



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

**6th Session**

**9th Assembly**

**HANSARD**  
Official Report

**TUESDAY DECEMBER 1, 1981**

**Pages 259 to 307**

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

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, DECEMBER 1, 1981

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Mr. Kilabuk, Hon. Arnold McCallum, Mr. MacQuarrie, Mr. McLaughlin, Mr. Noah, Hon. Dennis Patterson, Mr. Pudluk, Mr. Sayine, Mr. Sibbeston, Mrs. Sorensen, Hon. Don Stewart, Hon. Kane Tologanak, Hon. James Wah-Shee

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Tuesday, December 1st.

Item 2, replies to Commissioner's Address.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mrs. Sorensen.

Question 23-81(3): School Of Mining

MRS. SORENSEN: Mr. Chairman, my question is for the Minister of Economic Development. Mr. Minister, during the last budget session a motion was adopted calling for a school of mining in the Northwest Territories. Does the Minister have a response to that motion for us?

Partial Return To Question 23-81(3): School Of Mining

HON. TOM BUTTERS: Mr. Speaker, I did some weeks ago have a number of outstanding requirements of the House examined, and requested a response to the question with regard to the Northwest Territories school of mining. The material that I will provide at the present time was developed as of October 23rd. I have indicated to members of the department that if there is any further information to bring this material up to today's date, then I would like it. I will provide it tomorrow. The status of the above study or proposal is that there was a meeting in June between the Department of Economic Development, the Department of Education, Chamber of Mines, CEIC, Canada Employment and Immigration Commission, and the safety division, and as a result of that, Rufus Graves of the Thebacha College was to meet with the manager of the Pine Point mines in November to discuss the matter, and that Thebacha College has accepted the responsibility to deliver the program if and when it can be established. From the Chamber of Mines, there has been an agreement to initiate an advisory committee from industry to discuss the training needs and plans. As of the 23rd, we were still waiting for further information from Mr. Daniels. So that is the information I had as of, say, October 23rd. I shall provide any additional information tomorrow.

MR. SPEAKER: Thank you, Mr. Butters. Oral questions. Mrs. Sorensen.

Question 24-81(3): Review Of Uranium Mine Tailings In Port Radium

MRS. SORENSEN: Mr. Chairman, my question is for the Minister of Justice and Public Services. Mr. Minister, during the Hay River session, a motion was adopted calling for a revision or a review of the uranium mine tailings in Port Radium. Has the administration initiated any work in accordance with that motion, and does it have anything to report?

MR. SPEAKER: Mr. Braden.

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I shall have to take that question as notice.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mrs. Sorensen.

MRS. SORENSEN: I am trying to let others have a chance, Mr. Speaker. My question is for Mr. Parker and I also have one for Mr. Pilot. I wonder if they could be asked to come into the House.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: We would like Mr. Parker and Mr. Pilot to come into the chambers, please. Mrs. Sorensen.

Question 25-81(3): Public Committees, Boards And Councils Booklet

MRS. SORENSEN: Mr. Parker, several months ago I requested a copy of a booklet entitled Public Committees, Boards, Councils of the Government of the Northwest Territories. I was told by your senior policy person that the booklet was being updated. Then I learned that a review of all boards and committees and their terms of reference was taking place, and that the booklet would not be updated until a review had taken place. In the meantime, the Executive Committee continues to make appointments, and you, yourself, sir, continue to make appointments to boards and committees under the present terms of reference. I wonder if I could have your assurances that the present booklet will be updated immediately, and released to the public since a review of all boards and committees will take some time to conclude, and the information contained in the booklet is important for the public consumption right now.

MR. SPEAKER: Mr. Commissioner.

Return To Question 25-81(3): Public Committees, Boards And Councils Booklet

COMMISSIONER PARKER: Mr. Speaker, the material that the Member refers to is indeed in process of preparation and revision. I should think that it would be completed early in the new year. Whether or not the complete document will be made available, I cannot say at this time, because I am not just sure of the total contents, but most certainly the membership of boards and their terms of reference are matters of public information, and we will find some way of making them properly available.

MR. SPEAKER: Thank you, Mr. Commissioner. Mrs. Sorensen.

MRS. SORENSEN: Is Mr. Pilot in the House, sir?

MR. SPEAKER: Not unless he is invisible, Mrs. Sorensen. You have no further questions? Oral questions. Mr. Curley.

Question 26-81(3): Eastern Arctic Constitutional Minister

MR. CURLEY: Mr. Speaker, my question is to the Commissioner of the Northwest Territories. At the last session, in May, the Commissioner told this House that he would be considering appointing an Eastern Arctic constitutional minister, and he indicated to me also at that time that he would inform this House in a short time. Could he now tell this House whether he has considered a minister responsible for the Eastern Arctic, and how soon is he prepared to announce that decision to this House?

MR. SPEAKER: Mr. Commissioner.

Return To Question 26-81(3): Eastern Arctic Constitutional Minister

COMMISSIONER PARKER: Mr. Speaker, the process that I had anticipated taking place when I last reported to the House and to the honourable Member, has taken longer than I had anticipated. In addition, the preparations for this session and the peculiar circumstances surrounding this session have also taken more time than I had anticipated, and therefore, the Executive Committee Members have not had the opportunity, or perhaps I have not taken the opportunity to ask them in sufficient depth, for their views on this subject. The matter has been discussed, but it has not reached a conclusion. Having already given a promise of early action, I do not think that it would be wise for me to place a time limit on when this decision as to whether to go in that direction or not will be made, but certainly it will be an item for discussion by the Executive Committee between now and the commencement of the next session.

MR. SPEAKER: Thank you, Mr. Commissioner. Oral questions. Mr. Curley.

Supplementary To Question 26-81(3): Eastern Arctic Constitutional Minister

MR. CURLEY: A supplementary, Mr. Speaker. Could the Commissioner inform this House that he is considering shifting the Ministers' portfolios in a short time? Could he undertake to review that possibility before he makes such announcements to the House?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 26-81(3): Eastern Arctic Constitutional Minister

COMMISSIONER PARKER: Yes, Mr. Speaker.

MR. SPEAKER: Thank you. Oral questions. Mr. Sibbeston. Oral questions. Mrs. Sorensen.

Question 27-81(3): Amendments To Vital Statistics Ordinance

MRS. SORENSEN: The question is for Mr. Braden, Mr. Speaker. Mr. Minister will remember that I approached him last year to amend the Vital Statistics Ordinance to allow children to be registered with hyphenated names if both parents consent. The Minister will remember that he said he would look into it, and has since replied that he does not wish to amend the ordinance in a piecemeal fashion at this time. Can I have the Minister's assurance that he will bring in the proper amendment during the next session?

MR. SPEAKER: Mr. Braden.

Return To Question 27-81(3): Amendments To Vital Statistics Ordinance

HON. GEORGE BRADEN: Thank you, Mr. Speaker. Yes, the Member has my assurance that I will bring that in during the next session.

MR. SPEAKER: Thank you. Oral questions. Mrs. Sorensen.

Question 28-81(3): Pavement Of Road Between Yellowknife And Rae

MRS. SORENSEN: Mr. Speaker, I would have liked to have addressed this question to Mr. Pilot, who is in charge of the Department of Public Works, but I believe that Mr. Parker could relay the question to Mr. Pilot on my behalf. This morning I was telephoned by an irate constituent at a quarter to 7:00...

AN HON. MEMBER: Shame, shame!

MRS. SORENSEN: ...who -- and I was up, by the way -- felt very strongly about the following issue, and he, in fact, has prepared the question for me to ask in the House. His question is this: Why is it that Hay River has 25 miles of pavement leading to Enterprise, and another 50 some odd miles leading to Pine Point, while Yellowknife, which is the capital of the Territories, has none? How much does it cost to pave a mile of road, and how soon can we expect some pavement, particularly between Yellowknife and Rae?

MR. FRASER: Never.

MRS. SORENSEN: It must seem, to any logical person, that Hay River has more than its fair share of the goodies.

---Laughter

MR. SPEAKER: A better Member, probably. Mr. Parker.

---Laughter

Partial Return To Question 28-81(3): Pavement Of Road Between Yellowknife And Rae

COMMISSIONER PARKER: Mr. Speaker, on behalf of Deputy Commissioner Pilot, I offer his apologies for not being here this afternoon, but he had an engagement that was important to the Executive Committee that he felt he had to accept, and I will most assuredly convey the question to him. In partial answer, it is obvious that the roads within the Northwest Territories which are most heavily travelled are the roads which receive pavement first. The federal government has a very limited program of funding for paving of roads, and although some of this work is carried out under territorial auspices, the money still must come from the federal government. I shall ensure that the other elements of the question are answered as soon as possible.

MR. SPEAKER: Thank you, Mr. Commissioner. Oral questions. Mrs. Sorensen.

MRS. SORENSEN: I shall defer to Mr. McLaughlin.

MR. SPEAKER: Mr. McLaughlin.

Question 29-81(3): Pavement Of Road Between Pine Point And Fort Resolution

MR. McLAUGHLIN: Yes. As this comes under the realm of oral questions, and following up on a question just placed by the Member for Yellowknife, I would like to ask the Commissioner if he would also relay a question related to this to the Deputy Commissioner. As the roads in the South Mackenzie area are used by the communities like Pine Point and Enterprise to get to valuable services like hospitals, airports, shopping facilities and government area services offices that the people in Yellowknife have seemed not to distribute to all the places in the Territories, I would like to ask the Commissioner to find out when the territorial government will pave the road from Pine Point to Fort Resolution, as those people rely on both Hay River and Pine Point for many of their services. There is a large volume of traffic on those roads and there are, as the Commissioner is aware, fatalities very often on those roads which cause the need. It is not just getting dust in the nose that bothers us, it is having to bury people.

MR. SPEAKER: Mr. Commissioner.

Partial Return To Question 29-81(3): Payement Of Road Between Pine Point And Fort Resolution

COMMISSIONER PARKER: Mr. Speaker, I will relay the question and provide an answer. The quick answer, of course, is that it may be some years before that section is paved when one looks at the traffic density.

MR. SPEAKER: Thank you. Oral questions. Mrs. Sorensen.

Question 30-81(3): Small Claims Limit

MRS. SORENSEN: My question is again for Mr. Parker, Mr. Speaker. Mr. Parker, by motion in this House, the Legislature urged that the small claims limit be raised from \$500 to \$2000. Mr. Braden has indicated to me that ultimately the decision is in your hands, and since inflation has really eaten up the \$500 limit, and there is some urgency in this matter, I would ask Mr. Parker whether a decision has been made concerning this vitally important area.

MR. SPEAKER: Mr. Commissioner.

Partial Return To Question 30-81(3): Small Claims Limit

COMMISSIONER PARKER: No, Mr. Speaker.

MR. SPEAKER: Mrs. Sorensen, supplementary.

Supplementary To Question 30-81(3): Small Claims Limit

MRS. SORENSEN: Mr. Parker, this has been an outstanding issue for some eight months, now, and I would wish you to indicate why you have not made a decision. What is the holdup?

MR. SPEAKER: Mr. Minister, Mr. Braden.

Further Return To Question 30-81(3): Small Claims Limit

HON. GEORGE BRADEN: Thank you, Mr. Speaker. The Commissioner has not yet received a recommendation from the rules committee, however I will give the Member for Yellowknife South my assurance that I will seek to have the committee provide me with a recommendation as soon as possible, which will then be forwarded to the Commissioner.

MR. SPEAKER: Thank you, Mr. Minister. Mrs. Sorensen.

Further Supplementary To Question 30-81(3): Small Claims Limit

MRS. SORENSEN: Mr. Braden, we already know what the rules committee has recommended. Unless there has been a new recommendation coming out of the rules committee, we know that the rules committee a year ago recommended that the limit be at \$1000. This Legislature rejected that recommendation, and has indicated by motion that it wishes it to go up to \$2000. Can you respond to that, please?

MR. SPEAKER: Mr. Minister.

Further Return To Question 30-81(3): Small Claims Limit

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I have given my assurance to the Member that I am going to investigate the matter, and get a recommendation from the rules committee. I cannot go any further than that at this point in time.



MR. SPEAKER: Thank you. Oral questions. Mr. MacQuarrie.

Supplementary To Question 18-81(3): Authority To Initiate Inquiries

MR. MacQUARRIE: I rise on a question of privilege, Mr. Speaker. Whether it was intended or not, the Minister of Education made a statement in this House yesterday which I can only believe has the effect of misleading the House. Mr. Patterson said, "First of all, Mr. Speaker, let me state clearly at the outset that none of the people who approached me to have an investigation undertaken..." and that is with respect to the separate school in Yellowknife "...have subsequently come back and asked that the report be released. The people who have been asking for the release of the report, like the honourable Member himself, are people who have become interested in the matter recently and who did not express concern about the matter this spring and summer. So to my knowledge, the people who requested the report be done, either are content to seek release of the report from the board or are content with my statements that I have been satisfied with the educational quality in the school district."

Yet I have in my possession, Mr. Speaker, a letter dated June 16th, in which someone who asked that the inquiry be initiated said, "We would be very interested in receiving information regarding the outcome of the inquiry." I also received a phone call from one John Dalton, whose work has taken him to Ottawa, and he took the trouble to phone last night, and stated explicitly that he had called the Minister's office four times asking for a copy of the report, and was sent elsewhere, and on the very first day of this session personally approached the Minister and asked for a copy of the report. Therefore, I think that the Minister at least owes the House an explanation, Mr. Speaker.

MR. SPEAKER: Mr. Minister, do you wish to reply?

Further Return To Question 18-81(3): Authority To Initiate Inquiries

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Speaker. I am glad the Member raised this matter because it is true that my statement to the House yesterday was that none of the people who had originally expressed concern about this matter have recently shown interest in the release of the report. Mr. Dalton, to my memory, was not one of the people who originally had approached me to have the report undertaken, although he may have been represented by others who did see me. However, on reviewing the matter and upon receiving the communication Mr. MacQuarrie referred to, I do realize that my statement to the House yesterday was not quite accurate in that regard. In fact, at least one of the people who had met with me, either through my executive assistant or through that letter of June 16th, which was not in my mind when I answered the question yesterday, have subsequently expressed an interest in the report, and so I am pleased to have this opportunity to correct what was misleading.

I would, however, say that the people who I have had a chance to speak to about this matter did appear content, although they may not be content once they pursue that route, to take their request for release of the report to the separate school board. They may not have been satisfied with the response they got there, but people I did speak to seemed willing to make the request of the board. I hope that clarifies the matter, Mr. Speaker. Thank you.

