



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

MONDAY, MAY 17, 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, 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 Monday, May the 17th.

Item 2, replies to Commissioner's Address.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Curley.

Question 25-82(2): Akaitcho Hall Living Conditions

MR. CURLEY: Yes, Mr. Speaker, I wish to ask the Minister of Education the following question. In view of the fact that a recent trip was made by 11 parents from Keewatin to meet with the Akaitcho Hall hostel personnel to express their total dissatisfaction with the policies of the Akaitcho Hall, including expelling students for minor infractions and thereby depriving students of any respect for the education system, can the Minister tell the parents of Keewatin in this Council what assurance he gives them that the hostel will never again expel students for minor infractions, and does the Minister have any plans to improve the hostel living conditions to make it a more pleasant place to attain higher education, and not something comparable to a correctional institute with nothing to do after the school hours?

MR. SPEAKER: Mr. Minister, Mr. Patterson.

Return To Question 25-82(2): Akaitcho Hall Living Conditions

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I have yet to receive the report from the committee of concerned Keewatin parents. I do not believe it has quite been finalized following their recent visit; but I have received some information about some of their findings, and I believe they will be recommending that there be more emphasis on recreational opportunities for students at Akaitcho Hall, and that it would be more appropriate if students develop more of a home-away-from-home atmosphere in Akaitcho Hall, rather than pursuing social and recreational opportunities in the city of Yellowknife. I believe these are the directions of the recommendations. I am unaware of any conclusions on expulsion policy, but I am looking forward to hearing any recommendations that the parents' committee might have on that subject as well. I can assure the Member that although I was unable to be present when the parents visited, I instructed my officials to be there and give them every

co-operation in order to let them see first-hand some of the challenges facing people who are running a residence. I am very much looking forward to receiving the report, and I can assure the Member that the recommendations will be taken very seriously by me, and we will endeavour to follow through on all the recommendations made by the parents' committee. Thank you.

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

Supplementary To Question 25-82(2): Akaitcho Hall Living Conditions

MR. CURLEY: Yes, Mr. Speaker. I am aware of the expulsion policy. I have one relative who I believe was very successful in going through the school, grade 10 and 11, and he was expelled for a very minor infraction. The recent uproar with respect to the parents getting involved in this trip to Yellowknife, again involved the students from Keewatin being threatened to be expelled because of being involved in a minor party, or something. He was sleeping at 9:00 o'clock, and he had had some beer to drink with his friends. So, this is the kind of problem that is going on. I wonder if the Minister is going to be reviewing the report, would he also conduct a review to expel those personnel who have continued to deprive the students of higher education for very minor infractions of the hostel rules, because I think this is where the decision should be made that you should expel those supervisors who are harming the future of the young kids from Keewatin?

MR. SPEAKER: Mr. Minister.

Further Return To Question 25-82(2): Akaitcho Hall Living Conditions

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. It certainly is not the policy of the Department of Education to expel students from residences for minor infractions, and if that is going on, then I certainly will see that something is done about it. However, neither would we dismiss employees for minor errors of judgment as well, and I cannot say more about what action we might take until I receive the report of that Keewatin parents' committee and until my officials give me their report as well. However, I can assure the Member that I do realize the depth of seriousness of the parents' concerns. I met with some over the telephone for some two hours, and I will respond as required. Thank you.

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

Question 26-82(2): Building Of Keewatin Regional Education Centre

MR. CURLEY: Mr. Speaker, I have another question to the Minister of Education. In view of the Keewatin regional education committee's recent meeting in March, a resolution was passed urging the Minister to proceed immediately with the architectural design and construction of the proposed Keewatin regional high school. Can the Minister tell this Council what steps he has taken to effect the wishes of the people of Keewatin, and what kind of schedule does the Minister have for building the proposed high school?

MR. SPEAKER: Mr. Patterson.

Return To Question 26-82(2): Building Of Keewatin Regional Education Centre

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I am sure that the Member can appreciate that a complicated capital work like the proposed Keewatin regional education centre does require an implementation schedule, and I am pleased to report that I have now completed a detailed implementation plan for phasing in the construction of the entire education centre as proposed by the planning group that has been working in the Keewatin. I will present that proposal for the approval of the Executive Committee very shortly, and can advise the Member and the Keewatin regional education authority of the decision of the Executive Committee at that time. It will lay out in detail precisely when planning and construction will take place and give a long-range picture of the conclusion of this important project. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I have a question to the Commissioner of the Northwest Territories.

MR. SPEAKER: Shall we invite the Commissioner inside the ropes? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Mr. Commissioner, please. Proceed, Ms Cournoyea.

Question 27-82(2): Economic Development Review, Terms Of Reference

MS COURNOYEA: Mr. Speaker, this is in regard to the Economic Development review. Was there detailed terms of reference given to Dr. Mair in regard to the kind of review he was to do on the Economic Development department?

MR. SPEAKER: Mr. Commissioner.

Return To Question 27-82(2): Economic Development Review, Terms Of Reference

COMMISSIONER PARKER: Mr. Speaker, the terms of reference that were given to Dr. Mair were contained in a letter to him. They were not particularly detailed, but I believe they were fully adequate, particularly when they were combined with a very considerable briefing by myself of Dr. Mair.

MR. SPEAKER: Thank you. Oral questions. Supplementary, Ms Cournoyea.

Question 28-82(2): Tabling Of Consultant's Report On Economic Development

MS COURNOYEA: Mr. Speaker, would the Commissioner please refer to an indication he made in talking about the review last week, when he indicated that it was a report to himself and he appeared to imply that he would not necessarily be tabling that report in this Assembly.

MR. SPEAKER: Mr. Commissioner.

Return To Question 28-82(2): Tabling Of Consultant's Report On Economic Development

COMMISSIONER PARKER: I did not detect a question, Mr. Speaker, but having thought of the matter a little further and my response, I am quite confident that the report that I will receive from Dr. Mair will be tabled as a public document.

MR. SPEAKER: Thank you. Ms Cournoyea.

Supplementary To Question 28-82(2): Tabling Of Consultant's Report On Economic Development

MS COURNOYEA: Mr. Speaker, the Commissioner also said that he did not really quite know whether Dr. Mair had totally completed the investigation in this area and talked to each individual. Does he know now or can he tell us now whether Dr. Mair will be returning to this area in particular to talk to a number of the individuals whom he was not able to contact?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 28-82(2): Tabling Of Consultant's Report On Economic Development

COMMISSIONER PARKER: Mr. Speaker, I do not believe I made any reference to whether or not his work was complete, but what I did say was that I was expecting to receive his report by the middle of June. In my last conversation

with Dr. Mair, which took place perhaps 10 days ago, I believe that the trip that he was making shortly after that, was to be his last visit to this area. However, I imposed no particular restraint on him and I would have to now inquire from him as to whether he has any further field work to do or not.

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

MR. CURLEY: Yes, Mr. Speaker. I have another question to the Minister of Education. Does the Minister expect any difficulties with his colleagues on the Executive Committee if the recommendations of the special committee on education report were adopted by the House to proceed with implementing some of the recommendations for the next coming school year and legislative changes for the fall session?

MR. SPEAKER: I think that that question is out of order, Mr. Curley. It is asking for an opinion of his colleagues. It is not a basis of fact. Mr. Curley.

Question 29-82(2): Implementation Of Education Report Recommendations

MR. CURLEY: Mr. Speaker, I will rephrase my question. I would like to ask the Minister if he would be able to proceed with some of the implementation if the report of the special committee were adopted, to effect changes for the upcoming school year and would he be able to prepare, possibly, some of the legislative changes necessary to effect some of the recommendations in the report?

MR. SPEAKER: Mr. Minister.

Return To Question 29-82(2): Implementation Of Education Report Recommendations

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Yes, I am confident that the Executive Committee will, as it has done in the past, respond with dispatch and efficiency to implement the directions of the Legislative Assembly. Thank you.

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

Question 30-82(2): Shuffling Of Ministers' Portfolios

MR. CURLEY: Yes, Mr. Speaker. I have a question to the Commissioner. Mr. Commissioner, you indicated to this House last week you might know in about a month whether to shuffle the Executive Committee Members to various portfolios. I wish to ask the Commissioner what is required to make an intelligent decision whether to shuffle or not to shuffle the Executive Committee Members and what kind of inquiry or studies do you have to make and who do you have to consult and why does it take such a long time to make a decision and why cannot you make a decision now?

MR. SPEAKER: Mr. Commissioner.

Return To Question 30-82(2): Shuffling Of Ministers' Portfolios

COMMISSIONER PARKER: Mr. Speaker, I suppose a decision could be made now, but I am not absolutely certain that major changes in portfolios are required. My colleagues and I have discussed this and I answered the other day to the effect that I relied very heavily upon the advice of the Leader of the Elected Executive Members and the other Executive Members at arriving at this decision. I take issue with the portion of the question which suggested that I ever made any commitment toward a shuffle. That is entirely an Executive Committee matter and my prerogative. The decision will be made on the basis of making the best use of the talents that are available among the Members of the Executive Committee and it will be announced in due course.

