Assemblies that would be an alternative to the present way of providing cultural inclusion and language. What we are talking about is not merely just a language, but the whole need to come to grips with the culture that is disappearing in the North. I do not think parents want that yet. They have continued to call for involvement and I am just wondering why the department has taken so long in setting up a position or unit in the department that would specialize in the planning for setting up alternative schools, native schools in the communities at the same time run by the department but rather than just squeezing it into the local school system. It possibly could be better off operated as a unit and at the same time run by the department. Now my question is, has the department any plans to consider that possibility?

More Done For Professionals Than Native People

When we compare it with what we are doing for the professionals it is amazing how little we have done for the native people. You look at the teachers' agreement and you will likely see that they have further opportunities to develop their professionalism. They have an open licence to apply to the Department of Education and be provided with some other financial assistance every summer during the summer break to take summer courses. I think that is very encouraging that this government, this administration is doing that, but these are the professionals. They have no hard luck finding a job. They are protected by the union and everything else and at the same time \$700 is available for every teacher who is successful in applying for the grant through the professional committee that is established to make those grants available.

Now, let us look at the community education program and what kind of budgets have they got to run the programs in the communities? My question again is this: Why has it taken so long for the department to establish a unit in the department that would specialize, that would consider alternatives, either colleges or whatnot, to be established in the North so young people who have not made it through high school can at least be given the reassurance that they can survive and they can become people in the North who can contribute to the economic well-being of the community as well as to the family? If not, are they prepared to accept recommendations from this Assembly? Thank you.

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

HON. TOM BUTTERS: Mr. Chairman, yes, not only the department but the Government of the Northwest Territories, as Members well know, is ready to accept recommendations and direction from the Assembly. I realize the hon. Member is concerned with what seems to him to be a lack of reaction by the Government of the Northwest Territories and especially maybe the Department of Education to meeting some of the needs which he has outlined and indicated to us. Members will realize and recall that my opening remarks dealt mainly with the evolution of education in the Northwest Territories and that was done with a purpose. I think that is my answer to the Member's question, that comparatively speaking there have been major strides made in education in the Northwest Territories. Granted all the objectives are not yet achieved. Granted there is still a great deal to do not only in the communities by the people who are interested and concerned about the education programs and the system that is provided there but also by the department and the professionals.

Education Has Made Progress

So, as I mentioned when I opened the discussions on Thursday that when I first became aware of education in the Northwest Territories, only 45 per cent of the youngsters who were eligible to receive school programs were in school. That percentage now has increased to the point where almost every youngster in the Northwest Territories may avail himself of an education.

The problem pointed out by the Member, I think is very real and I understood him to be suggesting and saying, what of the students who have not been able to avail themselves of the programs and have dropped out or did not find that formal education provided has been suitable to them? I believe that we can provide statistics and the department can provide statistics that there is a great deal being done to encourage such people to improve their qualifications through special education programs, through adult education programs to a point where they can take the courses that are being offered by AVTC, Adult Vocational Training Centre, both in-house and on an extension basis. I think there are probably a lot more young people, native young people who are receiving practical and vocational education and training through that facility than one may believe or may expect.

I am not in making my reply suggesting that everything is perfect. It is not. There is a great distance to go. There is a great distance to go, as we discussed last Thursday, in the teaching in the native languages in the classrooms. There is a great way to go in providing the cultural dimension and I feel that, although the presentation of Mr. Lewis a few minutes ago is a proposal only, it is a most positive one and one which I think will achieve the dual objectives that have been put forward here that the hon. Member from Yellowknife Centre suggests or implies. Northern education should not be a pale shadow of what is offered elsewhere. A graduate of our system should be able to stand up with a student from Europe, from eastern Canada, from western Canada and be able to hold his own in any type of competitive situation, academic or vocational, that they find themselves in, but at the same time it is recognized that more could be done in the areas of incorporating and building into the school, the cultures in which that school is immersed. I think that we have made and are making great strides toward the objectives and the directions which this House is giving us.

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

Training Teachers Who Are Native Northerners

MR. PATTERSON: Mr. Chairman, I think we have made considerable strides and I hope that all my remarks will be encouraging to the people who are working in the field of education in the Northwest Territories. I feel perhaps I am impatient and perhaps what I am proposing is going to cost more money than we have, but I think we should be moving faster. To react specifically to the differentiated staffing approach, Mr. Chairman, I think it has some merit, but I would caution Members that this is only a partial approach to a much wider problem. In the long run I submit that the only way we are going to provide native language education and the cultural component which everyone agrees we must have in the school system where there are, of course, a majority of native students, the only way we are going to do that is by training teachers who are native northerners. If they happen to speak Inuktitut or have white skin nobody cares, but they have got to be native northerners who have fluency in the aboriginal languages in the Northwest Territories. I would suggest, Mr. Chairman, that instead of saying "Well, we have got to cut down on the number of professionals in the schools," say there are ten southern professionals and to hire two local people, we would have to get rid of one professional by attrition, I would much rather see us hiring professional teachers who are cross-cultural education specialists. Teachers who are linguists, who are those special kinds of teachers who can teach English as a second language as a specialty, who can work with the native language teachers so that the programs can be developed to teach even mathematics in the Inuktitut language or in one of the Dene languages.

What I am suggesting, Mr. Chairman, is that as another direction in which we might go we should concentrate immediately and it does not mean we have to fire teachers who are presently working, but we should concentrate immediately on a selective recruitment program so that the teachers who are hired in the Northwest Territories have the specialties that are needed and the specialties that are needed are abilities in teaching language, teaching in a cross-cultural situation. At the same time those non-native teachers that we do have, we should be providing them with some orientation and training. Teachers in the Eastern Arctic should receive instruction in the Inuktitut language as well as teaching English as a second language.

Situation In Igloolik

I think if we ask communities, as I think the community of Igloolik was asked to do recently, to try and make a choice between the professional teachers who are valued by the local education authorities for their professional abilities, between those professional teachers and local people who can introduce the cultural component, those communities are going to be faced with extremely difficult choices. I think in Igloolik the answer that came back when there was a fear that the classroom assistant position might be lost and that the only way it could be regained would be by cutting down the southern teaching staff, the people in Igloolik said "We do not want to lose either. We do not want to have to make these kinds of choices."

I am not sure that is a fair burden to put on the local education authority. Instead I think this Assembly should try in co-operation with the administration and building on what we have developed so far, should try to give TEP, teacher education program, the resources it needs to produce teachers who can teach in their own languages which I think we are falling short of now. Secondly, recruit southern teachers who have abilities in this specialized area of cross-cultural education and when they go on their training courses in the summer as Mr. Curley mentioned, tell them "You are getting a grant but you cannot take educational administration. You must take a program in teaching English as a second language or cross-cultural education. You must take a program that is relative to the North."

Recruiting Selectively

There is a surplus of teachers these days, and if we start recruiting selectively we should be able to very quickly fill the ranks of professional teachers with teachers who are specialists in the areas we need help in. Right now it seems that the classroom assistants and the TEP graduates are existing in schools where they are in a sea of English language training and curriculum and I think the system has to be balanced, not necessarily by sending southern teachers back south but rather by encouraging them to recognize that this is a priority of this government and the people in the Northwest Territories. The same should apply to the non-native students. They should recognize they are living in an area where there are a number of important linguistic groups and their children should learn those languages as well. So in sum, and perhaps it is more of a response to the Minister and Mr. Lewis, I am saying that differentiated staffing may be an approach which we can adopt to deal with a crisis of funding, but in the long run is not the real answer to train northern native people to teach in their languages and inject the culture into the subjects, even social studies and math, using their own innate knowledge of the culture? Secondly, is it not, to start immediately selectivity in recruitment of the kind of southern teachers that we need? Thank you.

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

HON. TOM BUTTERS: Mr. Chairman, I would say that I think that all of the things suggested by the Member are part of an answer. I think the three or four suggestions he made are of value and I certainly feel they are approaches that must be considered and pursued if they are found to be practical.

I would however, like to make one correction. The Member suggested, on two or three occasions, sending southern teachers south and if that idea was communicated that is not correct. The proposal that I suggested to you is a proposal only and it would be implemented at a very gradual pace, and certainly it is not, or was not contemplated because of a crisis in funding. It is responding to the type of recommendation that was made by the hon. Member from Mackenzie Liard last week when he said that one of the older residents of his community was "a Shakespeare of the Slavey language". I think it is a way to ensure that that wisdom can be included and incorporated into the classroom situation. That is a desirable end which has not been attainable through the cultural inclusion approach I think. So, no, there is no thought there will be a selection and a determination that teachers are going to get a one-way ticket. That is not the point at all. We recognize as you said, the reaction and the reflection of the Igloodik community when a teacher's position was vacated, and I think a classroom assistant's also. As you say they wished both positions filled and I believe the response that was they were both filled, or I hope they were.

Enriching The Teacher Education Program

However, I think what the Member has suggested relative to the TEP program is very valuable. He has indicated a situation, and I do not know if he was aware of it last week, but I think we both became aware of the possibility of enriching the TEP program to a greater extent than is currently the case. In discussions last week and more recently I think that we both agreed that steps are being taken through utilizing existing human resources to begin to move in the direction he has indicated and would be most beneficial to providing programs in the community which are meaningful to the community.

THE CHAIRMAN (Mr. Tologanak): Mr. Noah.

MR. NOAH: (Translation) Mr. Chairman, I would just like to clarify something. We are not trying to tell you which language should be taught. I think they should learn both languages especially when they are going to have to look for a job. I feel they should be taught in both English and Inuktitut. There are very young people who really cannot speak Inuktitut right now and their parents are very concerned and for this reason they want to continue keeping the cultural inclusion program.

THE CHAIRMAN (Mr. Tologanak): (Translation) Mr. Noah, excuse me but could you slow down a little?

MR. NOAH: (Translation) Perhaps 45 to 50 per cent in the cultural inclusion program, and I have brought this up earlier before and perhaps I can clarify it later if everyone does not clearly understand. Thank you.

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

HON. TOM BUTTERS: I thank the hon. Member for his comments of which I have taken note.

THE CHAIRMAN (Mr. Tologanak): Mr. MacQuarrie.

Differentiated Staffing Is Not Long-term Solution

HON. ROBERT H. MacQUARRIE: Thank you. In earlier making my comments on differentiated staffing I said I did not see that as a long-term answer either, I was simply agreeing that it would be much better than saying that we cannot have a Slavey language program in Nahanni Butte or wherever, because there is no one qualified to teach it, that it would be desirable to identify someone who is very competent in the language and have him teach language classes in schools on a different basis from the teachers who are teaching other classes.

