



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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INUVIK, NORTHWEST TERRITORIES

FRIDAY, MAY 14, 1982

MEMBERS PRESENT:

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Mr. Kilabuk, Mr. MacQuarrie, Hon. Arnold McCallum, Hon. Richard Nerysoo, 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 Friday, May the 14th. I understand that the honourable Member for Slave River has an important message for us. Mr. McCallum.

HON. ARNOLD McCALLUM: Well, Mr. Speaker, I would just like perhaps before we get into the orders of the day, to indicate that we have on occasion in this House broken from tradition and have done different things and I think today, in recognition of certain things that have occurred I would like to, if I may, with the indulgence of the rest of the House, remark upon the fact that today is a very special day as well. As I say, we acknowledge that there are certain particular events that do transpire. I think today is one of those days. If I can just take a few moments to indicate that one passes from one part of one's life into other parts of one's life. You grow up and there are certain particular years in a person's life that are rather special. You know, you hit 20, that is special. You hit 25 or 30, and that is special. For those of us who have hit many years beyond that, I can only indicate to certain particular people that you do not get older, you just get better.

AN HON. MEMBER: Right on!

HON. ARNOLD McCALLUM: And we have within our midst today, then, one of our honourable Members, Mr. Speaker, who is passing a particular milestone in that Member's life and so with a little bit of apology to the bards:

We have in our House a duchess called Lynda,
Who at times, and on occasion, may offend ya,
For today in May,
She can proudly say,
I'm alive, I've got drive, and guess what
Dad, I just passed 35.

---Laughter

---Applause

SOME HON. MEMBERS: Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Lynda,
Happy birthday to you.

HON. KANE TOLOGANAK: How old are you?

MR. SPEAKER: Well, a chorus you are not, believe me. There has been different types of singing done in here, but that is the first time, I believe, that Happy Birthday has been sung in this Legislative Assembly. Happy birthday, Mrs. Sorensen. The orders of the day.

Item 2, replies to Commissioner's Address. There appear to be no replies today.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Arlooktoo.

Question 15-82(2): Improvement Of School Facilities, Lake Harbour

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I do have a written question to Dennis Patterson. It concerns Lake Harbour. I wonder in this session if he can answer that question and also, the local education authority in Lake Harbour were requesting to hear some answers as soon as possible. I am wondering if he can do that in this session, the Minister responsible for Education. Thank you.

MR. SPEAKER: Mr. Patterson.

Return To Question 15-82(2): Improvement Of School Facilities, Lake Harbour

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Yes, I am well aware of the requests that have come from Lake Harbour local education authority concerning the need for more classroom space, the need for improved gymnasium facilities, the need for playground equipment, and I have discussed these issues with my officials in the Department of Education and have planned a meeting with the local education authority in Lake Harbour the week of June 7th, which I will attend along with the regional superintendent of Education, Baffin region, Mr. Colbourne, at which time we can look first-hand at the facilities in Lake Harbour and decide how we can respond to the various needs expressed. I trust the Member from Lake Harbour would be able to participate in those discussions in an effort to resolve these problems. Thank you.

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

MRS. SORENSEN: Thank you, Mr. Speaker. My question concerns both Mr. Tologanak and Mr. Pilot, and I understand that Mr. Pilot is not here so I would request that the Commissioner, who speaks on behalf of Mr. Pilot, come into the House.

MR. SPEAKER: Do we have agreement to invite the Commissioner to sit?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Are there any nays?

---Agreed

Mr. Commissioner. Mrs. Sorensen.

Question 16-82(2): Government Policy Re Purchasing And Contracting

MRS. SORENSEN: My question concerns northern preference, Mr. Speaker, and the government policy in both the supply services area and in the area of contracts: Mr. Tologanak, with respect to the supply services area, and Mr. Parker, with respect to DPW.

In the Commissioner's opening Address, mention was made that the government had begun an intensive examination of government policy respecting purchase and contracting of goods and services from northern suppliers and contractors and, Mr. Speaker, I did have a caustic remark here on the fact that we always seem to be reviewing instead of putting our thoughts on paper, but in light of the kind comments concerning my birthday, I will refrain from riding my broom for today. My question is...

---Applause

My question, Mr. Speaker, is -- I would ask both the Minister and Mr. Parker, when can we expect the review to be finished? When can we expect a new policy to be circulated, and do both Mr. Tologanak and Mr. Parker agree that there is some urgency to this question, given the declining economic situation, both in the North and in the South?

MR. SPEAKER: Mr. Tologanak.

Return To Question 16-82(2): Government Policy Re Purchasing And Contracting

HON. KANE TOLOGANAK: Thank you, Mr. Speaker. In regard to my side of the policy, the government services and purchase of goods in the Northwest Territories, I have been meeting in various communities with the chambers of commerce and I had a meeting here in Inuvik last night. I very briefly mentioned that I am looking forward to amending the policy and reviewing it. The policy has been in place for the past few months and I am pleased to say that I will be tabling -- after I have consulted my colleagues on the Executive -- I will be tabling a document on any changes in the northern purchasing policy. The Commissioner may wish to add to that. Thank you.

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

Further Return To Question 16-82(2): Government Policy Re Purchasing And Contracting

COMMISSIONER PARKER: Thank you, Mr. Speaker. In fact, the administration has already made many changes in the policies that affect northern businesses, particularly in our purchasing policies, as has been advised by the Hon. Kane Tologanak, and also, on the contracting side. We have a well established policy of offering a northern preference of up to 10 per cent for contracts which are not beyond half a million dollars in size and a possible five per cent for contracts which are larger than that. We have instituted a system of examining the subcontract bids that come in with the general contractor's bid and we will be using the northern content of those subcontracting bids as one of the criteria in deciding bids, in letting contracts.

We are faced -- and I hope you will permit me just to digress slightly -- we are faced with the problem of deciding "northernness", and this is not an easy situation. We are again reviewing the criteria that we apply, and I make no apologies for reviewing these matters nor apologies for studying our policies from time to time because the policies must be made by the economic situation, and as I advised in my address, the current economic situation is such that it is our earnest desire that northern businessmen receive the absolute maximum possible benefit from northern contracting. We have already instituted the matter of looking at subtrade bids and we will probably have other policy changes which will be announced from time to time. We have no intention, and I know that Deputy Commissioner Pilot has no intention either, of waiting until we have done one more complete comprehensive study. We are doing many studies; we are doing studies of each situation as it presents itself and we will be announcing the results as they come forward. The one, as I say, is the matter of judging bids on the basis of subcontracting.

Another method that we are looking at right now, and in fact have instituted, is the matter of attempting to spread the work around among northern contractors and in that case we will be fine tuning the northernness criteria, and that is very difficult. I would think that we will probably have further announcements during the month of June in this area.

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

MRS. SORENSEN: Well, Mr. Speaker, I am very glad to see that the Executive Committee and in particular, the Ministers involved in this very important issue are finally getting down to the crux of it, which is the definition of what is a northern business which has been an outstanding thing since 1975, particularly tendering in the North, tendering only in the North, and of course as Mr. Parker just mentioned, subcontracting.

Supplementary To Question 16-82(2): Government Policy Re Purchasing And Contracting

I have a further question, and that revolves around the report of the task force on northern business. Is the government, in this review, seriously considering the recommendations that were made in 1975, and in my opinion, having just reviewed them with some northern contractors, still current? Is the government looking at that report with a view to taking its recommendations and perhaps applying them with respect to the definition of what a northern business really is?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 16-82(2): Government Policy Re Purchasing And Contracting

COMMISSIONER PARKER: Mr. Speaker, the answer to that question is that we are, indeed, looking at the recommendations that came from that earlier task force with a view to implementing them, if at all possible. I would only like to add though that the definition of a northern businessman that was arrived at by that task force was a very, very narrow and strict definition, and I think that Members would agree, had they some experience in looking at contracts, that we are not always well served by using the narrowest of the definitions and that is why we are looking to a definition that perhaps deals with degree of northernness. It is a very complicated matter when one starts offering benefits and deviating from the low tender, but we have many examples of having done that in the past year.

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

Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

MRS. SORENSEN: Yes. My question is for the Minister of Economic Development. It concerns a recent newspaper item in a local Yellowknife newspaper that announced that the deputy minister of Economic Development had resigned his post. Mr. Minister, given the fact that there is soon to be a vacancy in this vital area and given that there is an opportunity here to find a northerner who is well versed and experienced in northern business, does the Minister have definite plans to hold a northern competition for this position and does he plan to seek advice and input from interested groups and individuals with respect to this vital position?

MR. SPEAKER: The honourable Member for Inuvik. Mr. Minister.

Return To Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

HON. TOM BUTTERS: Mr. Speaker, as the Member pointed out, we did receive the resignation recently of Rod Morrison, currently serving as deputy minister of Economic Development and Tourism. I certainly regret his departure. He has served the Government of the Northwest Territories for many years ably and competently and has most recently acted similarly in his responsibility as deputy minister of Economic Development. I think we will miss him and certainly I know that I can extend to him the good wishes of Members of this House in his new employment in British Columbia.

With regard to the competition, no decision has yet been taken on how the vacancy will be filled but I would certainly be interested in hearing from agencies or organizations regarding the type of individual or the expertise which they feel might be most ably used in such a responsibility.

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

Supplementary To Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

MRS. SORENSEN: Yes, Mr. Speaker. Mr. Minister, specifically then, do you intend to have an open northern competition for that position?

MR. SPEAKER: Mr. Butters.

Further Return To Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

HON. TOM BUTTERS: Mr. Speaker, I thought I indicated to the Member that no decision with regard to the competition has yet been made and we are still examining those possibilities.

MR. SPEAKER: Supplementary, Mrs. Sorensen.

Supplementary To Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

MRS. SORENSEN: Well, Mr. Minister, can I ask you then, in your opinion as the Minister of Economic Development, would you recommend to the Executive Committee and to Mr. Parker that there be an open competition in the interest of finding the very best person from the North for this position?

Further Return To Question 17-82(2): Northern Competition For Deputy Minister Of Economic Development

HON. TOM BUTTERS: Mr. Speaker, as I mentioned earlier, that aspect is still under consideration and we will be addressing that in the near future and I will make my recommendation when we have addressed the elements of the matter.

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

Question 18-82(2): Review Of Function And Role Of Department Of Economic Development

MRS. SORENSEN: Since nobody else seems to have any oral questions, I do have one more, Mr. Speaker, and that is again to the Minister of Economic Development. During the last session the Minister of Economic Development announced that a consultant had been hired to review the function and role of the Department of Economic Development and I would ask the Minister, has that review been completed and if so does he intend to table the review in this House?

MR. SPEAKER: Mr. Butters.

Return To Question 18-82(2): Review Of Function And Role Of Department Of Economic Development

HON. TOM BUTTERS: Mr. Speaker, yes, a consultant has been hired, Dr. Mair, and I believe he has already had extensive discussions with the honourable Member for Yellowknife South. The study, to my knowledge, has not yet been completed. We have suggested to Dr. Mair there is some urgency in winding that up, but at the same time we do not wish to see that there are certain aspects of the study which would appear to be left undone and yes, it would be our intention to table the report of the consultant. It may be that the Commissioner would have further to add to my response since I believe he has spoken to Dr. Mair more recently than I have.

MR. SPEAKER: Mr. Commissioner, have you anything further to add?

Further Return To Question 18-82(2): Review Of Function And Role Of Department Of Economic Development

COMMISSIONER PARKER: Thank you, Mr. Speaker. I expect to receive Dr. Mair's report by the middle of June and once the report has been studied by the Executive Committee I would anticipate it being made public, but I do not think that I can give an absolute commitment that it would be at this stage, because it is a report being made to me.

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

Question 19-82(2): Increase In Polar Bear Quota, Chesterfield Inlet

MR. NOAH: (Translation) Thank you, Mr. Speaker. I have two questions to the Minister of Renewable Resources. Firstly, he has written a letter to me, but I have not received that letter yet, since the mail has been so slow. We have been requesting an increase in the polar bear quota in Chesterfield Inlet. I would like to know what his reply to this is. That is the first question to the Minister of Renewable Resources.

MR. SPEAKER: Mr. Minister.

Return To Question 19-82(2): Increase In Polar Bear Quota, Chesterfield Inlet

HON. RICHARD NERYSOO: Yes, Mr. Speaker. The honourable Member is correct in that I responded to him. I will make the letter available. The indication with regard to increase in the polar bear quota for Chesterfield Inlet was that at this time we could not increase the quota, mainly because we have additional requests and issues raised by the Manitoba government that they are now requesting. They may request the polar bear that had been initially given to us from that province.

MR. SPEAKER: Thank you. Mr. Noah.

Question 20-82(2): Increase In Narwhal Quota, Repulse Bay

MR. NOAH: (Translation) Thank you, Mr. Speaker. Thank you very much. There is another question to the same person, the Minister of Renewable Resources. There has been a request to increase the narwhal quota in Repulse Bay from 25 to 50. Has the Minister been checking with wildlife? Can you add any information?

MR. SPEAKER: Mr. Minister.

Return To Question 20-82(2): Increase In Narwhal Quota, Repulse Bay

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I have been in contact with the Hon. Roméo LeBlanc about the issue. I raised it and supported the idea that the increase be given to Repulse Bay. However, he indicated to me that at this time he was not prepared to approve the increase. If the request was not being granted I suggested the possibility that he allocate funds to do the studies required to increase those quotas as soon as possible and he has indicated to me that he will in fact provide the money for the studies.

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

Question 21-82(2): Reshuffling Of Executive Committee Portfolios

MR. CURLEY: Mr. Speaker, I have a question to the Commissioner. Sometime last year the Commissioner assured me and this House that he would be making an announcement with respect to the shuffling of the Executive Committee Members and in view of the fact that the Executive Committee Members seem to be losing interest in their portfolios, I wonder if the Commissioner again would stick to the commitment he made to this House that he will make an early announcement to shuffle before the next election?

MR. SPEAKER: Mr. Commissioner.