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

Supplementary To Question 30-82(2): Shuffling Of Ministers' Portfolios

MR. CURLEY: Yes, a final supplementary. The Commissioner assured me and this House last November that he would be making an announcement very soon with respect to the shuffling of the Executive Committee Members' portfolios and he again assured me in the winter session in February that he would be making an announcement about the shuffle very shortly, and now, again, after four months, he is saying to me that he is going to be making an announcement sometime within a month. I am not sure whether I am reading his announcements here properly. I would like to know whether in fact he will shuffle or not. You know, that is a simple question that he should have answered a long time ago.

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 30-82(2): Shuffling Of Ministers' Portfolios

COMMISSIONER PARKER: Mr. Speaker, I believe that some realignment of portfolios is likely to take place within the next month.

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

Supplementary To Question 30-82(2): Shuffling Of Ministers' Portfolios

MR. CURLEY: Mr. Speaker, I have a final one. I am sorry. Mr. Commissioner also assured me at one time that he would be considering appointing a Minister responsible for Eastern Arctic. Although he did make an announcement that he had given Mr. Patterson some responsibilities for the constitutional development process in the Eastern Arctic, can the Commissioner indicate to this House whether or not he will be considering seriously to appoint an Eastern Arctic Minister, in view of the fact that the plebiscite results were affirmatively in support of the division?

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 30-82(2): Shuffling Of Ministers' Portfolios

COMMISSIONER PARKER: Mr. Speaker, in making the appointment of the Hon. Dennis Patterson as a Co-Minister for Aboriginal Rights and Constitutional Development, I implied then or indicated then that he would have special responsibilities for the two eastern regions, and particularly in that area of concern. I am not yet convinced that regional ministries are appropriate and as such I would believe that it is more likely to continue to press upon Mr. Patterson to carry out those responsibilities of bringing the special concerns of the East to the Executive Committee and I am not certain that I will make other appointments of regional ministers. If I might just add, I do not consider that in any way am I avoiding the issue of division. In fact, I understand very well the issue of division and as a result of the vote, the earnest desire of the people of the East for division.

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

Question 31-82(2): High Cost Of Gas In Baffin Region

MR. ARLOOKTOO: (Translation) Mr. Speaker, thank you. My question is directed to Hon. Kane Tologanak regarding the Baffin region. There are different prices for gas in the Baffin region communities, and there are some communities that have higher prices. The residents want to know why the cost of the gas is so high. Also, in my constituency Lake Harbour is close to southern Canada, but they still have high costs and prices. This is my question to Mr. Tologanak. Thank you.

MR. SPEAKER: Mr. Tologanak.

HON. KANE TOLOGANAK: Thank you, Mr. Speaker. To properly answer the question, I would have to take that question as notice.

MR. SPEAKER: Thank you, Mr. Minister. You are taking the question as notice. Oral questions. Mr. Noah.

Question 32-82(2): High Rental Rates For Poor Public Housing

MR. NOAH: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister responsible for the Housing Corporation regarding houses that have been used. Some of the houses are poorly fixed, and they do not have enough furniture. My question is, why do they put up the rent so high, even though they have poor houses? My question is directed to the Minister responsible for the Housing Corporation. Can he answer that?

MR. SPEAKER: Mr. McCallum.

Return To Question 32-82(2): High Rental Rates For Poor Public Housing

HON. ARNOLD McCALLUM: Mr. Speaker, the recommendation or the direction of the board of directors of the Housing Corporation to increase the rental scale simply reflects the cost of providing housing to people and the cost of providing the services that are required to operate a home. That decision, to increase the rental rates, as the Member knows, has been delayed. I indicated last week that it is my opinion that it will be even further delayed as of June or July, but the increase in rates simply reflects the high cost of providing services to people in public housing.

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

Supplementary To Question 32-82(2): High Rental Rates For Poor Public Housing

MR. NOAH: (Translation) Thank you, Mr. Speaker. A supplementary to the question. My question is directed to the Minister responsible for the Housing Corporation, Mr. Speaker. Maybe the Minister is well aware of the people that are working on very small employment in the Northwest Territories. Can you clarify to the House if you are going to be increasing the rent of the houses? I know some people make good money, but they do not get along with the increase of the rent in the Northwest Territories.

MR. SPEAKER: Mr. Minister.

Further Return To Question 32-82(2): High Rental Rates For Poor Public Housing

HON. ARNOLD McCALLUM: Mr. Speaker, obviously increases to individuals of moneys they may have to pay for rent are not very well received at any time by anybody. Nobody likes having to pay greater amounts of money in order to live and be properly housed. As far as I am concerned, I as an individual, as the Minister responsible for housing, do not set the rental rates. The rental rates are set by a board of directors of the Housing Corporation. I think that the concerns that have been voiced from a number of areas about the proposed increase are being heeded, and are being listened to by the board of directors, and I am sure that they would take the appropriate action. The amount of money that people are assessed as a rental structure compares more than favourably with the amount of rents that are being paid by people in public housing across the country, and we allow deductions from gross income that are not in vogue anywhere else in Canada. We obtain the money for social housing from the same source that other places do, that is, from a lending institution; in this case, Canada Mortgage and Housing Corporation. In direct reply to the Member's question I would expect that the board of directors will take into their deliberations as to whether they should increase rental rates, the kinds of concerns that are being voiced by people in the Territories.

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

Supplementary To Question 32-82(2): High Rental Rates For Poor Public Housing

MR. NOAH: (Translation) Mr. Speaker, I asked the Minister responsible for the Housing Corporation about the inflation, and I would ask him if that increase is going to be going on forever, and he did not answer that. I would like a simple answer. I think there has got to be a limit to the increases sometime, and if the increases are going to go ahead forever, I am wondering, and I would ask the Minister -- since he is responsible for the Housing Corporation, and also he works closely with the board of directors -- I think there should be some limit on the increase, and I want some answers. Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Minister.

Further Return To Question 32-82(2): High Rental Rates For Poor Public Housing

HON. ARNOLD McCALLUM: Mr. Speaker, I would obviously be more than willing to provide a simple answer if the question was a simple question; however, the question is such that I have to respond to something about the cost of living. I know the cost of living will go up and continue to go up in the Northwest Territories and across the country. I cannot provide a simple yes or no answer as to whether the rental rates are going to go up. I do not set the rental rates. As for being responsible in terms of the Housing Corporation, I am responsible to this House for the questions regarding the operation of the corporation. I do not have any day to day, month to month direct involvement with the Housing Corporation. That is not the responsibility that I have. I think yes, that rents will continue to go up the same way the cost of other materials and other services will continue to go up in the Territories, but I do not have any control over that, and it may be that this House would want to set a maximum rent now to do forever and ever, for rental rates. That is the direction that you will have to give to the board of directors. I can take that direction and give it to the board of directors. Members of the House nominated those people who are now the board of directors. You are the people who agreed they should be on there. They make the decision. I do not. I would indicate to the Member that whether I think inflation is going to continue to rise -- if I knew the answer to that, I would take Allan MacEachen's job.

MR. SPEAKER: Oral questions. Mr. Kilabuk.

Question 33-82(2): Construction Of New Houses In 1982-83

MR. KILABUK: (Translation) Mr. Speaker, in late February we were told by the Housing Corporation that there will be no houses built in 1982-83. Is that the truth? I would like to know if that statement is true. Are there going to be some more houses built? If you know that, I would like an answer. Thank you.

MR. SPEAKER: Mr. McCallum.

Return To Question 33-82(2): Construction Of New Houses In 1982-83

HON. ARNOLD McCALLUM: Mr. Speaker, I had indicated at the budget session that the Housing Corporation will not be beginning the erection of any more or any new public housing in the year 1982-83. The corporation will begin to acquire land and begin to prepare the land for the erection of houses in the next year. This year, the only work in housing will be the completion of units that were built and begun the year prior. There has been no change in that particular direction. We are, hopefully, going to be able to continue with the Small Settlement Home Assistance Grant, the SSHAG grant, to promote ownership; but as I had indicated to Members last week in response to a question from the honourable Member for Mackenzie Liard, the LEAP review board has

stopped providing funding for training programs -- that is, the labour component in the SSHAG program -- so there may not even be much completed under that Small Settlement Home Assistance Grant, the SSHAG grant; but no, we are not beginning any construction of new public housing units in the Northwest Territories in the year 1982-83.

MR. SPEAKER: Mr. Kilabuk.

Supplementary To Question 33-82(2): Construction Of New Houses In 1982-83

MR. KILABUK: (Translation) Mr. Speaker, a supplementary. During the spring I was visiting the communities in my constituency. They were told that they would be getting new houses in the summer and they were told that the Housing Corporation was building some houses there. I would like a full answer. I was told of this incident in February, so I would like to fully understand or have some clarification from the Minister responsible for the NWT Housing Corporation. Thank you.

MR. SPEAKER: Mr. Minister.

Further Return To Question 33-82(2): Construction Of New Houses In 1982-83

HON. ARNOLD McCALLUM: Mr. Speaker, I do not know who would indicate to people in communities that the corporation is going to begin the construction of houses, that is public housing, in the Northwest Territories in the fiscal year 1982-83. I do not know who would say that and I do not know where the information came from, because I have said it often enough in this House that we are not, as a corporation, building any public houses this year; that is, beginning them. We are putting up some staff housing. We are completing programs that were begun last year, but actually taking out the hammer and the nail and doing any kind of construction in housing anywhere in the Territories this year -- no, we are not, and I do not know whether I can be any more explicit than that.