I would agree with you that in the long run I think one of the real keys to solving northern education problems is to vastly increase the number of northern people who are teaching in our schools, and I would hope that the department would spend its every effort to try to do that. I am aware that it is perhaps easier said than done. Earlier, considering that this was an important measure, I did check to see how many graduates we have had and so on. I find there are 40-some odd teaching in the schools right now but that over a period of time there have been 90-some graduates from the teacher education program, so obviously something happens to some of them after they graduate.

Now, in a moment I will ask the Minister whether there has been any investigation done as to retention rates and of TEP graduates repeating after a period of time why they do so? I am sure as a teacher that one of the reasons would be that teaching is a far more difficult job than many people appreciate and you encounter all sorts of problems when you begin teaching that you did not see when you were not a teacher and just noticed the long holidays they are entitled to. It is really a very difficult profession. So, I am sure that that is part of the reason for the loss but I suspect there might be another reason too, and that is we could have a very fine teacher training institution which turns out very competent graduates and they are so competent that other people want them and they are led off into other jobs. I am sure that that is always going to be a problem, and as to how it can be overcome I do not know but I suspect that may be part of the problem for losing teachers as well.

Northern Teachers For Northern Schools

It could also be that when these teachers wind up in the classrooms, maybe they are left too much on their own, maybe too much is expected of them all at once, and I do not know how that problem can be addressed either. At any rate I would like to hear some comments about that problem from the Minister because I really do believe that the sooner we get 80 or 90 per cent northern teachers, the sooner we are going to have the kind of educational system that most people in the North can approve of. I might say that I really feel that this is a desirable approach because the will is already there, obviously. Most Members here want it to happen, even the NWTTA, Northwest Territories Teachers' Association, wants it to happen. It is a policy and we were all given policy handbooks by the NWTTA last week and it is a policy of the NWTTA to encourage northern teachers in northern schools. So, there seems to be a general agreement that it is a desirable thing and it is up to us somehow to marshal our efforts to make sure that it comes about.

With respect to Mr. Patterson's concern about selective recruitment I would hope there would be a specific answer to that too. I would assume that over the years this is what the department has been trying to do and are they encountering problems that have not been answered; in other words, there are graduates from various programs and why do we not have more in northern schools? Is it simply a matter that we are not diligent enough in trying to find these people or is there a real problem in finding such people?

Finally I would just like to say that also last week Mr. Patterson mentioned the unfortunate dissolution of the language school and I would have to agree with that. I think that for southern teachers coming to the North to teach, as long as we need them there should be some attempt on the part of the department to ensure that such people have an opportunity to learn the language and, believe me, it is not easy to do if you do not have time away from the job to do it. It is almost impossible if you are a diligent teacher to find time while you are teaching in order to do this. I am sure there are many teachers who would willingly spend some time during the summer holidays or at other times, in order to learn the language if there were opportunities available, because of language school that existed in Rankin Inlet some years ago.

So, before finishing, if you could answer something about the question of why we do not retain more TEP graduates and also what problems were there with the kind of selected recruitment Mr. Patterson has asked about?

THE CHAIRMAN (Mr. Tologanak): Mr. Butters, do you have any statistical reasons for the long question?

Statistics On Teacher Education Program Graduates

HON. TOM BUTTERS: Mr. Chairman, I understand that some of the reasons are known but statistics in the sense of reviewing each teacher's reasons for leaving and totalling these things up, that has not been done. So, I think the major reason for our graduates leaving, and the hon. Member for Yellowknife Centre is correct, there were 93 graduates and 40 are currently in the classrooms, the major reason is that they could take other jobs at a much better salary, other jobs which are a lot easier than teaching because let us not make any mistakes about it, teaching is a very difficult profession.

My understanding is that because the TEP graduate comes into the system with a number of requirements to upgrade his qualifications to full certificate status their salaries are at the low end of the scale. Obviously it does not take much looking around to find employers and other job opportunities which are much more attractive. I think this probably is the major reason why a number of the graduates who have left did leave the teaching profession.

With regard to the comments on selective recruitment, I understand that such an approach has always been the objective of people interviewing teachers in the South. At one time, as Members probably know, there was a large number of southern teachers who wished to teach in the North. However, this number has diminished for reasons that I am not aware of and even with the diminishing job opportunities for the teachers in the South there has not been a corresponding increase in applicants for northern teaching positions. So, that while selective recruitment is practised the numbers of southern teachers available for northern service are not as great as they once were.

THE CHAIRMAN (Mr. Tologanak): Mr. Stewart.

Approaching The Problem In The Proper Manner

MR. STEWART: Thank you, Mr. Chairman. I find the discussion extremely interesting and I must admit that I agree in principle with most speakers. I wonder, however, whether or not we are approaching our problem in the proper manner. Our Minister of Education has indicated that it is his belief that when our students graduate they should be on a par with graduates from any other part of Canada. Now the school system and the school year have been designed to provide sufficient hours of instruction to enable the students to reach a certain degree of proficiency. Even with the school year as it is, and in saying the "school year" I am referring to all of Canada, we find that our dropout rates even in southern Canada are pretty high and the net result, of course, is that we are not in fact, educating our total student body with the time that is allotted fully for one educational program. It appears to me that education is to benefit the student so that he is capable of providing himself with a happy future. Unfortunately, whether we like it or not, I suppose the happy future really comes down to dollars and cents on whether or not he is proficient enough to be able to get a good job and not find himself boxed into a situation where he has barely enough education and he winds up with some kind of job that may be menial or very boring but because he has no further ability to go beyond this, he is forced to look at life down a very narrow pipe.

What we are saying here, as I understand it, we are saying we want our children to be competitive, yet we want all of these other inclusions such as culture, languages and so on without increasing the school day as indicated by our professional in education. Personally I do not think that is possible. I do not think it can be done without an increase in the number of hours of application. I suppose in part I give away my age by saying that I grew up in the city of Edmonton and by cultural standards I suppose it had one of the greatest mixtures of any city in Canada. Our school day was the same for all of us. However, the Jewish people had schools that they ran that started half an hour after the regular school day and ran for an hour and a half every day and ran for half of Saturday and their culture was maintained through this system. The Ukrainians had a slightly less demanding system. I think they put in an hour a day to learn their language after school and so on with the various types and conditions as they existed at that time.

Need To Increase Education Time

It appears to me that if you are striving to do what I understand we are saying here, to do all of these things and not increase the time that the child is being educated you are going to wind up with a situation where they do not know their culture, do not know their language and do not know the other system either. I say to you that you are liable to wind up with a more confused group of kids than you have now, because there is only one thing there is satisfaction in and that is not perfection, but that is being good in what you are going to do, not half-assed good, but it is better in my mind to learn one way or another. I suppose if you want to completely keep the culture we should close all the schools in the Northwest Territories and go back to the land. The language would be maintained and the whole culture would be developed -- fine, there would be no problem. Where the problem arises is that you cannot have both sides of the coin in a given set number of hours. To me it can be done but I think you have got to look at the long number of hours in the classroom whether it be the classroom where the normal studies are going on, or whether it be in another hall under special tutors.

To my mind one of the biggest problems we have in education today is the fact that because of finances we cannot keep the tutorial classroom assistance program alive to help those children who are slow learners or may be handicapped in learning. We cannot do that. Then we have these people falling out. Do not get me wrong, I believe in the preservation of the languages, but I believe there are only so many hours in a school day and if you try to do too much within that given timeframe you are not going to succeed. I have no opposition to lengthening the day of the schools at all or Saturday mornings, but there is a capability of the human mind to do so much in a given time and with children that concentration span is not that long at any given moment. To try and do too much you might defeat the whole purpose you are trying to do. I am not an educator, I do not know but it seems to me that in a normal business practice regardless of what you are trying to do, if you try to do too much, you fail in everything. I would like to succeed in one or the other. Thank you.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. Stewart. We will now break for coffee or tea for 15 minutes.

---SHORT RECESS

THE CHAIRMAN (Mr. Patterson): The committee of the whole will come to order. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, this is not my way of answering any question raised by the previous speaker, but there was reference to our apparent inability to provide or develop tutorial assistance programs in our schools. With him I recognize that this is a very great lack. The subject was initially raised last week by the hon. Member from Yellowknife South and at that time I noted that I was most impressed with the manner in which the Yellowknife schools are providing this very important service.

Function Of Tutorial Assistants

I think that possibly I might comment on what the tutorial assistant does. I had not seen the program in operation until I had occasion to visit Fort Simpson some two and a half years ago and that was the first place I saw it in practise. What occurs is that the teacher at a very early stage in the student's development, diagnoses or is assisted to diagnose weaknesses that a student has in learning. Sometimes these weaknesses in learning may be a result of a physical handicap. It could be that the child just does not have glasses or has a hearing problem, but in some cases it is a matter of comprehension either in mathematics or language or whatever. When such diagnosis takes place that student is assigned to a teacher who will concentrate on what you might call a prescription, an educational prescription to bring that student back into the mean, as it were, of the classroom, the average of the classroom.

These programs were in place, I believe, in Hay River, in Pine Point and I think in Fort Smith, but the programs that were in place were not funded, had not been funded by this Assembly for that purpose. The money being used for these tutorial assistance programs was money that had been developed for special education needs, that is the needs for students who had some physical or mental handicap. However, in saying that I would again draw to the attention of Members the fact that the program is a most valuable one and I would hope that there would be some way in which we could extend such service to schools throughout the Territories. I would hope that local education authorities, too, would have an opportunity to examine the needs and maybe suggest ways in which that need may be fulfilled in their own particular communities.

But I guess I am just using a lot of words to say that I agree with the hon. Member's comment that the tutorial assistance program might go a long way to reducing the number of dropouts in our schools, giving students a much better self image of themselves in the classroom and ensuring a greater number of graduates from our various programs than is now the case. It is going to take money, but I think that anything is possible if there is a will. If the Yellowknife school boards have found a way to provide such programs then I would expect that there must be a way that similar programs can be provided in other communities in the Northwest Territories.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Butters. Mr. Stewart, did you have a supplementary?

Cultural Inclusion In Normal School Hours

MR. STEWART: Yes, Mr. Chairman. I would like to thank the Minister for that reply. Actually I have two questions. That was one of them and the other question I would like to direct through you, Mr. Chairman, is it the opinion of the educational system that the request of many Members of this House with regard to cultural inclusion, language, etc., whether a curriculum could be devised to include this, to stay within the normal number of hours in the given school year and graduate students who would be comparable to students graduating in other parts of Canada?

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

HON. TOM BUTTERS: Mr. Chairman, the question calls for a value judgment and any value judgment I would make is based on very thin experience and knowledge. With the possibility of being considered unfair, I might ask my Deputy Minister, Mr. Lewis, to attempt answering the question. I think it is a most difficult one and I hope that most Members recognize its subject nature and realize a clear and precise answer is just about impossible.