Return To Question 21-82(2): Reshuffling Of Executive Committee Portfolios

COMMISSIONER PARKER: Mr. Speaker, first, I reject the contention that the Ministers are showing anything but the highest level of effort and concern for their departments and secondly, I have received from this House varying advice. In one instance advice to me was that there may be a desire for Members to move into different portfolios and then there was another piece of advice that they should stay in their portfolios and complete their terms, so there is a bit of difference there. The advice has not been clear. However, my colleagues and I have discussed this situation and I believe that we will be in a position to make a final decision on this matter in the very near future and I would say within a month.

If I could add, one of the reasons for not having acted more quickly in this area has been that there has been a concentration of effort and concern in the matter of the plebiscite on division and it had some effect of pressing us away from normal conduct of business.

MR. SPEAKER: Thank you. Supplementary, Mr. Curley.

Supplementary To Question 21-82(2): Reshuffling Of Executive Committee Portfolios

MR. CURLEY: Yes, a further supplementary, Mr. Speaker. From the experience that we have in the East, as you know, the Members of the Executive Committee seem to be more interested in just serving their constituents. That is why I implied that it might not be correct, that generally the view of the Eastern Arctic that they cannot travel -- the Minister of the Housing Corporation, because it is not his constituency to go over to...

HON. ARNOLD McCALLUM: Okay, come on, slow down there, dad.

MR. CURLEY: ...Eskimo Point and so on. The reason I am asking you the question is that there seems to be a lack of firm leadership in the government as to who is really calling the shots. Is the Leader of the Elected Executive in charge of making final recommendations to the Minister of Indian Affairs or do you make the final decision as to whether you are going to shuffle their positions or not? Because it is unclear to many of us.

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 21-82(2): Reshuffling Of Executive Committee Portfolios

COMMISSIONER PARKER: Mr. Speaker, I think I can clear up that matter very quickly. There is no need for me or for my colleagues to make reference to the Minister of Indian Affairs and Northern Development with regard to the assignment of portfolios within the territorial government. That is a responsibility that has been passed to me and I accept that responsibility and in carrying it out lean very, very heavily upon the advice of the Members of the Executive Committee which you have chosen.

The Minister of Indian Affairs and Northern Development -- the present Minister, and his predecessors -- did place one control on this, and that was that any changes or assignment of portfolios beyond those already assigned were to be raised with him. In other words, the portfolios that I hold and that the Deputy Commissioner holds are not to be reassigned without seeking his advice, but for changes of portfolios within the present allotments, that matter is entirely up to myself and my colleagues.

MR. SPEAKER: Thank you. Mr. Noah.

Question 22-82(2): Calm Air's Level Of Service In The Keewatin

MR. NOAH: (Translation) Thank you, Mr. Speaker. I have a question to the Commissioner. On May 20th there will be a public hearing in Rankin Inlet. Calm Air Limited has been having public hearings and it seems like the Commissioner or his other colleagues or departments have never attended these public hearings. You do not seem to be too concerned about the Keewatin region. Calm Air Limited is too small for the Keewatin region and the Manitoba area. Also, in the springtime, it goes to Yellowknife once a week from the Keewatin region. Before we used to have Transair. The natives and non-natives hardly ever made any complaints concerning the Transair but right now the Commissioner or the other departments, it seems like you are not too concerned about the Keewatin region.

We know that the Commissioner is assigned by the federal government and he has to also help the Keewatin region because we have to be really prepared and Calm Air Limited rates are too high. I would like to know if the Commissioner can support the Keewatin region people regarding the Calm Air Limited rates or airplanes. This has to be really considered now because the Keewatin people are not really happy with Calm Air Limited planes. I would like to know what comments you have, Mr. Commissioner.

MR. SPEAKER: Mr. Noah, you were stretching the limits of your question extremely far that time. Will you try and keep to a question rather than to a position? Mr. Commissioner.

Return To Question 22-82(2): Calm Air's Level Of Service In The Keewatin

COMMISSIONER PARKER: Well, Mr. Speaker, I am not aware of the public hearings that are going on now. I did not know that they were public hearings. I believed that there were more meetings between officials of Calm Air and the people of the Keewatin. However, the Hon. Kane Tologanak may have further knowledge as to whether they are indeed hearings before the Canadian Transport Commission. I would like to add, though, that in the matter of the provision of air transportation in Canada, and of course including the Keewatin, the Canadian Transport Commission, which is a federal government agency, still has full and complete authority. Now, that is not to say that the Government of the Northwest Territories cannot petition that agency to change the level of service or to try and effect a different style or level of air service in the Keewatin. I want to assure the Member that we are very, very much concerned with the provision of air services, both in his area and throughout the Northwest Territories.

The matter of the size of airplane and the cost of operation, though, are matters that are looked at very carefully by the Canadian Transport Commission, the Air Transport Committee, which is part of that commission. I know it seems to residents that the frequency of travel and the size of airplanes should go up, but the company simply cannot operate aircraft of larger sizes or more frequency if they are going to lose money. They have to either break even or make a profit. It is up to the Air Transport Committee to examine whether or not they feel that their rates are such that it permits them to do either one of those things, break even or make a profit.

I thought that the matter of air service in the Keewatin had been reviewed very carefully a year ago. I know that in the meantime there has been a lot of cost increases in all air services and we are particularly concerned, I think, in every area and perhaps maybe the area of greatest concern has been in the Central Arctic where we have seen a lot of price increases and certainly those price increases have affected every part of the Territories.

At the special debate, Mr. Speaker, that is being held next week, I believe, some of those questions might be put to some of the operators and I am sure they will be. I do not believe that Calm Air is going to be there, but I think we will get a reflection of why the costs seem to be so high and if indeed improper costs are being passed along to the people. I would just conclude by saying that, yes, the territorial government would like to examine this latest round of discussions and see if we can offer any help or support.

MR. SPEAKER: Thank you. Mr. Tologanak, have you any point with regard to whether these were actual public hearings or other types of hearings?

Further Return To Question 22-82(2): Calm Air's Level Of Service In The Keewatin

HON. KANE TOLOGANAK: Mr. Speaker, I am not aware that the hearings are the official hearings of the CTC or the Air Transport Committee. I just want to explain that my department officials keep a very close tab and review from time to time any applications that are made by the air lines, whether it is regional or territorial-wide air lines. We do send officials to these hearings to observe and as well take part or as witnesses at times to these hearings, and I will assure the Member that I will look into the questions he has raised at this time and report back to the House later on today. Thank you.

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

MR. CURLEY: Mr. Speaker, I would just like to help the Commissioner out a bit and the Minister responsible for Government Services. The public hearings are actually taking place a week from this coming Saturday at Rankin Inlet, on the 19th and 20th, of the ATC with respect to a number of licence applications by Calm Air, Keewatin Air and our company and other companies are objecting to it. Also I would just like to indicate that the public hearings will move down to Churchill, Manitoba on the 30th of the month and if the government is going to represent the people, it has to act today.

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

Question 23-82(2): Transfer Of Responsibilities For DPW, Personnel And Information Departments

MRS. SORENSEN: My question, Mr. Speaker, is prompted by something that Mr. Parker said in response to an earlier question of Mr. Curley's. Mr. Parker, this House is on record as having supported by motion, at least twice, the transferral or devolvement of the departmental responsibilities for DPW, Personnel and Information, from both yourself as Commissioner and the Deputy Commissioner, to our elected Members. Has an approach therefore been made to the Minister of Indian Affairs and Northern Development seeking approval for such a transfer?

MR. SPEAKER: Mr. Commissioner.

Return To Question 23-82(2): Transfer Of Responsibilities For DPW, Personnel
And Information Departments

COMMISSIONER PARKER: Mr. Speaker, yes.

MR. SPEAKER: Supplementary, Mrs. Sorensen.

Supplementary To Question 23-82(2): Transfer Of Responsibilities For DPW,
Personnel And Information Departments

MRS. SORENSEN: May I ask, then, Mr. Parker, what the response of the Minister has been to that formal request?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 23-82(2): Transfer Of Responsibilities For DPW,
Personnel And Information Departments

COMMISSIONER PARKER: Mr. Speaker, in light of the fact that the Minister, as is well known, is discussing constitutional development in the Northwest Territories with his colleagues in cabinet, he has asked me to take no action on further transfers at the present time while this discussion is under way. I might add that he has indicated to me that the discussion is going on right at the present time and although I cannot predict the conclusion date, I would suspect that perhaps in another month he will have reached some conclusion with his colleagues and be able to give me final instructions.

MR. SPEAKER: Thank you. Mrs. Sorensen.

Supplementary To Question 23-82(2): Transfer Of Responsibilities For DPW,
Personnel And Information Departments

MRS. SORENSEN: Would you say then, Mr. Commissioner, that the Legislature of the Northwest Territories has then been denied responsible government by the Minister of Indian Affairs and Northern Development?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 23-82(2): Transfer Of Responsibilities For DPW,
Personnel And Information Departments

COMMISSIONER PARKER: The answer, Mr. Speaker, is no.

MR. SPEAKER: Oral questions. That appears to have cleared Item 3.

Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Written questions. Ms Cournoyea.

Question 24-82(2): Holdup Of New General Development Agreement

MS COURNOYEA: I have a written question to the Minister of Economic Development. Since the Department of Economic Development and Tourism has not been able to conclude a general development agreement with the federal government, will the Minister please inform this Assembly of the nature of the issues holding up the agreement? Is the federal government concerned about the amount of money to be committed, the past performance of GDA programs, the types of

programs being suggested, or the inability of the Department of Economic Development and Tourism to properly administer the program? Given the importance of this agreement for the Territories, particularly the hunters and trappers, would the Minister provide a status report to this Assembly by May 18th in order that we may deal with this pressing issue in an appropriate fashion?

MR. SPEAKER: Thank you. Written questions. Are there any returns today? Returns.

Item 5 on your agenda, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Curley.

MR. CURLEY: Mr. Speaker, I wish to table a couple of documents with respect to the special committee on education's draft proposals for consideration of the Members of the House.

Tabled Document 8-82(2), An Ordinance Respecting the Establishment of the Arctic College.

Tabled Document 9-82(2), An Ordinance Respecting the Establishment of the Department of Education.

These are just for consideration by Members if and when the recommendations were to be approved so that we would have something to refer to in the fall or whenever the government decides to move certain amendments. Thank you.

MR. SPEAKER: Thank you, Mr. Curley. Tabling of documents. Mr. Braden.

HON. GEORGE BRADEN: In accordance with section 39 of the Interpretation Ordinance, Mr. Speaker, I table Tabled Document 10-82(2), Consolidated Regulations of the Northwest Territories: Numbers 11 and 12 of Volume II; and Number 1 of Volume III of Part I of the Northwest Territories Gazette; Number 6 of Volume II of Part II of the Northwest Territories Gazette; and Indices of the Regulations of the Northwest Territories, Statutory Instruments and Appointments Made Pursuant to the Ordinances of the Northwest Territories that Have Been Made between 2nd February, 1982 to 30th April, 1982. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Tabling of documents. Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I wish to table three documents. These documents are tabled to assist Members during the consideration of the report of the special committee:

Tabled Document 13-82(2), Special Committee Recommendations, Administrative Structure.

Tabled Document 11-82(2), An Ordinance to Establish the Northwest Territories Trustee Association.

Tabled Document 12-82(2), An Ordinance to Amend the Education Ordinance.

MR. SPEAKER: Thank you. Tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. Patterson.

Notice Of Motion 4-82(2): Eastern Arctic Air Carrier Witnesses

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I give notice that on Monday, May 17, I will move: Now therefore, I move that the subject "Eastern Arctic air carriers -- policies, prices and services" be considered in committee of the whole as the first item of business on May 19, 1982. Thank you.

MR. SPEAKER: Thank you. Notices of motion. Mrs. Sorensen.

Notice Of Motion 5-82(2): NCPD And Penner Report

MRS. SORENSEN: Thank you, Mr. Speaker. I wish to serve notice of motion that on May 18 I will move the following:

Now therefore, I move, seconded by the Member for Keewatin South, that this Legislative Assembly convey to the chairman of the subcommittee its congratulations on a well written report and in particular, that this Legislature commend our MPs, Dave Nickerson and Peter Ittinuar, for their contribution on the subcommittee on behalf of northerners;

And further, that this Legislature recommend to the Minister of Energy that he request a meeting with the federal Minister of Indian Affairs and Northern Development and the federal Minister of Energy to express this Legislature's support for the recommendations and to determine whether they will support and recommend approval of the recommendations to cabinet;

And further, that the Minister of Energy send a copy of the subcommittee's recommendations, with a covering letter outlining the motions relating to NCPD and passed by this Legislature, expressing our firm support of the report's recommendations, to all cabinet Ministers and expressing our hope that they will support and approve the recommendations when they are discussed in cabinet.

MR. SPEAKER: Thank you. Notices of motion. Last call. Notices of motion.

Item 9, notices of motion for first reading of bills.

ITEM NO. 9: NOTICES OF MOTION FOR FIRST READING OF BILLS

Mr. Butters.

Notice Of Motion For First Reading Of Bill 6-82(2): Student Financial Assistance Ordinance

HON. TOM BUTTERS: Mr. Speaker, I give notice that on Monday, May 17, 1982, I shall move that Bill 6-82(2), An Ordinance Respecting Student Financial Assistance, be read for the first time.

MR. SPEAKER: Thank you. Notices of motion for first reading of bills. It seems that the wrong side of the table gave that last notice.

HON. ARNOLD McCALLUM: Wipe it off, dad.

MR. SPEAKER: Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 1-82(2). Ms Cournoyea.

Motion 1-82(2): Extension Of Sitting Hours

MS COURNOYEA: Mr. Speaker, there has been a mistake made on the seconder of this motion. Motion for the extension of sitting hours:

WHEREAS there is much business to be done at this session;

AND WHEREAS it is desirable to complete the business of this session as expeditiously as possible;

NOW THEREFORE, I move that this Legislative Assembly authorize Mr. Speaker to set such additional morning, evening and Saturday sitting hours as may be required to complete the business of this session as expeditiously as possible.

The motion is seconded by Kane Tologanak.

MR. SPEAKER: Your motion is in order. Proceed.

Motion 1-82(2), Carried

SOME HON. MEMBERS: Question.