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

Question 31-81(3): Amendments To Liquor Ordinance

MR. SIBBESTON: Mr. Speaker, I would like to question the Minister of Justice on a long outstanding matter, and this has to do with amendments to the Liquor Ordinance. The Minister may recall that in the Baker Lake session some year and a half ago, a motion was passed to the effect that there ought to be amendments to the Liquor Ordinance, particularly in respect of organizations holding meetings in a community and having all liquor outlets closed during that time. A motion was passed to the effect that there ought to be amendments made to the Liquor Ordinance.

I have raised this matter with the Minister a number of times, and I have not seen any amendments to the Liquor Ordinance come forward. I am just wondering whether the Minister does intend to ever have these amendments come forward, or just generally what his plans are in this matter?

MR. SPEAKER: Mr. Minister.

Return To Question 31-81(3): Amendments To Liquor Ordinance

HON. GEORGE BRADEN: Thank you, Mr. Speaker. A letter is being drafted right now for the Member on this subject. If I may, I would like to apologize to Members for not having had the time thus far to indicate to them, and to Mr. Sibbeston in particular, the progress that we have made so far in our review of the Liquor Ordinance. We have, over the past few months, had some of our staff travelling to the regions to discuss various aspects of the Liquor Ordinance and liquor control in the Northwest Territories. I have a report with me now which I wanted to discuss generally with Members before proceeding into legislative change in the next session. I give my colleague for Mackenzie Liard my assurances that there are a number of recommendations which I am considering right now which would fall into the kind of category of control that he is referring. So Mr. Speaker, I will give him a public assurance now of my intent to carry this through. I would also like to discuss privately with Members the concepts for change that have been recommended to me after the review done by my staff. Thank you.

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

Question 32-81(3): Questions Not Being Answered

MR. NOAH: Thank you, Mr. Speaker. I would like to ask about a written question. This is directed to the Minister of Renewable Resources. I would like to know why my question was not answered and I would like to know the reason why. Thank you.

MR. SPEAKER: Mr. Minister. Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, Members will notice that the Minister in question is absent from the House and on his behalf I will take the Member's question and try to respond tomorrow.

MR. SPEAKER: Thank you, Mr. Butters. Oral questions. Orders of the day.

Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Ms Cournoyea.

Question 33-81(3): Social Services Takeover By Town Of Inuvik

MS COURNOYEA: Mr. Speaker, I have a question for the Minister of Health and Social Services.

In referring to the letter of November 4, 1981 by the Inuvik superintendent of Social Services, can the Minister explain under whose authority the Inuvik superintendent of Social Services has offered to give the Inuvik Social Services department to the town of Inuvik? In view of the services that the Inuvik Social Services department performs for the whole of the Inuvik region and in view of the ethnic differences that exist between the region and the town of Inuvik, what measures will the Minister take to ensure that the interests of the region in the Inuvik Social Services department are safeguarded? Can the Minister explain why none of the Social Services staff, including all supervisors, appear to have been aware that such a letter had been sent or such an offer made?

MR. SPEAKER: Thank you. Written questions. Mr. McLaughlin.

Question 34-81(3): Government Employee Housing Purchase Policy

MR. McLAUGHLIN: Thank you, Mr. Speaker. My question is to the Executive Member responsible for employee housing which I believe is the Commissioner.

The new housing policy announced by the Executive Committee replaces a policy which provided for the disposal of housing to employees and provided very favourable conditions to the employees. This was restricted to Yellowknife and I believe Hay River and Fort Smith. Employees in other communities were not able to take advantage of this plan because there was apparently no housing market in those communities.

Now that the Executive Committee has determined that there is a housing market in those communities and because it is desirable that long-term employees in communities like Pine Point and other level II communities should be given a fair deal to purchase housing under the same favoured conditions, I would like to ask the Executive Committee to implement that same policy in level II communities from now until the deadline arrives for compulsory home purchase.

MR. SPEAKER: Thank you. Written questions. Ms Cournoyea.

Question 35-81(3): Increase In Health And Welfare Canada Positions, Inuvik Zone

MS COURNOYEA: Mr. Speaker, I have a question to the Minister of Health and Social Services.

In view of his department's interest in taking over the Inuvik General Hospital, what is the Minister's feeling concerning the creation within the past two years of the following positions by the Department of National Health and Welfare in the Inuvik zone: 1) assistant director of nursing, 2) deputy zone nursing officer, 3) programs medical officer, 4) hospital administrator, 5) assistant hospital administrator, 6) zone finance administration officer, when these functions have been previously performed by: 1) zone nursing officer, 2) director of nursing, 3) zone director?

Can the Minister cite any improvement in the medical services in the area that has resulted to the area from this 200 per cent increase in administrative positions in the Inuvik zone? Can the Minister explain why, during the same period, the numbers of clinical staff have actually declined to the point where there is now a staffing crisis in the zone nursing stations?

MR. SPEAKER: Thank you. Written questions. Mr. Arlooktoo.

Question 36-81(3): Community Hall, Cape Dorset

MR. ARLOOKTOO: Thank you, Mr. Speaker. The community of Cape Dorset commissioned a firm by the name Peirson to draw up the architectural plans for the new community hall at Cape Dorset. I have been informed that the Department of Public Works has taken over the completion of these architectural plans. The community feels it would be less expensive for Peirson to complete the plans. Would the Minister responsible for Local Government inform this House why the Department of Public Works has taken over the completion of the architectural plans?

MR. SPEAKER: Thank you, Mr. Arlooktoo. That is a written question. We had some trouble with translation there but with the question being written, I presume it is satisfactory. Written questions. Mr. Arlooktoo.

Question 37-81(3): CBC Radio, Lake Harbour

MR. ARLOOKTOO: (Translation) Presently we have television available to us in Lake Harbour. I wonder when we will be able to get CBC radio; there are only a few of the people of Lake Harbour that can get reception over the air from CBC Frobisher.

MR. SPEAKER: Thank you. Written questions. Ms Cournoyea.

Question 38-81(3): Patients' Permission To Leave Hospital

MS COURNOYEA: Mr. Speaker, I have another question to the Minister of Health and Social Services.

Can the Minister explain why a patient in the chronic care ward in the Inuvik General Hospital, over which the Minister has some jurisdiction, who is completely sane and who has his full faculties, requires the permission of the director of nursing before he can leave the hospital to occasionally pursue his own daytime interests? Does the Minister intend that patients on this ward be held prisoner, and if not, does he intend to take steps to ensure that chronic care patients, in this International Year for Disabled Persons, have full access to those rights which are enjoyed by the population as a whole?

MR. SPEAKER: Written questions. Mrs. Sorensen.

Question 39-81(3): Moratorium On Taxation Of Benefits

MRS. SORENSEN: Would the government immediately determine the following before the end of this session?

- 1) Does the extension of the moratorium on the taxation of benefits apply to all benefits in the Northwest Territories?
- 2) Is there any truth to the fact that the PSAC agreement not yet signed is not subject to the moratorium?
- 3) Is there any truth to the fact that the federal government has asked the Department of Indian Affairs and Northern Development to prepare an expenditure program on the taxation of benefits? If so, is the territorial government being consulted? Is industry being consulted? Is small business being consulted? Are the consumers of the North being consulted?
- 4) Does the territorial government have a plan to continue to pressure the federal government to institute an equitable solution to the problem of the taxation of benefits in northern Canada?

MR. SPEAKER: Written questions. Ms Cournoyea.

Question 40-81(3): Staffing Position, Inuvik Zone, National Health And Welfare

MS COURNOYEA: I have a question to the Minister of Health and Social Services.

Will the Minister prevail upon his counterpart in the Department of National Health and Welfare to explain how it is that a man employed within their Inuvik zone who has unsuccessfully applied for 42 jobs from the British Columbia seaboard to the city of Halifax and from one side of the Canadian Arctic to the other, and who is an outspoken opponent of aboriginal rights, has qualified for promotion to an important position within his home zone? Will the Minister also prevail upon his counterpart to desist in leaving us with the rubbish with which she can find nothing else to do?

MR. SPEAKER: Written questions. Mr. Kilabuk.

Question 41-81(3): Increase Of Two Nurses In Pangnirtung

MR. KILABUK: (Translation) Mr. Speaker, I am asking the Minister of Health and Social Services. Baffin region people in Pangnirtung have asked for an increase of two nurses in Pangnirtung.

MR. SPEAKER: Thank you, Mr. Kilabuk. Written questions. Are there any returns today? Mr. McCallum.

Return To Question 9-81(3): Appointment Of Keewatin Resident To Housing Corporation

HON. ARNOLD McCALLUM: Mr. Speaker, on November 13th Mr. Noah asked the question having me look into the appointment of someone from the Keewatin housing association or federation board, to become a member of the Northwest Territories Housing Corporation board of directors. I have the following reply:

A review of the list of members of the board of the Northwest Territories Housing Corporation shows a resident of Chesterfield Inlet representing the Keewatin area, appointed in May 1981. If the current representative is unsatisfactory, he can be replaced by asking for a revocation of his appointment. Recommendations can then be received by the MLAs and the Commissioner for consideration in the appointment of a replacement. It should be noted that an amendment is being made to the current Northwest Territories Housing Corporation Ordinance to increase the board from nine to 10 members, to provide for representation from the Baffin region.

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

Item 5, petitions.

Item 6, tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion for first reading of bills.

ITEM NO. 8: NOTICES OF MOTION FOR FIRST READING OF BILLS

Mr. Braden.

Notice Of Motion For First Reading Of Bill 20-81(3): Plebiscite Ordinance

HON. GEORGE BRADEN: Thank you, Mr. Speaker. I give notice that on Thursday, December 3, 1981, I shall move that Bill 20-81(3), Plebiscite Ordinance, be read for the first time.

MR. SPEAKER: Thank you. Notices of motion for first reading of bills.

Item 9, notices of motion.

ITEM NO. 9: NOTICES OF MOTION

Mr. Curley.

Notice Of Motion 13-81(3): Report Of Rate Of Pay For Municipal Officials

MR. CURLEY: Mr. Speaker, I give notice that on Thursday, December 4th, I will move the following motion: That this Assembly recommend to the Executive Committee that it undertake, through the employment of outside consultants, a report on the rates of pay of elected municipal officials in all communities in the Northwest Territories; and further, that such report include recommendations

for scales of remuneration more reflective of the demands placed on these elected persons; and further, that the report be tabled in the Legislative Assembly at the next session.

MR. SPEAKER: Thank you, Mr. Curley. Notices of motion. Mrs. Sorensen.

Notice Of Motion 14-81(3): Freedom Of Information Bill

MRS. SORENSEN: Mr. Speaker, I wish to serve notice that on December 3rd I will move the following motion: Now therefore, I move, seconded by the honourable Member for Frobisher Bay, that this Legislature recommend to the Executive Committee that it prepare a freedom of information bill; and further, that it table for discussion and approval said legislation during the next budget session.

MR. SPEAKER: Thank you. Notices of motion. Mr. Noah.

Notice Of Motion 15-81(3): Narwhal Quota For Repulse Bay

MR. NOAH: Thank you, Mr. Speaker. Mr. Speaker, I give notice that on Thursday, December 3rd, I will move the following motion: Now therefore, I move, seconded by the honourable Member for Foxe Basin, that this Legislative Assembly request the Executive Committee to convey to the federal Minister of Fisheries and Oceans its strong recommendation that the narwhal quota for Repulse Bay be increased to 15 animals annually.

MR. SPEAKER: Thank you. Notices of motion. Mr. Curley.

MR. CURLEY: Mr. Speaker, I would like to correct my notice of motion. I said I would move it on Thursday, December 4th. I believe Thursday is December 3rd.

MR. SPEAKER: Due notice to your correction. Notices of motion. Mrs. Sorensen.

Notice Of Motion 16-81(3): Landlord And Tenant Ordinance Review

MRS. SORENSEN: Mr. Speaker, I wish to serve notice of motion that on Thursday, December 3rd, I will move the following motion: Now therefore, I move, seconded by the honourable Member for Inuvik, that the Legislature recommends to the Minister of Justice and Public Services that he: (1) review and update the Landlord and Tenant Ordinance; and (2) appoint an individual or body to disseminate, enforce, mediate and make recommendations concerning the ordinance and its regulations.

MR. SPEAKER: Thank you. Notices of motion.

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 10-81(3), Request to Commissioner to Issue Regulations under Wildlife Ordinance. Mr. Butters.

Motion 10-81(3): Request To Commissioner To Issue Regulations Under Wildlife Ordinance

HON. TOM BUTTERS: Mr. Speaker,

WHEREAS the existing regulations issued under the Wildlife Ordinance are silent with respect to the issuance of export permits for game meat that, in accordance with the regulations, has a commercial tag attached to it;

AND WHEREAS it is desirable for bodies corporate who are engaged in developing commercial markets for game meat to be permitted to export such meat outside the Northwest Territories;

NOW THEREFORE, I move, seconded by the honourable Member for Yellowknife Centre, that the Assembly recommend to the Commissioner that he issue regulations as provided in subsection 61(2) of the Wildlife Ordinance to permit the export of meat and meat products that has been...

And there is a word omitted from the text in the book, Mr. Speaker.

...taken under commercial permit to such bodies corporate;

And further, that these regulations should limit such right to export to recognized enterprises registered as a wholesale or retail business carrying out active marketing of game meat.

MR. MacQUARRIE: Point of order, Mr. Speaker.

MR. SPEAKER: Point of order, Mr. MacQuarrie.

MR. MacQUARRIE: Yes. I never seconded any such motion, Mr. Speaker.

HON. TOM BUTTERS: My apologies, Mr. Speaker, it is the Member for Yellowknife South. It is seconded by the Member for Yellowknife South. My apologies to the Member for Yellowknife Centre. I am sure that he might have also been willing to second the motion had I approached him.

MR. SPEAKER: Thank you.

---Laughter

We now have two corrections, one in the motion and one in the seconder. Your correction in the motion is so noted and it is an omission, so it is permitted. Your motion is in order, Mr. Butters. Proceed.

HON. TOM BUTTERS: Mr. Speaker, I would draw to the attention of Members that on moving the motion and rising to speak now I do so as the Member for Inuvik and I am representing the legitimate interests of a corporate constituent in that regard.

I think all Members recognize that the wildlife service has developed a commercial tagging system for game meat so that game surplus requirements can be made available to the populace at large. I think that Members recognize too that at the present time the availability of such meat is within the area where it is taken. Members will also recognize that organizations currently engaged in such harvesting do everything they can to ensure that the meat being provided locally is provided at the lowest possible cost.

One of the things that might be done to ensure that the local consumer does continue to get such meat at the lowest possible cost is to provide, where there is a surplus, an opportunity to market outside the borders of the Northwest Territories. In so saying, I am indicating that it would be the Yukon and in southern Canada.