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

MR. LEWIS: Mr. Chairman, it is possible to define a curriculum for cultural inclusion for the various groups that would be interested in such a program, and only after you have defined that program will you be able to decide how much time you would need to allocate to it. My guess is though that the school is very often asked to take on more responsibilities than it is capable of handling, and every time there is a demand to include more material to be taught during the normal school day, then it makes it more difficult for students to achieve the standards you would like to see them achieve.

Expanded Curriculum May Create Difficulties

At the moment, when the discussion deals with the issue of standards, then comparisons between what happens in the Northwest Territories and what happens in the provinces is very difficult to make because the Northwest Territories is unique, and when comparisons are to be made they should be made with other jurisdictions which have similar problems to the ones we have. So, if there are to be increases in demands to expand the curriculum in the schools, Members should be aware that by expanding the curriculum it makes it more difficult to cover the basic skills or the basic program that the public expects the education system to deliver.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Lewis. Mr. Tologanak.

MR. TOLOGANAK: Thank you, Mr. Chairman. I just want to address some of the comments that have been made and some of my own, as I was sitting in the chair earlier on and I could sit there no longer without having something to say. Now, I grew up in the education world in the North and I have not had the pleasure of going beyond the border for higher education. But some of the questions, some of the things I have seen in the education system have evolved and changed very dramatically and have deteriorated to this day and the delivery of education is not, in my way of thinking, education any longer.

The education I got, got me here today. The education system that we had, the attendance, the record and teacher ratio was much higher than it is today. The amount of money that is being spent for education in the Territories now as we can see, or as we will be revealing, the money in the Education budget that we provide for the salaries or for the facilities, that must be reviewed very carefully.

Community Control Of Delivery Of Education

Community advisory boards have been set up to advise basically the principal, on the community's needs. I have served on such committees in the past and have attempted to make some changes within the education system but it is impossible at the community level because you are only an advisory body. Under the Education Ordinance, which I believe was passed by the last House, there is a provision for these committees to be incorporated, and I would like to at this point encourage this so the community has some kind of control within the community as to how education should be delivered. Perhaps we could pick up the attendance level again and perhaps our cultural inclusion programs could be modified, perhaps the language education can be improved. I do not know exactly what the ordinance says, but

perhaps the hiring of the teachers could be better handled by the communities rather than people going from Yellowknife going down to Toronto or Victoria or wherever. As I said the quality of education, to my mind, has deteriorated so much that it is time for a review as to how education is being delivered.

As for TEP, the teacher education program, I have a very close relative, my wife, who was involved in the teacher education program. She got her necessary certificate and has been teaching a number of years in the schools but finds it very frustrating when you are paid less than half what the actual teachers you work with are being paid. Also you do more work because the younger the students are, then really you are the one who communicates with the students basically, for the teacher. I might also say that during the summer you are expected to stay a little later in the school and also one week earlier before school starts again. These kinds of problems that exist frustrate a lot of teacher assistants and in the last few months we have seen how many have quit because of one reason or another. There has been some political play by the bureaucrats because of cutbacks and whatnot, saying they could not afford to rehire or fill positions again. A couple of months later there is money there and they rehire in these areas. That is a very unsatisfactory attitude. I think it is time we reviewed the whole educational process. I think we should freeze that until we have reviewed education, the quality of education and also the salaries and whatnot they should be kept to a minimum so they can survive as well as we can in the communities.

Gjoa Haven School Has High Record Of Attendance

Now, about facilities. There is some good delivery of education happening in the communities and I can think of one, one of very, very few in the Northwest Territories, an elementary school in the Northwest Territories, being the only one in the Central Arctic, Gjoa Haven, and I am very proud of them but they have a very good record of attendance compared to some of the other communities in the Northwest Territories. Also the delivery of education is very good in the communities involved and they are going ahead into being incorporated as a society under the Education Ordinance but the facilities should be completed as soon as they can be.

We should encourage this type of involvement by the community to continue, to continue giving them the service they require, that which is needed. The community I am talking about is growing and expanding. The facilities will not be able to meet the needs of the community this fall and I would like to see some action taken as soon as possible. Maybe there is some way we can go around, or maybe there is some program we can set up to facilitate the need in the settlement of Gjoa Haven. Those are my comments, Mr. Chairman, and I do not want to take up more than ten and a half minutes. Thank you.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Tologanak. Did you want to respond to that, Mr. Butters?

HON. TOM BUTTERS: Mr. Chairman, I do not know that I can respond. The Member brought up a number of areas of concern. I am not personally familiar with the situation at the Gjoa Haven school and maybe we could have some response to that query in a moment, but I would just like to comment on two things. Number one, I support, and I think the Executive Committee supports and I think the department supports the increasing involvement of the local education authorities in the delivery of education programs to the community. I think Members in the previous House recognized that education committees which were advisory only, really did not get involved to the extent that they should have and could have. I think this is one of the reasons that the Education Ordinance that was passed two and a half years ago does provide for a very large dimension of involvement by local education authorities. So, with the hon. Member we would hope and expect to see a greater degree of activity and recommendation emanating or coming from the communities of the Northwest Territories.

Expectations Of Money Based On The Budget

The Member also mentioned, Mr. Chairman, that like a magician's handkerchief, first there was no money and then there was money. Well, I would just like to caution and indicate to Members that the expectations of money are still based on the estimates that are before this House. Our supplementary estimates include some \$2.7 million which are very urgently needed to put back into the program, and as we very well know we are looking at a deficit budget to ensure that some of the cuts suggested would not have to be made. Until both the supplementary estimate and this budget is approved by the House, our expectation of continuing programs at current levels is just that, an expectation. The department and the government requires the support and concurrence of Members to provide the programs that we have identified and which appear in the budget book.

With regard to the Gjoa Haven school I am informed that the department and the Department of Public Works are currently assessing completion of the mezzanine area and future expansion alternatives. The position, or the current position in the five year forecast of development in 1983-84 may be advanced.

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

MS. COURNOYEA: I will just make a few comments. Mr. Tologanak said he was very proud of Gjoa Haven and I would like to say that I am very proud of my people in the Western Arctic because if I was placing an educational standing for them for their survival, for whalers, preachers, teachers, administrators and classification programs I think they should have an H, if that system is still alive. However, to reflect on the educational program, I believe to some degree, maybe greater in some areas and not so intensive in other areas, I will speak about the Western Arctic.

Lack Of Integration Causes Widening Gap

I think there is some unfairness towards teachers because when they are hired, they are placed in areas where they are separate from the community and as native people lose their romance with the white man there is a greater need for people to integrate into the native community. Placing people into ghettos and often times in the best sections of town on the highest ground and in the best view creates resentment from native people who are often relegated to the areas in the community where it is bog and where there is a great deal of swamp area. In the changing times, the resentment that builds up, I think we should be very careful that the community accepts the teachers and accepts the educational program, that they feel part of it and feel as though they have an opportunity to apply that system to their community. I feel that, because of the lack of co-ordination in community living and how things are settled in a community, it does cause resentment. When people feel that they are failing in certain areas that gap gets bigger and bigger all the time. I think all of us want the educational system to survive and young people to attain an academic education but at the same time have pride in themselves and I feel those two things are growing wider and wider apart.

I believe that the community feels that they should be able to shorten the school year and not have to live in a timeframe that is set. I believe that the communities that I am familiar with feel that they can attain a quality of education in a shorter time period as young people, when spring comes, even though they are sitting in a classroom, are not learning anyway. So I think that maybe with the total community involvement and the set-up in the community we should accept that the community would like to have more say in the length of time rather than just adjusting to a set time, adding hours or reducing hours. I believe that if this could be done or if the educational system could look into a way of not applying the set number of days required to complete a program, it would, I sincerely believe, allow the community to feel that they have more say in what was going on in their community educational program.

Disappointment In Academic Education

I know that many people say that we need those days to complete that program but I do not believe that it has really been approached positively in terms of the acceptance of teachers, the parents and the community who are involved with that educational program. This is my view on some of the things that are happening at a community level. If we cannot find ways of making the educational system attractive and bring it up again as an attractive and meaningful participation program, the disappointments that people have had will not be taken away, because in the beginning there were many promises of great things to be received from an academic education. This is not being felt in the community at this time so there are disappointments in the people who have progressed in the system. There are some people who have made it, but I believe the percentage of those who have made it would have made it anyway without the large expenditure that we are delegating to the education program. Thank you.

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

HON. TOM BUTTERS: I do not know how much I can respond. I would just say with regard to the planning of the education plant, and that would include schools and the residences of teachers, I believe that at the present time that responsibility falls within the ambit of Department of Local Government and is worked out as a result of discussions, consultations and negotiations between that department and the community.

On the matter of days I understand that the current ordinance requires 190 teaching days. However, I would be interested in seeing recommendations from communities as to how they feel better use of time could be made with the completion of courses assigned to the students achieved as well. I would be interested in receiving a copy of any recommendations that have been made in the past which local authorities feel have been neglected or rejected.

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

Advantageous Position Of Teachers Has Deteriorated

HON. ROBERT H. MacQUARRIE: Mr. Chairman, I wanted a supplementary response when Mr. Butters answered my question earlier and the chairman did not see me. You, Mr. Chairman, have urged selective recruiting in the department and Mr. Butters explained that there simply were not as many applications for jobs in the North as there were at one time and indicated that he was not sure of the reason for that. I would have to say that part of the reason, I believe if the statistics were checked -- I know some people feel teachers are overpaid now, but I would have to say that the relatively advantageous position of teachers in the North which was a fact at one time when it was compared to salaries in the South, has deteriorated over the last few years and I believe that that would be at least one reason why there may be fewer applications.

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

HON. TOM BUTTERS: I have no comment. I note the Member's comments.

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

MR. CURLEY: Yes. Thank you, Mr. Chairman. I would like to make a further comment with respect to the whole problem of education in the North. I think it is clearly evident here in this House that there is a problem with education and that the goals are not being met by education to all the youngsters, the majority of them anyway in the Northwest Territories. I think it is also clear that they have sort of a different opinion as to the goals and objectives of education in the Northwest Territories and I think there have been some Members who have just no regard for the native language, native culture and whatnot. Their goal is just to make me a brown white man if they can, but I am sorry to say it is just not possible with me because I was trained and my confidence was given to me when I did not yet have the ability to understand a written word of English. So, I think that is still true today with many of the young people in the Northwest Territories.

I think this government is doing very well and I think I should commend them for what they are doing for the non-native people of the Northwest Territories. I think it is about time we recognized that. Many of the senior staff of the government have been provided with education, free education comparable to those living in southern Canada. No wonder they stay up here for longer periods in the civil service and have the opportunity to see their education go through the high schools and then on to university. Once that is done they are ready to retire. That has been a very frequent comment that I have seen from time to time, but maybe we do need to see them retire and be replaced with some other people.