I indicated that we are beginning the site preparation for a number of units that will start next year, but this year there is not any, save the completion of units begun under a program last year, save the construction of staff housing and to my knowledge even the staff housing component of it has been seriously reduced over the past year.

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

Question 34-82(2): New Airstrip For Pangnirtung

MR. KILABUK: (Translation) Mr. Speaker, I have another question to the Minister of Economic Development and Tourism. The people of Pangnirtung have been asking for a new airstrip. You, as the Minister of Economic Development and Tourism, have been telling the people of the hamlet of Pangnirtung that you would be meeting with them and discussing the new landing strip in Pangnirtung. Will you be visiting the community and telling them what your intentions are?

MR. SPEAKER: Mr. Butters.

Return To Question 34-82(2): New Airstrip For Pangnirtung

HON. TOM BUTTERS: Mr. Speaker, there may be some misunderstanding. I do not think that I was referring to the provision of a new airstrip at Pangnirtung. That responsibility falls under the aegis of Local Government and my colleague, Mr. Wah-Shee. What I was referring to was a disagreement or a misunderstanding over a strip that had been given approval to by the federal government some months ago. I had indicated to the honourable Member that I would be travelling to Pangnirtung and discussing, mainly with the operator of that airstrip, how

it would be affecting the community's activities. When he arrived at Inuvik a few days ago I confirmed that it is my intention to visit the Eastern Arctic in the next five or six weeks and that I would be making a trip to his community.

MR. SPEAKER: Thank you. Mr. Kilabuk.

Question 35-82(2): Minister Of Local Government To Visit Pangnirtung Concerning Airstrip

MR. KILABUK: (Translation) Supplementary, Mr. Speaker. Would the Minister of Local Government, since he is responsible for the hamlets -- maybe he would come to visit, with the Minister of Economic Development. Would you agree to visit the community of Pangnirtung and discuss further the matter of the landing strip? Thank you.

MR. SPEAKER: Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Speaker, I would like to take this as notice and reply to the honourable Member tomorrow.

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

Question 36-82(2): Decisions Made By Housing Corporation Board Of Directors

MS COURNOYEA: Mr. Speaker, this is just a question as a result of the statement made in reply to Mr. William Noah's question to Mr. McCallum, the Minister responsible for housing. In terms of the board of directors of the Housing Corporation, would he not more clearly say that the board of directors have to make their decisions within certain guidelines rather than making the total decisions of the Housing Corporation, and would he not say that the board of directors of the Housing Corporation were subject to the programs that were negotiated by whomever, perhaps himself, and operate within the guidelines of those certain programs?

MR. SPEAKER: Mr. McCallum.

Return To Question 36-82(2): Decisions Made By Housing Corporation Board Of Directors

HON. ARNOLD McCALLUM: Mr. Speaker, not having had the experience that the honourable Member opposite and the Member for the Keewatin North have had as being members of the board of directors of the corporation, I am not that totally conversant with the rules and the operations. We certainly do have a Northwest Territories Housing Corporation Ordinance. The Members have had the experience of working as board directors. I have not had that. I have not negotiated any particular agreement with the federal government or its lending institution. I would hope that in the future we would be able to do that, to get more directly involved and I do not put down the guidelines. The guidelines that possibly the Member is referring to may be the ordinance that sets up the Northwest Territories Housing Corporation and if I am to be chided at all, it may be because I am not that conversant when I should be with the Northwest Territories Housing Corporation Ordinance by which it operates, but I do not have the experience of how the board operates as a unit that both Members who have asked the questions on the Housing Corporation have had.

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

Question 37-82(2): Louis Voisey's Shipping And Freighting Service In The Keewatin

MR. CURLEY: Mr. Speaker, I have a question to the Minister of Economic Development. In view of the fact that the small business people are having a very difficult time trying to cover their loans, particularly the interest

on their loans, could the Minister tell this House exactly what kind of initiative did the Minister take to try and help Louis Voisey's shipping and freighting service in the Keewatin, in view of the fact he has now gone into receivership? Could the Minister tell this House what assistance, if any, did Economic Development have to try and prevent that from going into receivership?

MR. SPEAKER: Mr. Butters.

Return To Question 37-82(2): Louis Voisey's Shipping And Freighting Service In The Keewatin

HON. TOM BUTTERS: I do not know the propriety of discussing clients' personal business in this House, but as the Member has raised the question and as Mr. Voisey is a constituent of the Member's, I assume that he probably has Mr. Voisey's permission to speak to the matter. I have not seen a report of the work that has been done with Mr. Voisey since a meeting occurred, I believe, early in April, when I visited the Keewatin after the winter session with my honourable colleague. We did discuss with Mr. Voisey at some length the proposals and stratagems that might be advanced to alleviate the financial situation in which he found himself. The strategy developed at that time, I recollect, was that members of my department, both in the region and from headquarters, would sit down with Mr. Voisey and with his financial advisers and accountants from Winnipeg and work out the best possible arrangement for him. In this situation -- although I have not been directly informed and I do believe that the Member's statement was that that enterprise is now in receivership -- I would assume that that arrangement has been agreed upon by both the client and all the advisers that were available to Mr. Voisey. If there is some specific information which the Member may request, I could obtain this and advise him on the matter personally.

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

Question 38-82(2): Offsetting High Interest Rates For Small Businesses

MR. CURLEY: Mr. Speaker, I would like to ask the Minister of Economic Development another question. In view of the fact that the department did not seem to have any interest in offsetting the high interest rates faced by the small businessman, does Economic Development have any plans or any proposed policies to assist small businessmen to offset high interest rates? If not, why not?

MR. SPEAKER: Mr. Minister.

Return To Question 38-82(2): Offsetting High Interest Rates For Small Businesses

HON. TOM BUTTERS: Mr. Speaker, the Member is absolutely incorrect in saying that the department is not interested in attempting to alleviate the high interest rates being experienced by northern businessmen. That is not correct. There is a policy being developed to achieve that end.

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

Question 39-82(2): Post Office Services In Chesterfield Inlet

MR. NOAH: (Translation) Thank you, Mr. Speaker. I have a question but I do not really know which Minister it should be directed to. Perhaps if I ask the Commissioner -- I think Mrs. Sorensen is part of the post office committee. The Chesterfield Inlet post office has not been renovated. It is not very well organized. Parcels have been coming into the community -- the community of Chesterfield is very small, and they have a continual problem there with parcels. I wonder if this problem could be arranged somehow.

MR. SPEAKER: Mr. Noah, I am sorry. That question cannot be directed to Mrs. Sorensen, and I do not think anybody on the Executive -- does anybody on the Executive wish to field that? Mr. Commissioner.

Return To Question 39-82(2): Post Office Services In Chesterfield Inlet

COMMISSIONER PARKER: Mr. Speaker, the best that the administration can do is to take the honourable Member's concerns and pass them along to Canada Post, and I will commit ourselves to doing that in an effort to try to improve the service to Chesterfield Inlet.

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

Question 40-82(2): Assistance To Mr. Voisey In Retaining Shipping Company

MR. CURLEY: Mr. Speaker, I have another question to the Commissioner with respect to this Louis Voisey's shipping company. In view of the fact that the Minister has failed to assist Mr. Voisey in retaining his shipping company in terms of assisting him with keeping up with the high interest rates, since he had assured me that he would review the role of the private operators in that area, will the Commissioner assure this House that he will look into Louis Voisey's situation very carefully and see if he could try and ensure that he not lose his business? The Minister of Economic Development does not care about it.

MR. SPEAKER: Mr. Commissioner.

Return To Question 40-82(2): Assistance To Mr. Voisey In Retaining Shipping Company

COMMISSIONER PARKER: Mr. Speaker, I have full and complete confidence in the Minister of Economic Development and Tourism...

MR. CURLEY: That is fine, but we do not.

COMMISSIONER PARKER: ...and I am sure that should he wish to have the further assistance of either myself or any of his colleagues, he will ask. Suffice it to say that we are now all fully aware of the problem that Mr. Louis Voisey is suffering under.

MR. SPEAKER: Mr. Minister.

Further Return To Question 40-82(2): Assistance To Mr. Voisey In Retaining Shipping Company

HON. TOM BUTTERS: I rise on a point of privilege, Mr. Speaker. I totally reject the insinuation by the honourable Member for Keewatin South that I have no care or concern over his constituent's business. That is totally false, uncalled for, unnecessary -- in view of the fact that I spent a number of hours with Mr. Voisey in Eskimo Point, and had set up an arrangement in which that concern could be examined. I would advise the honourable Member that receivership is not the loss of a business. Receivership is a mechanism by which management controls can be put in place. I do not know that the Member said that his constituent had lost his business. I think he said that it had been put into receivership. I will investigate and look into the matter and see what can be done; but I have not had such a report except from the Member.

MR. SPEAKER: Thank you. Oral questions. Mr. Curley. I do not want a debate, just questions, please.

Question 41-82(2): Awarding Of Business To Mr. Voisey

MR. CURLEY: Yes, Mr. Speaker. The small business people do not appreciate any Minister who condones small business going into receivership, because it is not such a bad business. I would say that I must reject the Minister's condoning

that kind of policy. I will then ask the Minister, will he undertake seriously to see if he can find any means to keep Mr. Voisey in business by allowing him to have a role in that area, to move freight from various points?

MR. SPEAKER: Mr. Minister.