The recommendation, as contained in the motion, while to the Commissioner, has been discussed with the Minister in question, the Hon. Richard Nerysoo. He has indicated to me that he has examined the proposal and finds no difficulty with it and, in fact has moved at this moment toward so recommending to the Commissioner a regulation for signature. So, I believe that what I am proposing here and putting forward here is an initiative that has already received the agreement of the Minister in question.

MR. SPEAKER: Thank you, Mr. Butters. The seconder of the motion, Mrs. Sorensen. No.

HON. TOM BUTTERS: Question.

MR. SPEAKER: Question being called.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Anybody else wishing to speak to the motion? Ms Cournoyea.

Conflict Of Interest

MS COURNOYEA: Mr. Speaker, I just wish to state that I will not take part in the discussion or in the vote, as the corporation that could be affected by this favourably, I am the chief executive officer.

MR. SPEAKER: Let the record show. Thank you. The question was called. Are there any other speakers? Mr. Appaqaq.

MR. APPAQAQ: (Translation) Mr. Speaker, I just want to get clarification. You are talking about exporting meat out of the Northwest Territories. Even though I am from the Northwest Territories, sometimes it is hard to get meat around northern Quebec. I was wondering if I wanted to buy something from northern Quebec, would it be possible?

MR. SPEAKER: I am afraid, Mr. Appaqaq, that that really is not what the motion has to deal with. It is dealing with it going the other way. Now, I do not know what Quebec's regulations are. Is there anybody in the House that may be able to answer that? I cannot. Mr. Butters. We are in danger here. You are answering a question, are you closing debate?

HON. TOM BUTTERS: I am not going to say anything, Mr. Speaker.

MR. SPEAKER: Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Speaker. I am not going to vote on the subject. The people that have general hunting licences -- because of those people, they can sell some meat to somebody that does not have a general hunting licence and I will not support the motion, because some of the people that are buying meat could try -- and have little money for the meat that they get. So, this is the reason I will not vote on this.

MR. SPEAKER: To the motion.

SOME HON. MEMBERS: Question.

Motion 10-81(3), Carried

MR. SPEAKER: Question being called. Do you wish to summarize, Mr. Butters? No. Question being called. All those in favour of the motion, please indicate. Opposed? The motion is carried.

---Carried

That concludes motions for today.

Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

Item 13, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.



ITEM NO. 13: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS, RECOMMENDATIONS TO THE LEGISLATURE AND OTHER MATTERS

First Report of the Special Committee on the Constitution of Canada; Bill 1-81(3), Supplementary Appropriation Ordinance, 1981-82; Bill 17-81(3), Elections Ordinance, 1978; Tabled Document 1-81(3), Report on the Impact of Division of the Northwest Territories; Tabled Document 6-81(3), Education in the NWT, an Interim Report; Tabled Document 5-81(3), Our Land Our Future, discussion paper on political and constitutional development.

There is a slight delay. I will see if Mr. Fraser will take the chair. We worked Mr. Noah pretty hard yesterday, so we will see if Mr. Fraser will take it today. I wonder if the government could indicate which item they wish to deal with first today. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I would have to ask Mr. Butters if he has the information for Bill 1-81(3). Failing that, we could go on to whatever of the other reports before we go into the bills. So, if we have not finished with the special committee's report on impact we could do that and then go into the interim report on education.

MR. SPEAKER: Thank you. Mr. Butters, do you have the information to conclude Bill 1-81(3)?

HON. TOM BUTTERS: Mr. Speaker, no. I did check prior to the meeting today whether or not it was all in hand. It is not. I believe it will be ready for tomorrow. In fact, I think I can just about guarantee that.

MR. SPEAKER: Thank you very much. Then we will go back into the committee of the whole and discuss the Report on the Impact of Division of the Northwest Territories, with Mr. Fraser in the chair.

I am sorry, we will go into impact, but Mr. Noah, will you take the first part then, please, in committee of the whole to conclude impact, by which time you may be able to then shift with Mr. Fraser?

---Legislative Assembly resolved into committee of the whole for consideration of Tabled Document 1-81(3), Report on the Impact of Division of the Northwest Territories; Tabled Document 6-81(3), Education in the Northwest Territories, an Interim Report; Tabled Document 5-81(3), Our Land Our Future, with Mr. Noah in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER TABLED DOCUMENT 1-81(3), REPORT ON THE IMPACT OF DIVISION OF THE NORTHWEST TERRITORIES; TABLED DOCUMENT 6-81(3), EDUCATION IN THE NORTHWEST TERRITORIES, AN INTERIM REPORT; TABLED DOCUMENT 5-81(3), OUR LAND OUR FUTURE

Tabled Document 1-81(3): Report On The Impact Of Division Of The NWT

CHAIRMAN (Mr. Noah): (Translation) We were in general comments from yesterday when we adjourned. What would you like to do in the committee of the whole right now? Would you like to have general comments on the impact report? Does anyone have any comments? Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I have thought about this when we went up to Frobisher Bay in November, 1980. I supported the division of the Northwest Territories at the time, but over the while I have been thinking now, we have been asked to think about the division of the Territories, but I feel right now that it does not seem like it is going to be a good thing after all. It is just like trying to bring up something to discriminate against each other. It seems like we are going to have two legislative assemblies in the two territories, and two governments, and we would each know exactly what the other is doing. It seems like we are going to -- bring up some discrimination and I also feel that the federal government just might intervene with us because

we know they do. I say, in respect to that, that it says there that the native people of the Eastern Arctic will be in the Inuit way of thinking. It does not seem to be proper, I am not too sure where this comes from. I am not discriminating against anybody, but I feel that if the Territories were to be divided -- I am not going to be in support of it because it just seems like we are going to get less powers. Thank you.

CHAIRMAN (Mr. Noah): Qujannamiik, Mr. Appaqaq. (Translation) Who would like to reply to that? Mr. Fraser?

MR. FRASER: Mr. Chairman, was there a question there? He is just making a statement that he would not support the impact of division, I think. That is all that I got out of it. I did not think there was a question.

CHAIRMAN (Mr. Noah): (Translation) He did not ask the question but he just wants to get some clarification. I think that it should be a question. I think he thinks that if the Territories were to be divided and then we become a province there will be a two-party system. I think that is what his question was. Mr. Appaqaq.

MR. APPAQAQ: (Translation) I did not really ask a question, but I was trying to talk about my views. Maybe I am misunderstood and also maybe I am not too clear on this, but today I feel that I cannot do anything about it. Thank you.

CHAIRMAN (Mr. Noah): Qujannamiik, Mr. Appaqaq. (Translation) Any general comments? (Translation ends) Well, if there are no more comments, does the committee wish to report now? Mr. Braden.

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I understand that yesterday the committee considered recommendations a), b), c), d), e) and f) and that a motion was made accepting recommendations a) and b). Is that correct?

CHAIRMAN (Mr. Noah): Yes, Mr. Braden.

#### Co-ordinating The Development Of Information Packages

HON. GEORGE BRADEN: Thank you. Just for clarification purposes, am I correct in understanding that the chairman of the impact committee would be responsible for co-ordinating the development of information packages and for sending these packages out to people through TV and radio and the newspapers? Is that my understanding or am I wrong?

CHAIRMAN (Mr. Noah): Qujannamiik. Mr. Curley read the motion. Was it already dealt with? Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman, we did not decide as to how or who should disseminate that information, I think that is still pretty much open here. As we discuss it we might want to appoint someone to do that. My view is that we have an agency in the government that does all those kinds of things, called the Department of Information. That is their business. I have a view that politicians should not become the messenger boys of the consultants in carrying out and explaining a report that has already been dealt with. We have already an established agency, the Department of Information, that can do that kind of work and they, in my view, should be the ones that are doing that. If the chairman wants to I would think that he should indicate whether he is prepared to do that and supervise that agency; but to me, I have no problems as to who should deal with it. Thank you.

CHAIRMAN (Mr. Noah): Qujannamiik, Mr. Curley. Mr. Fraser.

MR. FRASER: Thank you, Mr. Chairman. It says -- in the terms of reference on the first page -- to "prepare an objective study of the impact of division upon the Territories as a whole and upon its several parts and their peoples; and

disseminate the information resulting from this study as widely as seems to be necessary well in advance of any public decision making". It seems like the Legislative Assembly has given us a mandate. However once this report is accepted, I thought that my part of it was finished. The report has not been accepted yet by the Assembly, but once it is accepted by the Assembly, then our job is completed and finished and done. As far as disseminating the information resulting from this study, I would not mind looking after getting out the papers, but like Mr. Curley said, there is somebody here to do it and it is just a matter of who it gets to and how it gets there. But that would have to come from the Members, I could not take on that responsibility without a motion or some further instructions from the House. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Noah): Qujannamiik, Mr. Fraser. Mr. Stewart.

Motion To Accept Impact Report As Amended, Carried

HON. DON STEWART: Thank you, Mr. Chairman. Well, I think that it is clearly laid out in the definition in the duties of the committee, and dissemination of the information is part of it. So, I would move that the report be accepted as amended and that the committee complete its work as indicated in its terms of reference.

CHAIRMAN (Mr. Noah): Mr. McCallum. Oh, I am sorry, to the motion. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I was just going to point out, as Mr. Stewart did, that it was part of the committee's terms of reference. So he has made the comment that I was going to.

CHAIRMAN (Mr. Noah): Thank you. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, could I just see a copy of the terms of reference, please, because...

MR. CURLEY: It is in the report.

MR. SIBBESTON: Where?

CHAIRMAN (Mr. Noah): On the third page. There is a motion on the floor. To the motion.

MRS. SORENSEN: Question.

CHAIRMAN (Mr. Noah): Question is being called. Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) I am not so clear on the motion. Can somebody read it out again, please?

CHAIRMAN (Mr. Noah): Okay. (Translation) Mr. Hamilton will read it.

CLERK ASSISTANT (Mr. Hamilton): The motion on the floor is that this report be accepted as amended and that the committee complete its work as indicated in its terms of reference.

CHAIRMAN (Mr. Noah): (Translation) Are you clear now, Mr. Evaluarjuk? Yes. Question. All in favour of the motion? Opposed? The motion is carried.

---Carried

The report of the impact committee is completed. We will move to education. Is it the wish of the House?

CHAIRMAN (Mr. Fraser): The committee will come to order, and we will have a 15 minute coffee break.

---SHORT RECESS

Tabled Document 6-81(3), Education In The Northwest Territories, An Interim Report

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CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. The committee will come to order to study an interim report by the special committee on education. For the record, I think we will maybe just mention that the special committee on education is made up of five Members: Tagak Curley, Bruce McLaughlin, Nellie Cournoyea, Dennis Patterson, and Robert Sayine. Tagak Curley is the co-chairman, and Bruce McLaughlin. Thank you. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I am pleased to take part in the presentation of this report today. Very briefly, before I read the preface of the report, I would like to just make introductory comments.

In tabling this report, it is now clear that education is a major concern of the public in the Territories. People who have taken part take the issue very seriously, and they have been able to direct the committee to a number of very important major issues which the report contains. We are convinced that the public is interested in changes in the educational system, and that we have identified some of the areas that we are going to have to grapple with in a very short time, and present to the Assembly, in our final report sometime in February. So I think it is clear that we will reserve for the public to see very fundamental changes as to how the educational system is run today, but before I go on to that I would just like to read this very short preface, and allow the Members to respond. I know that my co-chairman will want to read the introduction here.

Preface

Mr. Chairman, the special committee on education has been studying the education system of the Northwest Territories in accordance with its terms of reference. As of November 1, 1981, the committee has held 39 public meetings in 31 communities throughout the Territories. In addition, we have, as often as possible, met with local education authorities and the school staffs during our community visits.

The most gratifying aspect of our work has been the genuine and enthusiastic response of the people of the Northwest Territories who have contributed to this study by their attendance and input at public meetings, by submitting briefs and by spending countless hours with both committee Members and our research staff.

During these sessions, people have not only identified the problems facing education in the North, but have also suggested possible solutions to those problems. The staff of the Department of Education has also been most co-operative and helpful during these initial stages of research.

The committee has worked closely with our research team establishing priorities, topics of research, and generally directing the research activity. We wish to acknowledge the research team's dedication, extensive and varied abilities and responsiveness to our direction. Our project manager, Jack Loughton, and two principal advisers, Don Simpson and Jerry MacNeil, deserve much credit for assembling this excellent team.

This interim report is a statement of our progress to the present time. The committee intends to table the final report during the winter session of the Legislative Assembly. While this interim report does not contain the type of specific recommendations that will be found in our final report, many of the principles and assumptions upon which those recommendations will be made are discussed on the following pages. Thank you, Mr. Chairman. I believe my co-chairman, Bruce McLaughlin, would like to read some short remarks.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. The Inuktitut version of the report does not contain a full text of the introduction section, and the committee desires to read those three pages before any general discussion takes place, so I shall do that.

#### Introduction

During the past 30 years government has dramatically intervened in the education of the children of the Northwest Territories. The result is schooling as we know it in 1981.

Prior to the end of the Second World War, the knowledge, skills, and attitudes necessary to successfully and happily live in the North were usually provided by members of a child's family. Schooling as we know it was introduced through mission schools operated by various churches as early as the mid-1800s. While these schools are historically significant and have produced many persons who have assumed leadership roles in the North, they served only a small minority of the population. To help put things into perspective, one needs to recall that as late as 1951, only 10 per cent of the "school aged" children of the Northwest Territories were attending schools of any kind.

In the late 1940s the federal government began constructing government schools in both the Mackenzie and Baffin regions. Up to this time, the government had been content to provide grants to church operated schools. The church, along with the traders and the police, had maintained Canada's fragile sovereignty in the Arctic for nearly 100 years. Then, as elsewhere in Canada, the demand for secular and universal schooling was the cause of a church-state debate about the control of schools. The result of this debate was much the same as it was in the rest of Canada, and by 1956 all school teachers were federal government employees.

#### School System Imported From South

By 1969, when the Government of the Northwest Territories assumed responsibility for education, the secularization of the schools of the Northwest Territories was virtually complete. The system that emerged was essentially a copy of the typical school system that was found elsewhere in Canada. Schools were built, curriculums and teachers were imported. In short, instant compulsory schooling was introduced to the communities of the North with little or no consultation with the local people. The goals and aims of the system were also imported along with the curriculums. The imposition of this foreign system reduced the likelihood that the school would truly serve the needs of the communities.

In the early 1970s an extensive review was undertaken by the Department of Education in Yellowknife. It was conducted primarily by the staff of the department and was the major task for that department until its release in 1972. The massive recommendations of this survey were in a large part the basis of the Education Ordinance that was enacted in 1977 after considerable public debate. While there were significant changes in areas such as local control and language instruction, the whole exercise was an example of the state of education at that time. Government had reviewed the program and designed the alternative plan and only then, as an apparent afterthought, was the plan circulated to the public. The people of the Northwest Territories had little to say about their schools. In fact, the schools were not theirs, but were often viewed as belonging to the government which, after all, had literally built the buildings, designed the program and now continued to import the staff.