Special Committee On Education

What I would like to suggest is I think it is appropriate today that this Assembly take some control and completely begin to take charge of the direction of education and this opportunity to build people who can lead and to take part and build the North, not only by inviting people from the South. Therefore, I think this Assembly should begin to consider even establishing a special committee to look into the whole problem of education in the Northwest Territories so that it has an existing mandate as long as the Assembly requires it to do so, because I think there are conflicting views in the Northwest Territories with respect to education funds being allocated for the purpose of contributing to the native people. I believe that that portion of the funds, the federal contribution, is not being met.

I think in my opinion that it is now time that this Assembly seriously consider establishing a special committee which would have a mandate to review and make from time to time, reports to the Assembly, and also would be able to deal with those special problems that the Department of Education faces from time to time where they have no mandate to deal with it. In my mind I think it might be the appropriate time that this Assembly, since it now has representatives from all the native areas, that it would likely want to consider that seriously at this moment. I will leave it at that, Mr. Chairman.

THE CHAIRMAN (Mr. Patterson): Thank you, Mr. Curley. Do you have a response, Mr. Butters?

HON. TOM BUTTERS: A very general one, Mr. Chairman. The hon. Member for Keewatin South in his comments mentioned the objectives of territorial schools. I would like to just briefly read a list of those objectives and I would like to point out that schooling is only part of education since much learning occurs by listening and observing within the family, the community, the church, through books, magazines, radio and television. The achievement of any student in the Northwest Territories depends on his ability to take advantage of every single one of these opportunities but nothing can be more important than the individual's own desire to learn.

Objectives Of Territorial Education

The objectives I mentioned are these, and I just briefly present them: To develop skills in reading, writing, speaking and listening. To acquire a basic knowledge and develop skills in mathematics, sciences, social studies, practical and fine arts with appropriate local, national and international emphasis on each. To develop skills in finding, organizing, analysing and applying information in a critical and objective manner and to acquire a knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being. To develop an understanding of the meaning, responsibilities and benefits of active citizenship at the local, national and international levels and to acquire the knowledge needed to make decisions concerning the acquisition of a satisfying livelihood. Those are very generally stated. In special cases I think we would find that they include many of the concerns and objectives that have been raised here in the last day and a half. I thought that I might just interject them into the debate at this time.

THE CHAIRMAN (Mr. Patterson): Any other comments or questions? If not, is it the wish of the committee to consider the estimates in detail?

SOME HON. MEMBERS: Agreed.

---Agreed

THE CHAIRMAN (Mr. Patterson): Mr. Butters, have you any particular order you wish us to follow? The Education estimates being on page 15.01.

HON. TOM BUTTERS: Mr. Chairman, no, sir, except to start. One is the overall expenditure as you can see and whether you would wish to start or come back to that page after you have gone through the details which begin with the administration, that is up to the committee, but possibly if you began with the administration and returned to the summary page which is found on 15.01, that would be a practical way to go.

O And M, Administration

THE CHAIRMAN (Mr. Patterson): We will begin with administration on page 15.02. The first item is operations and maintenance, \$4,509,000.

HON. TOM BUTTERS: Just by way of general information, I would point out that the linguistics section falls under this particular vote. I know that Members were interested in this section when the general budget was discussed last Thursday so I would just indicate that the linguistics budget falls under the headquarters administration.

THE CHAIRMAN (Mr. Patterson): Are there any questions? Mr. Curley.

MR. CURLEY: What page are we on?

THE CHAIRMAN (Mr. Patterson): We are on page 15.02 and the subject is administration which Mr. Butters pointed out includes language teaching. Are there any questions from Members on the subject of administration? Mr. Curley.

MR. CURLEY: My question is concerned, and I do not know if it is included in that, but does that section include the salaries and whatnot if they have any staff of the local education committees? Does it or does it not?

HON. TOM BUTTERS: No, Mr. Chairman. The staff included here would be some 37 man years which would be part of headquarters administrative responsibility and 52 man years which would be found in the regions and the areas.

THE CHAIRMAN (Mr. Patterson): Are there any other questions? Are we ready to vote on these items? Ms. Cournoyea.

MS. COURNOYEA: Earlier in the presentation it seemed that the supplementary estimates are included in this budget. Is that true?

HON. TOM BUTTERS: It is my understanding, Mr. Chairman, if you look at the four columns, if you look at the column which says "1979-80 Main Estimates" and you look at the column to the left of that which says "1979-80 Revised Forecast", in some areas you will find where the amount is increased and some where it is decreased. I believe I am correct in saying that where it shows an increase, the increase includes the amount found in the supplementary estimates. Where there is a decrease it indicates a reduction or diminishment in the program being projected.

THE CHAIRMAN (Mr. Patterson): Any other questions? Mr. Stewart.

Motion Of Support For Tutorial Assistance Programs

MR. STEWART: Mr. Chairman, inasmuch as the first item is salaries and wages I would like at this time to propose a motion. The motion is as follows: That the Department of Education has the support of this House to re-establish or establish tutorial assistance programs where required.

THE CHAIRMAN (Mr. Patterson): The motion is that the Department of Education has the support of this House to establish or re-establish tutorial education programs where required. Mr. Butters.

HON. TOM BUTTERS: I think it is "tutorial assistance programs". I wonder if there is any value in actually having the motion written out and translated, Mr. Chairman. Is it sufficiently self-explanatory?

THE CHAIRMAN (Mr. Patterson): Do Members agree that the motion should be translated? Is it agreed?

---Agreed

It being agreed then we will take steps to have the motion translated as quickly as possible. Mr. Curley.

MR. CURLEY: I have a proposed motion and I wonder if it is appropriate at this time to consider it? Perhaps you could advise me whether it would be appropriate to move a motion that would in effect say that this Assembly would establish a special committee on education.

THE CHAIRMAN (Mr. Patterson): Mr. Curley, I think in effect the motion of Mr. Stewart is being temporarily stood down until we can get it translated but I think probably we should discuss his motion now and avoid confusion, the confusion of having two motions on the floor. Mr. Stewart, are you prepared to speak to the motion?

Programs Are Worth-while Project

MR. STEWART: Yes, Mr. Chairman. Basically in this motion I am trying to put across the wishes of the House, and it is not a demand you will note. I am saying that we will support the establishment of tutorial assistance programs where required to indicate to the Department of Education that the House feels this is a worth-while project and should be undertaken if they are able to do so. Really that is all it is, it is a matter of letting them know that definitely we agree with this type of program and if they can put it into effect then that is our wish.

THE CHAIRMAN (Mr. Patterson): To the motion.

SOME HON. MEMBERS: Question.

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

MR. CURLEY: Would you read the motion again?

THE CHAIRMAN (Mr. Patterson): The motion reads that the Department of Education has the support of this House to establish or re-establish tutorial assistance programs where required. The question has been called and I think we agreed to wait until the motion has been translated. Ms. Cournoyea.

MS. COURNOYEA: Just a question with regard to the TEP program and while that is not necessarily to this motion but we received a paper indicating and suggesting certain raises to the allowances given to the students. Is this indicated in this budget area here?

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

HON. TOM BUTTERS: Mr. Chairman, it will be in vocational and higher education, that section of the budget.

THE CHAIRMAN (Mr. Patterson): We had better wait then. Mr. Butters.

HON. TOM BUTTERS: I would like to ask the hon. Members who have some experience with the tutorial assistance program to speak to this motion. I think there has been an indication by the hon. Member from Hay River that he sees it of value and has seen it of value in communities he knows. I wonder if any other hon. Members who have had some experience with such programs can enlighten the rest of us. How effective they think they are, and to what extent they feel such programs should be implemented?

THE CHAIRMAN (Mr. Patterson): Any other Members? Mrs. Sorensen.

Proof Of Value Of Tutorial Assistance

MRS. SORENSEN: Thank you, Mr. Chairman. When my husband and I decided to foster a child we fostered a child who was of Dene descent, a Dogrib. She came to us when she was in grade three. She had been raised in the Dogrib language and found it extremely difficult in the school system, which for the most part was an English system although she was taught grade one in her own language out at Detah. When she came to us she was not doing well in school at all. Her biggest problem seemed to be that she had a problem in comprehension, which of course affected everything in school. You have to read in order to do mathematics, you have to read in order to do every subject and so every subject was a problem.

In the school she was considered to be one of the problem children. She was considered to be a child for whom there was little hope. One of the first things we did was remove her from the school and put her into another system where they did not know her and then refused to have any of the reports go with her. She was immediately put into a remedial reading class and after eight weeks of intensive assistance was to such a state where she could comprehend what she was reading and immediately her school situation improved. Now, along with that she was attending every day, she was eating regularly, she was sleeping regularly and she received an awful lot of motivation in the home. So, I do not know that you can separate the two out. However, she was able to benefit a great deal from the program and is now in grade seven and is doing extremely well but I think her basic problem was the language. I remember or it really dawned on me when she said "Could you tell me what 'put' means?" And this was a student in grade three. I really feel her basic problem was the language and had she been taught in her own language in the very early grades and up until grade three or four, that probably this problem could have been overcome. However, I have said this just to share my experience with you. I have another child who is also in the remedial class in Mildred Hall Elementary School right now and she is benefiting quite a bit by it and is now reading at her own level because of the class.

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

Diagnosis Must Be Early

HON. TOM BUTTERS: Mr. Chairman, I found the hon. Member's remarks most interesting and I guess why I asked for them too was, from my own experience, a child who somehow misses something at those very early grades, grades one, two or three and is not diagnosed as having missed such material or having a weakness in a certain area and is passed on, reaches a point, at grade six, seven or eight if they get that far, of just being unable to cope at all with the programs and the requirements being made upon them. My own personal experience is that youngsters who have those learning problems, for whatever reason, must be diagnosed very, very early and treated very, very early. I notice in the case referred to by the hon. Member, it only took tutorial assistance or remedial work for a period of two months, and as a result it would appear that we have salvaged a student and given that person an opportunity to become a valuable member in society.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. Butters. Mr. Stewart.

Letter From Hay River Community Education Society

MR. STEWART: Thank you, Mr. Chairman. I have a short letter here that I might read into the record and it might explain some of the situation. It is directed to the Hon. Minister of Education and it reads as follows: On behalf of the community education society I am writing to request your assistance in our effort to obtain funding for our tutorial assistance program. This program has been in effect in the Hay River schools for a number of years and has shown itself to be an effective and economic method of providing assistance to students with learning handicaps or disabilities.

Originally, and until December, 1978, it was funded by the Department of Education. From January to June, 1979, the program was run as a pilot project with funding provided by then Deputy Commissioner, Mr. John Parker. In June, 1979, an assessment of the program was compiled and submitted by Mrs. Mary Moody, teacher consultant. Although the assessment of the program was positive, we have been unable to obtain further funding from the Government of the Northwest Territories.