Return To Question 41-82(2): Awarding Of Business To Mr. Voisey

HON. TOM BUTTERS: Mr. Speaker, I give the assurance to the Member that I will look into the situation with Mr. Voisey that is currently being experienced, and do whatever I can to assist his constituent.

MR. SPEAKER: Oral questions. Mr. Noah.

MR. NOAH: Yes, Mr. Speaker, just a correction on my earlier question to the Commissioner. I did not ask a direct question to Mrs. Sorensen. I simply stated I believed Mrs. Sorensen was a member of the board for the post office or whatever.

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

Question 42-82(2): Request For Reply To Question 13-82(2)

MS COURNOYEA: Mr. Speaker, I asked a written question to the Minister responsible for housing regarding cost overruns and I am wondering if he could tell me when I could expect a reply to the written question?

MR. SPEAKER: Mr. McCallum.

Return To Question 42-82(2): Request For Reply To Question 13-82(2)

HON. ARNOLD McCALLUM: Mr. Speaker, before this session prorogues.

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

Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

MRS. SORENSEN: Thank you, Mr. Speaker. My question is for the Minister of Economic Development and it concerns the Norman Wells pipeline project. Mr. Minister, given the fact that the work on that Norman Wells project is now under way, particularly with respect to the expansion of the site, the building of the islands, I am wondering if the territorial government has signed a socio-economic agreement with Esso Resources and Interprovincial Pipe Line governing the socio-economic aspects of the Norman Wells pipeline, particularly with respect to job and business opportunities for northerners?

MR. SPEAKER: Mr. Butters.

Return To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

HON. TOM BUTTERS: Mr. Speaker, I do not recollect signing such an agreement. I know that discussions have been going on with both Mr. Arnett and Mr. Pearce, but I do not know that there has been a specific socio-economic agreement signed with either particular agency on that project.

MR. SPEAKER: Supplementary, Mrs. Sorensen.

Supplementary To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

MRS. SORENSEN: Well, Mr. Minister, of course there is great concern then on my part and indeed, on the part of the House that an oil and gas project would be under way and yet this government has not yet signed and concluded a socio-economic agreement. I wonder, Mr. Minister, if you can perhaps indicate

to the House what the problems are that are associated with not getting on with the job? Is it perhaps that we have been informed that we are not responsible for the socio-economic aspects of this job, as we are in the Beaufort Sea and with some of our mining projects?

MR. SPEAKER: Mr. Butters.

Further Return To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

HON. TOM BUTTERS: The whole question of responsibility for the socio-economic agreements is still very much under discussion and possibly very tenuous. Our expectation is that -- and I am referring now to the Beaufort Sea -- that the new arrangements with COGLA, Canada Oil and Gas Lands Administration, will be the same as they were in the past with the Minister of Indian Affairs and Northern Development, Mr. Munro, and that is that this government would have the prime responsibility for negotiating and implementing such agreements, which would be co-signed with our federal partner.

With regard to the Esso Resources arrangement at the Norman Wells, while there may not be an agreement in place as signed, there is a socio-economic agreement, an economic paper which has certainly been guiding me in any complaints I receive with regard to the manner in which that project is carried on. I just looked for it in my case, but I do not find it. However, I will provide this to the Member when I can find my copy.

MR. SPEAKER: Mrs. Sorensen.

Supplementary To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

MRS. SORENSEN: Well, Mr. Minister, I still have not got an indication from you about why there has been a delay in the signing of this agreement. An agreement is not an agreement until it is signed by both parties. I am very concerned that there may be a power struggle going on here, in that I have heard Mr. Scullion, who I understand is the acting co-ordinator of the Norman Wells pipeline and who is now touring the North or has been touring the western part of the North, saying that if anyone has any problems with the proponents that he is the one to whom they go. So, my question is -- there is bound, of course, to be confusion on the part of our small contractors and our businessmen about who really is responsible for the socio-economic portion of this pipeline -- is it our government or is it Mr. Scullion or is it COGLA or is it the Minister?

MR. SPEAKER: Mr. Butters.

Further Return To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

HON. TOM BUTTERS: Mr. Speaker, I maintain the position that Mr. Munro indicated to my predecessor some year and a half ago and that is that we have the prime responsibility for negotiating such agreements, and being involved in such agreements remains the same. The Norman Wells project, as I recollect, is slightly different. I remember that when the Minister made the announcement late in July of last year he indicated that a co-ordinating body would be set up and that Mr. Scullion, who has been reported to be travelling throughout the North saying he has that responsibility, is now serving as interim co-ordinator of that body. Possibly the arrangement here will be slightly different, but we do have membership on that co-ordinating council and do have a manner and method for obtaining input and influence on decisions made by that body.

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

Supplementary To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

MRS. SORENSEN: Mr. Minister, when are we going to have a signed socio-economic agreement with the proponent?

MR. SPEAKER: Mr. Minister.

Further Return To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

HON. TOM BUTTERS: Mr. Speaker, I cannot provide the Member with such a date. At the present time it does not exist, and I cannot provide the Member with that date that it will be signed.

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

Supplementary To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

MRS. SORENSEN: Mr. Minister, do you feel that there is an urgency to getting this socio-economic agreement signed, then, and can I have your assurance that that will be a number one priority, given the fact that this project is now under way and dollars are being spent?

MR. SPEAKER: Mr. Minister.

Further Return To Question 43-82(2): Socio-Economic Agreement Re Norman Wells Pipeline

HON. TOM BUTTERS: Yes, Mr. Speaker, the Member can have my agreement to the recognition of the urgency, but I would point out to her that -- and I feel that in terms of the socio-economic area, we are on top of that. The socio-economic arrangement which I indicated that I am using as my model has been in the public purview for a number of months, and I think it meets very adequately the other socio-economic agreements that we have been part of before. Where the major delay is, relates to the fact that it has taken such a long time to appoint a co-ordinator for that whole project. It has been months since Mr. Munro indicated that the project was going ahead. Mr. Scullion appeared on the scene only a very few weeks ago, say two months ago, and is serving to my best knowledge as the interim co-ordinator only. I think that if there is any urgent requirement, it is to put in place the permanent co-ordinator for that project, who would sit down with the interested parties, including this government, to ensure that it goes ahead in the terms and under the conditions which the Minister originally announced, and which this government originally put before the National Energy Board and the EARP, environmental assessment and review panel.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Ms Cournoyea.

Question 44-82(2): Review Of Alcohol Rationing

MS COURNOYEA: I have a question to the Minister of Justice and Public Services. The question is, what are the dates set for the review of the alcohol rationing, and what are the plans for the promotion of times that these meetings will be held and put in place in these areas?

MR. SPEAKER: Mr. Braden.

Return To Question 44-82(2): Review Of Alcohol Rationing

HON. GEORGE BRADEN: Mr. Speaker, I have been in contact with representatives in some communities. I was in Fort McPherson yesterday and made a commitment to sit down and have a detailed discussion with community leaders and the public

in that community in July. I did not have a chance in Aklavik yesterday, and I want to assure the Member that when we travel to Tuk sometime this week that I would want to at that time determine a good time for me to discuss the issue in detail with the people of Tuktoyaktuk.

MR. SPEAKER: Thank you. Supplementary, Ms Cournoyea.

Supplementary To Question 44-82(2): Review Of Alcohol Rationing

MS COURNOYEA: A question to the Minister of Justice and Public Services. In regard to these meetings, when you determine the time, would you be putting in place public announcements throughout the various media and notifying appropriate people who have expressed interest in the past?

MR. SPEAKER: Mr. Minister.

Further Return To Question 44-82(2): Review Of Alcohol Rationing

HON. GEORGE BRADEN: Mr. Speaker, yes, that would be my intention. I wish to achieve a full and thorough discussion of this issue and the options or the direction which communities would want to take as a second step or a follow-up to the measures that have been taken so far, so I give her that assurance.

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

Question 45-82(2): Decision Making Policies Of Executive Committee

MS COURNOYEA: I have a question to the Commissioner of the Northwest Territories. Mr. Commissioner, this is in regard to meetings of the Executive Committee Members. Would you say that the decision making policies that come out of the Executive are done by those who appear more regularly, and who are in attendance at most of the meetings and are paying due attention to the particular Executive meetings where the decisions are made?

MR. SPEAKER: That is an assumption again -- you are asking for an opinion. Mr. Commissioner, if you wish to answer that you may, but you are not required to.

Return To Question 45-82(2): Decision Making Policies Of Executive Committee

COMMISSIONER PARKER: Mr. Speaker, in the interests of good communications I will answer it by saying that the Members of the Executive Committee take part regularly -- all Members take part regularly in Executive Committee meetings. There are times when some Members must be absent in order to conduct departmental business, but we have found that we can conduct a certain amount of business by having those absent Members attend through a telephone hookup. So I would say that the contribution of Ministers to the Executive Committee decision making process is very good.

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

MS COURNOYEA: Mr. Speaker, I had a number of questions to the Minister of Renewable Resources. However, I will hold those back in the hope that he will be present at some date during the session.

MR. SPEAKER: Thank you. Are there any further oral questions? Thank you, Mr. Commissioner.

Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Written questions. Mr. Curley.