It would have been a miracle if a school system thus established had been successful. It is therefore no surprise that the schools of the North have not served the majority of its citizens well. In 1980, in a system where over 12,000 students were enrolled, 192 students graduated from territorial high schools. Of this

number, 91 students qualified to enter university, with six Metis, four Inuit and three Dene students qualifying. There is little indication of improvement in these figures over the next few years. Grade nine graduation figures indicate that of 383 grade nine graduates, 10 per cent are Dene students, 16 per cent are Inuit students and seven per cent are Metis students.

#### Success In School System In Larger Centres

The school system seems to have been more successful in larger communities such as Yellowknife, Hay River, and Pine Point. In these communities, the values of the majority of the people are more typical of the values and assumptions upon which the education system was originally designed; that is, the southern industrial, wage economy. The special committee believes that the agreement between the people of the community and the school system regarding the aims and objectives of education is the crucial variable in the "success" of the school in the Northwest Territories. Where this agreement exists, the school will be able to provide students with the necessary knowledge, skills and attitudes. Also, parental support encourages both student participation and teacher initiative.

Unfortunately, the opposite may also be true. A resident of Fort Franklin observes: "What is happening is that there is a battle going on between the government and parents. They pull different ways, and the child becomes confused and cannot adjust to life. If the education system was made to teach children the same as their parents do, which is the way it is for non-Dene, there would be no problem."

The frustration of people who are uncertain as to the present goals and functions of the school system is illustrated by a resident of Clyde River who stated at a public meeting of the special committee on education: "I want to know if you people on the committee really understand when we talk about a language and culture...I have a daughter at the school here who tries to teach sewing, tanning skins, etc. Her daughter will not chew the skins because it tastes awful...My daughter says that a kid who learns English is very hard to teach traditional ways. I have some kids who have never gone to school. One is at an outpost camp, one living in Clyde River. My son who has no formal education always gets asked to do jobs. My kids who have gone to school are always asking for money and are next to impossible with Inuit ways. Twenty years ago, there were 14 students in school, now there are 132 students. We were told to come to Clyde River and we would get an education; some got education and jobs. Now we are told we can go to outpost camps with government grants and approval. Education is our problem. The government is not going to provide the education that we want. Nothing will mix and be perfect...."

#### Brief From Education District No. 1, Yellowknife

Advice on this issue was also received by the committee from Yellowknife Education District No. 1 in their brief, which stated: "In conclusion, we ask you, as members of the special committee on education, to clearly define the objectives or goals of the educational system before you ever start recommending specific changes. By law, children must attend school in our society. Why? What is the underlying thinking behind that law? Why do we confine them to these institutions for the major portion of their childhood? We ask you to particularly address that question in those geographical areas where there seem to be the most problems. What do the people expect their children to achieve through attending school? It could well be that from region to region the expectations differ. Are the people there to serve the system or should the system be there to serve the people? Should the schools be a supplement to the home and community or are we asking them to be a substitute? It is essential that there is a clearly understood objective for the school system before any programs are developed. Yours is an awesome task...."

It is clear from these examples that people from widely differing places in the Northwest Territories believe that the schools of the Territories must serve the people who send their children to school. The special committee believes that this can be achieved. The creation of a government school system over the past 30 years has meant that most communities have reasonable school buildings. Within the ranks of the present teaching force are many experienced northern educators willing to participate in the challenge of change.

Now the task is to provide communities with a structure and the human and financial resources that will help them create schools and programs that people in communities consider theirs. The people must believe in the aims and objectives of these programs. Given the immense differences throughout the Territories, this may well be, as the Yellowknife Education District No. 1 brief observed, an "awesome task".

#### Last Public Hearing Of Committee

Mr. Chairman, I would like at this time to point out that tomorrow night will be the special committee's last public hearing. It will be held in Rae at 8:00 o'clock tomorrow, and by that stage we will have held 43 public hearings in 33 different communities in the Territories. The committee is very confident that the information that we have gathered from the thousands of people in the Northwest Territories who have attended these meetings is an excellent base for us to use to make recommendations to rectify the problems which are identified in this report as the major issues in education in the Northwest Territories. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. I guess we can open the floor now for general comments on the entire report. Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Chairman. The report is very good. I would like to congratulate the special committee on education, for they have done a good job and they worked hard on it. They travelled to all the communities, because the public hearings helped the committee. So, I would like to say briefly, about the people that are teachers up north, the students that are 16 years and under are being taught difficult lessons. They give different grades and they are taught Inuktitut and English at the same time or in the same year and sometimes the student does not complete a grade but they let them continue with a different grade. They are taught mathematics. They are taught the Inuktitut language and they are taught cultural inclusions. We know this is a very difficult thing. This is very difficult for students to learn everything at the same time.

A long time ago -- I am not a very educated person, but the subjects that we learned, English and mathematics were about the only subjects that we took. This was very difficult for us, learning English in school and trying to learn English when we could not even understand English and we were told to read English. Some teachers even hit or spanked their students when some of the students did not speak English or if they came in late, 1950 or 1960, but looking at now, it is very different. The people that are teaching Inuktitut do not really seem to understand how difficult it is for students to learn. Sometimes the students wonder if it really matters to the teachers. It seems like sometimes some of the students have to teach the teachers instead of the teachers teaching the students, because they are trying very hard and working very hard and learning in English, math, Inuktitut language and cultural things.

It seems like the person who is -- this will help with these students to learn the subjects that are taught, but it seems like they are being taught just for survival in school now. We understand this. I can use myself as an example. When I was about six or seven years old my father died and they did not push me to learn different things like building an igloo or going out hunting. I did what I wanted and I learned what I wanted to learn and I learned all these things. I had to learn it by myself. I think I can survive on the land myself and I can speak Inuktitut. Because I am Inuit, I do not have to learn Inuktitut. I am from a cold area and I had to learn how to build an igloo, even though I was not taught. I was just told how to make an igloo.

### The Burdens Of Todays Education

The education has to be fixed, because our children -- so that they will not have to try so hard. So, why just teach them in English? If they have to be taught things in Inuktitut, why do we not just teach them in Inuktitut, because teaching them English and Inuktitut both at the same time just places a heavy burden on the child.

I am thinking, some of the students never want to go to school anymore, because they have so much in mind, learning English and Inuktitut at the same time. I do not understand why they are not taught by their parents how to survive out on the land, because they would learn a lot more from their parents. The reason why I really wanted to say this is I was wondering if the teachers were better at how to teach in their classrooms -- because the students were always given so much to keep in mind all the time. I think I have already gone over my 10 minute limit. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. Any further comments?  
Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. The special committee on education has done a very important job, not necessarily in writing this interim report, but certainly in travelling throughout the Northwest Territories to try to determine what the particular issues were that people throughout the North are concerned about with respect to education.

### Importance Of Fundamental Goals

In looking through the report I note that they do recognize goals as an issue. I did present a brief to the special committee on education and in that brief I talked about the importance of goals, but I would like briefly to reiterate what I said at that time, simply because I see the matter of goals as being fundamentally important, ultimately important, all-important in every sense, then. I would urge on the special committee on education that when they are making recommendations to this House at the next session that they be very clear and specific in the matter of certain, fundamental goals; that they state these as clearly as possible and whatever they are I will comment on them when I see them. But the type of thing I am talking about is whether it will be a goal of this education system to ensure that every child has facility in English when they complete the education system, whether it is a goal of this system to ensure that all students who are capable will have the qualifications to enter post-secondary institutions, whether that is in the South or in the North, if we establish them here, so that they can pursue a wide variety of studies, whether that is technical or academic.

Those are just examples of what I mean and I would strongly urge the committee to state some fundamental and explicit goals and then keep those in mind when they turn to the making of other recommendations. If that is not done -- there may be certain goals in mind that are not stated explicitly. They may be at the back of people's minds somewhere, but they could easily be lost and forgotten and the results could be that we wind up with a system that does not address the real problems that our society, that our children are facing.

I note that in the report the committee has not addressed, as an issue, the question of program. I can only assume that that is because they will specifically address the question of goals and then quite properly realize that the program that results will result from the goals that are chosen. If that does not happen, if we do not have explicit goals and a program resulting from explicit goals, what we could find is that we wind up with an array of varying subjects that try to satisfy momentary interests and superficial interests or local



interests without any clear idea as to why those subjects -- well, not why they are there, I guess there would be a clear idea as to why they are there -- but how they fit into securing the long-term interests of our young people. I think that that has to be the main concern in our education system, to try to draw out of the students the full potential that is in them so that by doing that we help them to lead happy and productive lives and to the extent that it is possible, that they become masters of their own fate. So, I will look forward to seeing in the final report what the committee has to say about goals and about programs particularly.

I was asked by one of my constituents, who is the president of the Yellowknife Day Care Association, specifically to remind the committee that the Day Care Association did present a brief, that they felt that the Department of Education has a role to play in assisting preschool programs and, specifically, a day care program. I note that preschool programs are not really addressed in the report, so I will just ask the committee to be sure that it does at least consider that matter when it is looking into making recommendations.

The one other thing that I would like to say, it is obvious in some parts of our territory that the present system of education is not being very successful and, as I said in my brief, in those cases I would urge the committee to not be afraid of being innovative and different in making recommendations that may improve the quality of education for the children in those areas.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. Appaqaq.

Children Should Be Taught Culture

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I would like to congratulate the special committee on education for their hard work, a difficult task. I know they had a lot of different responses and I would like to say that although they did a good job, I have some comments to make.

The subjects of the education system are mathematics and language. I think there should be another additional subject. Maybe it has not been mentioned before but our children from ages 10 to 16 should be taught culture. I think we should think of that; using equipment properly. It seems like there is a lot of vandalism. I do not want to speak badly about the communities but I think we have to talk about these things and think about the students. I have to talk about things that are true and that have to be talked about.

A lot of students have been vandalizing hunting equipment in the settlements so many times now. They should be taught to respect each other at the beginning of their education. I think it should be taught right in the classroom to respect other people's property and respect the other people. The parents have always taught this to their children but it seems that they just want to do what their parents told them not to do. I think it is very bad. It is nice to see the students going to school but at the same time they do not seem to be thinking about their classroom work. I think it should be looked into. I just thought I would make a comment on it. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Appaqaq. Mr. Wah-Shee.

Priority Should Be Given To Native Languages

HON. JAMES WAH-SHEE: Thank you. Mr. Chairman, I would like to congratulate the Members of the committee. There is one area that I would like to make a comment on and it is regarding native languages. As you know, the federal policy on official languages in Canada is English and French. However, in the Northwest Territories, it might be appropriate to consider working languages for the

Northwest Territories as a government and give recognition to the aboriginal languages as the working language for the government in the Northwest Territories. I realize that the other official language is French but I feel that in the Northwest Territories at the present time, the working language is English. The French language is not appropriate in the Northwest Territories and I wonder if we can consider the Inuit and Dene languages in the Northwest Territories as the official working languages, whereby the priority can be given to the native languages in the Northwest Territories. I think that might be appropriate to give priority to the regional official working language. That is only one comment I have and I wonder if the committee could give that some consideration, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I would just like to make a short comment. I would like to talk about hunting education, how they teach them the ways of hunting in the community. In some of the communities the native people would like to teach their kids to hunt, but the parents usually do not let them go because they feel the kids will go out there and get lost in the ice or shoot themselves with a gun. Sometimes we do not let our children go even though they want to be taught. The business of making snow houses and the Inuit traditional way of life is very easy because I was raised without a father. I can follow almost all cultural ways and I could always go into the barren lands. If I had a gun and a knife, I could provide even though I have not been taught that. I went with some people that were going out hunting and that is the way I learned.

I have some children of my own. They want to be taught the English language in school, in the classroom. We were talking about the vandalism but we, the parents, should be teaching our children about respect. I know that our kids have one fault because the children like to throw rocks through windows; that was not the way it used to be.

The last comment is that the committee on education has done a very good job and presented their report and had it translated in Inuktitut very clearly and I would like to thank them. I would like to thank the committee on education. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Arlooktoo. Any further comments? Mr. MacQuarrie.

MR. MacQUARRIE: In response, Mr. Chairman, to what Mr. Wah-Shee said earlier, I certainly agree with him that we should be making efforts to give more status to native languages in the Northwest Territories, but I did over the past year try to alert Members to the fact that if the present constitutional resolution passes, that will not be such an easy job as it would have been otherwise. I think Mr. Wah-Shee said essentially -- I cannot remember the exact words -- that French is not significant in the Northwest Territories but certainly with the passage of the constitutional resolution, it will attain a great deal more significance. For one reason, because Yellowknife is a regional headquarters for the federal government, and for another because the Government of the Northwest Territories is, at the present time, a federal government institution, people may be able constitutionally to make demands on this government that they have not been able to make before with respect to the French language and that will undoubtedly complicate efforts that we may wish to make in order to give native languages more status.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Any further comments? Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, thank you. The special committee on education did a very good job. They did their report and they completed their job and we have heard from the report many different things. They had some meetings in the communities; they went into the communities to get the information themselves, not to give information. I thank them very much because mine was one of them. They travelled to my constituency. This has been a great concern of ours since the time of the first Assembly. Now we really feel that the business of education is done.

#### Adult Education Should Be Considered Separately

There is no legislation about adult education. It should be a separate thing, an ordinance or regulation put into force for adult education because they work very hard and they help out the communities and they give out information to whoever requests it. Maybe it should be completely different from the educational system. I would like the committee to consider that, to see whether it could be thought of separately because the business of adult education is getting to be more in the communities. Recently I was very pleased that the teacher education program was brought in. I was very happy about that.

#### Children Are Responsibility Of Parents

Also some things were mentioned about children. I did not really support it. We cannot say that our children do not know and they cannot learn. I myself cannot say that to my children. I cannot say to my children, "You cannot learn that thing." If we are going to say that about our children, we are just going to make them unhappy. It just means that we are discriminating against our children. I do not want to hear that kind of talk any more, especially from the Inuit Members because we should be helping our children. They have a lot to learn. If we try to teach, we have to give them information and tell them what is right and what is wrong instead of saying that they are causing us problems. They are taught to let them know that whatever their culture is, they should follow it. I do not like what the other Member mentioned about the children. Our children have been talked about so many times saying that they are incapable. We, the people, the parents, are at fault. That is what I think.