In October, 1979, we received a grant from the town of Hay River in the amount of \$10,000. With this money we were able to hire two tutorial assistants for the 1979-80 school year. Our current concern is for the 1980-81 school year as we have recently received a copy of a letter written by Mr. Stapleton, regional superintendent of Education, stating that there will be no additional funding of any kind. We believe this program to be of the highest priority and will gratefully appreciate any assistance you may be able to provide. Signed, Trudy Strauss, secretary-treasurer of the Hay River community education society. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Tologanak): Mr. McCallum.

HON. ARNOLD MCCALLUM: Mr. Chairman, I just want to comment on the request of the Minister to have somebody who had some experience with tutorial assistance to speak of it. I think, Mr. Chairman, that any kind of program that helps children learn is, of course, beneficial. It is beneficial to a great number of people and in a great number of ways.

Results Not Always Positive

I have had some experience in tutorial assistance programs that were operated by future teachers within the school and by people in the community on different bases. In some cases they were paid and others did it because they were interested, but I have had experiences as well in terms of both where people who came into a situation wanted to get into teaching or wanted to contribute something. In all cases, the result was not always a positive one in that there were difficulties encountered with people who thought they could do something to help and found they could not cope with what they wanted to do. I think the greatest deterrent to learning in any way is the inability of a child to read, but I do not believe that just plain tutorial assistance is necessarily the only answer. I think there are other particular difficulties that can be identified in children learning how to read, therefore, being able to communicate.

I am not in any way indicating that I am against tutorial assistance, both the kind of assistance that would be given in any particular situation or to the actual hiring of people as assistants, but I think the difficulty that you have to be concerned with is, of course, having people who can provide what is necessary. That is the same thing that was being bandied about before when we were talking about training teachers to teach native languages. I have yet to have anybody come up with concrete proposals on that, concrete in that I would like to know how to accomplish that. I have had some experience in cross-cultural education both in and out of the Northwest Territories.

I have had experience in TESOL, teaching English as a second language programs, basic English programs, remedial English, remedial reading through the gamut but there is still the difficulty of attracting people to that particular profession. It is not necessary to go into, although it had been indicated before, why can you not retain people in it, as has been said. That is not the easiest of professions and that is not to say that this is the only kitchen where the heat is too much. If you cannot stand the heat in the kitchen, this is not the only place. There are difficulties in education, not just in Canada, but throughout the world. Education always held the promise of a good job and that is not necessarily so any more. It is difficult not only to attract people to education, it is difficult to retain the people. It is not just difficult to attract people in the Northwest Territories to education.

It is difficult to attract people from other areas in this, but I believe that you have to train people to teach in the native languages. You will not get every teacher to teach in that way. It is not necessary to do that. I think that any kind of program that will increase or enhance the education process is necessary. I think it is important. I simply say that you cannot just walk in off the street. You just cannot walk in off the street and teach in a situation. I do not believe it. I am prejudiced, but I believe that you just cannot get somebody to come in to a courtroom and become a lawyer.

Teacher Must Be A Different Kind Of Person

You can help with the communication process, but I think it requires -- I will be quite honest -- I think it requires a different kind of person to go into a classroom and you ask anybody regardless of whether they were trained to teach in the South, or they were trained to teach in the North, the first day that you walk into a classroom is a most unnerving experience. That is like the guy writing home from spring baseball camp, "I am coming home, Mom, they are starting to throw curves." The prayer of the teacher at the first is "Help me God, they have arrived." It is difficult but I think any kind of program, to get the long way around the point, I guess, is anything that would help education they should be looking at, but again I do not think that you make a generalization and say that anybody can come in and contribute to that. If that were the case, then I think that we could have education in other of the groups that make up our society, the other two agencies, the church and the family.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. McCallum. We will now have a tea break for 15 minutes.

---SHORT RECESS

THE CHAIRMAN (Mr. Tologanak): The committee will come to order. Mr. McCallum was the last speaker. Did you wish to comment on what Mr. McCallum had to say, Mr. Butters?

HON. TOM BUTTERS: No thank you, Mr. Chairman.

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

MR. PATTERSON: Mr. Chairman, I cannot disagree with the intention of the motion, but I would wish to say that I am very concerned that we look at the whole question of the priorities and policies of the Department of Education. There is no doubt that this program has been useful, although I am not familiar with it having ever been operating in Frobisher Bay. However, I would like to ask the Minister and ask the Members of the House first of all does the Department of Education have a broad policy on special education and remedial education? I think this motion is directed at what we might call remedial education, that is, to bring students up to par who might somehow for some reason have failed to keep up. There is a whole other area involving students who have special problems, hearing disabilities, learning disabilities. I should not say "problems" because I understand that special education can include gifted children. While I support the motion I would just like to be assured that in approving this motion this is not going to constitute the sum total of what we are going to be doing for remedial education in the Territories. I would like to know specifically how it fits in with the departmental policy as a whole. If the program was terminated in the past, was it because the department felt that we should be going in another direction? If so, what is that direction and are we in effect changing the policy by urging that the program be re-established?

Providing Education In Native Languages

Having asked that question, the other point I would like to make is that the whole area of remedial education and special education I think must be seen in the light of the basic problem which we have yet to really come to grips with in the Northwest Territories and that is providing education in native languages. Mr. Stewart, I would like to make it most clear that when these subjects come up, we are not talking about creating an extra subject or an extra couple of hours of classroom time. We are talking about, in an area where the majority of the children speak a language other than English, we are talking about delivering the education, delivering the total education system for those students in another language. We are not creating new subjects. We are using language as a medium of instruction and until this is done, Mr. Chairman, I believe that a lot of our special education problems and a lot of our remedial education problems as cited by the hon. Mrs. Sorensen, a lot of those problems will continue to grow.

In other words, if we invest in giving children education in native languages when those languages are their first languages they will learn how to think in the early years and when they go into later grades and are ready to learn English they will actually learn English better. They will be prepared for the modern world because they have been able to learn how to think and how to read in the language that they brought with them to school and we confuse, confound and disillusion students by simply thrusting English on them when that was not their first language. I will support the motion, but I would like the question answered: Do we have a remedial education policy in the Northwest Territories? If not, why not? I would like to urge Members to consider this motion as only one part of a much larger question. Thank you.

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

Remedial Education Policy

HON. TOM BUTTERS: Mr. Chairman, the answer to the Member's question is no, we do not have a policy with regard to special education or remedial education in the Northwest Territories, and the reason is because of those elements which he has introduced into the debate himself, the requirements of students is of such a broad spectrum that as yet there has been no policy developed which will meet the needs of all of those students which would fall under the category of requiring special education programs. It is easy to understand that such students could be physically or mentally retarded, and also include what you might call a gifted child, so no, there is no policy at the present time. I think there is one in the mill but not yet produced. I would like to ask for the indulgence of Members and to have Mr. Lewis comment on this because it is of great interest to Members and certainly requires a professional answer as well as a lay response.

MR. LEWIS: Mr. Chairman, in many ways the whole system in the Northwest Territories can be called a special education system and over the last year we have been trying to identify what all the different categories of "special" are. Originally we had only identified moneys within the budget for handicapped children, children who were physically handicapped in some way. We have not identified any moneys in the budget in the past to deal with many of the other problems we have which prevent children from learning. There are so many various reasons why children are not able to learn and that is the problem we are trying to work on at the moment. We are a little bit frightened of it because in the provincial jurisdictions they have also been grappling with this problem for many years and we are unsure what experience we have gained from looking at the way things are handled in the South whether it will help us very much. What we are trying to do is identify specific northern problems that prevent people from learning, and as a result of that will be making a proposal to the Minister.

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

Origin Of Tutorial Assistance Program Funding

HON. TOM BUTTERS: Just a footnote relative to the motion, Mr. Chairman, and that is the tutorial assistance program was commenced by using handicap funds to provide remedial assistance to children with learning difficulties. This assistance up until that time was given by the regular classroom teachers. When handicap funds became fully utilized for the purpose they were intended then there was no money available for the tutorial assistance program. The program was never approved or funded and has only been allowed to continue through the reallocation of funds within the area of regional budgets. The program provides an enriched level of service which the department has not yet been able to afford. So, I just wanted to point out that that relates to the level of program that has been offered in the area of tutorial assistance over the past two or three years.

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

MR. PATTERSON: Mr. Chairman, as a supplementary I would like to ask what the program has cost in the past and what it might be estimated it might cost should the department see fit to re-establish it? Secondly, if it was established in the coming year, given that there is as yet no policy on remedial or special education, where would the money come from; if that is not too difficult a question?

HON. TOM BUTTERS: Mr. Chairman, I would like to have a few moments with which to search for that information, and if we may come back to it at a little later time in the debates I will attempt to answer it. I do not know where the money would come from but I do know, and I would recommend it to Members who are interested in that program, that they make arrangements to visit Mildred Hall, the elementary school here, or at least kindergarten to grade six and see how the tutorial assistance program is being offered at that school. I feel quite sure that interested Members would be welcome -- and very apparently -- doing it under the budget which is approved by this government. Possibly though we could have some more questions until the precise answers to Mr. Patterson's questions can be obtained.

THE CHAIRMAN (Mr. Tologanak): The motion has been circulated and translated I believe. Is there any further discussion while we are waiting for an answer? Is there any further discussion on the motion? Mr. Minister, have you the answer yet? Mr. Stewart.

Choice Of Various Education Societies

MR. STEWART: Mr. Chairman, just briefly, the intent of this motion is to put something in place to look after those students who are having problems in school. Now, it certainly may be that a more developed program may be forthcoming, and when it is I am sure it will be accepted. I am in the position of having this request come from the Hay River Education Society who have tried the program, who are satisfied with it as it stands at the present time. The people of Pine Point have tried it and are satisfied with it. There was a program for a short time in Fort Resolution and I understand it worked out very well there. It certainly is not intended to be the end-all but it is something to put in place now because there is nothing else in this particular field to look after those children who do have a learning disability, and it is just a suggestion so the Department of Education, if they can find funds, they realize that we support the establishment of something along these lines and I would ask you therefore to support. It may not be applicable in every locale. The costs as you note in that letter, the town of Hay River put up \$10,000 to keep the program going and that shows the sincerity of the people of the town of Hay River, that they believe in the program and it is on this basis that I submit it.

Mr. Patterson made a remark with regard to the matter of culture and language. I believe strongly that the education societies in the various areas, it is their choice on what they want, and what I said was not that I dispute their right to do what they like but it was just a viewpoint that had not been spoken yet. If they have a way they want to go that is the way they should go but I am just presenting you today with this motion that is based on a request from the Hay River Education Society. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. Stewart. Any further discussion on the motion? Mr. Butters, have you found an answer?

HON. TOM BUTTERS: A partial answer, Mr. Chairman. This is the projected need, or the projected request for ten high-need settlements in the Fort Smith region. The total amount required for providing tutorial assistance programs in those ten high-need settlements is projected at \$170,000. Figures broken down for the Hay River area is estimated at \$65,000, Fort Simpson, \$18,000 and Fort Smith, \$25,000. With regard to the projection of what would happen if such a program were implemented throughout the Territories I think the hon. Member could extrapolate just as well as I, from the figures I have provided him.