Question 46-82(2): Information Regarding Executive Committee Members

MR. CURLEY: Mr. Speaker, I have a written question to the Commissioner. In view of the contention of some Members of this House that the Executive Committee Members are not performing to their highest level of effort and concern for other regions outside of their constituencies, but show more concern with their constituents, contrary to the Commissioner's contention, will the Commissioner provide the House with the following information: 1) what amount of leave has each Executive Committee Member taken since his/her appointment; 2) what communities has each Executive Committee Member travelled to on official business, aside from the Council sessions, since their appointment; and 3) punctuality of each Executive Committee Member to the Executive Committee meetings during their term as Executive Committee Members.

MR. SPEAKER: Item 4, written questions. Are there any returns today?
Mr. McCallum.

Return To Question 5-82(2): Travel Assistance For Dental Treatment

HON. ARNOLD McCALLUM: Mr. Speaker, I have a return to an oral question asked by Mr. Arlooktoo on May 13th regarding transportation assistance for dental care. I have been provided with the following reply.

The present policy regarding transportation for the purpose of obtaining dental attention is the same as that in effect for medical transportation generally. Medical services presently do assist individuals with transportation to get dental attention when the individuals are referred by the nurse or other medical person in charge at the nursing station.

A new transportation policy, presently in draft form, attempts to streamline the administrative system so that patients who must travel for medical or dental attention may do so with a minimum of bureaucratic bother. This new system, currently being tested during a three month trial period in the Baffin region, would see all detailed arrangements for moving patients back and forth between the communities and the servicing centre handled by one agency, medical services. Presently these arrangements are split between the Government of Canada and the Government of the Northwest Territories, and this creates uncertainty and confusion with respect to the responsible agency involved in making the transportation arrangements.

A review of the results of the test system, as well as the dollar and man year transfer requirement will take place in June with a view to determining the feasibility of such an arrangement.

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

Item 5, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Chairman. I have two documents to table:

Tabled Document 14-82(2), is a letter I have received from the Catholic Women's League of Canada, the Yellowknife branch, in which they point out their concern with respect to the recommendations of the special committee on education on the possible loss of the separate school system's right to have direct responsibility for the education of Catholic children from kindergarten to grade 12.

Tabled Document 15-82(2), a letter, Mr. Speaker, that I have received from the Northern Addiction Services in which they bring to attention the great need for more dollars to be spent by this government for prevention and treatment of persons afflicted with alcoholism, and they question whether we might be interested enough to raise it during this session. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Tabling of documents. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I wish to table Tabled Document 16-82(2), Annual Report, Territorial Hospital Insurance Services, for the period ending March 31, 1981.

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

Ms Cournoyea.

Notice Of Motion 6-82(2): Extension Of Replies To The Commissioner's Address

MS COURNOYEA: Mr. Speaker, I will be asking for unanimous consent to proceed with this motion when it comes up on the order paper. The motion:

Whereas a number of MLAs were unable to arrive in Inuvik at the start of this session as a result of other important commitments; And whereas these MLAs should have equal opportunities to reply to the Commissioner's Address as all other MLAs; Now therefore, I move, seconded by the honourable Member for Kitikmeot, Kane Tologanak, that the period provided in the rules of this Assembly for the presentation of replies to the Commissioner's Address be extended so that replies may be presented for the duration of this session.

MR. SPEAKER: Thank you. Notices of motion. Ms Cournoyea.

Notice Of Motion 7-82(2): Establishment Of A Federal Boundaries Commission

MS COURNOYEA: Mr. Speaker, this is notice of motion for May 19th:

Now therefore, I move, seconded by the Member from the Kitikmeot, Kane Tologanak, that this Council of the Northwest Territories hereby requests the Government of Canada to appoint as soon as possible a federal boundaries commission to consult with the people of the Northwest Territories and to recommend the exact boundaries of the new territory;

And further, that this territorial Council hereby recommends to the Government of Canada the following guidelines for the boundaries commission:

- 1) that the final recommendations on the exact boundaries of the new eastern territory be concluded in time for consideration by this Council at a special sitting in the spring of 1983;
- 2) that the boundaries commission shall consist of three independent, respected persons with experience of the Northwest Territories, appointed by the Government of Canada in consultation with the Council of the Northwest Territories; and
- 3) that the boundaries commission be provided with adequate funds to hold hearings to consult with interested citizens of the Northwest Territories.

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

Notice Of Motion 8-82(2): Report Of The Chief Plebiscite Officer To Be Accepted And Transmitted To The Prime Minister

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I will give notice of motion for May 19th, seconded by Mr. MacQuarrie:

Now therefore, I move that this territorial Council now officially accepts the results of the April 14th, 1982, plebiscite on the division of the Northwest Territories and recommends to the Executive Committee that a representative delegation of three Members of this Council, chosen by all the Members, personally present the Report of the Chief Plebiscite Officer on the Plebiscite on Division of the Northwest Territories 1982 to the Prime Minister of Canada, the Minister of Justice for Canada and Attorney General for the Northwest Territories and the Minister of Indian and Northern Affairs;

And further that the Report of the Chief Plebiscite Officer on the Plebiscite on Division of the Northwest Territories be transmitted to the premiers of all the provinces of Canada, the attorneys general of all the provinces of Canada and to the Yukon Government Leader and the Yukon Minister of Justice.

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

Notice Of Motion 9-82(2): Lowering Of Rental Scales And Disallowing The Practice Of Including Other Family Income In Rent Calculations

MR. CURLEY: Mr. Speaker, I give notice that on Wednesday, May 19th, 1982, I will move the following:

I move, seconded by the Member for Keewatin North, that this territorial Council recommend to the Housing Corporation to lower significantly and establish a maximum ceiling to the proposed rental scales for all public and low rental housing in the Eastern Arctic;

And further, that the Housing Corporation be disallowed the practice of including other family income of the lessee or tenant for the purposes of determining the maximum rent of public and low cost housing.

MR. SPEAKER: Notices of motion.

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

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 3-82(2). Mr. Fraser.

Motion 3-82(2): Make Natural Gas In Norman Wells Available To Residents

MR. FRASER: Thank you, Mr. Speaker.

WHEREAS substantial quantities of natural gas are available in Norman Wells;

AND WHEREAS the existing limited distribution system supplies natural gas to only a very limited number of the residents of this community;

NOW THEREFORE, I move, seconded by the honourable Member for Yellowknife South, that this Legislative Assembly recommend to the Executive Committee that the present natural gas distribution system in Norman Wells be expanded to make natural gas service available to all residents of this community.

MR. SPEAKER: Your motion is in order. Proceed, Mr. Fraser.

MR. FRASER: Thank you, Mr. Speaker. Last week, I tabled a petition that was signed by a number of residents in Norman Wells requesting that this natural gas pipeline be extended for different reasons -- the main reason being to heat a house with natural gas is considerably cheaper than heating oil. The people that are now not able to use natural gas are still subject to the same amount of taxes. The residents in the western part of the community are sharing natural gas, and we cannot get it in the other end; but there is still no discrepancy in taxes, and other commodities like -- roads, services are not dealt with in the same way they are, but there are other sections opening up in that community and we are going to have to consider it. Now, I do not know where the funds are going to come from, but it should have been looked at some time ago when the area was opened up for a development area.

A meeting was held by the hamlet council for Norman Wells, and I have here a letter from the hamlet council addressed to myself: "At a regular council meeting held May the 10th, 1982, a petition was presented to council requesting the extension of a natural gas pipeline from its existing termination to the new development at DOT Lake providing access to all existing developments in the area. Council fully supports this petition and passed a motion, number 119-82, giving that support. We trust you will use this letter as evidence of council's support of the petition for the betterment of our residents."

Also, Mr. Speaker, a telex from the superintendent of Imperial Oil, stating that the cost of heating by diesel fuel is approximately two to two and a half times the cost of heating with natural gas. So it only stands to reason that the people are not asking that much. It is just that if the natural gas is in the community, it is only a matter of extending a two-inch line to everybody in Norman Wells. I do not think that that is asking too much. I would like to get some support on this motion to see what will actually happen. I will be asking a written question later on in the week to find out if they discussed it with the Executive Committee. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Fraser. Mrs. Sorensen as seconder.

Funding For Infrastructure Must Be Found

MRS. SORENSEN: Thank you, Mr. Speaker. I am very happy to be able to second the motion. I am not sure whether most Members are aware that natural gas is burned off as a waste in Norman Wells, and it is something that has concerned many people, including our MP, over several years. Any method by which we can use that gas in the community and perhaps find ways and means of using it in the surrounding communities would certainly be of benefit. They have looked at putting the gas back down into the ground, and apparently the information that I have read is that it is not feasible at this time.

Mr. Fraser has mentioned that he does not know where the funds would come from for the infrastructure. Well, I think recently the federal government announced a funding program, a community funding program, to help and aid communities who can find alternatives. Perhaps, rather than studies being done, as this new funding program has talked about, we can now get down to business and actually do some projects that we have already identified, and surely this project would be of benefit. We know that both the federal government and, indeed this House, support moving away from fuel oil for home heating, and in a community where there is an abundant supply of natural gas, it only makes good business sense to move toward that. I would urge that all Members support this, Mr. Speaker.