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

---Carried

The orders of the day show Motion 2-82(2). That was dealt with yesterday. This then would conclude motions at this time.

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

Tabled Document 2-82(2), Learning: Tradition and Change in the Northwest Territories, report of the special committee on education. Mr. Patterson.

Resignation Of Mr. Patterson From Special Committee On Education

HON. DENNIS PATTERSON: I rise on a point of privilege, Mr. Speaker, to tender my resignation as a Member of the special committee on education. This should not be taken as a lack of support on my part for the recommendations of the committee, but rather as a recognition of the fact that I would be responsible as a Member of the Executive Committee for acting on the recommendations once they are considered by this House. Thank you, Mr. Speaker. Finally, Lynda.

MR. SPEAKER: Thank you, Mr. Minister. Better late than never I presume, Mr. Patterson. Mr. Butters.

MR. MacQUARRIE: Not really.

HON. TOM BUTTERS: Mr. Speaker, may I have unanimous consent to go back to notices of motion for first reading of bills, sir?

SOME HON. MEMBERS: Agreed.

MR. MacQUARRIE: Nay.

MR. SPEAKER: Nay has been registered. Unanimous consent has been refused. We will resolve into the committee of the whole, with Mr. Fraser in the chair, to deal with the report of the special committee on education, "Learning: Tradition and Change in the Northwest Territories". Mr. Fraser.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER TABLED DOCUMENT 2-82(2),
LEARNING: TRADITION AND CHANGE IN THE NORTHWEST TERRITORIES

CHAIRMAN (Mr. Fraser): Can we call the committee to order to consider Tabled Document 2-82(2), Learning: Tradition and Change in the Northwest Territories, report of the special committee on education. Mr. Curley, I take it you are the co-chairman of this report. You would possibly want to make some opening remarks now and could you maybe after your remarks ask us how you want us to deal with this? Thank you. Mr. Curley.

MR. CURLEY: Thank you, Mr. Chairman. Yes. We regret to say that my co-chairman, Bruce McLaughlin, is not here. He is down in Toronto, involved in a very important meeting, assisting Joe Clark in trying to find a solution to our economic problems.

HON. ARNOLD McCALLUM: Can you imagine that? The blind leading the blind.
Co-Chairman Mr. Curley's Comments

MR. CURLEY: Yes, not bad. Mr. Chairman, you know, we Members of the committee are glad to finally arrive at this moment to debate the special committee's report. It has taken us about two and a half years up to today to finally get into the position where we can now at least allow each Member of the House to comment on the report and possibly offer suggestions to the whole problem that we have with respect to education.

Before I go on, I think today we would just like to allow each Member to have introductory remarks. We would first of all I think like to have the other Members of the special committee make opening remarks and then open it up to the floor for other Members to comment, but before I go on asking others, I would just like to express the feeling of the committee is that we have a mandate which will now pretty well conclude this session, the special committee on education. If we have to extend or delay in considering the recommendations we will have to consider whether we want to keep the special committee right up to the fall or not.

Our feeling is that we should devolve here and then allow the department -- once the recommendations have been dealt with by the House -- allow the Minister and his officials or any other committees that might be established to carry out the implementation and schedule of implementation put in place before we actually disappear. The advantage to that is because if the committee continues to exist up until the fall session when the possible legislative changes are going to be considered we would actually be carrying out the role of the department and we do not want to have to do that.

The tendency now from the public is that the special committee Members are the ones that must be approached for any possible changes with respect to the regulatory and legislative changes as a result of our report, but my feeling is that this will be very much up to the Minister of Education and the Executive Committee to carry out the implementation once the recommendations have been dealt with by the House. The special committee does not want to have to be involved in actually carrying out the implementation part. We actually

will be asking the committee to approve that a task force committee be struck from the public at large to assist the Minister and that task force be responsible to the Minister of Education and report to the House through the Minister of Education. That would be one of the things that we would like to see.

Among the other things that we have, we realize that there is some concern from the Members of the Western Arctic and Yellowknife area that we are rushing this report and that there are feelings that they would like to consider the whole report in the fall session so that some Members and the public at large can respond to it. Our thinking is that we will not likely be prepared to do that, because it has taken us two and a half years to deal with this and it should have been the role of other MLAs to deal with their constituencies about the work that we have been doing. I realize that not all MLAs can explain what is really involved here, but I think the procedure of any report is that once the House has dealt with it, it goes back to the government and then the government is normally responsible for prioritizing all the contents in any particular report once they have been approved.

Involvement Of The Public

Also, I am aware that there are some unofficial spokesmen within the government that are not pleased with our report. I can call them "the Senate of the NWT", but I think it is because of my failure as a co-chairman to give credit to those who have had long involvement in the education. I regret to say that. I am not trying to undermine any of these long-time northern or former citizens who have been involved, but I think the day has arrived where the public expects certain change and the public today is, I think, a lot more intelligent or whatever and they are more prepared to deal with major problems than 10 years ago, for instance. We would have never expected the public to actually have very much involvement as we went about and carried out the public hearings. The public was very much interested. They were involved and if you look at the bibliography of the report, you will see if you look at the appendices the list of participants and the kinds of briefs that the public has given us and what subjects they have presented to us in these particular briefs. All these minutes of the public hearings were considered by our research staff as well as the committee, for each meeting that we have had throughout the year. We have met in many places considering the report as we compiled this thing and we have considered every major presentation's subject area through our committee.

We on the committee have never been given a recommendation by our staff that we just adopted. That was not the case and I made it clear to every one of our staff members that the role of the special committee was mainly a political one. We had to give a direction to the government and anything that we can do to improve the particular problem in education -- we had to be convinced there was a need and we were able to, I think, work very well in that because we did not attempt to be academics, particularly myself. I am not an academic and I did not want to pretend to be one either, but we have Members like Dennis Patterson who has training in the legal area who was able to help us quite a bit, and we have Members like the Member, Robert Sayine, who is able to contribute the feelings of the Dene people. We welcome his contribution. And Nellie Cournoyea, from this part of the area, who, I think, is very familiar with the Department of Education. Although she is not involved, she knows the people involved, she knows the feeling of the community. So I think the work we carried out was quite worth-while. Bruce McLaughlin gave us a lot of help in expressing the feelings of the southern Mackenzie and the other concentrated communities.

Standard Of Education Must Be Improved

So, Mr. Chairman, we are pleased to finally have arrived at this moment to deal with this important document. I think we expect to hear a lot of dissatisfaction with the kind of overhaul that we are trying to recommend, but I think if you really look at the North, I do not think we can improve the system and really have an effective educational system unless we make some major changes. Otherwise, it will continue to be a second-class type of educational opportunity for our young people. I want you to look at it in a way that is more positive than negative, although there will be arguments that there are all kinds of financial complications. I think our educational system in the whole of the Northwest Territories, if it were improved, deserves to have some increase in the financial spending.

So I think if we finally get around to really analysing each of the recommendations, we will likely see that in order to carry out the kind of service the public needs, we must expect that there will be some increase in the public spending, but I hope that it will not create any other problems to the present programs that are working effectively and to some of the school boards that are doing a pretty good job. We do not want to see that they be degraded or, you know, that the standards be lowered at all. The message of the report is that there must be an improvement and the standard of education must be improved and then finally, that the people involved in the communities and the regions must have much, much more control as to how the education is run in their area. So finally, Mr. Chairman, Nellie Cournoyea, I think, would like to make some introductory remarks and I will allow the other Members to go on from there. Thank you.

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

Ms Cournoyea's Comments

MS COURNOYEA: Thank you very much, Mr. Chairman. I would like to say thank you very much to the Members on the special committee for taking on the task of the important part of the life of the people here in the Northwest Territories, in trying to move toward what we consider a changing northern society and how we have tried to work in trying to develop the control and the kind of feelings primarily that native people have.

I, for one, continue to say that I do not pay particularly high attention to the needs, possibly, of transient people who come into the Territories mainly because I have always felt that their needs were well taken care of and perhaps, with Mr. Curley's remarks as well about maybe not communicating and laying down fears from the senate, I have not been able to contribute extensively to that. The reason being is that right from the very beginning on taking on this task, I felt that we had one very strong difficulty in trying to bring our people into what was happening in the Northwest Territories and at the same time, to try to feel and provide a road where young people can receive an academic training that is high quality and that is usable to them in their own environment. At the same time, it was a bit difficult because we had to consider that, from time to time, a number of our students would like to be mobile moving into other parts of Canada, but by and large, the majority of our people are staying in the Northwest Territories. They are making their life here and they are building a society and trying to cope with those changes that are not necessarily brought on by the invitation of the aboriginal people of this area but because of the needs of the rest of the people of Canada. I would like to say that I am very proud of the people of the Western Arctic, in particular, because for many, many years back we have been able to try to sustain our identity and our strength within how the make-up of this region is going to be. It has not been easy, and education is always playing a major part. The educational system, as far as I am

concerned, has neglected to draw together what people believe is a proper role to play in the community, the dignity that the elders wish to instill in young people, and the plain academic requirements and the process that individuals have to go through to achieve a place in today's society.

Education From Parents And The Environment

To me, education has never been only in a school. As a matter of fact, I spent very little time in a school. But education is something that at the beginning was brought out to the people -- and perhaps we could criticize many of the missionaries for the shrouded way that they brought education with the connotation of religion -- but what was close to the people in that time is that the religious aspects seemed to relate very closely to the quality of people that native people wanted within their own society. The quality of people were the ones that had the education to survive, they had the education to know their land, they had the dignity to carry themselves well in their society. How they did this is because they had a very good education from their parents. They had a very good education from the environment which they lived in by using the area, by being involved and by receiving instructions from elders and from people who really knew their business, and that business was to live here and to survive.

Over the number of years that the system has evolved, the people have undergone many changes that have been brought about by the requirement of what we are told that we need if we are to adapt to a southern society, and I believe in moving in that direction, we have neglected certain elements that will allow people to put together the real issue of living. I have seen many people who have gone through the system who have lost their identity to their land, to their parents, to their grandparents and to the good quality of living. I do not believe, and I have never believed, that in order to achieve an academic standing, reading, writing and math, that those two things should have been split apart.

Community Control Of Education

In dealing with the special committee on education, I have tried to look at ways, tried to explore ways with many of the community people, on how we can bring the control of education to a community and a regional level where major decisions could be made on what children will be learning, how they will be taught, and what standards will be set. I do not believe that the educational system should be built around the educators, but it should be built around the community and the style of living that the community has to face each day of their lives. The academic system has not produced the kind of people that we require to deal with many of the technical things that come up from day to day. We do not have lawyers, we do not have doctors; we have one we are very proud of, but we have not been able to produce the level of education that could be used in this particular environment.

In dealing with the recommendations that we are presenting to you, I hope that you will keep in mind that basically the failure of the system has been that they have not been able to tie the people to an educational system that is totally meaningful. People go to school with reluctance, parents send their children to school with reluctance, people question what the end product is. Talking to educators, talking to teachers, is often difficult from time to time and the community breakdown with these two groups of people is probably one of the main real issues that have caused the educational system not to be as successful as it could have been. It was difficult to place or identify ways and means where you could bring people in from the South with the proper mental ability to deal with northern issues, primarily native issues. It is difficult to bridge that gap, but it is one that we had the greatest struggle with because we are not producing and we have not produced the necessary teachers to move into the school system.

As for the time and the process that we set up to deal with the matters on education and at what time frame that we have set to complete our work, I believe that it was very important to do this. To the people and the communities who are sending in some letters saying that they need more time, I would like to assure them that the issues that will be debated at this session are not the end of the matter. Their education on how slowly government moves is probably the best education they have. So, the time between now and October will be a time when they can meet with their MLAs, they can talk to the Minister of Education and they continue to receive information and have debate over this issue.

I believe it is important at this time to have the rest of the Members of the Legislative Assembly put forth their views. If we delay the debate of the issue on the recommendations, then in October we will have the same lack of information. I believe the debates over the next few days in regard to the recommendations that we are presenting will allow communities to be able to experience the views of other Members, all across the Northwest Territories.

Input Of Communities Into Special Report

I would like to include further that when we were having our meetings in the communities -- I would like to say a special thank you to those people who turned up and who laid those issues on the line and who from time to time have had to say some embarrassing things about their own personal inability to overcome the academic educational system. I would like to say to those people, who often excused themselves because they did not receive the academic skills, that they should never have apologized to us because they could not speak in a manner that they felt they could have if they had gone to school. These people who came out oftentimes were not people who had spent a great deal of time within a system. They were parents of young people, they were grandparents, and they were people trying to make a social well-being within their community and they were often asking themselves the question, "What did they do wrong?" because they felt sincerely when they sent their children to school that what would come back to the community was a better equipped person, not only academically but in values; they thought their children would come back with strength and good work habits and they did not see this. Those were many of the questions that were put to us and oftentimes the parents blamed themselves and they did not know how they could help. What did they do wrong? It was not too often that people really, sincerely were totally negative about the requirement of young people to receive an academic education, but the real concern was, "How do we build a group of people that we can be proud of, who have good values, who are sincere and who will take what they learn back to the community and use it alongside of the older people in the community?"

Easier To Learn The Bad Things Of The New Society

One elderly person made this statement very clearly and he said, "Why is it easier for young people to learn the bad things of this new society? Why do they learn very quickly the poor style of living when all the books that we read and are put to us in school generally have fairly good English and fairly good language, but what have we got? Children who use bad language, children who have no respect for their parents, children who do not even really speak good English, and children who have not and do not want to contribute to the community and are generally lazy."

When we were looking at the system that the community people were talking about we tried to put those two concerns together, because I believe that the people who were delivering the academic educational system were trying to do the best they could with the ability they had and with the knowledge that they had.

However, I hope that what we are trying to put to the Legislative Assembly and the changes that we are endeavouring to make will not be too late; that the forces to retain the status quo will not overcome the work that has gone into these recommendations from the communities.