THE CHAIRMAN (Mr. Tologanak): Thank you. Is there any further discussion?

SOME HON. MEMBERS: Question.

Motion Of Support For Tutorial Assistance Programs, Carried

THE CHAIRMAN (Mr. Tologanak): The question being called and the motion reads, moved by the hon. Member from Hay River: That the Department of Education has the support of this House to establish or re-establish tutorial assistance programs where required. All those in favour of the motion please indicate by raising their hands? Opposed? The motion is carried.

---Carried

Is there further discussion on the administration? Mr. Curley.

Motion To Establish Special Committee On Education

MR. CURLEY: I have a motion that I would like to at this time introduce with your permission. Whereas there are many educational problems faced by people of the Northwest Territories particularly with natives including high dropout rate, poor comprehension, poor parent-teacher relationship, low recruitment of native teachers and foreign curriculum for northern lifestyle, lack of proper high school facilities, and lack of continuing and special education facilities; therefore, I move that this Assembly establish a special committee on education with support staff to inquire into all aspects of educational problems in the Northwest Territories and the interim report of its findings be tabled during the fall session in 1981 and final report and recommendations be made by the beginning of 1982 and this nomination be made by the standing committee of this legislature. I do not know whether you have all that or not.

THE CHAIRMAN (Mr. Tologanak): We would appreciate a copy, Mr. Curley. We have a slight delay here. Now we have got that all sorted out. Mr. Curley, your motion has been received. We are going to send it upstairs to be typed and translated and distributed as soon as we can. Is that okay with you?

MR. CURLEY: Yes.

THE CHAIRMAN (Mr. Tologanak): Perhaps we could go on to further discussion of the operations and maintenance. Mr. Patterson.

Moneys Allocated For Education

MR. PATTERSON: Further discussion on operations and maintenance, Mr. Chairman. I would like to know and maybe it has been given to me but I have not been able to find it, I would like to know how this administration money is being divided up, particularly I am interested in, of course, the linguistic division I believe it is called. I am also interested in what money has been allocated for special education which I believe is included in this department. In other words, could we be given, unless we have been given it already as I say, could we be given more detail as to how all these functions in administration are being prioritized in terms of money? Where is the bulk of the funds going and particularly in areas I have mentioned. I am interested in what is budgeted in the coming year.

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

HON. TOM BUTTERS: Yes, Mr. Chairman. First of all the special education moneys are not included in the administration section. The administration section includes 13 different functions. Before I address each one I would like to respond first to the Member's question relative to the linguistics or the bilingual project section. The breakdown for moneys being requested in the coming year is in the area of salaries -- this is last years I am giving you

and I understand it is roughly the same for the coming year because as I mentioned the programs are staying approximately at the same level of delivery as experienced this year. In 1979-80 the salaries amounted to \$158,200 and in the area of O and M it was \$119,800. I will go over the other functions one by one. Finance, financial support, again all the figures I give you refer to the current level of funding, salaries \$135,400 and in O and M \$91,000. The statistical section, in salaries \$49,700, no O and M money. Capital planning section, \$39,700 with an O and M figure of \$5000. The registration and certification area, salaries \$65,600 with \$2000 in O and M. Personnel, there is \$22,200 and nothing in O and M. As you know, there is a transfer of staff here from the department to the Department of Personnel this year. Policy and administration, \$159,300 salaries and \$40,000 in O and M. In the development of local education authorities there is \$42,700 with no money in O and M. School programs, \$120,700 and O and M \$302,400. Continuing education programs, \$41,200 in salaries and \$100,800 in O and M. Vocational educational programs, \$38,700 in salaries with \$100,800 in O and M. Bilingual, I have already given you. Evaluation, \$70,700 in salaries. Media development. \$66,700 in salaries and no O and M. That, as I mentioned, relates to the headquarters function and to those areas in the region where that function has been decentralized.

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

MR. PATTERSON: Just a separate entry, Mr. Chairman, where the special education -- where is it hidden in these estimates?

HON. TOM BUTTERS: Mr. Chairman, possibly to speed up the process I will ask Mr. Lewis to indicate the section that this item falls under.

THE CHAIRMAN (Mr. Tologanak): By all means.

MR. LEWIS: The figure that the Minister has just given you are the figures within the administration. All special education money is in the regions and it would be under the schools part of the budget.

THE CHAIRMAN (Mr. Tologanak): Hon. Mr. MacQuarrie.

In-service Funds For Teachers

HON. ROBERT H. MacQUARRIE: Yes. Mr. Minister, in the preamble under other administration there is indication of funds for in-service training for classroom assistants, adult educators and home management staff. It does not say anything about teachers at all. What is the implication of that? Are there no in-service funds for teachers or is that included somewhere else in the budget?

HON. TOM BUTTERS: Yes, Mr. Chairman. It is included under the area of when teachers salaries are considered and the in-service training for teachers is obviously a contractual arrangement that is negotiated and the amount available for that is \$245,000.

HON. ROBERT H. MacQUARRIE: That would be under schools, is it then? Is it under that?

HON. TOM BUTTERS: It was under the section. I stand corrected. I mentioned that some responsibilities were transferred to the Department of Personnel and that is where it has gone.

HON. ROBERT H. MacQUARRIE: I am not quite clear on what that means. Funds that were allocated, had been allocated at one time for teacher in-service training have been transferred to Personnel?

HON. TOM BUTTERS: Yes. It appears to be a bit confusing. It is a bit confusing to me. Apparently there is \$65,000 of that amount that is administered by teachers for in-service training and the other, the remainder of the amount which is just less than \$200,000 reflects the one and three-quarter per cent of the teaching salaries that is found in the professional improvement benefits allotment, 7077, which is this allotment.

HON. ROBERT H. MacQUARRIE: The amounts now. I am not clear on where that shows up in which allotment.

HON. TOM BUTTERS: Mr. Chairman, I would like to ask the Deputy Minister to point out where that money is now found.

Professional Improvement Benefit

MR. LEWIS: The professional improvement benefit is not a headquarters program as such. It is an allocation of money which is arrived at through negotiations and it represents one and three-quarter per cent of salaries and is administered by the department. It is not shown as a separate item on this list, but the person who would be responsible for it is the person who will be the registrar of the Department of Education but it is not a separate function, if you like, a headquarters function.

THE CHAIRMAN (Mr. Tologanak): Thank you. Do you have any further questions?

HON. ROBERT H. MacQUARRIE: Yes. Does the sum then come under the allotments on page 15.03 under schools, rather than under administration?

MR. LEWIS: No, Mr. Chairman, it comes under administration and it is administered under activity...

HON. ROBERT H. MacQUARRIE: Thank you.

THE CHAIRMAN (Mr. Tologanak): Did anyone else wish to speak? Does anyone else wish to speak before I allow Mr. Patterson to speak? Mr. Patterson.

Linguistics Division

MR. PATTERSON: On this linguistics division or bilingual education department, is there an ongoing plan for the future of this department and a projection of the costs over the years and particularly has the department developed a policy on native languages or bilingual education or whatever you want to call it to support a plan for the future?

HON. TOM BUTTERS: Mr. Chairman, the linguistic, current linguistic section as I understand it, is in the process of a restructuring in that two members of that group are in the near future to be assigned to have a responsibility assigned to them to work in very close conjunction with the two TEP programs that are currently being carried out in the Territories, the one at Frobisher Bay and the one at Fort Smith. I believe the expectation is that with the expertise that these individuals have, the objective of teaching native teachers to teach their own language to a much greater extent with a greater degree of competence than is currently the case, may be achieved. That assignment of two people will leave a bit of a gap among those people who are currently working at compiling, correlating, gathering material related to the setting down of the various dialects, especially those dialects that are practised and in use in the Mackenzie and around the Great Slave.

My understanding is and it is certainly my intention to ensure that that aspect of the work that is currently being carried on is supported and to every extent possible strengthened. It would be very valuable I think to all Members if they wish to avail themselves of an opportunity to either meet with some of these people in the area in which they carry out their responsibility or, should Members wish to see some of the material that they are currently developing and are in the process of compiling and putting in a form that can be used in the classrooms it could be shown to Members probably in the Members' lounge at some time. This section does exist and as far as I know the plans are that it will be ongoing and I trust have an increasing responsibility to develop source and resource material for native languages in the Northwest Territories. To complement or supplement anything I may have said or may not have said, I would again ask Mr. Lewis if he might comment on the question.

Continuing Work On Languages

MR. LEWIS: Mr. Chairman, the intention is to carry on the work in languages in three different ways; to continue with the work that is done every summer with classroom assistants, to strengthen the teacher education program both in Fort Smith and also in Frobisher Bay, and to continue on a project basis with language work which is done at headquarters. At headquarters however, we intend to define more closely what bilingual schooling means in terms of the demands made upon us from the various regions, and I would like to clarify that the work that we do at headquarters is purely in the area of policy development, program development and that programs as such is the responsibility of the regional superintendents and the local education authority. So, once there is a demand for a program, the funding is provided through the schools activities and all the administration is responsible for doing it to provide the program, the guidelines and the policies, but this funding must be done through the schools activity.

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

MR. PATTERSON: A supplementary, Mr. Chairman. Do I then understand that there is no policy as yet on, call it bilingual education or multilingual education, and notwithstanding the good intentions of the Minister and the director, there is not a plan for the evolution of this program, there is not a written plan for the evolution of this program over the years? Is that correct?

HON. TOM BUTTERS: The Member is correct, sir.

THE CHAIRMAN (Mr. Tologanak): Any further discussion? Mr. MacQuarrie.

HON. ROBERT H. MacQUARRIE: On that topic I thought it was a policy of the department to have children in kindergarten, the first two years, learn in their native language. Is that not so and is that not specified in the ordinance? Is that not a policy?

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

HON. TOM BUTTERS: I think I indicated when the discussion opened a few days ago that that is certainly the statutory obligation that we have imposed upon ourselves. I think I indicated also at that time that as yet the objective has not been achieved, and while we are moving toward that goal there are still many strides to be taken.

HON. ROBERT H. MacQUARRIE: A supplementary. At least there is a foundation of a policy, even if it is not being met and I think that is partly what Mr. Patterson was concerned about.

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

HON. TOM BUTTERS: Well, I would expect that if "policy" here might be defined in some small sense as a strategy with which to obtain that objective I guess that has not been totally defined yet.