It seems in this world people want to be paid for whatever they want to do. We are free and we can teach our children. We can really make them learn if we want to. That is something that I was not very happy about when I heard our children mentioned on the radio; it says they are incapable. I feel that these people should not be talking about the children like that. We, the parents, should be the ones to teach our children what is right and what is wrong. We have to inform our children, to make them aware, instead of talking about them, saying, "You are incapable of doing anything." That has been on my mind for a long time. I think it has been talked about all over Canada, people saying to their kids that they are incapable. I do not like to hear that, when people talk about it like that. In the whole of Canada I do not want the parents saying that their kids are incapable. I think we should be able to help our children because they can learn Inuktitut and English and they can help themselves a lot more than I can. The only thing they do not know very much about now is how to hunt.

That is what I wanted to talk about because I have always protected my children from people when they tell their children they are incapable of doing something. It makes me mad when people say that their children are incapable. We the parents are not working very hard to achieve this. That is why our children are like that. I know that the way of life is changing today and I am happy that there are native people that are teaching now. We are beginning to feel what we want is becoming a reality. I wanted to mention that I am not mad but I just want you to know that I love the children that we have and we can help them. Thank you.

---Applause

CHAIRMAN (Mr. Fraser): Thank you, Mr. Kilabuk. Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Mr. Chairman, I would like to thank the special committee on education for doing a wonderful job. I personally witnessed that they worked late at night. They have not made any definite recommendations as yet but probably they are going to be making recommendations after they find out what the people of the Northwest Territories would like on education. I cannot really say anything about the report right now but I think it is going to be very helpful.

I would like to mention that I am not going to be going against the cultural program. I do not want it to be taken out of the school system. The Inuit teachers are not recognized by the school system. If Inuktitut material is written in syllabics and published, I think it is going to help a lot in the school. The only thing I can say is that the Education Ordinance was approved when we became Members. Some of the people do not like what is in the ordinance and I am sure that they can make recommendations which will suit the people in the settlements.

#### Employment Needed For Young People

Also the young people -- they are talking a lot about the young people, for instance vandalism, but we know that a lot of the younger people these days have no jobs and as you probably know, there are no jobs in the settlements. Why do we not create jobs? You all know that the younger people like to have employment but the only thing we seem to be talking about is the bad side of the younger people. I think it is going to be better if we try and help the younger people find employment. This is one of my concerns. As you know, it is very hard to make a living -- it is hard to live when you have no job, with inflation. Most of all, the younger people do not go hunting anymore. They do not know how to hunt anymore. These days the only reason we go hunting is to get some money. I would like you to understand that hunting equipment, gas and skidoos are very expensive and you need money to go out hunting. This is the information I wanted to pass on to you. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Evaluarjuk. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I only have a brief comment to make. The legal age in order to possess a gun is 16, in Canada. I think there is a problem, because if the parents are going to teach the young people how to go hunting, I think the gun by-law is a problem. I think that it would be better if the age was lowered to 14 or 15 so they can go hunting. They can go hunting, but they cannot use firearms. I think we should consider this. I think the education committee should keep this in mind, because it is a problem to myself also. I think that the young people under 16 are being taught how to use firearms outside the law. I would like this to be considered. Is that by-law saying that these young people should never touch a firearm until they reach age 16? When they do reach 16 they will not know how to handle or use a firearm. I just wanted to let you know about this. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Appaqaq. I do not think that had anything to do with the report, but we will let you go anyway. Any further comments to the report? Mr. Stewart.

#### Discipline Needed In Schools

HON. DON STEWART: Thank you, Mr. Chairman. I would like to join with my colleagues in congratulating the Members of the committee working on this report. I think that one of the basic fundamentals that we have to get back to in education -- regardless of what subjects or how the problem is to be approached, we must get back to fundamentals with our children. Although education is their

right, they must be taught that it is also a privilege. We have to get discipline back in our schools. It is not only the Northwest Territories, but all of Canada, all of North America and probably most of the world is suffering from the same problem.

By discipline I am not talking about the noose or the hard line type of thing that was prevalent in schools many, many years ago, but rather, to a point where for a child to stay in school, he must earn that privilege to stay there. If their homework is not done, if they are causing upsets in their classrooms and so on, then they must be sent home and the parents should have to come back and discuss the problems with the teacher. Something must be done to maintain discipline in the school where the learning process is taking place. I am afraid that in many of our northern schools, and I know for sure in most schools in Alberta that I am familiar with, this has certainly slipped a long way from the days that we learned our three R's. Unfortunately, it is to the detriment of the child. The thought that being good and letting the child do exactly as he pleases certainly is not in the best interest of the child. We have an opportunity here, when we are renovating our system, to be a leader again in putting back into the system something that, because of a pendulum swing of many years ago where teachers were too severe with discipline -- to come back with a reasonable discipline line and get the thing back running on a plane that is beneficial to the child, so that he can learn.

The other thing as my colleague, Mr. Evaluarjuk raised, it is very difficult to keep interest in children in the smaller communities where they watch their seniors, who have gone through the same system, with nothing to do, hanging around whatever facility might be available, whether it is a pool hall or whatever. You do not need much education to do these sorts of things and I can certainly understand the child's attitude in saying, "Well, what is the use?" If you cannot maintain interest and hold out some reward at the end of the battle with education, which is very difficult for some children, I can fully understand why they say, "To hell with it" and do not bother progressing too far.

So, we have two problems. We have to get discipline in the schools and the problem of seeing that when they do receive their education we have something for them to do. I do not think anybody has solved the problems, but if we look at these two things together and try and do something about both of them at the same time, then possibly we will get back on the right track and see that these children live the types of lives that we all hope for, for our children and do it in a manner that is meaningful and that they too can enjoy. I do not think there is anything unhappier than a completely undisciplined child. I think he is probably the most unhappy creature on earth and, unfortunately, in the Northwest Territories I have seen too much of it. I think it is time we get back down to some basic fundamentals. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Any further comments?  
Mr. McLaughlin.

#### Education System Affects Everyone

MR. McLAUGHLIN: Thank you, Mr. Chairman. I do not intend to respond to all of these comments on behalf of the committee one by one, but I think people -- just from hearing the comments made by these Members -- realize when people are talking about how the official languages of Canada affect education, how federal gun laws relate to whether children can have a learning experience in the traditional way of life, that these underline how broadly affected everybody is in the Territories by the education system and how the education system itself is reversely affected by a wide range of factors.

On the particular subject of languages, the Members can be assured that the committee has heard a lot on this particular topic and we have heard, even as recently as last night, that though English is an important language in the wage economy and the modern world -- not just in the Northwest Territories or in Canada, but really, in the entire world -- we have heard that people want respect paid to their culture and their language by using it as the vehicle for education of their children in the very early primary grades of education where those students do in fact come to school having a verbal skill in that language and probably not in the English language. So, these are areas we are looking into. We are seeking advice and some of that advice seems to be that if you make a child feel at home in his own language first and teach him the basic concepts in his own language in a lifestyle that he can relate with, that that child will be a much more successful student and will be able to comfortably learn English even better at a later stage.

As to the cultural inclusion program in the schools, we are highly concerned with this. There are several different ways that this has been attempted in the Territories and the committee is very concerned that how this education is delivered, as far as the cultural inclusion programs go, is really heavily dependent upon the community's commitment and individual parent's commitment. In many communities now, we have heard that really the parents are the most capable teachers of their children when it comes to teaching the traditional way of life and that it is highly unlikely that teachers brought up from down South can replace the parents. Even when local people are used to take these children from school out on the land for courses -- even these cannot be very successful unless a large amount of money is made available and time. With this in consideration, the committee is looking at allowing communities to set their own school years, making them possibly nine month school years, so that children can be with their parents at the very crucial times of year, in the spring and fall when families prefer to be out on the land.

I do not pretend to be answering on behalf of the full committee with specific recommendations we are making now, but I just want to underline that these are comments that we have been getting from the hearings. We have had very excellent recommendations made at the hearings in these areas and we are going to be carefully considering how to implement the recommendations made in these hearings to accomplish these fundamental goals and objectives of the system. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Mr. Noah.

Motion To Accept Tabled Document 6-81(3), Education in the Northwest Territories, An Interim Report

MR. NOAH: (Translation) Thank you, Mr. Chairman. Right now I would like to move that the report be accepted, the report that was done by the education committee.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. MacQuarrie.

MR. MacQUARRIE: Yes. If I could just have one final comment, Mr. Chairman. Listening to all Members it is obvious there is a great range of problems with respect to values, language, culture, academic standards and so on and if I just may modestly recommend to committee Members that they read my brief again and implement its recommendations, then they would save themselves a lot of grief. Thank you.

---Laughter

CHAIRMAN (Mr. Fraser): I do not think...

MR. MacQUARRIE: It was not to the motion. I am sorry.

CHAIRMAN (Mr. Fraser): It was not to the motion, I am sure.

---Laughter

Mr. Patterson, to the motion.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I support the motion. I would like to just briefly make some comments. I have had perhaps an unusual role in the committee as a Member and as the Executive Member responsible for education in the Northwest Territories. I would like to say, though, that participating in the public hearings to the extent that I have been able to and participating in the work of the committee has been a most enlightening orientation for me to the problems and challenges faced by us in this all-important area of education.

I think in the past that many people have tended to look for easy targets to blame for problems in education and I have heard even some MLAs blame the difficulties in our system on southern teachers or on the Alberta curriculum or on other sources, but education problems and challenges really go to the very roots of our society and the very basis of our society and I am very pleased that this Assembly has supported from the beginning a thorough investigation and study of this important problem.

I would also like to say that it has been very gratifying to see the extent to which the people of the Northwest Territories have been interested in this process and have supported us and helped. I think also, in my other capacity, I can say that the Department of Education too welcomes the assistance that we will be getting from this attention being paid to this most important area. So, I would like to support the motion.

CHAIRMAN (Mr. Fraser): Does that include MacQuarrie's report?

HON. DENNIS PATTERSON: I will read Mr. MacQuarrie's report again.

CHAIRMAN (Mr. Fraser): To the motion.

SOME HON. MEMBERS: Question.

Motion To Accept Tabled Document 6-81(3), Education In The Northwest Territories,  
An Interim Report, Carried

CHAIRMAN (Mr. Fraser): Question being called. All in favour? Down. Against?  
The motion was passed, unanimously.

---Carried

Just 15 minutes for coffee, please, precisely.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. The next order of business, I believe, is Our Land Our Future. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to ask for unanimous consent to move a motion that has to do with the interim report of the education committee at this time.

CHAIRMAN (Mr. Fraser): The Member has asked for unanimous consent to go back to the education report. Is it agreed? Any nays?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Agreed. Go ahead, Mr. Wah-Shee.

Motion To Recommend Aboriginal Languages As Regional Working Languages

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to move the motion:

Whereas this committee has adopted motions encouraging the development and preservation of aboriginal languages in the Northwest Territories;

And whereas to continue the development of aboriginal languages it is essential that aboriginal languages be recognized as working languages in the Northwest Territories;

Now therefore, I move that this House recommend to the administration that they consider recognizing and establishing mechanisms for the use of aboriginal languages as the regional working languages of the Northwest Territories, and that such recognition be extended to the education system in the Northwest Territories.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Can we have a copy of that, please? The motion is in order, Mr. Wah-Shee. To the motion.

HON. JAMES WAH-SHEE: Mr. Chairman, perhaps other Members may wish to comment before I do.

CHAIRMAN (Mr. Fraser): Thank you. To the motion. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I have no problem with the motion. I intend to support the motion. I think it is already clear and evident that native languages are used in the main public services throughout the Northwest Territories in our isolated communities. The native languages are used in the municipal council proceedings, and they are even used in this Assembly. So I think that this motion will at least strengthen that goal to make the native languages part of the working language in many of the institutions in the Northwest Territories. Many of the people throughout our public hearings have called for the native languages to be used, and for proper teaching to be provided in the schools and so on, so I intend to support the motion. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Any further comments? Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Chairman. I support this motion, even though -- I think the Inuktitut teaching is not formal. They always used to teach Inuktitut when there were no laws up here before. Now that it is going to be... (no translation) Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. To the motion. Mr. Evaluarjuk.



MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman. I really want to be in support of this motion, what I mentioned before. It seems like it is part of the aboriginal people, and we have always worked for it, not only myself, but toward all the other children using their own language. Forgetting their own language would weaken them in a way. We have been working and having jobs for a long time. Some of the Inuit have forgotten some of their own dialects. Even though I do not speak English myself, I have forgotten some of the words, and we hardly use any of the other words that we have, because I have forgotten what they are. So we use the basics. That is why I support this motion. Thank you.

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

Renewed Interest In Native Languages

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think that I have no hesitation in supporting the motion. Since we debated this same subject of a commitment to native languages in Hay River, I have had a chance to visit a number of Dene communities that I had never been to before, places like Fort Good Hope and Fort Simpson, and got to know Fort Resolution a little bit better. I think the thing that I was pleased to learn in those visits, is that in fact the Athapascan languages are not nearly as dead as I had been led to believe. There are a significant number of capable younger people in their early 20s who obviously have a very good mastery of various Dene languages. I have also since that time had an opportunity to receive submissions and hear from communities, particularly in the western Northwest Territories, who are perhaps -- with a little encouragement from the Assembly -- taking a renewed interest in native languages. It is most fascinating to hear parents telling the education committee or others that, for some reason, until recently they had never really considered the full import and impact of not teaching their children at home. Just last night in Fort Simpson, we had one parent say that since success in the world and progress had been associated with English in her mind, she had deliberately refrained from trying to teach her child Slavey. She has changed her mind since that time. I think many people in the Northwest Territories feel this way. The work of the COPE language commission and their plans for a revival of Inuvialuktun are also in this direction.

The only observation I would want to make in speaking to this motion, Mr. Chairman, is that the work of reviving native languages and encouraging native languages requires a great deal of money, and I know the finance committee wished that point to be visited upon us when they raised the issue in Hay River. We need to do a great deal of research; we need to do a great deal of work in the curriculum area if we are going to produce students in the schools who can be fluent in native languages, so that they can fill these positions that we will be creating as a result of Mr. Wah-Shee's motion. Personally, I think this is a very worthwhile goal. I think a great deal of the responsibility must fall on the Department of Education. I am sure Members agree that we may well have to readjust our fiscal priorities if we are to implement this motion, but I have no hesitation in making that commitment, even though I realize that other programs may well have to suffer.

I think that the point that was made so eloquently in Fort Simpson last night was that even if people are prepared to participate in the wage economy, if they have lost their language and their culture and their identity as human beings, that they are not going to be able to survive. For that reason, I think it is time that we paid attention to this area of language as a way of showing respect to the past and the traditions that must not be lost at any cost, which language reflects. Thank you.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

Motion To Recommend Aboriginal Languages As Regional Working Languages, Carried

CHAIRMAN (Mr. Fraser): Question is being called. All in favour? Down. Against? The motion is carried.