I believe that the matter of education and how that should be delivered has been long outstanding and it has been a struggle and it is a struggle for everyone. When we try to make these changes, oftentimes when we encounter the people who are in the system the senate says, "Well, we have all those problems across Canada. They are suffering the problems all over Canada." Well, I am not satisfied with that. I do not think that we, as the people of the Northwest Territories, can solve all of Canada's problems, but with the limited population that we have and the resources that we have I believe we can try to solve our problems and even if they are the same, it is no excuse not to do anything. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Ms Cournoyea. Mr. Sayine, do you care to make some remarks?

Mr. Sayine's Comments

MR. SAYINE: Thank you, Mr. Chairman. Just briefly, I would like to say that I was very happy to have served on the special committee on education and that I would like to thank the Members and also all the communities where we visited with the public and the local education authorities and perhaps even all the staff of education that have taken part in it. It has been quite an experience to me because I have never been involved in something like this and I guess I really learned a lot from all the public meetings that we have had. I would like to say that even in my own constituency I guess there are people that are really not that satisfied with the report, but except for two or three things which are pretty minor anyway that can be easily changed, as far as my constituency is concerned I think they are happy. In general, they are quite happy with the report, mainly because of the control it is going to give to the people in communities and divisional boards, you know, if they do go ahead and are created. So, I am not going to say too much in my remarks, but I am pretty sure Members are waiting to get on to it, so I will just say that for the time being. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sayine. We will take a 15 minute coffee break and then we can come back and deal with the report. Thank you.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. I call the committee back to order. Even though our Minister of Education has officially resigned, I am going to let him give some opening remarks on this report. Mr. Dennis Patterson, please.

Mr. Patterson's Comments

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. There has been a great concern about education in the Northwest Territories and I think that, in particular, this Legislative Assembly has expressed concern about education as one of its first priorities. That led to a unanimous resolution at our Baker Lake session some two years ago that the special committee on education be established and resulted in a great deal of expense of both time and money, which has led to this report.

Mr. Chairman, one thing I would like to say in general about this report is that education is a very emotional issue. It is very close to people's homes and hearts. It arouses people's passions and deepest feelings, perhaps like no other subject in the North, except perhaps the issue of wildlife. This is because everyone has had some experience with education and people feel, as a result, that they know something about education and that their opinions are important. They make very strong demands on the government to improve the system, and I welcome these requests for change, but I would like to say at the outset that I think we should look at the recommendations for extensive changes, which are contained in this report, in no way as an indictment of the work and dedication and effort of the public servants and the Executive Members who have been involved in establishing the education system in the Northwest Territories. Rather, I prefer to think of these proposals for change as building on what has been accomplished to date. I would like to say that I particularly am looking forward to this first consideration of the report because I believe that we have, in the Members of this Legislative Assembly, some very good experience and wisdom and advice to receive on what is good about this report and on what is not good about this report, and I think particularly of the three Executive Members who have been responsible for education, who are here today, Mr. Butters, Mr. McCallum, and Mr. Parker, and I look forward very much to their questions, responses and constructive criticism.

I do not think there is any way that the Members of the committee would suggest that the report is perfect and should be adopted in all its respects. I think I, for one, am very much welcoming some hard questions and some constructive criticism on this report. I will just mention, for example, it became very clear early on, after the report was released, that the committee had not been specific enough in addressing the rights of Protestants or Catholics to establish separate school districts. This right is protected under paragraph 13(r) of the Northwest Territories Act and I know that it was certainly not intended that these important rights be derogated from in any new regime. This kind of advice and constructive comments, I think, will be of great value to the committee and to the government when it comes time to consider the recommendations of this Assembly.

One other thing I would like to say, Mr. Chairman, is that I recognize that because this Ninth Assembly has been pressing the issue of education and has, I think, imposed some rather stringent deadlines on the committee for reporting, beginning with the recommendations on grants and bursaries but also with regard to the overall system, I think all of us recognize that it is certainly true that not every person in each community has received a copy of this report or has had an opportunity to consider it in detail.

Opportunity For Further Input

However, I had an opportunity to discuss this issue recently with the Baffin Regional Council and their view was that while indeed the report did require more consideration at the community level, they were quite content to see the MLAs go ahead and consider the report at this session. After all, Mr. Chairman,

I believe, and to their credit, that MLAs, other than the Members of the special committee, have been very involved in the process of public hearings of the special committee and wherever possible the committee was privileged to have MLAs from a particular area travel with them in their constituency to hear first-hand the views of the public. So I think the MLAs are particularly in a very good position themselves to be aware of the issues that have been raised at the public hearings and to give their advice on these recommendations -- not that the process will end here by any means. I think we can all recognize that there will be time required to consider the matter by the government. There will certainly be an opportunity for input through one's MLA or to the government, if and when legislation is prepared as a result of these recommendations and I think we should not hesitate to give our first considerations of this report at this session with the understanding that this is not the last opportunity for input from the public or from the Members of the Legislative Assembly.

Finally, Mr. Chairman, just in closing, I would like very much to encourage all MLAs, and particularly my colleagues on the Executive who have had a lot more experience with education than I have, to feel free to express their concerns and any criticisms that they might have. I think they may well have a lot to offer and I am very much looking forward to hearing the comments from MLAs because it has been a very difficult and long process for those of us on the committee and we have not been a large committee. Therefore, I am very much looking forward to contributions from the other MLAs. That is all I will say for now. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. That concludes opening remarks from the Members of the committee. I think right now we will just open the floor for any remarks from the other Members. General comments. Mr. Sibbeston.

Mr. Sibbeston's Comments

MR. SIBBESTON: I am very pleased, too, to be able to say at least a number of general things on the education committee's report. I just want to talk a little bit about having been in Inuvik here some 22 or so years ago. I came to Inuvik here when I was 15 years old. I was brought here by the government, not by my choice. I think what had happened is that the government had built these big schools and hostels here in Inuvik and they found, after they had brought hundreds of young Inuit kids here, that there was still a bit of room so they got a plane from Fort Smith and started down the valley picking up kids, literally shoving us in planes, and we eventually found ourselves over here and that is how I ended up spending one year here, taking grade nine. I played in the gym that we are sitting in here and did all the things that ordinary boys that age did. I was glad that since I have come back I have seen a number of former friends -- some of them, I may say, girls -- and I saw one girl I remember chasing down the hallway upstairs for some good reasons, not bad motives, as you might think.

---Laughter

But in those days, 22 years or so ago, education was handled by the federal government and at that time I think the federal government had the attitude that they were going to educate the young people of the North for work in the South. There was not too much respect or recognition of native languages, cultures, and northern history and things like that. It was an Alberta curriculum imposed on the North with the idea that should anybody get beyond grade nine, or any of the higher grades, they would not think of staying in the North, but they would likely go to the civilized parts of Canada and work there. So I think that is what the federal government thought. I can very well remember in the school, 1959-60, in our science course, spending all winter practically, studying about Alberta. In the science course we studied about all the various types of soils in Alberta, the different types of wheat and the

different types of cattle and so forth. It did not make much sense because it was usually about 60 below here in Inuvik and those lands and wheat fields and animals were far away south, but yet this was necessary and we eventually wrote the Alberta departmental exams. When I think back, maybe the only thing that I gained from that is that I eventually married a girl from Alberta and we could discuss wheat and various types of soil, so we had something in common to talk about eventually.

---Applause

I want to say that I wholeheartedly support the recommendations of the committee and will press, too, to have them adopted as quickly as possible. No use waiting for more information. No use waiting lest they might come into effect in the next couple of years. I am determined, as some other Members are, to see these good recommendations put into effect and things in place, in a sense, before the next election, because who knows what type of group will be elected and they may be very contrary to our thinking, so while we can we must press for changes. Heaven forbid that we would not all be back...

---Laughter

...and there are also groups similar to us, to our thinking, back here so that, you know, good things can happen to the North.

---Laughter

Recognition Of Native Languages

Generally, I do feel that what we are talking about is having a more democratic system of education in place for the people of the North and with the hope that we can develop a much stronger and rounded, well-educated person than the system presently provides. I guess one of the saddest things that I have seen from my days is that a lot of persons my age, because they were at school for so long, as a result of being away from home a lot -- the hostel system was at its grandest, you know, at its height of operation -- and a lot of native kids forgot their native languages and it is one of the saddest things to see a Dene person not being able to speak his language. So, I hope that the system that will be in place in the future will provide for recognition and strong support in the use of the native languages or things like history and geography that are important and very factual and truthful are taught to the students. Likewise, I am not suggesting that the things like arithmetic and science and English and so forth be abandoned. I am not suggesting that at all. There is a need for that and however you learn it, you are living in a world which is fairly technical, fairly complicated and whether we like it or not the English system is the dominant system, so we have to adapt to that in order to survive and make our way in this world. But I do look to the changes that are suggested in the report to provide a system of government that pays more recognition to the Dene languages, stronger Dene native elements in the courses and materials that are provided.

The way that I am taking my direction in all of this is from what people like the chiefs in my area have to say and what people had said at the special committee's meeting in Fort Simpson. If some of the Members will recall, the people that made representations were very interested in changing the status quo to provide for more things that are in tune with the local situation -- as I mentioned, languages and so forth. I am pleased to say that in my area the LEAs have discussed the report. Just last week they had a meeting and my understanding of the results is that there is general support for the recommendations. There is some concern as to the quickness with which the recommendations are to be implemented. I suppose some people think that it is a bit fast and when changes come upon you I suppose it always creates a certain amount of uncertainty.

Two Language Groups In Proposed Division

There is also one major concern in the report that the Simpson area, the Dene, Slavey area, not be put in with the Dogrib area. At the moment we are lumped in together. Our area is lumped in with Rae and even Detah in Yellowknife and I think it simply would not work. We would have two major native groups competing within one division for funds for languages and so forth and I think it best that we just be good neighbours by being separate rather than, you know, causing strife and fight. As I told Mr. Wah-Shee, it is best that we just remain in our areas. We meet occasionally up in Willow Lake area and otherwise live peacefully with one another.

I do not and cannot imagine too many people being against the recommendations because they provide for a more democratic system, more local control of education and I can say that as for the government's attempt in the last few years to develop the local education advisory committees and so forth, in my area, anyway, there are still major problems with that, and it has a lot to do with the fact that these little committees are purely advisory and it is not very meaningful to be on one. So, in a place like Simpson you have not had the real leaders of the people being involved on the local education committees. Just recently in the election there are a number of people who are, I would say, more tuned in with the majority of people in town who are trying to make changes to the local education authority, but there is a certain amount of status quo-y type people who have been involved for years on the LEAs and so there is resistance to change. I do feel that once the divisions are set up that you will find more serious, better persons involved, who are in tune with the thinking in the communities rather than those people who are not very involved sitting and being involved in the LEAs.

I know in places like Simpson, what has happened and the reason why you do not get the real good leaders involved in the LEAs, is that there are simply just too many other problems that the leaders are involved in, so education to date has not been a priority. As things get better for native people I think that you will find the good native leaders and people involved in things like education. I do look optimistically to the fact that divisional school authorities be set up and I do believe that they will work. So, I am anxious for change and will support the recommendations and have them implemented as quickly as possible. Mahsi cho.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I have Mr. MacQuarrie next. General comments. Mr. MacQuarrie.

Mr. MacQuarrie's Comments

MR. MACQUARRIE: Thank you, Mr. Chairman. I first came North in 1966 to be the principal of the school in Baker Lake and I would hate to think that the children of Baker Lake were seriously damaged as a result of the three years that I spent there. I think quite the contrary, as a matter of fact. I was sometimes responsible for putting students on planes to Churchill, but it was never without parental consent. Certainly, I suppose I am in a position to speak, in a sense, on behalf of a lot of teachers who came to the North over the years, certainly some of them long before I came, and I feel that I need not spend time justifying what was done by such people. I think the fact that the kinds of decisions that are being made today by native leaders is some justification in itself that the system we worked within and the intentions that we had were not all bad.

There is no doubt, when we look at the lack of attendance in many northern schools, when we look at the failure rates and failure to complete the system that is in place, that there are serious problems with education. That is not only, in my opinion, in schools where there is a lack of attendance, but even in the ordinary school system there are certainly improvements that can be made and, consequently, it was with anticipation and approval that I looked forward to the work of the special committee on education. I do admire very sincerely

the time and the effort that Members of that committee have put into trying to do something about the problems that exist in education in the North, the inconveniences associated with miles and miles of travel and the public meetings and private meetings of the committee itself. I know that they have put in a long time and that is very much appreciated and I understand the feelings, I guess, of possessiveness that the committee must have about the report that it worked so hard to produce. I understand the committee's feelings that Members would like to have it approved, well, nearly as it stands and I understand that Members would like to have it move as quickly as possible. I certainly would like to see it move as quickly as possible too, but I only hope that Members will recognize that as quickly as possible, in view of all the circumstances, may not be as quickly as the Members would like to see.

Some Fundamental Questions Not Addressed

With respect to the report itself, there are some very fundamental, important and difficult questions that are associated with education. What are we trying to do when we remove kids from a family setting and bring them together for formal schooling? What is the purpose of it all? Why do we do that? What do we want our young people to become when they have completed the school system that we establish for them? What sorts of characteristics and attributes and abilities would we like them to have? That leads to questions such as what sorts of learning experiences should we be exposing young people to in our schools and how and when? I find in the report of the special committee on education that these questions largely have not been addressed and I guess I understand why. The committee in a sense feels that those are questions that should be decided by people at a local level, but I cannot entirely agree that that is the case -- not entirely at the local level. In a sense what you would have is a jurisdiction that exists that says we ought to have a process of education but we do not think we should say what that process should be or any part of it. We leave that to people in local areas.

I just feel, personally, that there was an opportunity, when the full question of education was being reviewed, to have a look again at questions like that. I know that part of the reason they were not specifically addressed could be that there is an assumption, as there is an assumption on the part of many people, that the pattern that exists is essentially all right, but again, as a teacher of 22 years, I know that that is not the case, that there are improvements generally needed in our approaches to education.

The report mainly focuses on educational administration and the cultural aspects of education, and I do not say that those are unimportant. They are very important areas and I am pleased that the committee has addressed them and addressed them quite extensively.