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

Implementation Of Programs

MR. PATTERSON: Further to this discussion, Mr. Chairman, I understand from Mr. Lewis that the actual implementation of programs will have to depend upon the regions and the regional superintendent and the money will have to come out of the schools budget. Now, let me ask specifically about the Dene language projects which have started in the Mackenzie Valley. I understand that the Athapascan language steering committee, I believe it is called, the steering committee of the Athapascan language, pardon me, has presented a proposal to the Department of Education for projects including a budget for projects that have been received from local education authorities, I would presume in Fort Smith but possibly in other regions. Of course this budget as I am sure the Minister is aware amounts to a considerable sum. I have it here and it is \$603,961, although I suppose part five of that budget for requesting support in the teacher education program in the amount of \$134,975 could be removed -- anyway, call it \$470,000. What I would like to know is are these projects which I understand have been requested by local education authorities, these projects are to come out of the regional budget and what I would like to know is where is the regional superintendent going to get the funds to implement these projects, or even half these projects? Perhaps I am asking a question about the schools budget, but I suppose I am asking it under this discussion on administration because it seems to me that a lot of the requests, for example, to develop materials, could well be answered by your linguistic program as it exists now. But I am not sure if on a somewhat, or on a seemingly small budget of a total of around I believe about \$300,000, I am just wondering whether or not you are building up people's expectations and leaving them no place to actually go to implement the projects. Is that a problem that you foresee in the coming years?

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

HON. TOM BUTTERS: With regard to my total ignorance of the programs I think I would again ask Mr. Lewis to comment on the evolution of those programs and possibly answer the two questions the Member has put.

MR. LEWIS: Mr. Chairman, the linguistic program division is only responsible for the development of programs and policies and learning materials. So, that if a community wishes to have that program in their school, they would then have a program that they could offer, but Mr. Patterson is correct when he says that the responsibility for funding that and for implementing it in our schools, is not under administration, it would be in the schools activity. At headquarters the total amount of O and M money is around \$600,000 and that is for the whole department, in all activities.

THE CHAIRMAN (Mr. Tologanak): Any further discussion under operations and maintenance? Mr. Butters.

HON. TOM BUTTERS: I do not know if the Member is satisfied that his questions were answered as he asked two questions I think, which were; where would the money be found in the schools budget and if the committee has agreed that he might take a glance at that, and the second question was whether or not expectations are being raised that cannot be met at the community level with regard to the provision of such programs and possibly Mr. Lewis might answer those two questions.

Cultural Inclusion Program

MR. LEWIS: Mr. Chairman, the program you have called the cultural inclusion program is one in which some local people have been hired to teach native languages but have not had the material they needed to provide the program. The other possibility is to provide that material for classroom assistants who also find they do not have sufficient material to run their programs and the same would apply to members of the teacher education program who do not have sufficient materials in order to conduct their programs. If the differentiated staffing proposal were to be implemented, then the material produced at headquarters would also be available for other staff to take on a teaching responsibility in the area of languages.

THE CHAIRMAN (Mr. Tologanak): Any further discussion? We are still awaiting the translation of the proposed motion by Mr. Curley. Mr. Patterson.

MR. PATTERSON: Mr. Chairman, I would like to ask, in view of the allocation or the planned allocation of two staff members to the TEP program, I presume on a full time basis, what resources, human resources are going to be left in the linguistic division? Is it not important that there be some capability for a central group attached to headquarters to be producing materials as requests are received throughout the Northwest Territories? I know you have a media person there now who has helped produce drawings and Inuktitut materials, but I am just wondering what is going to be left after the two people are moved to TEP and is there not some importance for that function continuing? I am just worried that if it is dispersed throughout the regions, and this does not sound like me at all, but I am worried that if the production of materials is scattered throughout the regions and throughout the schools, the resources, the specialized resources that you need, the linguistic experts, the artists, the media people who I think have made a very good start will be lost to the average region and the average school. I am wondering whether in saying it is the responsibility of the region, whether in fact you are not saying, or are not committing the whole direction of this beginning that has been made, if you are not committing it to oblivion.

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

Continuation Of The Services

HON. TOM BUTTERS: Mr. Chairman, we recognize the hon. Member's concern and the answer is no, it is not being committed to oblivion. I think we recognize that that unit is performing a very valuable function at the present time and there will be three individuals retained to continue to perform the services that are currently going ahead. I would anticipate and expect that with the number of linguists in the country who are available and who may not be available on a resident basis that we could use contractual arrangements to bring in other people and enrich the current program being offered. So the answer is simply, no. There has been no intention to assign that very valuable service to oblivion.

THE CHAIRMAN (Mr. Tologanak): Any further discussion? Mr. Wah-Shee.

Plan For Development Of The Dene Language

HON. JAMES WAH-SHEE: I would like to know if the Department of Education has some sort of a planned, maybe a three year plan or a five year plan in developing the Dene languages so that it could be used in developing the curriculum, it can be used by the teachers so that you come up with an approach in the Athapascan languages so that the approach can be applied to the Dogrib language, the Slavey language, Chipewyan and the Loucheux have their own I suppose. In other words, I wonder if the Department of Education is really putting in the required resources to come up with a comprehensive approach to the Dene language because I realize that if you did, on a band-aid kind of

approach, then I do not think that we will achieve the kinds of things we are talking about. You are going to get people complaining four years down the line. It may not be me. It may be somebody else and we are going to come back and say, "You people have been talking about this sort of thing in 1980. Here it is 1985 and what have you got to produce? What have you got that can be applied in regard to the Dene language?" So, I would like to know if the Department of Education has some sort of a planned approach. I see the linguistic division as a real beginning in that area. If you only got three people in the linguistic division who are going to do work in the Dene languages and Inuktitut, it seems to me that you have not got the manpower and you have not got the resources to really do the kind of things we are asking you to do.

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

Teacher Education Programs

HON. TOM BUTTERS: I think that probably education, if there is one program or one service where people are the program, it is in education. I thought that we had indicated that with the proposed changes in the area of TEP to enable students to teach their own language with knowledge of what their own language comprises in the sense of its structure and meaning, both traditionally and in a very broad spectrum sense, that they would attain the objective which the Member is suggesting that we should be seeking. I think that while recognizing that the linguistic section in the sense of people who compile and gather and correlate and illustrate and put together in a form for representation is most valuable and that the shock troops as it were, of the program will be the classroom teachers who are in the classroom speaking and explaining and teaching and requiring answers in the language of the people of the community.

That is the hope and that is the expectation. That is the reason we are assigning two very excellent people, who will be sorely missed in this area, to the TEP programs, so that the type of training and type of knowledge which all Members appear to feel is necessary for the teacher in the classroom, especially when teaching in a language, to have and to acquire from such specialists. I admit there is probably quite a way to go before a curriculum is developed which will ensure teachers graduating from TEP will meet all the requirements of the various communities but I think that is where the major portion of the answer lies with our TEP teachers.

I agree that the resource material too is very important. I would agree from examining the material on hand that an insufficient quantity has presently been collected and compiled and there will have to be an increase in that resource area. If those two approaches are not satisfactory, then possibly the Member, Mr. Chairman, might indicate other emphases which could be identified and strengthened.

THE CHAIRMAN (Mr. Tologanak): Mr. Wah-Shee.

History Of The Dene

HON. JAMES WAH-SHEE: Just a supplement to that. The reason why I see a real urgency on the whole language question is that I think what we would like to see in the schools, is the history of the Dene people, the history of the Inuit people, I think the kind of things, at least the reference materials that are used say a lot about European history in the school system. I think as part of the review of the education system that we would want to see the history of the Athapascan Dene people in the Mackenzie Valley and I am sure that the Inuit people would like to see the Inuit history in the schools so that you have more than what they call cultural inclusion. I think you have got to have something very substantial in your curriculum which is meaningful to the Dene people so that they learn about themselves as a people with a history and they have a language.

The other thing is that I think that as the years go by we lose a lot of our old people every year, the history that has to be collected through the old people in many of the Dene communities so there is a certain amount of urgency involved in what we are asking for. I think that if we make a commitment at this time in the languages -- I am putting a great deal of emphasis on the linguistic division because that is the only agency we have in the government that is doing any research into languages. I think that I would like to see more resources being made available to the linguistic division to carry out that kind of work. I think that a well thought out kind of plan has to be embarked upon so that we do this as a well thought out approach so we can end up with some results in the end. This is the approach that would be the best approach in the Northwest Territories for the languages. I gather then in your budget you do not really have enough resources in your budget to allow this sort of thing to happen. If that is the case, I think this is what we want to hear. We want to give priority to the languages and I think this is why you keep hearing it over and over and over again every time Education comes up. Thank you.

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

Local History And Tradition In Programs

HON. TOM BUTTERS: Mr. Chairman, the area that has been touched on by the hon. Member does not fall within the particular ambit of linguistics. It comes under the headquarters section, under school programs and under the area of responsibility of I would guess, Mr. George Diveky. Having said that, I would point out the cultural dimension, historical dimension that has been raised by the hon. Member is only one of the programs which this group looks at and I would feel quite sure that there could be a strengthening here also. In the visits I have made to communities and in speaking with local education authorities, I have had the same concern put to me and the desire for the school curriculum to contain to a much greater degree, a dimension of local history and tradition than is currently the case. Obviously, to do this requires research and it requires much work of the nature that the Member suggested, tapes and also written material. I would expect that to do the job in this area, school programs could be increased and express an explicit direction to increase the cultural background material which would be required for such a program.

THE CHAIRMAN (Mr. Tologanak): Thank you.

HON. TOM BUTTERS: I think that there is a growing interest in the community at large to re-examine and revivify such information. I have been in touch with museum officials which I believe must have in its various storage rooms, material which could be used and might be used in the classrooms as well as being exhibited for the populace at large. I do agree a lot more can be done in this area and a lot more should be done in this area.

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

Plans For Instituting A Strong Native Language Program

MR. PATTERSON: Mr. Chairman, I am pleased to hear that there is agreement from the Minister and support for expanding this program. I do suggest that while strong support to TEP is obviously an urgent priority, something more must be done. As the Minister knows, I took the liberty of asking the linguistic division staff to give me some draft ideas for discussion among Members on a longer-range plan for instituting a strong native language program. I circulated it to Members. I apologize for not having tabled it and provided it in a translated copy, but there just was not time to translate it today. The plan which is just for discussion does show some other areas in which developments should begin immediately.

One thing that is mentioned is making serious efforts to tap the knowledge possessed by older people and it is proposed that in the near future contracts should be given to people who are called facilitators who would be older people working with linguistic educational experts to take the knowledge down and put it in a form that can be used in the schools. The problem with these older people is that I think what Mr. McCallum said, they cannot just walk off the street and teach. They exhaust their repertoire in a day. There is a science to teaching and there is a science to teaching language particularly.

Secondly, is the whole broad area of research. We have to learn how it is that native children learn. The paper or the discussion paper presented by the linguistic experts shows that we do not really know anything about how cognitive skills are developed in people who live in the North, native people, how they learn to think. We do not know therefore how best to teach them. We know about the southern models as they apply to the southern environment and the non-native child, but we do not know what are the special needs of these children and therefore how to teach them. We do not know I think what is called living styles that would suit them.