---Carried

I think just for the record there were some changes made in the motion. One word was changed two or three times. We will have the Clerk just read the motion again for the record.

CLERK ASSISTANT (Mr. Hamilton): Whereas this committee has adopted motions encouraging the development and preservation of aboriginal languages of the Northwest Territories; and whereas to continue the development of aboriginal languages it is essential that aboriginal languages be recognized as working languages in the Northwest Territories; now therefore, I move that this committee recommend to the administration that they consider recognizing and establishing mechanisms for the use of aboriginal languages as the regional working languages of the Northwest Territories, and that such recognition be extended to the education system in the Northwest Territories.

CHAIRMAN (Mr. Fraser): Thank you. Question has already been called. The motion was passed unanimously. Thank you.

Tabled Document 5-81(3), Our Land Our Future

We have the next item on our orders. Would the committee care to go into Tabled Document 5-81(3), Our Land Our Future? Mr. Wah-Shee, are you prepared to go ahead with that document right now?

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to recommend to the committee if some Members would like to make any comments on the report -- I would like to have the report discussed if the Members wish to do so. However, I would also like to delay the paper, if the Members so feel, to have it discussed fully in the next session. However, I would like to leave it up to the Members to decide what should be done with the report.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. I wonder if the committee, then, could make up Mr. Wah-Shee's mind on whether they want to deal with it now or leave it until the next session.

---Laughter

I think, Mr. Wah-Shee, as this is your report, do you want to deal with it now, or do you want to leave it for the next session? If we deal with it now and it is accepted and passed, then that is it. Do you want some more time to leave it until the next session, or do you want to deal with it now? I think it is your report. I see your name on the second page, here, so -- Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Well, I imagine the Members have had an opportunity to read the report, and primarily it is a discussion paper. It is not a position paper at this time, the reason being, of course, that we would like to have a contribution and comments from all the residents of the Northwest Territories, and various organizations. It is also to inform the Legislature as to what the administration at the present time is doing regarding getting consensus and contributions from all the northern residents regarding the political evolution of the Northwest Territories. The reason why I ask is that if the committee would like to deal with the report, then I am quite prepared to deal with the report, and it may be that they may wish to defer the report until the February session, but at this time I am at the disposal of the House.

CHAIRMAN (Mr. Fraser): What is the wish, then, of the committee? Mr. MacQuarrie.

MR. MacQUARRIE: When we were first shown the paper, I think it was at the September caucus, there was at that time, not binding, of course, but an informal agreement among Members that even if the paper were introduced at this session, that no final decisions would be made with respect to it, and that it would come up again at the spring session or late winter session, whatever it is. The primary purpose of it is for public discussion. I know that I intend, and I think perhaps with other Yellowknife Members, to have a public meeting at which that document and others form the focal point of discussion so what I am saying in essence is it does not disturb me as a Member of the committee if we do not proceed with discussion at this time. It might just amount to a lot of talk and no action, and that is not my style, as Members very well know.

---Laughter

MRS. SORENSEN: Oh, groan, groan, groan.

HON. DON STEWART: Nothing worse than a bad actor.

CHAIRMAN (Mr. Fraser): Is it the wish of the committee, then, that we defer the paper until the February session? Mr. Sibbeston.

MR. SIBBESTON: Yes, I am agreeable that the matter be delayed until February, because I think there is a need for Mr. Wah-Shee to introduce the paper to communities. There is need to receive feedback from the communities on the subject also, so as long as it is not put in a place at the next session where it is just dealt with very quickly and as if it was unimportant, I would hope that this could be almost the first subject of discussion for our February session.

CHAIRMAN (Mr. Fraser): You can arrange that pretty easily by just making a motion, Mr. Sibbeston.

MR. SIBBESTON: I appreciate that. I am aware of that, but I am just suggesting that that is what we ought to do and not forget it or let it gather dust.

CHAIRMAN (Mr. Fraser): Do you want to make the motion, then?

Motion To Defer Tabled Document 5-81(3), Our Land Our Future

MR. SIBBESTON: I will move that this matter be deferred until the February session and be dealt with then as a first matter of priority.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I have some problems with delaying this discussion, at least in one area. I think the report clearly says that initiatives have come for constitutional change from the Eastern Arctic, the Nunavut proposal, the debate on division that took place in Frobisher Bay. I think one theme in the report is that the initiatives from the Eastern Arctic should not necessarily shape the political and constitutional development of the Northwest Territories. There is a need for proposals to come from the western part of the Northwest Territories. People in the western part of the Northwest Territories must have an opportunity to express their views on what type of political future is wanted in the West. I am aware that the Dene Nation and Metis Association have recently released a proposal for public government in the Northwest Territories and also that a committee was struck in our Legislative Assembly, called the special committee on constitutional development, which was to address this question of political development in the West.

AN HON. MEMBER: What committee?

HON. DENNIS PATTERSON: The special committee on constitutional development.

MRS. SORENSEN: What is that? Who is the chairman?

HON. DENNIS PATTERSON: Now, I am a bit concerned that we have not heard very much from the people in the western part of the Northwest Territories and I am a bit concerned about deferring this important matter of constitutional development without at least getting some kind of a progress report on where constitutional development is going in the West. I think that Members might be well aware that the Nunavut proposal is certainly current and being actively discussed and pursued in the Eastern Arctic, but I...

CHAIRMAN (Mr. Fraser): Mr. Patterson, I wonder if I could get you back to the motion?

HON. DENNIS PATTERSON: Well, before we...

CHAIRMAN (Mr. Fraser): We have a motion on the floor.

HON. DENNIS PATTERSON: Before we pass this motion delaying this matter until February, I would like to suggest there be some discussion at least on the area of constitutional development in the western part of the Northwest Territories, since that is the theme of this paper. I will not support the motion until there is at least some discussion on this subject, because I would like to know what is going on. Thank you.

CHAIRMAN (Mr. Fraser): To the motion. Ms Cournoyea.

Opposing Views Of Various Documents

MS COURNOYEA: I have no problem in putting off the discussion on the paper. The motion says that we should delay it but I am wondering, when we delay it, how these things -- we have two papers here. I guess this is a "West" and this is an "East" and then there is the Drury report some place in the middle. I do not know where COPE is -- it looks like we are in the Beaufort Sea -- but I am just wondering if we are going to discuss this and we are going to delay it, how would we incorporate these booklets put out? I do not think there has not been any discussion in the West because we have certainly one tabled document. Certainly, we have Drury's report and some other stuff, but I am for delaying the discussion at this time for the reason that there seem to be some direct contradictions and opposing views from public government of Denendeh and this paper, or it appears to me there are. But I do not know how we are going to do that. I would like to get some idea before we pass a motion to delay it, unless after we pass the motion then we can talk about how we are going to incorporate all these papers so we can come up with something.

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

HON. JAMES WAH-SHEE: Mr. Chairman, I realize that the Dene Nation has come up with their paper. I would hope that when we deal with the discussion paper that we have come up with, that the Dene Nation would be invited to discuss their paper with the Legislature and have comments and also invite ITC and COPE to appear before the House to discuss how they feel about the process that we are proposing. So, I think that the proposal that we are making basically has to do with the process, rather than providing answers to how we can resolve the political direction for the Northwest Territories. It is more directed at how consensus can be achieved for the Northwest Territories.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Mr. Curley, to the motion, please.

MR. CURLEY: To the motion?

CHAIRMAN (Mr. Fraser): To the motion.

MR. CURLEY: Mr. Chairman, I seem to recall before we made a decision to table this report that the Leader of the Elected Executive Committee assured the caucus and he definitely stated to us that he would not table this document until he had made a report on the Executive Committee's actions on the recommendations of the special committee on unity. That was a condition that was agreed to in the caucus. I wonder if the government would be prepared to comment on that before we defer this particular piece of paper?

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: I understand the motion that was passed requested that the administration give their report on the action taken on the committee's report. I think some information has been given on this matter, but I may be mistaken there. However, the report that I am giving right now is -- I am not asking for a decision to be made on the report at this time. It is more or less to inform the Legislature as to what the administration is doing regarding having consensus on the political evolution for the Northwest Territories. Perhaps George Braden, the leader, can give comments regarding the action that has been taken on the unity committee's report.

I do believe that questions were raised in this area and we are quite aware of it on the Executive. I had assumed that a report has been given to the MLAs regarding the recommendations of the report of the special committee on unity. I assume that you are talking about the motion that was passed in Frobisher Bay when we were discussing the division of the Northwest Territories and the recommendations that were given by Bob MacQuarrie, who is the chairman of that particular committee.

CHAIRMAN (Mr. Fraser): Thank you. We are going to have to get back to the motion, because we are not even close to it. We have a motion on the floor to defer the document that is before us now until the February session. To the motion. Can you read the motion, please, Mr. Clerk?

CLERK ASSISTANT (Mr. Hamilton): The motion is that Tabled Document 5-81(3), Our Land Our Future, be deferred to the February session and be the first item of discussion at that session.

CHAIRMAN (Mr. Fraser): Thank you. To the motion. Mr. Noah.

MR. NOAH: (Translation) A short comment, Mr. Chairman. The person that deferred the motion -- I am not in support of the motion, because we have a lot of things to do in the February session. I do not think we are going to be able to finish in February or March. It is only 16 pages. It looks like we have only 16 pages and the witnesses that have to be here should not be used as an excuse. Maybe before the ITC and the Dene Nation come before us we could learn about this report so we can have lots of comments to talk about when the witnesses appear. I am not going to be in support of the motion to defer it. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. Mr. Kilabuk, to the motion.

MR. KILABUK: (Translation) Mr. Chairman, I am in support of the motion. The people in my constituency have not heard about this report and they have not even seen the report, but I know one Canadian in my constituency has heard a little bit about this. If it has not been talked about by the people, I do not think that we should. Maybe we could defer it until we talk to the ITC and the witnesses first, and the people have had discussion on the report, and then we could discuss it.

CHAIRMAN (Mr. Fraser): Qujannamiik. Mr. Curley, to the motion.

Guidelines For Constitutional Development Needed

MR. CURLEY: To the motion, Mr. Chairman. I cannot support the motion either, because we have already dealt with the unity committee's recommendation that supports in principle the division of the Territories and that is what this piece of paper is supposed to be about, although it does not really go into the real substance of the constitutional development. In my mind it is just one piece of paper that attempts to delay the progress of the real fundamental decision that should be made by this Assembly and, in effect, attempts to create an ongoing discussion about the future of the Northwest Territories. In my mind, what we should be doing is getting on with the simple issue of division. If it is going to go, what are the real things that have to be dealt with by this House? So, postponing that discussion paper means that we are not going to make any real guidelines as an Assembly as to how the constitutional development should take place in the Territories.

In my mind, what we should be doing is as far as this -- even in this present government, the way it is, should we attempt to gain more powers from the federal government? These are the kinds of things I believe we should be looking at. What further programs should we be seeking from Ottawa so that this government, even as it is, could gain more responsibility to serve the people of the Northwest Territories?

The next thing is that we should be drawing guidelines, rather than just expecting the public out there to direct this government. Although they are going to be involved, I do not think it is fair to put the burden on the public and be seeming to run the government through popular opinion or some darn thing. This kind of paper to me suggests that, look, this government is an open government and therefore releases a piece of paper and asks for reaction. To an ordinary person that is very difficult. That is a very heavy responsibility for an individual to have to respond to it. We have politicians that are elected. They are the ones that should be at least dealing with the priorities of the constitutional development issues this present day.

We are very good at delaying the process. We delay it and we give it to somebody else, because it is much more popular to say to the public, "We want your views." In effect the people responsible in the government are really abdicating their responsibility to somebody else -- an excuse to escape from the reality. That is what I see with the present Executive Committee and I am ashamed of them, really. They are not doing anything. They are afraid to make a fundamental, simple decision as to whether or not we should pursue division seriously. I do not see any leaders in the Western Arctic, for instance, other than Georges Erasmus, who are calling for public government in that part of the area.

CHAIRMAN (Mr. Fraser): To the motion. To the motion, Mr. Curley.

MR. CURLEY: To the motion. For this reason, Mr. Chairman, deferring it is really slowing things down. If you guys want to delay constitutional development in the Western Arctic, say so, but not at the expense of the Eastern Arctic. These are two areas that have to be dealt with and we are dumping them into one big bag and releasing it to the public and saying, "Look, we want to hear from you." That is not really good enough I think we are going to get bogged down in a couple of months. In January, we have so much work to do, we are not going to be able to do the work that we are supposed to do, because of the heavy agenda. So, I will not be supporting the motion for these reasons.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Sibbeston, to the motion.

Motion To Defer Tabled Document 5-81(3), Our Land Our Future, Withdrawn

MR. SIBBESTON: Mr. Chairman, I will withdraw my motion.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. The motion is withdrawn. Discussion. Mrs. Sorensen.

Motion That The Special Committee On Constitutional Development Report With A Plan Of Action

MRS. SORENSEN: I have another motion, Mr. Chairman. I move that the special committee on constitutional development, chaired by Mr. Sibbeston, meet and report back to this House before the end of this session with a plan of action for consultation with the people of the western Northwest Territories, regarding constitutional development.

CHAIRMAN (Mr. Fraser): Can we have a copy of that, please?

MR. MacQUARRIE: Hear, hear!

CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. Your motion is in order. It reads: That the special committee on constitutional development chaired by Mr. Nick Sibbeston meet and report back to this House before the end of this session with a plan of action for consultation with the people of the western Northwest Territories regarding constitutional development. To the motion. Mr. Sibbeston. Mrs. Sorensen, I am sorry.

MRS. SORENSEN: Mr. Chairman, as Mr. Curley was speaking, I quickly jotted down that motion, because I think that Mr. Curley is quite right, that it has not...

CHAIRMAN (Mr. Fraser): Oh, oh!

---Applause

What happened? What happened?

MR. McLAUGHLIN: A new alliance is forming.

MRS. SORENSEN: There has not been a concerted effort, either within or outside this Legislature other than what Mr. Erasmus has been doing with his Denendeh paper, to talk about constitutional development in the West. I thought, quite rightly, I am sure, that we were doing something when we appointed, over a year ago, a special committee on constitutional development to look at constitutional development in the West. On that committee, I believe, were Mr. Wah-Shee because of his role in constitutional development within the government, Mr. Stewart and Mr. MacQuarrie. They among them chose Mr. Sibbeston to be their chairman. Mr. Fraser, I believe, was also on that committee. I have constantly kept in touch with the actions of the committee, and much to my concern have found that there has been very little activity. Now, knowing that a chairman is usually the catalyst to get things going, I would have to question the motives behind Mr. Sibbeston's lack of actions, and would wonder whether he is in fact not one of the authors of the Denendeh proposal, which is now very much in the limelight, and therefore sees that anything that this Legislature does is perhaps a threat to the Denendeh proposal.