Local Control

They decided to adopt an approach largely of local control of education and I appreciate that that is very desirable in certain respects. Certainly local people must have input into what their children are going to learn and, to the extent that it is possible, local people should deliver or be responsible for delivering education to their children. But one concern I have in establishing 10 regional boards -- I am not opposed to that at all; I think it is desirable if only there were certain assurances and safeguards along with it -- and that is what I see lacking in the report, that there are not some of these assurances, that in adopting that approach we could create a system of education in the Territories that, without question, takes account of the differences that exist among people in the Territories, regional differences, and the special needs of particular people, and that is important, that those differences be recognized and special needs taken care of. But I notice that at one point in the report, when the committee is dealing with special education, there is sort of a contradictory statement in which the committee has said that too often in dealing with special education needs, young people with disabilities

of one kind or another, that there has been a focus on the differences and the special needs and the committee itself says that that is to the detriment of those children and to the detriment of the communities that they live in. And all I am saying then is that if you have a system that focuses on differences and special needs only, that that can be to the detriment of young people who are exposed to that system and to the communities in which they live.

I just feel that the report -- and it is a question of emphasis, not, I am sure, a fundamental philosophical difference -- but I just feel that in some sense the committee should have recognized the other half of this equation. That is that there is a larger jurisdiction and that within it there are people who have similarities and common needs as well, because despite our cultural differences, we are human beings, all of us, with certain very fundamental needs that are the same, and that all of us have to deal with a very powerful world around us, powerful economic and political forces, and scientific, technological forces which, whether we like it or not impinge on our lives and this creates common needs. I just feel that I would like to see, in discussing the report more fully, some assurances that the system as a whole will not forget that aspect.

Responsibility For Curriculum Development

Probably the most fundamental concern I have with the recommendations, the way they stand now -- and I confess that maybe I am not reading them correctly or that maybe where certain things have not been said, that they are actually intended -- but the idea that the responsibility shall be given for the development of curriculum to divisional boards is probably the greatest central concern that I have with the recommendations. If there is not some guideline given from the central jurisdiction as to what ought to form at least part of that curriculum, we could create a situation where there is a fractured curriculum across the Northwest Territories, where children in different regions are essentially dealing with a different type of education or with different subjects at different times. In a very mobile society, you have the problem of other children from time to time transferring from one jurisdiction to another and there is the danger that they might find it very difficult to cope with the new educational system that they are exposed to. I also worry, where there are not at least some assurances of a kind of core curriculum, that we could create a situation where, I guess what can only be called colloquialism, would prevail, where we might create jurisdictions that tend to be very inward looking and that may very well make the kind of decisions with respect to curriculum which in some way are opposed to general ideas of intermingling of peoples and the development of science and that sort of thing.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, your 10 minutes are up. Do we have unanimous consent to continue? Agreed?

SOME HON. MEMBERS: Agreed.

--Agreed

Educational Standards

MR. MacQUARRIE: Another area that I am concerned about is the matter of standards. There is going to be an Arctic college and I know that when they establish the curriculum for that college and entry, can we be assured that a student who arrives at the Arctic college from Baker Lake and another from Igloolik would essentially have a basic education that was comparable and that would equip them to deal with the curriculum that they find in the Arctic college? And of course the question of standards arises at the next step up as well. Many people would want assurances that those who graduate from the Arctic college would graduate with the standard of education that enabled them, if it was their wish to do so, to pursue further post-secondary education. As I said earlier, I recognize that in some of these cases the assumption could be made that the standards will be in place, that there will be a core curriculum that is common to all jurisdictions and if that is the case, I would simply want to see, as part of the recommendations, that that was the case.

I wonder if, when we do not see items in the report, we can have the assurance that what is not mentioned will be the same as it is now. From time to time I hear comments that that is the case, but again people would simply like more assurances that that is the case. There is a booklet that is produced now by the Department of Education concerning philosophy and goals of education. Can we assume, since that area of philosophy and goals really is not addressed, that the goals that are outlined there are the goals that will be in place for the new educational system? Is compulsory education going to be a policy? What about the Alberta standards at the high-school level or the college level? Will that continue to be the standard of measure?

With respect to established boards, I think some of them have the concern that they not lose what they have now in the way of funding, in the way of levels of control. The report recommends that public education in the Territories be kindergarten to grade 10 and that thereafter the students that proceed further should enter the Arctic college. During the discussion over the next few days, I would be very interested in hearing why it was considered important to make that division. It is not that I am antagonistic to it -- I am rather sympathetic, as a matter of fact. However, I know that there are some jurisdictions that already extend to grade 12, and I think that in order for them to be persuaded that they should give up control of the final two grades of education that they have now, they would want to know what was the rationale behind the division.

Just generally with respect to standards, I know when Mr. Curley was speaking earlier, he did say that the message of the report is that standards must be improved and I certainly appreciated hearing that. That may in some places be in the body of the report, but it is not, in fact, in the recommendations. Someone else mentioned standards as well. I expect that if there were amendments along the way, which were aimed at simply trying to ensure certain standards, that they would not be looked on badly by Members of the committee.

Funding And Manpower Requirements

I know that boards that presently exist in tax-based municipalities will want to see a very clear funding formula so that they can be assured that they will be able to deliver the kinds of programs that they are delivering now. During the course of our discussion as well, I will have questions about the cost of what is intended, although I tend to agree with what seems to be the committee's report, and that is to identify what is desirable and then try to find the means to do it. But we certainly cannot ignore the question of costs altogether, and other questions about whether the manpower will be available, both at the level of boards, people who are interested and have the time and the energy to devote to these boards, and also in the development of curriculum and so on, special education, whether that is available at all.

At any rate, if raising some of those points seemed to be negative, I can assure the committee that that is not my general outlook at all, that I am generally pleased with the recommendations and receptive to implementing with a few modifications or assurances. I would like to see us at this session discuss those recommendations very fully, all of them, debate them. There are many, many recommendations. The report is a massive report and I can only say that there are people in my constituency who feel that there is simply too much to digest in a very short time. They are afraid that things are happening too fast. I know that Mr. Sibbeston felt that we should not worry about that, but the whole approach of the committee, the very foundation, the philosophical underpinning of the report is that local people should be consulted about what is happening. So it would be a shame in this case to rush ahead if all of the people, or the vast majority of the people, were not with us, and then have resistance that might not otherwise be necessary.

Provision Of Information And Opportunity To React

I know some people feel that they have not had a full opportunity to have access to the report and then there is just the practical problem that there are a lot of people who do not realize that they have a concern, as with the majority of people anywhere. They are more concerned about their own daily lives and only suddenly have become aware that something is happening that is going to impact their lives and they are a little slow off the mark. Well, I do not think necessarily that those people should be ignored because at some later point they say, "Hey, that is important to me." So anyway, I hope that we will debate fully so that over a period of time people will have the chance to refer to that debate and in using the recommendations with the debate, they will be able to see very clearly what was intended by the committee and that is not always clear right at the moment, so that will be useful to them. Then also, having the proposed legislation, or the legislation that is proposed by the committee itself, that should give all people adequate information and opportunity to react with the hope of being able to modify things in a way that is suitable to them.

I think if it were just up to me, I would feel ready to roll at any time, but because of the concerns that are being expressed to me by my constituents, I would be reluctant to make any final decision with respect to the recommendations at this session, debate them fully, some tentative kind of acceptance of modifications and then the chance for a summer review, with perhaps an undertaking that without question in the fall, not only the recommendations, but legislation can be put in place so that any needs that arise can be dealt with in the next budget session. I am cognizant of the importance of doing that so there is not another full year of delay afterwards. But at any rate, just finally to wrap it up, I really do respect the amount of work that was done by committee Members. I think generally that it is a very good report. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. The floor is open for general comments on the education report. Mr. Nerysoo, general comments.

Mr. Nerysoo's Comments

HON. RICHARD NERYSOO: Yes, Mr. Chairman. As has been indicated, I am certainly impressed with the committee and the amount of time and effort that they put forward to develop this report and its recommendations. I guess I have to express a bit of concern in that there are certain questions that are arising from, particularly, my constituency, the inability of the communities to review the recommendations and the report, and to in fact try to understand its implications toward the responsibility of the people. Now, I am not suggesting that the recommendations are bad. In fact, in reading them, they are some of the ideas that were suggested in Fort McPherson. However, there are additional recommendations that people ought to be permitted to digest and to understand.

One of the major concerns that had been expressed was the translation of the report. I realize that certainly the report itself is quite lengthy, but I think there is an opportunity -- or there was an opportunity to at least try to translate the recommendations into those languages which, I guess required translation so that people in the communities could understand, because many of the people that in fact spoke at the hearings, particularly in Fort McPherson, in my case, were elders and understand Loucheux and you can translate that language. And in the case of, I guess, even Aklavik, Inuvialuktun is a language that requires translation and that is available. So I think that overall the actual report is one that I am quite proud of and certainly I am proud that a committee of this House could develop and work on and come up with the conclusions that they have.

I think there is a lot in the report, as I said, that requires digestion by communities and certainly the idea that we offer to communities some additional time to review and to in fact discuss further the recommendations of this report. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. General comments.
Mr. Evaluarjuk.

Mr. Evaluarjuk's Comments

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman. I will speak very briefly regarding the report. I am well pleased with the committee that has made this report. They did a lot of work in preparing this. I was also there when they went into my constituency and also in Igloolik. The committee used to work long hours of the night and I would like to thank them very much.

We agreed as an Assembly that there should be some study on education. However, I would like to state that I would like to support the committee for their report. I have not read the report from the beginning to the end. For example, Mr. MacQuarrie has said that people cannot read the whole version, but as we are discussing this or debating the recommendations we will have to note that -- we will have to know the education ordinances or the policies.

Maybe you are well aware that back in 1976 we said that the policies should be approved and over in the Eastern Arctic we are in support of approving this report, but it was well-known then that when they were implementing the education policies that they did not include the Baffin region policy, including the Keewatin region, and it was not stated in the Arctic, but the people were writing that there were some problems in this area. For now, when somebody is implementing this report there were some natives and Indians and Inuit involved in the committee and they did a lot of travel into communities. In 1976 there was no committee visiting the other communities and they did not ask any questions there. For that reason, I personally think that the Inuit are more aware of this area and they had some questions and they brought up their concerns.

For that reason, I would not like to defer the date of this approval. Even if we defer the date, when we are going on to another session we will have a lot of business to deal with and especially if we are doing the budget session I am in support of this report. We know that we would like to defer the date, but other Members would not like to defer the date. Sometimes we do not agree in that area. That is all I wanted to say. I would like to support the committee and debate the subject. Thank you, Mr. Chairman.

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

Mr. Noah's Comments

MR. NOAH: (Translation) Thank you, Mr. Chairman. Regarding the report on education, I would like to state my personal concerns. I have not read the report yet. However, I have my own concerns. Some time ago, in the 1950s and 1960s, the teachers or the instructors would teach the students very strictly. I am well aware of that. I cannot forget that there was one minister that was very strict, a very strict teacher and if we did not obey the instructor or the teacher we would get strapped. After that, the federal government sent some teachers to the North and they were very strict. They were more concerned about the attendance. I remember that. Even when we got up early in the morning we had to hurry to the school and I cannot forget that. When we did not obey the teachers, we used to get strapped. They would use a two-by-four piece of wood to strap us.

MR. CURLEY: Bad boy!

---Laughter

MR. NOAH: (Translation) The strapping was done to bad students. When they went to Baker Lake, one of the teachers just went there to organize a square dance. I think it is mainly regarding the teachers or the parents -- that the teachers and the parents are getting too soft. They seem to be opposing each other and that is when problems start arising. I am more concerned about the

reports that are being done, but I think it is mainly because of the teachers and the parents that have brought up this report. We can make any report on anything and I do not think we will see any implementation, even if we do a report. However, if the teachers and the parents were to work together better, it would be better.

Strict Teachers Required

When we mention the teachers in the past we see them as strict teachers and if we were to put that into effect as of now, I think we will have to use strict teachers, using two-by-four wood to strap students. Nowadays, teachers are too soft on the students and even when the students are not obeying their instructors they are not punished. The parents are more opposing or blaming the teachers, but back in 1960 the parents did not blame the teachers and mostly the parents were more scared of the teachers. They had a good education system in the past and they never even had any Inuktitut classes. The classes were only in English. I am very pleased about the students that were not taking Inuktitut courses up to now. They have good jobs and most of them work in the hamlet offices and for the Government of the NWT. I am very pleased about that -- that when we had some strict teachers, we can see some past students that have good jobs now.

The teachers we have now -- there are about 50 of them. I think we have to find better teachers. It is a question of what kind of teachers they would be, and I think we have to start preparing and interviewing teachers to find out what kind of teachers they would be -- whether they could teach their students better. For example, the parents should not go to the teachers -- but in those days they were strapped. It used to be hard to go to school. If you went to school late, we used to be scared and they were very strict with us at the time, but now most of them are speaking English nowadays in schools. I guess we have to find something, or what reason -- we have to look into the education system. Are they getting strapped too much or are the parents, when they are opposing the teachers -- maybe if we make a report, maybe 1000 or 2000 -- I think it would be that long. I do not see any help. I think they would have to look into the matter of teachers who are better qualified. People are saying their own opinions. I know it is not good when you just say your own opinion, but this is what I had to give for my own opinion.

Delaying this report -- I am just saying that if nothing is going to be established from this or accomplished from this report -- well, Mr. Chairman, I would like to make further comments. Nowadays, learning in Inuktitut their own culture and any English -- math and basic English -- in our communities it seems like these are -- I know it is easy for young people if they want to learn in Inuktitut. Even if they go down South for education, they should still learn how to go out on the land. There are too many programs going on in the school system. Sometimes the students get too lazy to keep going to the schools. These are my opinions, because I cannot really recall all the education system we had before. All the students who used to go to school in those days all have good jobs. This is what I wanted to say. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Noah. We will now take a 15 minute break for bannock and tea.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): Atiigo. The Chair recognizes a quorum. The floor is still open for general comments on the education report. Mr. McCallum.

Mr. McCallum's Comments

HON. ARNOLD McCALLUM: Mr. Chairman, I would want to make a few comments of a general nature on the report, and quite obviously look forward to discussing in some detail each of the recommendations as they come in turn.