MR. SPEAKER: Thank you.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I will support this motion. However, I have a series of questions and concerns in regard to the motion. This is not the first time that this area has suggested that the way of finding approval among residents for exportation of non-renewable resources would be to ensure that local residents have some availability and some benefit from those resources. I was somewhat concerned that in terms of the Mackenzie Delta hearings that took place during the Berger Inquiry, that many of the local businessmen who were so anxious to have a pipeline, neglected to ask the company -- once the company made the statement that yes, they would be very happy to supply material from the source -- they neglected to say that the companies would not be making any overture to cover the cost for infrastructure and bringing it from site to the community areas that wanted the service. I am wondering perhaps at this stage of time with supporting this motion, if the Minister of Economic Development, or the Leader of the House, have foreseen this in the negotiations that went through with the Minister of Indian Affairs, the Dene Nation and the Metis Association, to ensure that these kinds of infrastructures, or the payments for the infrastructures to take advantage of exportation of non-renewable resources were part of the agreement that was -- I do not know if it was signed, but there was a large announcement to all us residents that we had -- there was a conclusion drawn that certain benefits would go to communities involved with the exportation of non-renewable resources from the Norman Wells area.

MR. SPEAKER: Thank you. To the motion.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. Mr. Fraser, do you wish to conclude the debate?

MR. FRASER: Mr. Speaker, I think the Member asked a question. I do not think she got an answer.

MR. SPEAKER: This is not the question period.

MR. FRASER: Still, Mr. Speaker, it has to do with the motion. She has asked a question.

MR. SPEAKER: Sorry, that is not policy on debating a motion to be able to ask questions. It is a matter of making a position. If the person she asked the question wishes to speak to the motion and in so doing answer the question, that is fine; but I cannot direct them to answer the question. To the motion. I shall call that once more, then. Mr. Braden.

Federal Government Revenue To Upgrade Natural Gas Distribution System

HON. GEORGE BRADEN: Thank you, Mr. Speaker. In the interest of good communication, I would like to indicate that I would support this motion, and subject to some further investigation, I believe that the government is providing some additional dollars to upgrade the natural gas distribution system in Norman Wells. However, I am not quite sure about the extension of the distribution system to new subdivisions in Norman Wells. The point was raised a few minutes ago by my colleague from the Western Arctic concerning infrastructure funding. Generally, in our discussions with the Minister of Indian Affairs, we impressed upon him that of the revenue that was going to be made available to the Northwest Territories, some of it was going to have to be used for infrastructure. We talked not in specifics in this particular area, but it, I believe, was generally understood by the Minister and his senior officials that we would have to spend some of the impact dollars on capital facilities. It would make sense through that particular avenue, or perhaps under some of the programs of the federal Department of Energy, Mines and Resources, to see if there was some possibility to obtain the kind of revenue required to extend and upgrade the natural gas distribution system in Norman Wells and get the community off more expensive conventional fuels.

MR. SPEAKER: Thank you, Mr. Minister. To the motion.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. Mr. Fraser, do you wish to conclude the debate?

MR. FRASER: Yes, thank you, Mr. Speaker. I would just like to point out to the Members that -- the seconder of the motion mentioned it, but at present, we have four flares that are burning steadily, 24 hours a day, 365 days a year in the Norman Wells area, and it is all natural gas that is coming out of the separators. This gas is available, according to the superintendent of Imperial Oil, to the residents for use. However, the present separators might have to be brought up to standard. There are now 17 lots that are already owned and leased that do not have the use of natural gas, and an additional 44 prospective lot applications that are in the hands of the hamlet council; that is over 50, close to 60 additional residences that will be using natural gas. If the natural gas is not available, most of those people are building within the next year -- they would have to use an oil furnace and then maybe -- quite an expense the next year, when natural gas does come in, to put in gas furnaces. Some of them, I realize, are a minor change, but some are not. So I would like to see if Local Government could maybe find funds to deal with this important matter, and I will be asking a written question later on in the session. Thank you, Mr. Speaker.

Motion 3-82(2), Carried

MR. SPEAKER: Thank you, Mr. Fraser. Ready for the question. All those in favour, please show it in the normal manner. Opposed? Let the record show that the motion was passed unanimously.

---Carried

Motion 4-82(2). Mr. Patterson.

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

HON. DENNIS PATTERSON: Mr. Speaker:

WHEREAS this Assembly agreed at its winter session to consider the question of Eastern Arctic air carriers' policies, prices, and services at this session;

AND WHEREAS representatives of Nordair, Air Canada, and Northwest Territorial Airways have indicated that they will be available to appear before this House on May 19 in response to the Assembly's earlier invitation;

NOW THEREFORE, I move, seconded by Mr. Pudluk, 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.

MR. PUDLUK: Question.

MR. SPEAKER: Your motion is in order. Proceed, Mr. Patterson.

HON. DENNIS PATTERSON: I do not need to say much at all, Mr. Speaker. It is unfortunate that the Canadian Transport Commission was unable to be here at this time, but I do not think we will forget about the possibility of having them appear before the House in future. However, I think we should take this opportunity to hear from these carriers on a matter which I know is of great concern to all Members. Thank you.

MR. SPEAKER: Thank you. Does the seconder wish to speak to this motion?

SOME HON. MEMBERS: Question.

Motion 4-82(2), Carried

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

---Carried

Motions. I understand that Ms Cournoyea wishes to ask for unanimous consent to proceed with her motion given notice of today, relative to the extension of the time limit on the replies to the Commissioner's Address. Does she have unanimous consent?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Are there any nays? Proceed, Ms Cournoyea.

---Agreed

Motion 6-82(2): Extension Of Replies To The Commissioner's Address

MS COURNOYEA: Mr. Speaker:

WHEREAS a number of MLAs were unable to arrive in Inuvik at the start of this session as a result of other important commitments;

AND WHEREAS these MLAs should have equal opportunities to reply to the Commissioner's Address as all other MLAs;

NOW THEREFORE, I move, seconded by the honourable Member for Kitikmeot, Kane Tologanak, that the period provided in the rules of this Assembly for the presentation of replies to the Commissioner's Address be extended so that replies may be presented for the duration of this session.

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

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Speaker. I do not have much to say. It was either the sixth or seventh -- the last time we had a session in Yellowknife, during that session it was fixed that the MLAs that had not arrived on time -- for that reason we wish to extend the replies to the Commissioner's Address for those MLAs that could not arrive on time, and we did not know when those MLAs would be coming in. So, I will be against the motion. I think that there should be a written rule as to the duration of the replies to the Commissioner's Address. There should be a written rule that these MLAs should be here on time if they want to reply to the Commissioner's Address. We, as MLAs of the NWT, are elected to follow the rules of the House and the people that arrived here today are not sitting in the House. I do not know why. Maybe they have other things to do -- other commitments. I think that we should follow the House rules for every Legislative Assembly session that we have. If they wanted to reply, I think that they should be here. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Noah. To the motion. Are you ready for the question?

SOME HON. MEMBERS: Question.

Motion 6-82(2), Carried

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

---Carried

I would ask the honourable Members that not everybody wait until the last day, please. Then I believe that clears motions. Mr. McCallum, did you have an announcement to make of anything?

HON. ARNOLD McCALLUM: Mr. Speaker, if you were going to take coffee break, I know we have precedence. I would simply like to indicate to those Members of the western caucus, and those Members have been notified, that we will meet at coffee break.

MR. SPEAKER: Thank you. This House will recess for 15 minutes for coffee.

---Applause

---SHORT RECESS

MR. SPEAKER: Call the House back to order. The orders of the day, Monday, May the 17th.

Item 11, introduction of bills for first reading.

ITEM NO. 11: INTRODUCTION OF BILLS FOR FIRST READING

Mr. Butters.

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

HON. TOM BUTTERS: Mr. Speaker, I wish to move, seconded by the honourable Member for Yellowknife North, 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. All those in favour? Opposed, if any? Bill 1-82(2) has had first reading.

---Carried

Introduction of bills for first reading. Mr. Patterson.

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

HON. DENNIS PATTERSON: Yes. I wish to introduce a bill for first reading, Mr. Speaker. I move, seconded by the honourable Member for Slave River, that Bill 6-82(2), An Ordinance Respecting Student Financial Assistance, be read for the first time.

MR. SPEAKER: Thank you. All those in favour? Opposed, if any? Bill 6-82(2) has had first reading.

---Carried

Introduction of bills for first reading.

MR. FRASER: Mr. Speaker.

MR. SPEAKER: Mr. Fraser.

MR. FRASER: Point of order. Who was the seconder on Bill 1-82(2)?

MR. SPEAKER: Mr. Braden.

Item 12, second reading of bills.

ITEM NO. 12: SECOND READING OF BILLS

Mr. Butters.

Second Reading Of Bill 2-82(2): Financial Administration Ordinance

HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Yellowknife North, that Bill 2-82(2), An Ordinance to Provide for the Financial Administration of the Government of the Northwest Territories, be read for the second time. The purpose of this bill, Mr. Speaker, is to introduce major revisions to the current Financial Administration Ordinance, primarily, to reflect the evolution of financial management in the Government of the Northwest Territories, to highlight the accountability of program managers for financial administration and to reflect current accounting principles for public sector reporting and disclosure.

Mr. Speaker: Bill 2-82(2). Are you ready for a second reading? All those in favour? Opposed, if any? Bill 2-82(2) has had second reading.

---Carried

Mr. Butters.

Hon. Tom Butters: Mr. Speaker, I wonder if I might have the indulgence of the house to move the second reading of the bill I gave first reading of today and that deals with our supplementary appropriations, Bill 1-82(2).