I certainly do not feel that. I think that our Legislature can produce its own papers, can consult with the people just as well as the Dene Nation can, and should be doing so, and should be also consulting with the Dene Nation. I think that there is a big job to do. I think this Legislature has a responsibility to do that. Therefore, if Mr. Sibbeston, as the chairman of the committee, is not prepared to do that, then he should let the committee know before the end of this session so that the striking committee can appoint another person to that committee, and it can get on with its job. Therefore, I would urge Members to support this motion so that we can get that committee in action and do the job that we have been put in these chairs to do, and that is to talk about political and constitutional development in the Northwest Territories.

CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. To the motion. Mr. Sibbeston.

MR. SIBBESTON: Yes, Mr. Chairman, it is true I am the chairman of the constitutional development committee, but I purposefully have not called any meetings, because I think there is a plot to overthrow me as chairman.

---Laughter

There is a kind of coup -- like a little revolution within our committee, if you want to call it...

---Laughter

...and so I have been not holding any meetings, to maintain the status quo.

---Laughter

CHAIRMAN (Mr. Fraser): Do you lock your door at night?

---Laughter

To the motion. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to comment regarding the division question.

CHAIRMAN (Mr. Fraser): To the motion, Mr. Wah-Shee. We have a motion on the floor.

HON. JAMES WAH-SHEE: Okay. It is part of the motion. How is that?

CHAIRMAN (Mr. Fraser): How about all of it?

---Laughter

HON. ARNOLD McCALLUM: Or none of it -- or Nunavut.

HON. JAMES WAH-SHEE: It deals with Nunavut and Denendeh, so obviously it has something to do with the motion.

CHAIRMAN (Mr. Fraser): Well, the motion is to have the chairman of the constitutional committee come up with a report this session. That is the motion.

HON. JAMES WAH-SHEE: Well, the constitutional committee is going to have to deal with Denendeh as well, is that not correct?

CHAIRMAN (Mr. Fraser): Well, you can make another motion after this one.

HON. JAMES WAH-SHEE: No, I am not making a motion, Mr. Chairman. I just want to say that...

CHAIRMAN (Mr. Fraser): Have you a plan of action, Mr. Wah-Shee?

---Laughter

HON. JAMES WAH-SHEE: All I wanted to say, Mr. Chairman, is that I support...

CHAIRMAN (Mr. Fraser): The motion.

HON. JAMES WAH-SHEE: ...the division of the Northwest Territories, and...

MRS. SORENSEN: That is not what my motion was.



HON. JAMES WAH-SHEE: ...and if some Members have some ideas of how we can hurry up the whole process, fine. It is just a comment on my part, because I do not want to give the impression to my colleagues that we are dragging our feet in this area, and...

CHAIRMAN (Mr. Fraser): To the motion, Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Well, that is...

---Laughter

CHAIRMAN (Mr. Fraser): We have a motion on the floor. Mr. Patterson.

Eastern Arctic Impatient For Change

HON. DENNIS PATTERSON: I think it is a good motion, Mr. Chairman, and I will support it. I think what happened in the debate in Frobisher Bay, in our last major constitutional debate, it became clear that the people of the East had formed a considerable consensus on their future, and this led to the Assembly being asked to take a position on the issue of division, and also the issue of public consultation on constitutional development in the western part of the Northwest Territories. Those of us in the Eastern Arctic who were impatient for change were told, "Slow down a bit, you people. Whatever you do in the East will affect the West. We are not exactly sure what is wanted in the West. Give us some time to get our act together." Well, it has been over a year, and the Dene Nation has done more to define what sort of public government is wanted in the West than this Assembly.

I supported the creation of the constitutional development committee; I think all Members did; and we looked forward to it taking some action. Mrs. Sorensen's motion calls for that action to be taken, and I want something to happen this session. I am pleased that she has a proposal for getting things moving as far as the West is concerned, because the people of the East are not going to be willing to wait much longer for something to happen. We have been patient for over a year, and I think we are getting tired of waiting for something to happen here, and the excuse that the people of the West need more time -- which Members of this Assembly offered -- is starting to be a little pale.

I would like to say that I feel that the impact committee, which was formed at the same time, had just as difficult a task, and has completed its work, and I urge the constitutional development committee to get going as well. I did not participate in that committee, because I do not feel as an eastern Member I have any particular right to comment on what should happen in the West, although I will look forward to the recommendations, and will participate in the debate. So I support the motion, I look forward to hearing the results of this action if the motion passes. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. I am in support of the motion. I think it is important that the Western Arctic area does come up with some kind of a plan of action through the constitutional development committee. If they are not prepared to come up with some form of a framework for the development of the constitution of areas in that part, then maybe the Western Arctic is prepared to accept the Dene Nation proposal. If that is the case, then that would certainly simplify the whole case for the political development. The only major issue, as far as I am concerned, which we would have to deal with in the Assembly, is the boundary issue. Having said that, Mr. Chairman, I would like to see that the constitutional development paper be open during the remainder of this session, so that we can at least debate the issue each day. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. To the motion. Ms Cournoyea.

MS COURNOYEA: I would also like to speak in support of the motion, and hope that the report will not come here at the last final days, say, Friday at 5:00 o'clock. I would like to recommend that the report from the constitutional committee possibly could be made available tomorrow as soon as we come into the committee of the whole. I would also like to bring to your attention that the Inuvialuit have, since March 1979, proposals for a regional municipality which the territorial government has refused to deal with because they have been waiting for everybody else. That is a long time to have a proposal on the table, and we certainly, with this delaying kind of tactic going on, have had to be put aside. I believe as soon as we can deal with the issue, if the outcome is no one wants to do something, well, then, we can at least deal with that. So I certainly support the motion, but I also would like to indicate that I would like to see that report on the table here tomorrow, so we have a couple of days to deal with it while we are still assembled.

CHAIRMAN (Mr. Fraser): Thank you, Ms Cournoyea. Mr. Sibbeston. To the motion.

MR. SIBBESTON: As your new, revitalized chairman with your full confidence, we have already arranged for a meeting tonight at 8:00 p.m.

---Applause

You will have a report perhaps tomorrow or the following day.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. To the motion.

AN HON. MEMBER: Question.

Motion That The Special Committee On Constitutional Development Report With A Plan Of Action, Carried

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CHAIRMAN (Mr. Fraser): Question is being called. All those in favour? Down. Against? The motion is carried.

---Carried

What is the wish of the committee? That we deal with this Tabled Document 5-81(3), Our Land Our Future? We have approximately 40 minutes left. Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. This issue has been before us since -- I think Members looked forward in Frobisher Bay last year to the unity committee's report, hoping that a little constitutional development might have been talked about there, but we ended up mostly making motions about dividing things, but that in effect created a couple of committees, one of which has made a report. At the same time, it was alluded that we would have something to deal with at the budget session, following that, this did not happen. For sure the session in Hay River would be a major constitutional and development session, and we did not deal with it then. Then it was said that this would be the time when we would have a major constitutional development debate.

So I would like to suggest that this paper should be kept on the orders of the day and discussed during the balance of today and the balance of this session, and continued into the next session. Otherwise, we will never get to the stage where anybody is going to make any recommendations at all. From the past performance of this Assembly, until someone makes a recommendation by motion, nothing gets moving, so on the principle that we have to start dealing with this issue and that we should maybe, while we are debating this paper, we get down to the point of what should we do in the next session. I would suggest that we should now, in discussion of this paper and part of its suggested implementations, plan for the budget session to have witnesses from the various

constitutional interest groups in the Territories -- the native groups, the NWT Association of Municipalities, and any other groups that feel that they should be involved in this process. I think this Legislative Assembly is probably the only place that can operate as a catalyst to get this debate going and get some momentum moving in this area. Thank you, Mr. Chairman. I would just like to suggest that I concur with Lynda Curley and Tagak Sorensen on this issue.

---Laughter

CHAIRMAN (Mr. Fraser): Touchy, is it? What is the wish of the committee? That we continue dealing with this paper? Is that agreed?

AN HON. MEMBER: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

Everybody has a copy of it. How do you propose to deal with it? Comments? We will start off with comments. Mr. Wah-Shee.

#### Contributions Invited From All Groups

HON. JAMES WAH-SHEE: Thank you, Mr. Chairman. The purpose of coming up with the paper is to have a discussion in the Northwest Territories so that we can work toward a consensus. Also in there it addresses the division question, but we do not recommend a particular date. I believe that the Legislature will be addressing that, what date would be appropriate for the plebiscite. So I do not feel that this particular paper should be criticized for not proposing a particular date. I think that that would be a different motion that would be considered under the Plebiscite Ordinance that is being proposed by the leader of the government.

The particular purpose of the paper, primarily, is to have a consensus within the Northwest Territories whereby we have contributions and comments from all groups, so that in the end, once we have achieved consensus, then we can submit a position on behalf of the Legislature which would be supported by all native groups, and all the non-native groups within the Northwest Territories, so that we can present our position to the federal government, and that may be a position that we may want to put forth to the provinces, whereby we have a consensus.

If you look in the outline we have for the process, it includes all native organizations. It does not exclude anybody. It also indicates very clearly that the Government of the Northwest Territories will look after the interests of the non-native residents of the Northwest Territories. Native organizations have already indicated in the past that they want to discuss constitutional involvement within their aboriginal negotiations. The Government of the Northwest Territories concurs, and we support that. We want to have the means whereby we have a consensus, and that all groups are working together, and that we can go back to our membership -- in this case, the Government of the Northwest Territories would have to come back to the Legislature. ITC would have to go back to their annual assembly. So would the Dene Nation and so would COPE. The federal government officials will have to go back to the cabinet. So that even though we are dealing with the division question, it is appropriate, I believe, that we have to have a unified position. We are also indicating in there that before the final agreement is signed regarding the constitutional development, that we go back to a referendum. However, Members may not agree with that, but these are suggestions that are being made at the present time, and I think that the various comments from various groups would be beneficial to our Legislature. I would like to see opportunities being extended to all the native groups to appear before this House to indicate what other process may be better accommodated -- to ensure that we work toward a consensus.

This paper does not recommend that these are the constitutional positions that we should take on behalf of all northern residents. Rather, it indicates that if we are going toward provincial powers, these are the kinds of powers that we could go after, which are presently under provincial authority and jurisdiction.

So I think that it is a discussion paper, it is not a position paper, as I would like to remind the Members of this House, and that it should not be taken as the position of the administration at the present time. Rather I think we have a number of ideas that have been coming forward. I think what we would like to do is consolidate these ideas and agree on a process and this particular paper more or less addresses the process of how we can achieve a consensus, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Wah-Shee. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. I think I do understand the present difficulties of the Minister responsible for Constitutional Development because we seem to have a real problem in finding a leader that would at least be a bit more direct in terms of placing an agenda to the public. We had agendas from all kinds of committees and commissions way back as early as 1960. The Carrothers Commission set out an agenda for the political development of the future of the Northwest Territories. We had further studies going on from the organization, ITC, in the early 70s, again stressing the kind of agenda that they see from their own view which would be a forum for development of the political and constitutional development of this area. Then Drury came along and sent out another agenda to the public to say in a sense, "Well, it is up to the people of the Territories." When we accepted the portfolio of Constitutional Development and Aboriginal Rights in Baker Lake, in June 1980, we gave the mandate to the Minister to be able to consult with the various groups and so on as he pursued constitutional development in the Territories. So we do not really need any kind of agenda that really says "We are seeking consensus." We know that. That is democracy. That goes without saying and without putting it on a piece of paper.

#### Practical Issues Should Be Debated

What I am beginning to be worried about is when are we really ever going to get down to the substance as far as the boundaries are concerned and the kinds of other administrative set-ups that would be needed in each of the two regions? Even before we really commit ourselves to where the final line would be, there must be a way that we could be debating the real practical issues here rather than being so vague about political and constitutional development. ITC I think has gone a long way in forming and putting together a document. That is really very well put together. One that could operate in this present day reality. It is not far out. It is practical and it could be put in place by government if they choose to do so. We may have a little difficulty with the Dene Nation proposal because it is not like any kind of a public government that we know today in the North American style. I think just to be coming out with the kinds of -- they are really not clear, a document like this, which really puts sort of background information about how the process is normally followed. It is really not what we want today. We know what kind of procedures we have to go through as we attempt to develop toward the proper constitutional status in the Territories. Everybody else is doing the job that we should be doing. ITC is doing the kind of thing, I think, that any group, any institution with the convictions should pursue. We have Ottawa that is interested in constitutional development of the Territories.

---Applause

Senator Jack Austen has been given some role with respect to constitutional development of the Territories. Who knows. John Munro might well want to intervene because we are not really making decisions these days. We tend to put off the issue of constitutional development as far as division is concerned. So what I am trying to get through here is that we really do not need to debate this kind of paper when dealing with constitutional development. We need to get on to the simple facts, practical problems like the boundaries. Let us look at different scenarios that we could deal with; the Dene Nation proposal; the ITC proposal; the Western Arctic proposal. We could really be getting into these kinds of things today. So we have to make a decision, not when we have gathered the popular views from the public. We would be able to make it a much more solid decision when we have to make it at that time.

So these are the things that I am concerned with because if we are going to go through this clause by clause, when we complete the final pages we really will not get that far. We will still be at the zero base as though nobody has ever done any work on constitutional development during the history of this government. So my thinking is that we should be given an issue, whether it be boundaries, whether it be financial and fiscal arrangements that are going to be needed if division were to occur. I think we have one report which we could possibly start from, the impact report. We do not have to go through it detail by detail but if you are concerned about creating harmful effects to the Western Arctic if division were to take place, then somebody better say something about it. Anyway, Mr. Chairman, I look forward to continuing to debate the constitutional development in more practical and simple ways. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. I am going to allow Mr. Wah-Shee to respond to that subject.

#### Unified Position Enhances Credibility

HON. JAMES WAH-SHEE: Mr. Chairman, first of all, regarding the paper itself, I would have to remind the honourable Member that it is a discussion paper. It will be an ongoing thing unless the Members would like to suggest other ways of gaining consensus and I realize the honourable Member's concern regarding the division question. I think that is what his concern is basically. I think that that particular matter will be dealt with when the leader of the government proposes his ordinance which would outline the date of the plebiscite. I think that the other area, of course, is that it is important to have a consensus in the Northwest Territories which will have credibility in the eyes of the federal government and the provinces, because we are talking about self-government for the Northwest Territories. As Members are aware, we have a struggle regarding section 41(1)(e) and (f). I think that if we are going to give a unified position to the federal government, then obviously we have got to have a unified position on this. If the Members feel that there is a lack of commitment on the part of the government regarding division, then I think that that should be addressed.