I want to indicate first, though, that I have had very successful meetings in my constituency with people including students, with the local education committee, and they have impressed upon me the comment that we certainly should be discussing the recommendations, but not to put them into practice until they, in turn, are able to look at the recommendations.

I want to say as well, in the beginning, Mr. Chairman, that I certainly appreciate the effort, the time, that has been spent by the Members of the committee and the way that they moved around through the Territories and talked a great deal with people. I note in the letter of transmittal signed by the co-chairmen to the Speaker of this House, in the third paragraph, it is indicated that the report was done earlier than expected so that Members of the Assembly and the people of the Northwest Territories could review the recommendations prior to this sitting. Now, Mr. Chairman, that in fact has not happened because of a number of unforeseen circumstances, in that the copies of the report did not get out to people in the communities.

MR. CURLEY: That is totally not true.

HON. ARNOLD McCALLUM: I am hoping that there will be time for people in the communities to take a look at these recommendations as the co-chairmen of the committee intended.

Three Major Impacts Of Report

If I may be allowed, Mr. Chairman, a few brief comments on the report in general, I think the report is not as exhaustive as I thought it would have been in dealing with all aspects of education. I suggest to Members that the report does three things. It sets up a large new administrative body for education. I applaud the efforts to get education back into the control of people. Outside of setting up a new administrative structure for education, it also proposes a new age for kindergarten, and it proposes, then, to take away from the local education boards, or divisions, or set-ups, or whatever you want to call them, the responsibility for grades 11 and 12, and I suggest that those, in effect, are the major impacts of the report.

I have some concern -- as do others, and obviously I will be labelled as being prejudiced and biased, given the fact that I have spent 20 years in education -- but like a lot of the people who took the teacher education program, not all teachers stay teaching. Some become legislators. Some become consultants. They are not always in the classroom. To say that -- statements that are made in it -- that more has to be done with getting northern trained or native teachers, there is no question. I think that was the proposal with the teacher education program from the beginning. I think it has been a success; I think it is a success. I think that we have trained very good native, northern teachers.

MR. CURLEY: Where?

Disagreement With Recommendation On Hiring Of Teachers

HON. ARNOLD McCALLUM: I am concerned about the costs that will be involved in the implementation of the report. I am concerned, as well, with the recommendation on the hiring of teachers. The cost of taking people in here, interviewing them, and then to say "yes" or "no" to them, I think will be

very prohibitive. I agree that local people should be involved with the hiring of teachers, but I sure as hell do not agree with the recommendation made by the committee, as an interim measure, to hire a firm to go around and do exactly this kind of recruiting. I would expect that people from the North, with experience in the North, who live in the North, would know more about the type of teacher or person they want in their classrooms. I do not agree that we should go and get a firm such as Peat, Marwick, whoever you want, to go out and hire teachers. I think people from the community know much better as to whom they should have in their schools, teaching in their schools, and whether it is an interim measure or not, I do not agree with it.

Concerns With Implementation Task Force

I am concerned as well with the implementation task force that is being requested; have people who put together their wishes and what they think education should be, develop proposed legislation that has been put before us. Then the same people who have done those things want to implement it, and I have some concerns there.

Again, I think the work that has been done has been good. I commend the people who were involved with it. I have some kind of concern that the people who were the architects of it will not be held responsible for it.

MR. CURLEY: You mean to tell me I was not involved?

HON. ARNOLD McCALLUM: Then there will be more discussion in terms of the individual recommendations as we go through them. I am not, by my remarks, indicating that the report and what has been done should be discarded at all. I think there is a great deal in the report that is very worth-while, but I do not take it, all of it, as a package, and I am not going to put -- for what it is worth -- my stamp of approval on it just as it is now. I think there is a great deal more discussion that should take place, and I particularly suggest that the people from the communities who have given their views, now should have an idea of what those recommendations are, and they should be able to comment on them. I am sure that we will be besieged by a great number of people who will want to come in and talk about the report.

So I mention some aspects that have a concern. I have indicated what I believe the report contains. I have no difficulty at all sitting down here and discussing the recommendations, and I will make sure that when you get up the next time, I will interrupt you, too.

MR. CURLEY: Good. Good for you.

HON. ARNOLD McCALLUM: Hot dog!

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. General comments. Mr. Pudluk.

Mr. Pudluk's Comments

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I am going to make a short comment. The recommendations of the special committee on education -- I think there are 49 recommendations in here. First of all, when I was a child I did not go to school because there was no school. When I was 15 or 16 years old, the school started to appear where I lived so I went to school for three years. It was a different school education system at that time, but now today it is different. It has been mentioned by the other Members already. I went to school for three years and I was much older when I started. I learned some but I forget very easily. I have forgotten most of it. When people start at age four or five, I feel that they could learn much better. When the schools were being built, the outpost camps had to come into one community. They really wanted only to teach them the way of the English and so the parents just had to say, "yes", so they could be able to use their kids as interpreters. After that, they found out that the education system is not that good for the Inuit people. But today, I see now two lifestyles. I know the Inuit way and I know the non-native tradition. Today my children are learning more English first.

Problem Of Employment For Those Under Age Of 17

These recommendations that we see in front of us, if we are going to be talking about these, I am going to be in support of them but I have two concerns. If they graduate from a school in a small community in the Northwest Territories, they have a hard time finding a job. There are people who leave school under age 17 and they can only work in the summertime, but in the wintertime they cannot work because they are not 17 yet. That is another problem for those children under the age of 17.

Special Schools For The Handicapped

The other concern is that the people who have special problems, people who are handicapped, I do not think they are dealing with those people too much, with kids who have special handicaps. They cannot really go to the same schools as the other children and they have to have a different system. I think there should be a school for those special cases. I think there are some schools like that down south. I know that in the past there are some handicapped children. There are some handicapped children here in the Northwest Territories. They just walk around because they cannot attend a regular school. They just grow up like that and they do not seem to have any future when they cannot attend a regular school. So when those handicapped children grow up, their parents do not pay any attention to them and so they sort of just adopt them out to their relatives. So from that point of view, when I look at the recommendations, they do not seem to be mentioned in the recommendations too much. That is all I have to say for now. Thank you. Mahsi cho.

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

Mr. Kilabuk's Comments

MR. KILABUK: (Translation) Thank you, Mr. Chairman. Just a short comment. Mark Evaluarjuk already mentioned what I wanted to say. When we first became Members of the Legislative Assembly, we were involved with the Education Ordinance. We have not been since, but now that we look at these recommendations, they come from the people of the Northwest Territories. They do not come from the government; they come from the residents of the Northwest Territories. Even though they come from the people of the Northwest Territories, we do not seem to be happy. Some of us do not seem to be happy. The people of the Northwest Territories expressed their views in this report.

Recommendations Can Be Amended

If they split the NWT, the people of the Western Arctic will have some rules to follow, and in the Eastern Arctic we will have our own rules so it does not really matter whether the recommendations are passed because you could always amend them. If you find any problems in it, changes can be made. We are starting to find out that our rules are not too good so we are changing them. If we have any problems in these, you could always change them again.

I believe this so I want to be in support of the report and not to have it delayed any further because I believe that these come from the residents of the NWT, from the Inuit and non-Inuit. I think we will be able to work better together. I believe in education for students because I have not been taught English. I have not been to school at all. Sometimes even though some of the students have had a good education, when they find a job, they quit their job and I do not like that. That is my main concern. I think that the southerners that come up north to teach, some of them seem to just come up to the Northwest Territories to make money. These are some of my concerns. We have to make money in order to support our families. Maybe some people do not

believe that we teach our children about our culture because they are working. They cannot really learn from their parents any more because they are working now. Us older people, we used to learn our culture from our parents but today you see that it is not like that. We are trying to learn things that are not our culture. People have worked very hard on the report and I am in support of the recommendations. I want to thank the people that wrote the report, who went to the communities and met with the people. I am very happy with the report. Mr. Chairman, these were the main concerns that I had and I want to thank the committee on education and I am going to be in support of the report. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Kilabuk. Mr. Appaqaq. Comments of a general nature. Go ahead, Mr. Arlooktoo.

Mr. Arlooktoo's Comments

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I will be very brief. I have not read the report yet, but I am in support of the recommendations. The report has gone out to some of the communities. I recognize one of the communities that is photographed in one of the pages. I am in full support of the report, but I know that not all the people will be in support of this. Everything cannot be written down perfectly. Some of the people would support it and some would not. In my view from reading them, I think the recommendations are really well put.

Present Day Teachers Better Than Earlier Ones

I want to say a little bit about what Mr. Noah was talking about. The students that were being taught in Cape Dorset were being beaten very badly by their teachers. Nowadays, the teachers are a lot better. Back then, we used to be really scared of the non-natives. These days, we know a little bit more about the school system. We understand it more. In my view, we were not being taught cultural inclusion because I already knew how to hunt and trap.

The report of the special committee on education -- I want to thank them very much for their hard efforts in writing the report. I do not want to drag on. I just wanted to really thank the committee and these are the words that I wanted to express. Thank you.

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

Mr. Appaqaq's Comments

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I will be brief commenting on the report. I think some of the communities are expecting the report. Perhaps the report has not gone as far as Sanikiluaq. The opinions of some of the people have been expressed here, but the report has perhaps not gone as far as Sanikiluaq. The recommendations are going to be used in the NWT. However, regarding the recommendations of the report, I do not think that they will be amended very much, and so that way I will make a point on those recommendations regarding the education system.

I would like to make a brief statement. I was at school in 1965, and there was one teacher in our area, and that teacher was not aware of what was going on in the Sanikiluaq area. The teachers were pretty hard on the students; they were very strict and were beating the students. What William Noah was saying is very true. Nowadays, the children seem not to have very appropriate behaviour toward the teachers, and it seems that there are bad relationships between the parents and the teachers. I think what is expressed in here by the teacher, that the education curriculum is not a curriculum for the present day, but an educational system that is being brought to the students. The

teachers are more into relations with the native instructions that they can carry out to the students. I think people have to take hiring good teachers more into consideration for future years. I will be supporting the recommendations, and if there are amendments to be made, we can do that. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Appaqaq. Are there any more comments of a general nature? Mr. Stewart.

Mr. Stewart's Comments

HON. DON STEWART: Thank you, Mr. Chairman. I, too, would like to congratulate the committee for the amount of work that they have put into this report, and basically there is a great deal in that report that I think that, when put into effect, will be an improvement of our educational system. There are some things that I, of course, cannot agree with, but that is not unusual. I think probably if there is any point on the report that I would like to make, it is that it is not the report itself but it is probably the omissions of the system that were left out, rather than what they have in the report. However, we can go through these when we get into the detail.

I would at this time, however, like to read in part into the record a letter I have received. This letter has been addressed to Mr. Patterson, Mr. Curley, Ms Cournoyea, Mr. Sayine, Mr. McLaughlin, Mr. McCallum, and myself. It is from the Hay River education society.

Letter From Hay River Education Society

"On May the 6th and 7th, delegates from five local education authorities in the proposed South Slave Lake education division met in Hay River to discuss the recommendations of the special committee on education as outlined in the document, 'Learning: Tradition and Change'. The meeting was sponsored by the Department of Education." Now, the people taking part in this were the people from Snowdrift, the people from Fort Resolution, the people from Pine Point, the people from the Hay River Dene Reserve, and the people from Hay River. Unfortunately Fort Smith did not have a representative at this particular meeting, although they are in the same district; but the 16th resolution that this group passed reads as follows:

"That the special committee on education recommendations be presented to the Legislative Assembly at the fall session of the Ninth Assembly. Because these recommendations will provide the basis for new legislation and legislation changes, the Hay River education society does not want the recommendations from this report approved by the MLAs in the May sitting. They feel the communities have not been provided with enough time to discuss and comment on these recommendations."

Now, this resolution was passed unanimously from the participants that I have indicated, so my position will have to be that I would like to discuss the matter, but I would like time for the education committees in the south Mackenzie to make comments and delay the passage of these recommendations until the fall sitting. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Any further comments of a general nature? Mr. Butters.

Mr. Butter's Comments

HON. TOM BUTTERS: Mr. Chairman, I wish to congratulate the committee members on the many hours and the many miles they have travelled to visit numerous communities in the Northwest Territories, to listen to the concerns of the people in those communities, and thus they were able to provide a report which they feel would address and ameliorate those conditions. I regret the absence of the co-chairman of the committee, Mr. McLaughlin. I expect he will be along shortly to add his words to this debate.

I do not wish to discuss the content of the report, any of the major aspects of the report or even any minor aspects of the report, during this opening opportunity to speak. I just wish to discuss, in the main, the process. I believe the Member for Foxe Basin indicated that education has received much consideration in previous Houses, and he referred, I believe, to 1976. I recollect that in 1973, when the Seventh Council met here, the bulk of the discussion was taken up in examining elements that Members felt should be contained in a new education ordinance. The crux, the essential element and the heart of that ordinance was to be the devolution of control of education programs and, as much as possible, curriculum, to the communities and to parents.

Goal Of Devolving Control Of Education To Communities

I think that the Education Ordinance that is in place did that, is doing that, and has done that. The honourable Member for Mackenzie Liard equated these local education authorities to advisory committees, but as a legal mind he knows that the three-tiered mechanism that was established by the Education Ordinance did not create advisory committees but it created bodies with powers in various areas from a local education committee, community education society, to a school board. In fact many of the Eastern Arctic communities have recognized the local autonomy that that ordinance has provided them, because they have moved toward establishing local education societies in their communities, and I believe Igloolik has one; there may be a society in eight or 10 of the Eastern Arctic communities. So I believe we did move considerably toward that goal, a goal which is again reiterated and contained in this report, which is the devolving of the control of education matters and programs to the communities.