Some Hon. Members: Agreed.

Mr. Curley: Nay.

Mr. Speaker: Are there two nays in the house? It requires two or they can proceed with second reading of the bill. You have one nay, I understand. Is there another one? Last call. Is there another nay in the house? Proceed, Mr. Butters.

Second Reading Of Bill 1-82(2): Supplementary Appropriation Ordinance, No. 3, 1981-1982

HON. TOM BUTTERS: Thank you, Mr. Speaker, and all the Members who gave me that consent. I move, seconded by the honourable Member for Yellowknife North, that Bill 1-82(2), An Ordinance Respecting Additional Expenditures for the Public Service for the 1981-1982 Financial Year, be read for the second time. The purpose of this bill, Mr. Speaker, is to provide for additional expenditures for the public service for the 1981-82 financial year.

MR. SPEAKER: Bill 1-82(2). Are you ready for the question?

SOME HON. MEMBERS: Question.

MR. SPEAKER: All those in favour of second reading? Opposed? Bill 1-82(2) has had second reading.

---Carried

Second reading of bills. Mr. Patterson.

HON. DENNIS PATTERSON: Yes, I too would like to seek consent of the House to give second reading to Bill 6-82(2), which was just given first reading, Mr. Speaker.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Bill 6-82(2). Are there any nays?

MR. CURLEY: Nay.

MR. SPEAKER: One nay. Do I hear a second nay?

AN HON. MEMBER: Nay.

MR. SPEAKER: Proceed. Was there another nay?

MR. MacQUARRIE: Nay.

MR. SPEAKER: Three nays. The bill then cannot go forth for the second reading. Second reading of bills.

We will proceed then to Item 13 on the orders of the day, consideration in committee of the whole of bills, recommendations to the Legislature and other matters; Tabled Document 2-82(2), report of the special committee on education, Learning: Tradition and Change, with Mr. Fraser in the chair.

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

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

CHAIRMAN (Mr. Fraser): The committee will come to order. We were dealing with Tabled Document 2-82(2), Learning: Tradition and Change in the Northwest Territories and we were still on general comments. General comments. Are there any further general comments? Mr. Braden.

Mr. Braden's Comments

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I have a few general comments to make and I would like to initially join my other colleagues in congratulating the special committee for assuming the responsibility of reviewing and assessing our Northwest Territories education system. I would like to recognize the time and the effort that they put into their job and also for putting together a team of experts, consultants, and for spending the time with that group in developing the recommendations and preparing this report.

In the second instance, I would like to comment a bit on my experience with the Northwest Territories education system. I came north from Saskatchewan in 1964 and I was struck by the absence at that time, particularly in some of our social studies and science courses, of any northern content. I remember one of my school teachers, who is now a politician, sitting to my right here, taught me...

MR. CURLEY: Shame!

HON. ARNOLD McCALLUM: What the hell do you mean, "shame"? Look at the job I did!

---Laughter

HON. GEORGE BRADEN: ...taught me social studies 20 and we learned about the French Revolution and I guess a lot of European history and never really did touch on the North very much. The next year, in grade 12, we studied Canadian history, but there was, quite frankly, Mr. Chairman, a total absence of any northern content and that was at the time when there was a very important commission taking place in the Northwest Territories, and that was the Carrothers Commission on political and constitutional development. Now, that is one concern that I have had for years about our territorial education system, that there is just a general lack of northern content, although I understand that some steps have been taken over the last few years. My colleague, Mr. MacQuarrie, I understand did an in-depth examination of how to upgrade our civics courses in the North. So, I think that the report generally reflects that there is a need to make education more relevant to young people of the Northwest Territories.

In the third instance, I would like to indicate that I welcome the broad scope of the report, in that it also focuses in on education, not only for young people, but for northerners in their 20s, their 30s, their 40s, particularly in the area of adult education, upgrading so that northerners can take advantage of all these opportunities we keep hearing about in government or in the private sector.

I believe, and I think other Members have indicated, that there is presently a couple of generations of northerners who have lost out, who have not been able to get the kind of education, the training they need to be productive citizens or residents in the traditional way of life of native people and, unfortunately, they are not able to adjust to fit into the industrial or the wage economy. I think that is a tragedy in the Northwest Territories, that we have a large group of men and women who now are unable to make a productive contribution to the Northwest Territories, to themselves and to their families. So, I hope that the kind of discussion we have on that aspect of the report is going to lead to some meaningful conclusions for how we can modify or change our present approach and offer through our educational system the means for people to obtain the kind of skills that they require.

Language Recommendations Reflect Views Of Members

I think there are some other very valuable recommendations respecting native languages and I go back to a report that was prepared by a former employee of the Government of the Northwest Territories in which he attempted to indicate that language is so significant, so important to the preservation of our culture. I think in this report we see reflected and we have over the last two and a half years in the comments and the arguments of various Members come to see that language, the preservation, the development and the use of languages is going to be or should be the key to ensuring that native people in particular have a feeling for their background, are able to communicate with their elders and are able to communicate in the 1980s in a language or languages they are comfortable with.

Mr. Chairman, I think in commenting on that, the committee is just right on and while we have in the government undertaken some programs so far in terms of preserving or developing or implementing programs in the language area, I think that there is a lot of potential for us to make some modifications, some changes, and to do it very quickly, if the House accepts the kind of recommendations that are made concerning the use of languages.

Concerns About Implementation

Finally, I would like to say that there are some concerns that have been expressed by some of my constituents. I understand that some have been addressed already by the special committee, particularly, I would note the concern of the separate school board. There are also some questions and concerns that I would have in respect of the implementation. I am very interested in the concept of the Arctic college, and the centres for learning and teaching. However -- and I do not mean this as a criticism -- I think that there are some questions that have to be asked about the various proposals and their implementation and I find, generally, in discussions I have had with people in Yellowknife, that many cannot fault the principles, the overall objectives of the report. Initially, the reaction was very positive and it continues to be positive. I would say, however, that as I just noted, there are some questions, some concerns about the implementation and I think that through our discussions here in Inuvik on this particular subject we can educate ourselves further about some of these areas.

Mr. Chairman, I do not really have too much more to say. I think the committee has produced an excellent document and as someone said to me in Ottawa last week, he said he did not envy the Legislature of the Northwest Territories for attempting to take on an education system that should be working effectively in a cross-cultural environment. He said, "Educators and governments have tried for years to produce a system which would work effectively in a cross-cultural situation." This document, I think, is an excellent start and I think it is probably going to be one which will be used by educators throughout Canada as something which they can consider and learn from. Thank you very much, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. General comments. Comments of a general nature. What is the wish of the committee, then, if there are no further general comments? Mr. Curley.

MR. CURLEY: Thank you. Mr. Chairman, we regret that Bruce McLaughlin has still not arrived. We had hoped that he would be in today, but I would think he will be back later tonight and will be able to participate in the rest of the opening remarks. I think it would have been important for him to have an opening address to the Assembly as well, but I do not think we can wait any longer. We are anxious to get on with dealing with the recommendations, but before we go on I would like to quote some of the public that has asked us to produce this report.

I regret to say there is a bit of a negative response from the Executive Members on the other side and Members from the southern part of this area. We did have quite a lot of time to make changes if the Members were not happy with the process that was approved by the Legislative Assembly. When I introduced a motion to set up an inquiry committee, I would just like to point out that it had nothing to do with the finance committee's report at all. The concerns of the public were so significant that I felt it was important to set up an inquiry committee two and a half years ago.

Northern Experience Of Independent Professional Staff

The Assembly Members at that time -- Members from the southern Mackenzie as well -- approved that an inquiry committee should be set up with this professional staff independent from the government staff, so I really regret that there is a bit of difficulty in some of the Members accepting the kind of staff that we have been able to put together. Regarding the team that we put together, I was instrumental in putting forward the two main principals: Mr. Don Simpson, who has a long involvement with northern education with the previous regional administrations. He certainly has a lot of understanding of the present difficulties faced by the communities as far as the administration of education is concerned and program content: Joe Handley, who worked for the Frontier School Division as a trustee. He had a long association again with the Eastern Arctic, particularly with the teachers' in-service training programs that were very common in the early or in the middle 1960s. Bob MacQuarrie knows him well because he used to be a teacher in Baker Lake at that time. I would just like to say that we have not recommended any model from any other provinces at all, nor have we looked at a model in any other provinces. We have been able to use these people to advise us on the kinds of changes that we think could improve education in the North to the kind of standards the public expects us to accept.

Comments From The Communities

So, Mr. Chairman, I would like to read some of the quotes from the other settlements, and this particular quote is from Coral Harbour education society, and it reads: "The Coral Harbour education committee members wish to have input and wish to have a better understanding what a society is and how it works, and the department should listen to what the committees and societies want with regard to curriculum, and also to have the power to change these."

The other quote reads: "The Departments of Personnel, Economic Development, and Education should be amalgamated to look at what can be done to assist people in the region with regard to adult education." This quote is from the regional government staff at Rankin Inlet.

From Pond Inlet, the local education authority states: "Higher grades in communities ... also there is a proposal for oil and gas development in the North. This needs manpower. At the moment, they cannot fill the positions even with the graduates in the Northwest Territories. There should be a technical school in the area teaching trades for oil company related jobs."