Regarding the boundary question, as I understand it, the Dene Nation has already made an attempt to have a meeting with ITC and they have agreed to discuss the boundaries that would be satisfactory to both groups. They, in turn, would make a recommendation to the Legislature regarding boundaries. However, if the Legislature wishes to come up with a process which would address this particular area, then I think we can go ahead and do that but it is not because we feel that we do not have any backbone to deal with recommendations to this House regarding boundaries. We feel that boundaries are a very sensitive area and we feel that native organizations should be participating in this area.

#### Division Issue Should Not Delay Constitutional Development

Regarding responsible government, I believe that we have got to put forth our case as responsible Members of this House to the federal government regarding constitutional development. I do not think that we want to delay the division

question. I think that that issue has already been debated. We have agreed as a House that we support, in principle, the division question, that we would like to see the whole matter being dealt with, and be part of our position to the federal government. So I cannot really understand why, when you are dealing with this discussion paper, it should be hung up on the basis of the division question alone.

May I remind the honourable Members that once we do get division of the Northwest Territories, that Nunavut will find themselves in the same situation we are in at the present time, that they would want to see additional responsibility being transferred to them. They would want to be part of confederation, as a province on their own. What this paper attempts to outline is those areas of responsibility which we may wish to pursue. It does not suggest when we ought to do it. I think that is primarily left up as part of our strategy as Members of this House of how we should pursue this with the federal government, and unfortunately, the provinces have their fingers into the pie in terms of how we can progress in this part of Canada toward self-government.

So I do not accept the accusation that the Executive are intentionally holding up the division question or lack of support for the division. I think that all the native organizations have their own individual ideas regarding constitutional development. What we want to do is have co-ordination between the administration, the Legislature and all native groups, plus all the non-native groups as well, to have input into what we feel will form the basis of our constitutional development for our part of the country. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The things that Mr. Curley said earlier, you know, the fact that we are not getting down to the basic topics. We are not dealing with any issues that people can put their fingers on. We have promised ourselves and I think we have promised the people in the Northwest Territories that we are going to start dealing with constitutional and political development in the Northwest Territories, that we are going to discuss division and its effects, and we just have not done this yet. We have got a momentum going for us right now after this trip to Ottawa where we have come together on some major ideas. Our special committee on the constitution of Canada is dealing with some specifics that really relate to the constitutional development process in the Territories and I think that we have got to give something that the general public and the responsible native organizations in the Northwest Territories can focus on. Nobody knows what we are doing. I think we have set up a smoke screen -- not on purpose but by default -- by saying "We are going to deal with this." It has been a year and a half and we have not got down to talking about things like boundaries. We allude to the fact that if we talk about boundaries, it will be a big problem. So I agree with Mr. Curley that we have got to start somewhere and on some issues.

#### Three Principles Would Provide Starting Point

Looking through this report, you can see that it does touch on division. It talks about developing constitutional areas, regional, local and specific to the interests of people in different parts of the Territories. So I would like to advise that Members should turn to page (ii) in the preface letter from Mr. Wah-Shee and on that page you will see that he suggests that the paper should have a threefold function and I agree with him, except that I do not like the idea that this paper would serve as our mandate. I am going to move, Mr. Chairman, that this committee of the whole accept these three principles in order to give us a starting point. We have got a document here that is translated. It has been distributed throughout the North. It is available to everybody. We held a caucus meeting in September. We discussed for a week that we were going to do something with the Minister. He has produced a paper that...

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin, can we see that motion first and then you can deal with it after? Are you making a motion now?

Motion To Amend Function (i) Page (ii) Of Tabled Document 5-81(3), Our Land Our Future, And Accept Functions (i), (ii) And (iii) As Basis For Discussion

MR. McLAUGHLIN: Sure, okay. I just want to say that we have held up a promise of something. We discussed this specifically during the caucus meeting to have this produced. It is here. I think we should use it. So I will move then that the three principles outlined should be adopted by this committee, but I would amend function (i) so it would read as follows: "to serve as the focus for debate to formulate the Ninth Legislative Assembly's position on constitutional development."

I would leave functions (ii) and (iii) as they are: "(ii) to form the basis of discussions with the federal government on political and constitutional development in the Northwest Territories; and (iii) to publicize nationally and gain support for the position of the Northwest Territories Legislative Assembly on the manner in which political and constitutional development should proceed in the Northwest Territories." Mr. Chairman, these items...

CHAIRMAN (Mr. Pudluk): Can we have a copy of the motion, please?

MR. McLAUGHLIN: Thank you, Mr. Chairman. These items...

CHAIRMAN (Mr. Pudluk): Let me look at this motion first and then we can deal with it. Go ahead, Mr. McLaughlin.

MR. McLAUGHLIN: I think that the three recommendations are broad enough that they will not restrict any of the Members from debate. They will give the members of the general public and any interested groups in the Territories something to focus their attention on. If a person just looks at the table of contents alone, you can see that all the different areas are touched upon that could be of interest. Maybe some of the Members do not like the way the "t's" are crossed or the "i's" are dotted, but that can be changed. I think by doing something like this, we have a document, people have a starting point and we can get down to the basics. If we do not start somewhere, we are never going to get going on this issue. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. To the motion. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, would you read out the amendment to the first of those functions or would you have it read out?

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McCallum. I am going to ask the Clerk to read the amendment for me.

CLERK ASSISTANT (Mr. Hamilton): Number one would now read: "To serve as the focus for debate to formulate the position on constitutional development of the Ninth Legislative Assembly."

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Clerk. To the motion. Mr. Curley.

MR. CURLEY: I would like to ask the mover of the motion as to what exactly does he mean by what is going to serve as a focus for constitutional development?

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. Mr. McLaughlin.

MR. McLAUGHLIN: What I mean is that this paper is what the general public could use to focus their attention on this issue, to have something to start from, to have something in front of them that they can criticize or something that they can use as ideas for what the topic is, so that they can identify areas they want to build arguments on or argue against parts. Right now we have not clearly done anything in this House that the people can say, "Okay. They have an issue and they are talking about it." That was the object of the paper when we asked the Minister to produce it. Though there may be some failings with the paper as far as some Members go, I think that at least people can start arguing and talking about something.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Mr. Curley.

MR. CURLEY: Mr. Chairman, I would add an amendment to the first part that -- I have not got the proper wording here, but I would add -- I believe you said, "this report" -- "this document serve"?

MR. McLAUGHLIN: Right. Yes, my motion started out with, "...that the paper will have a threefold function...."

MR. CURLEY: Mr. Chairman, I wish we had a copy of it so proper amendments could be included in it, because it is too narrow to form the basis for political development discussions in the Territories. We have a whole lot of documents that are much more direct and practical than this particular document, like the unity committee's recommendations and ITC's political development paper called "Nunavut" and we may want to add the Dene Nation's paper and Bud Drury's constitutional development report of the Territories.

AN HON. MEMBER: Hear, hear! Right on.

MR. CURLEY: So, I would like to move an amendment, but I would like to have a copy of the motion before I do that.

CHAIRMAN (Mr. Pudluk): It is probably going to take about 10 or more minutes to try and get a copy of that motion. Now it is only 5:50 p.m. What does the committee wish to do now?

SOME HON. MEMBERS: Report progress.

CHAIRMAN (Mr. Pudluk): Report progress?

AN HON. MEMBER: No.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: Mr. Chairman, I think I agree with Mr. Curley, with what he is trying to say. So, I would agree that we report progress and maybe Mr. Curley and I can work out a motion that is acceptable to everybody and we can use it to start off tomorrow if you want.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Does this committee wish to report progress?

SOME HON. MEMBERS: Agreed.

---Agreed

REPORT OF THE COMMITTEE OF THE WHOLE OF TABLED DOCUMENT 1-81(3), REPORT ON THE IMPACT OF DIVISION OF THE NORTHWEST TERRITORIES; TABLED DOCUMENT 6-81(3), EDUCATION IN THE NORTHWEST TERRITORIES, AN INTERIM REPORT; TABLED DOCUMENT 5-81(3), OUR LAND OUR FUTURE

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MR. SPEAKER: Mr. Pudluk.

MR. PUDLUK: Mr. Speaker, your committee has been considering the Report on the Impact of Division of the Northwest Territories and the interim report of the special committee on education and these matters are concluded; and on the discussion paper, Our Land Our Future, we wish to report progress.

MR. SPEAKER: Thank you, Mr. Pudluk. We have a slight problem. It appears that through error we have been dealing with Bill 17-81(3), that has not had second reading. It is already into the committee of the whole. Now, of course, I did not think that an accident like this could happen with 22 astute politicians sitting out there to make sure that everything runs properly.

---Laughter



However, we did manage to get ourselves into this predicament, so I am asking for unanimous consent at this time to go back to Item 12 on the orders of the day, second reading of bills, and read Bill 17-81(3) in.

SOME HON. MEMBERS: Agreed.

---Agreed

ITEM 12: SECOND READING OF BILLS

MR. SPEAKER: Mr. McCallum.

Second Reading Of Bill 17-81(3): Elections Ordinance, 1978

HON. ARNOLD McCALLUM: Thank you very much, Mr. Speaker. Mr. Speaker, I move that Bill 17-81(3), An Ordinance to Amend the Elections Ordinance, 1978, be read for the second time. The purpose of this bill, Mr. Speaker, is to amend the Elections Ordinance, 1978 to, inter alia, make the revision of the list of electors the responsibility of the returning officer; require the chief electoral officer to prepare and print ballot papers for each electoral district and translate materials for certain electoral districts; amend certain time limits; modify eligibility provisions for proxy voting; reduce polling day prohibitions, eliminate certain provisions respecting election expenses; make the Clerk of the Council responsible for returns and declarations; change the list of materials requiring translation; allow local publication of results before all Northwest Territories polls are closed.

MR. SPEAKER: Thank you, Mr. McCallum. Do I have a seconder? Mr. Fraser. Discussion?

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question. Question being called. All those in favour? Opposed, if any? Bill 17-81(3) has now had second reading.

---Carried

Mr. Clerk, the announcements. Pardon me, Mr. Tologanak.

HON. KANE TOLOGANAK: Mr. Speaker, I seek unanimous consent to return to the orders of the day, Item 9, notices of motion.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Unanimous consent is being requested. Are there any nays? Go ahead, Mr. Tologanak.

---Agreed

REVERT TO ITEM NO. 9: NOTICES OF MOTION

Notice Of Motion 17-81(3): Workers' Compensation Task Force Report To Committee Of The Whole

HON. KANE TOLOGANAK: Mr. Speaker, I wish to give notice that on December 3rd, 1981, I will move the following motion: That the Report of the Workers' Compensation Task Force, Tabled Document 8-81(3) be moved into committee of the whole for discussion. I would seek further consent to read into the minutes Item 10.

MR. SPEAKER: Thank you. I understand you are seeking unanimous consent, then, to read it in at this time, to waive the 48 hours notice. Is that correct, Mr. Tologanak? Unanimous consent is being requested to read the motion in at this time.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, while we are on this item I would like to also give notice of motion.

MR. SPEAKER: Proceed. We are on the item.

Notice Of Motion 18-81(3): Task Force On Dene Housing

MR. SIBBESTON: Mr. Speaker, I wish to give notice that on December 3rd I will move the following motion: I move that the Executive Committee be urged to establish a task force on Dene housing for the people in the western part of the Northwest Territories with an overall purpose of: (a) finding out the housing priority of Dene and Metis people, particularly as it regards to home-ownership in the communities; (b) examining the existing housing situation amongst native people; (c) examining present programs and making recommendations on the programs, funding and delivery of housing programs in the Dene communities.

And further, that the task force include representatives from all of the five major Dene regions of the western part of the Northwest Territories, and that the Executive Committee be requested to make funds available so that the task force can hire the required staff to perform its duties in an efficient and thorough manner; and that the task force conclude its report and recommendations on or before March 1st, 1982, in time for the Assembly's consideration and possible adoption in the 1982-83 budget. Finally, that the vice-president of the Metis Association of the Northwest Territories, Mr. Bob Stevenson, be requested to attend the Legislative Assembly as a witness during this session to address the Assembly on this matter of a task force on Dene housing.

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

Notice Of Motion 19-81(3): Public Inquiry To School District No. 2

MR. MACQUARRIE: Mr. Speaker, I wish to give notice that on Thursday, December 3rd, I will move, seconded by the honourable Member for Yellowknife South that this House urge the Commissioner, under the Public Inquiries Ordinance, to conduct an inquiry that addresses the concerns raised by a group of ratepayers, parents, and teachers associated with Education District No. 2, Yellowknife, and that the Commissioner release the report resulting from that inquiry to the public.

MR. SPEAKER: We are still on notices of motion. Are there any further motions? I understand, Mr. Tologanak, you are asking for unanimous consent to deal with your motion without the 48 hours notice, and to do it today. Do we have unanimous consent?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Are there any nays?

---Agreed

REVERT TO ITEM NO. 10: MOTIONS

Go ahead, Mr. Tologanak.

Motion 17-81(3): Workers' Compensation Task Force Report To Committee Of The Whole, Carried

HON. KANE TOLOGANAK: Mr. Speaker:

I move, seconded by the honourable Member for Yellowknife South, that the Report of the Workers' Compensation Task Force, Tabled Document 8-81(3), be moved into committee of the whole for discussion.

MR. SPEAKER: Thank you. Your motion is in order. Do you wish to speak to it?

AN HON. MEMBER: Question.

MR. SPEAKER: Question is being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Now, is there anything else that anybody has forgotten for today? Mr. Clerk, are there any announcements?

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. Announcements. Tonight at 8:00 p.m. in room 301, a meeting of the special committee on constitutional development.

---Applause

MRS. SORENSEN: Hear, hear! Well, I am impressed.

CLERK OF THE HOUSE (Mr. Remnant): Wednesday, December 2nd, 10:30 a.m., a meeting of the standing committee on finance in Katimavik A. At 12:00 noon, a meeting of the standing committee on legislation in room 301, lunch to be provided. At 6:30 p.m., special committee on education public hearing, Rae-Edzo.

MR. SPEAKER: Thank you, Mr. Clerk. Orders of the day.

ITEM NO. 14: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Remnant): Orders of the day, Wednesday, December 2nd, 1:00 p.m.

1. Prayer
2. Replies to Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Standing and Special Committees
8. Notices of Motion for First Reading of Bills

9. Notices of Motion
10. Motions
11. Introduction of Bills for First Reading
12. Second Reading of Bills
13. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Report of the Special Committee on the Constitution of Canada; Bill 1-81(3); Bill 17-81(3); Tabled Document 5-81(3), Our Land Our Future; Tabled Document 8-81(3), Report of Workers' Compensation Task Force
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 p.m., December 2nd.

---ADJOURNMENT

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