In The Area Of Research

So, the area of research I would suggest, Mr. Chairman, to the Minister, is an area where we must direct our strong efforts soon, and it is going to cost a lot of money, there is no question about it. We are going to have to hire researchers who are experts in not only the Inuktitut language, because I do think the Inuktitut language we all probably know has received probably a greater emphasis than the newly awakened interest in the Athapascan languages. There have got to be experts hired to do the same kind of research with the Dene people.

I also think there should be a long-range plan developed so we can evaluate the system in an on-going way and have a goal to reach. It is true that these things cannot be done overnight, but I think the discussion paper that I have circulated shows a realistic five year plan. It is very rough and of course subject to discussion, but I think I am encouraged that there is a will in this House and there is a will in the administration to provide the emphasis, provided strong support comes from this Assembly. The general tone of the discussion seems to lead me to believe that we can develop strong motions which will give strong messages of support to the administration in going in this direction, and I think we are all agreeing, even the Minister, that perhaps it is time that more effort was put into this area.

Again, I must say in concluding, that I think this is an investment, not just in education, it is an investment not just in teaching people how to speak English which they will learn if they are taught native languages in their early years, but also it is a tremendous investment in pride for the students and their teachers. It is a way, I think, and it is the only way, of really substantially addressing the very serious problems we are undergoing in our education system, including the high dropout rate. In Frobisher Bay there is grade one, two and three dropouts. I hear the problem is also elsewhere. Now, addressing the serious education problems that seem to be in a greater proportion in the Territories, I urge the Members of the committee to follow the challenge of the Minister and develop concrete proposals for new directions in this area with the co-operation of the administration I am sure. Thank you.

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

Moneys Required For Bilingual Program

HON. TOM BUTTERS: Just with regard to the research that the hon. Member has suggested would be required in the area of the development of cognitive skills. My understanding is that there is no money in the budget before you which reflects any such research, either in part or in whole. I wonder if the hon. Member for Frobisher Bay in his discussions with the author of this paper we have received from him, can get any indication of the amount of money that would be required to do a full and complete study of the nature which he has indicated to us is required in the first year?

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

MR. PATTERSON: Mr. Chairman, I have circulated -- it is called "Preliminary Thoughts on a Five Year Plan to Institute a Strong Native Language Component of a Bilingual Program" and it breaks down the costs for a five year development program. I have not added up the figures, perhaps because I was afraid to, but just looking at it very quickly...

HON. ROBERT H. MacQUARRIE: About \$1.3 million.

MR. PATTERSON: I think there is about \$1.25 million allocated for the first year, most of which would be new funds that would be required. I recognize that perhaps we are presenting the administration with a very difficult problem if we put it in their laps but it is always, I have always wondered whether or not a special plea cannot be made for the case of the Northwest Territories, where it seems that moneys that have been allocated to date by the federal government have provided funds for a good English language education program in the Northwest Territories, but no special recognition has been given to the serious problem of the aboriginal peoples of the Northwest Territories.

I received a report from Australia which I hope to also table in the House or circulate which shows that the northern territory in Australia with 146 different dialects, even in 1973, which is when the report was made, there is a well advanced bilingual education program...

THE CHAIRMAN (Mr. Tologanak): Excuse me, Mr. Patterson, but Mr. Patterson's time has come up once again. Is the committee agreed that he continue?

---Agreed

Your may have the floor once again.

MR. PATTERSON: Thank you. I will try and be brief as I do not wish to monopolize the floor.

THE CHAIRMAN (Mr. Tologanak): Thank you.

Special Plea For Funds

MR. PATTERSON: What I wanted to ask the Minister is: Is there not a possibility that we can make a special plea to the Department of Indian and Northern Affairs or the Secretary of State to provide special funds for a need that may well have been neglected to date, even with the best will of all concerned, simply due to lack of funds?

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

HON. TOM BUTTERS: I am not able to answer that question because I do not know whether the two agencies the hon. Member has named are approachable for the type of program which has been set up on these pages. However, I could certainly try and find out. I would like to go back to the question I asked with respect to research. The way I read it, the way I read this five year plan is that the first year would in the main, be basically research and the research required would amount to about a quarter of a million dollars. Is that correct?

MR. PATTERSON: That is correct.

HON. TOM BUTTERS: Who is it expected would provide the expertise, the type of people who are required to fulfil the responsibilities or the task you have outlined of a determination of how cognitive skills are developed or how native people learn? These people, where are they to be found?

MR. PATTERSON: Mr. Chairman, I asked that question, I asked whether or not such people could be available, assuming the administration was able to find the funds to go in that direction. The type of person we are looking for is an expert in cross-cultural education, a linguistic expert, an expert in what is called psycholinguistics, and I am informed that such people are available and could be hired, probably on a contractual basis. They are rare animals but I am informed that they are known, and probably would be available.

THE CHAIRMAN (Mr. Tologanak): Before we can continue -- which of the Members, and I am included in it -- the two papers that you are dialoguing back and forth about, a lot of the Members did not have much of a chance to read them, we just received them this afternoon and a lot of discussion is just going back and forth between the pages. Is it the wish of the Members to continue on this dialogue? Mr. Curley.

MR. CURLEY: I have a motion on the floor and I wonder whether the rules have changed or not if I require sufficient notice and whatnot and perhaps you could advise me when I can proceed on my motion.

THE CHAIRMAN (Mr. Tologanak): Just a moment. Ms. Cournoyea, did you have a comment?

MS. COURNOYEA: I just wanted a clarification on this draft proposal for bilingual teachers. Are we discussing this in the right area, in the right...

THE CHAIRMAN (Mr. Tologanak): Yes, we are in the right area.

MS. COURNOYEA: Thank you.

THE CHAIRMAN (Mr. Tologanak): What is the wish of the committee? May I have some indication? Can we go on to the motion?

SOME HON. MEMBERS: Agreed.

Motion Restated

THE CHAIRMAN (Mr. Tologanak): The motion was only set aside for typing and translation. I will read the motion. The motion is in order but its implementation if adopted will depend upon the availability of funds as you all know. Whereas there are many educational problems faced by people of the Northwest Territories, particularly with the natives, including high dropout rate, poor comprehension, parent-teacher relationship, low recruitment of native teachers and foreign curriculum for northern lifestyle, lack of proper high school facilities, and lack of continuing and special education facilities; therefore, I move that this Assembly establish a special committee on education with support staff to inquire into all aspects of educational problems in the Northwest Territories and interim report of its finding be tabled during the fall session in 1981 and final report and recommendation be made by the beginning of 1982 and the size and nomination for membership be made by striking committee of the legislature. It was moved by the hon. Member from Keewatin South. To the motion. Mr. Curley.

Motion To Establish Special Committee On Education, Withdrawn

MR. CURLEY: Mr. Chairman, because of the time problem here I wish to defer this motion so that there will be maximum time for Members to consider the motion. I will defer it and will move the motion and will give notice of motion so it can be dealt with in formal session. Thank you.

THE CHAIRMAN (Mr. Tologanak): Thank you, Mr. Curley. Is it the wish of the committee to continue discussions of the operations and maintenance or to report progress?

SOME HON. MEMBERS: Agreed.

---Agreed

THE CHAIRMAN (Mr. Tologanak): The operations and maintenance? We shall continue. Is the amount agreed? The operations and maintenance of \$4,509,000 is agreed? Mr. Patterson, you indicated no?

MR. PATTERSON: Yes.

HON. ARNOLD McCALLUM: What was that?

MR. PATTERSON: Yes, I said, no.

HON. ARNOLD McCALLUM: I thought it was no, you said, yes.

THE CHAIRMAN (Mr. Tologanak): Further discussion? Mr. Patterson.

MR. PATTERSON: Mr. Chairman, I do not want to hold up the discussion of the estimates in the Department of Education, believe it or not, but I do feel that we are trying to come to grips with the whole question of language policy. There have been a number of questions asked which I think deserve some further consideration, particularly one that I am interested in and that is, is there a possibility for special provision of funds to support an expanded research and development program hopefully a five year program at least through the federal government if the Assembly were to make a special plea? Also I feel that before passing on this figure the wishes of the Assembly in terms of developing new directions should be discussed and voted upon so that we can give the administration some direction. I have some motions to make. I am not sure if now is the time to make them, but if it is the wish of the committee to discuss the estimates, then I would request that we move to continuing education or vocational education and defer this item of administration until we have come up with a recommendation of language priorities.

THE CHAIRMAN (Mr. Tologanak): Mr. Patterson has requested that we defer the operations and maintenance until the question of the linguistic program has been further investigated. Do Members agree? Mr. Stewart.

MR. STEWART: Mr. Chairman, in view of the situation and the hour, I move that we report progress.

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

---Agreed

MR. SPEAKER: Mr. Tologanak.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-80(1): APPROPRIATION ORDINANCE, 1980-81

MR. TOLOGANAK: Mr. Speaker, your committee has met to consider Bill 1-80(1) and wish to report progress.

MR. SPEAKER: Thank you, Mr. Tologanak. If I could get the Members quick agreement on something, a local film company, as a matter of fact the same people who filmed the ball, would like to come around 4:00 o'clock Wednesday afternoon and take a little film while we are in session. Is that agreeable to Members or not?

---Agreed

All right, I will inform them that it is all right. Mr. Clerk, announcements, please, and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): On Tuesday, February 26th, the standing committee on legislation, 10:30 a.m., Katimavik A. Wednesday, February 27th, caucus meeting at 9:00 a.m., Katimavik A, followed by a briefing by Cominco at 10:00 a.m., same location. February 28th, standing committee on finance, 9:30 a.m., Katimavik A. Orders of the day. 1:00 p.m., Tuesday, February 26th.

MR. SPEAKER: Excuse me, I think Mr. McCallum has something urgent he would like to interject.

HON. ARNOLD McCALLUM: Mr. Speaker, just to make a notice, if I may, during the course of debates or discussions on the Department of Social Services there was a request to put forth some information to Members. Of the information I have there are seven different reports. I have them here and I would like to give notice that I intend to pass them around. They are not translated. They total a hundred or more pages, for the information that was requested but we do not have the capability during this time to have these things translated, sir.

MR. SPEAKER: You are just giving that as information? I am sorry, Mr. Clerk, will you continue please with orders of the day?

ITEM NO. 10: ORDERS OF THE DAY

CLERK OF THE HOUSE: Orders of the day, February 26, 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
9. Consideration in Committee of the Whole of Bills, Recommendations to the Legislative Assembly and Other Matters: Sessional Paper 1-80(1); Bill 1-80(1)
10. Orders of the Day

MR. SPEAKER: Thank you, this House stands adjourned until 1:00 o'clock p.m., February 26, 1980, at the Explorer Hotel.

---ADJOURNMENT

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