We did not do it very quickly. It took a considerable amount of time, as I recollect. As I said, in 1973 we discussed elements. I remember in 1976, I believe it was, in Rankin Inlet, we were looking at the education ordinance proposed. I remember I was in the chair at the time, and the Member for the High Arctic was sitting over on this side of the House, and I just had the debate along to clause 35 or 38, and Mr. Pudluk rose and said, "Enough of this." He said, "We have no translation. This is unsatisfactory. There is insufficient information and I do not know that our constituents are aware of what we are doing here. I think that we should delay and defer this until there can be adequate consultation, proper knowledge of what we are doing, and let us do it properly." If Mr. Pudluk will remember, the whole process ground to a halt, and the Commissioner of that day, Mr. Hodgson, sat up and in response to a question by Mr. Evaluarjuk said, "Yes, we think we can provide charter money to the Members of the Eastern Arctic who feel that insufficient consultation has occurred." I believe that shortly after that session prorogued, the territorial government did develop money and aircraft for Members to go into the communities and consult.

So even in that day we recognized that if you are going to put the control of education in the hands of the community, it is important that they know exactly what they are getting into. I just forget the date of the passing of the current ordinance, but I think it was about 1977, so there was a discussion period of some four years before we had moved to a point in time where an ordinance was put into place.

People Have Not Had Opportunity To Review Report

In terms of the process, I would refer to the letter of transmittal that was submitted to us in March, and the last paragraph especially, which said, "The special committee has completed this report earlier than was originally scheduled, so that Members of the Assembly and the people of the Northwest Territories can review the recommendations prior to the spring session of the Legislature." Now, the word used is "can" review; not may review, but can review, and I am very doubtful if that expectation, that condition, that intention, has been met. I do not think that the people of the Territories have had an opportunity to review these recommendations. My understanding is that

the translation that was made of this report at that time in Inuktitut only covered the 49 recommendations. The translation of the body of the report was not available to the public at large in Inuktitut-speaking communities until it was tabled by Mr. Curley on Thursday. Other Members have mentioned that the Dene languages, while they may have been considered, have not been used as vehicles to carry the substance and the intention of the authors of this report.

Full Consultation Needed Before Adoption Of Recommendations

In saying these things, and suggesting these things, I am not speaking in the sense of delay. I am speaking in the sense of consultation and the desire to ensure that what we do adopt has the approval, has the understanding, has the acceptance of all the people of the Northwest Territories. What we say, and what we say in this report, is "We want to give you, the people in the communities, the responsibility for this new education system." Yet I almost get the feeling, when I hear some of the comments, that we want to give it to them so much that we do not have time for them to examine it before we give it to them. We are so tied up with this package, and so sure that this package is what they want that we are going to give it to them without full and complete consultation.

I note, too, in the report that was tabled the other day, in the paragraph called "A Final Word", and I quote, again: "We confidently expect that our report will stimulate and challenge the imagination of every person interested in education in the Northwest Territories...." That is great, and no one could have greater hopes than I or Members of this chamber that this report does that, "...and we look forward to full discussion of the recommendations that we now submit". Well, to stimulate and challenge the imagination, it has to get to those imaginations. It has to be understood and read by those imaginations, and for a full discussion, certainly we have to have feedback from those imaginations. We have to have some comment and some recommendations and some understanding from our constituents.

Member's Personal Opinions Expressed

I, in speaking to it today and in speaking in the days ahead, I am speaking for myself -- Tom Butters only. I am the MLA, a Member of the Legislative Assembly, representing Inuvik, but I am not representing Inuvik here today, for the simple reason...

CHAIRMAN (Mr. Fraser): Your time is up, Mr. Butters. Is it okay if he continues? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Carry on.

HON. TOM BUTTERS: I am not representing Inuvik here today, for the simple reason that there has not been time, I think, for full and imaginative discussion to occur in this community. I checked with the people who sit on the board of the local education authority, and they indicate that this, the document that was tabled in March, was before them -- and for what reason I do not know the delay -- but it was before them only a week ago Wednesday. So I have attempted to arrange and schedule meetings with them, possibly this weekend or whatever, but they do not have recommendations or points to make at this time. I would also like to indicate that, since the Executive Committee has not considered this document -- we have been briefed on it, but we have not considered it -- anything I may say is not necessarily supported by any or many Members of that committee.

Distribution Of Report

I would be interested to have some questions with regard to the distribution of the report. Maybe I could ask questions that could be answered by some of the committee Members. I wonder if we could be assured that these reports have been widely circulated and that they are in the hands of people in Arctic Bay and Coppermine, Tuktoyaktuk and Rae. I do not know if they are; I assume that sufficient numbers of copies now have been printed to see them disseminated very widely and into as many hands as possible. I would be interested to know if there have been translations made on tapes in Dene languages or at least of the major recommendations, and whether these recommendations are in the hands of local education authorities or, in those communities where local education authorities do not exist, interested parents.

I know that, although the committee and the Members strove mightily, they did not visit all of the communities in the Northwest Territories. I guess I would like to have some assurance that those communities that our committee did miss do have copies of this report in their hands, and do feel that they have been able, or are able, to contribute to this process.

Request To Have Consultants Available

I would also like to know if any of the expert consultants mentioned in the last of the report will be available to answer questions. The co-chairman of the report mentioned that this report has been written in "consultantese" and I wonder if some of the people who put this together in the language of the highly educated professional will be available to explain some of the larger words. I notice Mr. Loughton is here, which is very welcome, but I also noted that a large number of people from Manitoba were consulted and especially from the Frontier School Division of Manitoba. I have heard that many of the elements of that division appear in this report. I know the committee had frequent occasion to meet in Winnipeg and I was not sure whether this was because of the availability of those consultants or what, but I am just asking, I guess, if Manitoba, the Manitoba experience, has played a major role in putting this report together? I would like to have available to us consultants from that jurisdiction, so that we could question and consult them.

So again, my congratulations to the committee. I would agree with Mr. Stewart, I think we do have time for an examination, a final examination of the recommendations in the fall. We will still be able to have these recommendations translated into legal jargon for formalization and acceptance in the winter session, so that we can meet the commitment that the committee has made to itself.

I realize that committee Members will be impatient and frustrated because the correctness of the recommendations are so clear to them. I suggest to them that I know they have lived with this for two years and like an elephant attempting to deliver a calf they would like to get rid of it and get it on its own feet, but I would just ask for their patience and understanding and trust that we could have a little bit more time for a thorough examination of the recommendations.

No Fears Of Changing Current Situation

In saying that, may I suggest to you that I have found nobody who is afraid to make changes that are necessary. I have talked with nobody who is unwilling to change a situation which is currently detrimental to the student, because this is the most important person we are thinking of, and the people who attend our schools. I think we all, every one of us, the 22 of us who sit here, the parents who bore those children and other people in the community want to ensure that our next generation is going to be better and brighter and wiser and richer than we are. So, I think that we could take a little time and as somebody said, co-operate and produce a report that 10, 15, 20 years from now we can look back at and all be proud of.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mrs. Sorensen.

Mrs. Sorensen's Comments

MRS. SORENSEN: Thank you, Mr. Chairman. Mr. Chairman, I remember back to December of 1979 when the standing committee on finance met to review its first budget, soon after being elected. As we went through each department we particularly looked at each department with a view to accountability and whether that department in government was performing. Toward the end of the review we finally had the officials of the Department of Education come before us and one of the first observations was that the Department of Education was spending one of the larger budgets, second to DPW. Given that we were spending in excess of some \$60 million on education or were to be spending in the next year, Members of the finance committee asked, "Well, let us have some accountability here. How many children are graduating from grade eight? How many children are graduating from grade 10? How many children are graduating from grade 12?" We also asked questions like, "What is the attendance rate in our schools across the Territories?" As the answers came in to the Members of the committee we felt that we just could not come into the Legislature and recommend that that \$60 million budget be passed without a public accountability on the functioning of the department and the education system in the Northwest Territories. Therefore the standing committee said, when the Legislative Assembly began to review the budget the following February/March of 1980 in Yellowknife, that we wanted to see a major debate take place on the floor of the Assembly concerning education in the North and we distributed some of the statistics that we had been able to gather.

Committee Is A Result Of Lack Of Accountability

As a result of that debate that took place, Mr. Tagak Curley made the motion that a special committee should be established and everyone knows what took place as a result of that motion. Here today we have the results of that very special concern that this Legislature has for a lack of accountability in our education system.

I personally had occasion to attend three of the special committee meetings. The first, unfortunately, was extremely emotional. It concerned the grants and bursaries situation. I was not proud of anyone at that meeting, including my own constituents and including Members of the committee that attended and I was not proud of myself either. However, the second meeting held in Yellowknife dealt with the education system and the schooling of our children. It was held over a two day period and I was very proud of the way my constituents handled themselves and contributed to this report. Their briefs were comprehensive and it showed very much their concern with the education system in the Northwest Territories.

Special Committee Meeting In Fort Resolution

The third meeting, Mr. Chairman, was held in Fort Resolution. I had occasion to accompany the special committee when it travelled from Hay River, where we were holding the session last May, to Fort Resolution for its special education committee meeting there. The meeting was extremely well attended by the people of Fort Resolution and just as Ms Cournoyea described in her opening remarks, the people of the community demonstrated a great degree of concern for their children and their children's schooling. The thing I want to point out about that meeting was, Mr. Chairman, the sensitive way in which each Member of the committee probed and prodded and asked questions and sought participation of the people that were there. I was extremely impressed with the special committee's handling of the issue in a community where the majority of people are native people and not so inclined to speak at public meetings where a lot of white people are in attendance. I felt just as Ms Cournoyea described, that they were very articulate in the way they emphasized the need for change within the education system so that it better accommodated their children and their needs.

Mr. Chairman, I feel that the report is a major and a very bold statement on policy direction. It is a significant policy direction, however, and everyone that I have talked to in my constituency and indeed in Yellowknife has indicated their interest in the concepts and philosophy of the report. They are not all supportive, that is true, but they are very interested in it and very, I guess, challenged by the debate that is going on now with respect to the contents of the report.

Levels Already Achieved Must Not Be Lost

The report is written from a rural perspective and there is certainly nothing wrong with that because the majority of people are living in a rural situation in the Northwest Territories. There is nothing wrong with that, as I say, as long as those areas such as my area, which have already achieved some of those levels that are recommended in the report -- as long as my area is allowed to continue and grow and develop as it has been doing without the loss of anything that it has been able to achieve so far. I believe that Mr. Curley has assured this House that there will not be a loss as a result of the implementation of these recommendations. Many of my constituents, of course, have lots of questions. Mostly those are for the sake of clarification and I look forward to the detailed review of each recommendation and the background information which has prompted the various recommendations.

I mentioned, Mr. Chairman, that my area has already been fortunate enough -- and I say fortunate -- to have already implemented many of these recommendations and I would like to emphasize that within both of the public and the separate school systems in Yellowknife there is relative content with the way things are progressing there. There is not the same kind of broad dissatisfaction that we find in the communities. The children from my constituency are in school. Their attendance rates are higher than 85 per cent and their drop-out rate, while it is high, is not at an epidemic level as it is in some of the communities. We have in Yellowknife special classes for the gifted. We have special classes for the children with learning disabilities and the slow learners. We have a growing and expanding French immersion program, which was instituted as a result of parental pressure and most important, we have the ability in Yellowknife to respond to other identified special needs as the parents and the elected board identify them.

Accountability Of Elected School Boards

We already have, as I said, an elected board with accountability to the parents and ratepayers and it is functioning very well. We already have the ability as parents -- and I am the parent of three children in the school system, and I am only 35 -- I am a young mother you see -- we already have the ability as parents, through our elected board, to hire and fire teachers -- and that is important to us. We now have the ability to directly negotiate salaries and benefits with the representatives of the teachers in each of the two primary and secondary school systems and -- something, by the way, that if the recommendations are implemented, will be taken away -- and of course that is one of the areas of concern that has been raised with me. And teachers are already involved in the development of curriculum within our schools.

Ratepayers Will Question Responsibility For Raising Revenues

The understanding, however, has been, in my constituency and within the schools in the Yellowknife area, that the rights as parents to have these responsibilities through the elected school board comes from the fact that one, they wanted the responsibility...

CHAIRMAN (Mr. Fraser): Sorry, Mrs. Sorensen, your 10 minutes is finished. Should she carry on?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed. Carry on.

---Agreed

MRS. SORENSEN: ...that one, they wanted the responsibility and were prepared to take it on, but two they pay 25 per cent of the operating and maintenance costs of the schools through their taxes. Now, the report states that no area should be penalized in respect to control due to the inability to pay their fair share. The report, therefore, reflects a significant change in thinking in the area of responsibility for raising revenues and relating back the degree of responsibility in the school system. Now I am concerned, naturally, that my area should likewise not be penalized because it does raise a portion of its funding and under this new direction my ratepayers and the people of Yellowknife will certainly want to know why they will have to pay when some areas obviously will not, particularly when all areas will have the same degree of responsibility.

Emphasis On Vocational And Occupational Training

There is no doubt, Mr. Chairman, that the direction provided for in the report shows a greater emphasis on vocational and occupational training and certainly in developing areas such as the North, it is clear that education programs which provide residents with the opportunities for training to secure employment in our area are obviously necessary. Vocational type training is needed to fulfil most of the jobs in the Northwest Territories. We must, however, relate that objective to another objective and that is that our schooling system provide our children with other options, not just vocational and occupational options, but also those that strong academic programs should provide so that we can also get doctors and lawyers and accountants and philosophers and poets and journalists.

The fear, of course, is that -- and not the kinds of poems like Arnie McCallum had earlier -- the fear, of course, is that with a strong emphasis on vocational programs, where high capital and operating and maintenance costs are required, dollars may be diverted from the academic. I would hope that that fear will not be realized if these recommendations are to be implemented and therefore certain guarantees, I am afraid, should be made on this issue, guarantees which we will discuss later as we get into each recommendation. I realize that Mr. Curley has already indicated, as I said earlier, that such fears may be unfounded. However, it has been my experience that when money is scarce, and a priority has been set, that the money goes first to the priority and if our priority in our education system is applied to the vocational, then that is where the first dollars will go and whatever is left over will then be applied to the second and third and fourth priorities.

Now, with respect to my comments with respect to what Yellowknife has already been able to achieve, suffice it to say that we have been very successful in our schooling programs in Yellowknife, particularly from grade one to grade nine in the public school, and from grades one to 12 in the separate school, and if those same kinds of successes can be achieved in the communities by increasing the parental involvement through elected boards, then that aspect of the report should be implemented quickly.

Support For Education Of Adults

As I read the report and discussed it with my constituents, the one thing they all agreed with and were extremely supportive of was the emphasis placed on the ability of adults or mature students to take part in the school programs and become an integral part of the school system. The emphasis placed on adult education is an important aspect of this report and I support that absolutely.

Mr. Chairman, I note that many of the consultants listed in the back of the report have come from Manitoba. I wonder if maybe, Manitoba having just gone through an election and thrown out a government, whether it is the northern frontier that bankrupted the system. I understand that Manitoba is very close to being bankrupt. However, that is an aside. As I understand it, some of the recommendations have been modelled after what presently exists in northern Manitoba. I will be interested later on when we are discussing the recommendations to find out what difficulties arose as a result of the implementation of those programs, and in particular, what the funding requirements were, particularly in respect of the children who have special needs as a result of multiple handicaps and the severely emotional disturbed remaining in their communities and becoming an integral part of the school system.

Fear That Recommendations May Not Be Implemented

Mr. Chairman, I would like to join with my colleagues in congratulating the special committee on its fine work and dedication to this formidable task. It was not an easy assignment and I find that I understand the committee's wish to have the adoption of the recommendations during this session, not only the discussion but the adoption of their recommendations. With only two years left in our mandate, the fear of course is a legitimate one, and that is that if these recommendations are not proceeded with posthaste, that they may never be implemented. As a matter of fact, several people in my constituency have made that observation; those who very much support the philosophy of the document say that the longer it remains on the shelf, so to speak, the less chance it has of being implemented.

Concern That Document Has Not Been Circulated

However, Mr. Chairman, I am most concerned that three of our MLAs have publicly stated that they have not yet read the report and we have also been informed that the translated document, not just the recommendations but the translated document, has not been circulated in the regions. That certainly concerns me since this Legislature prides itself in making sure that the people of the North are consulted before major decisions are taken, because my reading of both the Nunavut proposal and the Denendeh proposal is that that is the nature of the native way of governing. That is the way they would like to see governing set up in the North, that the people have a say in the major decisions of their elected representatives. So it is not enough to say that their concerns can be taken into account over the summer. This report gives philosophical direction, and if each resolution is adopted, then a course is set, and that course will then be reflected in the legislation accordingly. So it is more than just a discussion that we are having here if we adopt these recommendations. It is setting a new course for education and it will be very difficult, having once committed ourselves to that new course, to stop and change it.

Special Session In August Would Allow Consultation

I would ask the special committee, Mr. Chairman, to have patience. We must remember that we, as MLAs, have only had the report for six weeks. The people of the North have been denied access to the report by the very fact that they could not get English copies readily and they could not get the translated copies at all until two days ago. I realize your urgency but I would ask Members of the education committee to realize that a major change in direction is being proposed and that public debate must take place on this issue. I would like to suggest that we call a special session of this Legislature in late August to consider the formal approval of the recommendations and that will give those Members here the opportunity to read the report -- those Members who have not yet read it, and I suspect there are more than three -- and it would also give those Members an opportunity to take the report and sit down with their constituents and review it thoroughly, as I have tried to do and have not been successful in doing in a rush type of way in the last six weeks. I have had four meetings with various groups in Yellowknife and still have not done all the things that I would like to do with respect to the consultative process.

We could come to a special session in late August armed with the thorough knowledge that our constituents are in favour of the report and strongly support it and as well armed with recommendations for amendments or change that they would like to see -- suitable amendments -- if they do not agree with some of the recommendations. By meeting in late August to consider the report once again and formally approve it, we acknowledge the importance of the consultative process. We have done it before the report; now we must have a time to do it after the report is released.

Timetable For Legislation Would Be Met

Following the August session and a firm set of recommendations supported by this House, there will be time, and we can put a rush on it, for the proper legislation to be drawn up for the November/December session. I will feel comfortable then, passing that legislation at the November/December session knowing that my constituents have had the opportunity to give me an indication of their concern. Your timetable will still be met and that is to adopt the legislation by the November/December session. I think that that is a compromise that I would like the special committee to consider seriously. It is not, by any means, an attempt to thwart. I wish to thoroughly discuss the recommendations today, but I would just like the opportunity not to have to vote on them until I have more input from my constituency and until other MLAs have had more input from their constituencies. Thank you, Mr. Chairman.

AN HON. MEMBER: Hear, hear!

CHAIRMAN (Mr. Pudluk): Thank you, Mrs. Sorensen. Mr. Tologanak.

Mr. Tologanak's Comments

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. I, too, would like to congratulate the special committee on education for the thorough review and consultation that they have done throughout Kitikmeot. I would especially like to thank the committee for coming to the Kitikmeot region and some Members of the committee for coming back one more time, and also some of the workers of the committee coming back to Kitikmeot to consult further.

At the beginning, when the committee was formed, I was a Member of that committee for a short time, but I remember very clearly in Baker Lake the committee was given a very difficult task to deal with grants and bursaries. I think it was a very beautiful spring at the time and the committee, as a whole, did not want to get too deep into it knowing how much trouble was forecast at the time. That trouble they had to deal with and work with was residents of those major centres that were concerned about the grants and bursaries. The committee was called all kinds of names, names that most people in the world are not proud of, names that, I am sure, most people have forgotten by now. They had to deal with this report called "Learning: Tradition and Change". The report has my full support. The people in my region aspire to dig right into it, analyse it and make further comments on it.

Constituents Wish To Delay Report Until Fall

I have, in the past months, toured my constituency and having talked to several people in my constituency, the desire was to delay the report until the fall. I was happy to see the co-chairman, Bruce McLaughlin, go to the chairmen of the local education authorities, attend a meeting, to discuss with them briefly and answer questions, the kinds of questions they had about the report and the recommendation was there to delay the report until fall. Then there was a meeting of the regional council in the Kitikmeot region and a call for delay once again came along. I was happy that my colleague, Nellie Cournoyea, was there, representing Holman as an MLA, to explain to the mayors, representatives of Kitikmeot, why discussion should begin now. Discussions do not necessarily have to end here with the recommendations being passed and voted upon, but there is no reason why they could not carry over until the next session.

But before I get further into this, I, too, wish to express that I am very happy to be in Inuvik discussing education. I too, as Nick Sibbeston -- but further into a little more sporting life a bit -- I played in this gym, I suffered in this gym, I marched in this gym, I yelled in this gym, I kicked in this gym, I shot in this gym -- I think there might be some bullet holes yet in the back there; that is with the army cadets, I was not being radical at the time. That part of the sport, which Mr. Sibbeston suggested, also took place, not only upstairs but downstairs as well. But I am very proud to be in Inuvik discussing education because I spent a better part of my education in Inuvik, here, in SAMS, and in Samuel Hearne school once it was completed. I remember at the time they had quite a time trying to name Samuel Hearne. There were many discussions happening during that winter as to exactly what name Samuel Hearne should have.

I have seen in those years, in the past two years, that education has evolved into different stages throughout the Territories. I had a very fruitful education while I was here in Inuvik, staying at the Stringer Hall. The most unfortunate part that I can remember is that utilidor dividing the two hostels of two religions, on SAMS being divided into different wings; religious affiliations would exist in those wings. That changed eventually and eventually one of the hostels closed down and everyone was going to the same hostel. A few months back I had an occasion to tour the Inuvik region as my departmental responsibilities. I went through Stringer Hall and saw some of the old marks on my old locker.

Education In The North Has Changed Drastically

But education in the North has changed drastically since I was there, especially in the smaller communities. They went into a level system which I was not very supportive of, and am still not supportive of, and it shows in the students that do leave the smaller communities and go on to higher education. That is evident in the students that are going to high school in Inuvik, especially those students that are coming in from outside of Yellowknife. I am talking about many of my constituents, my future constituents, who will soon be voting, who are being frustrated because the type of education is not what it used to be and is not what it is in the communities. They are not well prepared to go into higher education. The Department of Education has been trying to deal with the problem by having special classes, or an extended year, and/or spending an extra year in preparing themselves to get into the proper program of curriculum in Yellowknife.

Education is very important. I have realized that for many years. Changes are being made. At one time I could not speak my first language for quite a number of years and it is only through my own efforts and the help of many people that I have been able to retain and practise my language in both Kitikmeot dialects.

The Future Of Our Children Is In The Report

I do not wish to say too much at this time but to congratulate the committee for the fine work they have done and the very hard consultation that they have done throughout the Territories. The recommendations, as I have gone through them, are very administrative and are a way of dealing with making changes but still the sense of tradition is there. I hope during our discussions and debates that we will deal with every recommendation in a very reasonable and mild-mannered way so that the future of our children -- the future of our children is in this report and what we say and how we deal with them is the way -- we must make a path for the education of our children. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Tologanak. Are there any more general comments? It seems that just about everybody has had one go around, I think, now. Mr. Wah-Shee.

Mr. Wah-Shee's Comments

HON. JAMES WAH-SHEE: First of all, I would like to congratulate the committee Members for the fine report that they have come out with and I look forward to going through the various recommendations. I would like to also say, on behalf of the Dogrib nation, that we had a good opportunity to develop our own education system in our own community. We were rather fortunate that the request was made from the community to the territorial government that we wanted to manage and run our own education system in our own community. We were fortunate to have the co-operation of the government at that time. So, we have been running our own school society for a number of years and so we still have a long way to go as a community. There is a great deal of interest in forming a regional board in my area. Not only that, but we are also very interested in forming a Dogrib tribal council.

Concerns Of Rae-Edzo School Society

My community, the Rae-Edzo school society board has asked me to convey two concerns regarding the report. First of all is that I share the view of having two separate divisional boards in the area of Mackenzie Liard and the Rae-Lac la Martre area. The reason for this, of course, is that in the Mackenzie Liard area you have a number of communities that all speak the same language. It is quite an area, actually, and I feel that they should be entitled to their own board, at least a regional board.

We in our area are a tribe unto our own. We speak our own language. Culturally it makes a lot of sense to have our own regional board as well. The people in my area have the aspirations of forming this regional tribal council. They would like to see the various regional boards plug into this tribal council and they feel that it should be done along those lines and I fully support their aspirations in that area.

The other one is in regard to the recommendations. In my area the communities would like to have the opportunity to take a look at the various recommendations contained in the committee's report. I share the views of other Members who feel that the various communities should be given the opportunity to look at these recommendations that we are considering while we are sitting here in Inuvik.

System Has Produced Few Professional People

I would not like to go into the whole history of my experience with the education system. I think it is fairly similar to the ones that have already been expressed today and I share the view that the present education system needs to be overhauled and some drastic changes are necessary if our students in the Northwest Territories are to benefit and to advance. One thing I have to say, though, about the previous education system. We have not produced very many doctors and lawyers and teachers. The very few that we have produced have turned out to be good politicians. However, I must say that even though we did not manage to produce many professional people in various walks of life and in trade, it would seem to me that the previous education system has produced many native and non-native politicians. I think there is something to be said about that, I suppose, and perhaps we have too many politicians and not enough chiefs.

---Laughter

Mr. Chairman, I would just like to say that I look forward to going through the report. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Comments of a general nature. There are no further comments. Everybody has had a go at it. Is it the wish to report progress?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

MR. SPEAKER: Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF TABLED DOCUMENT 2-82(2), LEARNING:
TRADITION AND CHANGE IN THE NORTHWEST TERRITORIES

MR. FRASER: Mr. Speaker, the committee has been considering Tabled Document 2-82(2) and wishes to report progress.

MR. SPEAKER: Thank you, Mr. Fraser. Are there any announcements from the floor? Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, I wonder if I might have unanimous consent to return to Item 9, notices of motion for first reading of bills.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Unanimous consent is being requested to return to Item 9, notices of motion for first reading of bills. Are there any nays?

REVERT TO ITEM NO. 9: NOTICES OF MOTION FOR FIRST READING OF BILLS

Proceed, Mr. Butters.

---Agreed

Notice Of Motion For First Reading Of Bill 1-82(2): Supplementary Appropriation Ordinance, No. 3, 1981-1982

HON. TOM BUTTERS: Mr. Speaker, I give notice that on Monday, May 17th, 1982, I shall move that Bill 1-82(2), An Ordinance Respecting Additional Expenditures for the Public Service for the 1981-1982 Financial Year, be read for the first time.

MR. SPEAKER: Thank you. Announcements. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I want to notify the Members -- it is not very good news. I want the people who were in the Eighth Assembly to know that one of our first interpreters, Jimmy Nayomialook, died this winter. I just wanted you to know. He was one of the very best interpreters. He was not lazy. He was one of our interpreters during the Eighth Assembly. I just wanted you to know that. Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. Are there any further announcements from the floor? Mr. Curley.

MR. CURLEY: Mr. Speaker, I would just like to announce to the Members here that I think we should give a special appreciation to the Native Women's Association for providing such an excellent service, particularly to Agnes Gardland Jones, Margaret Nazon Donovan, Minnie Kalinek, Violet Greenland, and their president, Bertha Allen.

SOME HON. MEMBERS: Hear, hear!

---Applause

MR. SPEAKER: Thank you, Mr. Curley. Are there any further announcements? Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Remnant): Members will be aware that they have all received invitations to the reception this evening by the town of Inuvik in the council chambers at 8:00 p.m. On Saturday, May 15, 11:00 a.m. in the small Family Hall, a joint meeting of the standing committees on finance and legislation.

For those MLAs who have indicated that they wish to travel to Aklavik and Fort McPherson on Sunday, the flight for this trip is leaving the airport at 1:00 p.m. Vehicles will be at the various places of accommodation to pick up Members between 12:15 and 12:30.

On Monday, May 17, 9:30 a.m., in the small Family Hall, a meeting of the caucus subcommittee on electoral boundaries.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day for Monday, May 17, 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
9. Notices of Motion for First Reading of Bills
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: Tabled Document 2-82(2)
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 p.m., Monday, May 17th, 1982.

---ADJOURNMENT

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