And this quote from the Eastern Arctic again, from Igloolik: "Curriculum -- can the committee set up culturally appropriate curriculums using the community language as the number one language of instruction? For example, in the Greenland system, most books are in Inuktitut, but they have the option of reading in Danish. We realize that since the English system is universal, we must use it to communicate with the rest of the world, but the system must be adapted for people who want to speak their own language and know their culture."

At a Cambridge Bay public meeting it was mentioned that "fear of having to go to Yellowknife when you succeed could militate against a student's success in grades eight and nine." It was strongly recommended by members of the audience that an experiment be done to support students staying in Cambridge Bay and finding alternative ways of doing the grade 10 program in Cambridge Bay.

From Baker Lake: The society was concerned with the amount of decision making power they had, as regional people can change a society's decisions, and the society felt that regulations for the society are not strong enough, as they do not have enough power.

Mr. Chairman, I am going through some of these quotes because I do not want to be giving the impression that this was only the southern consultant's input in there.

From Fort Good Hope: "We are told to get ourselves elected to the local education authority if we are concerned with education. But just talk to anyone who has been or is currently on the LEA, ask them if they have any kind of control over what goes on in that school. A community wanting more control is told to try to establish an education society rather than a committee." And it reads as follows, again: "As for the considerable powers that school boards have, there must be some reason why no native community in the North has one. Is it because of the native majority? Is it because there is no tax base? Or is it, as we are so often told, because we are not ready to assume more control?"

Fort McPherson: The concern of the principal was that there should be more support given to the local education committee as they were working very well, but they need more professional assistance from the Department of Education, and more support for the very good programs they wish to run.

This one from Rankin Inlet: "They agreed the education societies get all the nothing jobs and have no power." It is a quote from the regional director and staff.

Hay River public meeting: "Regional education boards should be a good idea whereby issues could be discussed and solved at the regional level rather than all in Yellowknife."

Coral Harbour: "Community education societies were not receiving enough information to base decisions on with regards to education of children in the schools."

Fort Resolution: "The education committee lacks power to carry things out. They can only recommend to the principal or to the regional superintendent." It was expressed that perhaps a meeting of communities with the same interests and concerns should be held now and again so that they can sit and discuss their problems together.

This one is from a Fort Smith public hearing: "This committee recommends" -- this is the regional education society -- "that a regional education society be established to adequately represent and identify educational issues relevant to this region."

Repulse Bay education committee: It was felt that the education committee could do nothing to solve some of the problems, but they cannot change the ordinance. People felt they had not helped to make the ordinance; if they had, then they would feel more in support of it -- they were talking about the existing ordinance.

Hay River public meeting: Local education committees should feed into the regional boards so that they can have local input at all times and that the chairmen of the local education boards be on the regional boards.

Cape Dorset public meeting: The local education committee felt that the ordinance should be looked at whereby more authority is given to local education authorities, and that the ordinance should be used as a tool to be helpful to the committee, not a hindrance.

Igloolik joint public meeting with LEA and school staff. Curriculum: "We do not want to drop the whole school system. We just want a system appropriate to our needs."

This is another one from the Hay River public meeting: "You cannot take kids and force them to go to school. You have to look at the needs and the system..." and this is the system that is offering the programs "...and that the programs perhaps do not meet the needs of the kids."

CHAIRMAN (Mr. Fraser): Mr. Curley, your 10 minutes are up. Does he have unanimous consent to continue?

MRS. SORENSEN: Agreed.

---Agreed

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

MR. CURLEY: I have a few more -- three more, really, Mr. Chairman.

Fort McPherson public meetings: "As soon as possible, there should be training for native teachers and native adult educators to develop programs at local levels."

Fort McPherson: With regard to training of individuals at AVTC, it was felt that there should be more training as people do not like leaving their home environment. The problem is that husbands go out for training and thus it breaks up families and it causes extreme hardship on both sides of the family.

Eskimo Point: It was felt that there was a definite lack of communication between government departments, and that there should be more departmental sharing for vocational programs, and that is using resources that are already in the region.

Mr. Chairman, I read these into the record because we have not been able to table all the documents that the public had presented us, but we will at least possibly refer to them here as we deal with the report.

Significant Costs Involved

Mr. Chairman, I realize there are concerns from the other Members that we are going to be creating significant costs to the Department of Education if the recommendations were to be adopted by the House. I said again the other day that the present system, I believe, is not one that is appreciated by the public in the NWT and if we are going to improve it to something that the people can be proud of, I believe we have to fight for more funds from the government.

I understand very well that all good things have been produced by the previous administrations and Assemblies, but I believe that we today can contribute much more also, at the same time not taking the credit away from those people who have initially introduced education to the Territories. This is not what we are trying to do. We are not trying to be negative about what people have done so far, but I think today we are ready to consider adopting some of the recommendations. I do not believe we are depriving the public if we work through their MLAs, and they go back to the communities themselves, rather than the committee, and then instituting those concerns in the fall, when some of the legislative changes are made. Otherwise, this will have been a great waste of funds expended by the committee. Funds have been approved by this Assembly, by the Members' Services Board. They have been able to analyse the funding requests of the committee as we went on. If we just shove the report on the table, I wonder whether or not we really are doing what the Assembly is supposed to -- whether we in fact are interested in contributing to the changes to the present education system, which so badly, I believe, needs the support of the Assembly.

I do not think we need to be divided on some of the recommendations. If I or the committee can be given a good reason, maybe a list of those complaints and problems that the Executive Members have -- maybe, the best possible way is probably to put down those certain recommendations that they feel are going to be too costly and give us some lists of which programs or recommendations could be implemented or adopted now. We could possibly have a decent interaction that way. You know, I am offering this as a suggestion. At the same time, I do not think we want to have to wait too long for you to make up your mind, but maybe at this moment I will allow other Members to just offer suggestions as to how we want to proceed, but I am anxious to have a clear understanding of exactly -- I am not anxious to fight with the guys who are on the other side and I hope they are not willing to do that either. Thank you, Mr. Chairman.

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

MS COURNOYEA: I would just like to briefly comment on some of the suggestions that came from over the other side of the table in regard to the problems they see in expenditures to implement such a program or the recommendations that are coming out of the special committee report on education.

Costs Incurred By Failure Of Education System

In reflecting back on the initial discussions and the problems that were being put forward right at the very outset of our first meetings of the Legislative Assembly, one of the things that was brought forward time and time again was the concern about the young people and the drop-out rate and the inability to cope with the problems and the kind of tests that were put within the school system. In talking about cost and evaluating cost, perhaps I can beg the people who are concerned about this to look beyond just the Department of Education. A child entering school generally is a person who begins to face many new changes and disciplines and orders that perhaps he is not accustomed to. As a result they begin to face their first failures and it takes a pretty big person to overcome the failure to achieve a laid-down program. In many of our communities our people who deal with the children, oftentimes the parents do not feel the urgency or the long term effect that it might have on the children, whether they move forward in the system or not.

So, let us take as an example the expenditures that occur because of the failures and the failure to accomplish what is set down in a school program or in the academic society that people are encouraged to participate in -- we take the people who drop out of school and begin causing problems in the communities because they do not have anything to do; so there is a charge to the Department of Justice and Public Services in the area of juvenile delinquency as well as a charge to the Department of Social Services to try to overcome that problem.

If we take the failure and the inability of adults to reach a certain level where they can take part in the new and changing environment of the Canadian North, whereby wage employment is encouraged and where, as far as I can see, the kind of thrust toward the renewable resource development wages comes very secondary to encouraging people to take part in industrial employment -- if adults are unable to take part in that because of the inability to attain certain grade levels, then we have a problem again with the social services section, which has to expend a great deal of money to try to overcome the family situation.

Incentive Funding Not Available For Education

Then we talk about the funding that is made available to the industrial oil and gas companies coming in as an incentive for them to move into this area of the country, but yet the same incentive for people to build up their expertise and their dignity while trying to take part is not necessarily always part of the expenditures that are either transferred to this government or recognized sincerely at the community level. So, there is a great deal of funding being spent in that area.

It seems to me that if we were able to institute an educational system where there are very few failures then, certainly, the problem and the concern that it is going to cost a vast amount of money should be put aside, because that money is presently being spent in trying to overcome the many, many problems that exist in children dropping out of school, young people not able to attain grade 10, to participate in the wage employment, and also, the significant amount of money that is being spent trying to get people back on the land and then build up their kind of community and kind of resources that they will be able to have to survive.

All these things that are offshoots of the inadequate educational system are costing this government a great deal of money and each time we put a thrust or a force on industrial wage employment, we also put a thrust on the issue of people adapting to this change or this new way of trying to be involved in this changing society. So I would like it if each of the individuals who are terribly concerned about funding requirements -- it seems to me this was brought up on a number of occasions, that the special committee on education did not really think a lot about the costs of these programs. We know it is going to cost, but then in looking at it myself and looking at the amount of funding that is presently being expended and the number of successes that we have beyond grade seven, the cost-benefit analysis of that is not something that we can be entirely proud of.

Need For Adult Education

In terms of adult education, there are many people who have the desire to move ahead and take part in wage employment because they feel that they have to accept the changes that are taking place and these people themselves feel they have to have a place in the system and all we can tell them at present is really, "Ladies and gentlemen, we are not able to be able to allow you to participate" in terms of giving them a small compensation for the time that they do spend on adult education, taking into consideration they have families to support.

I realize that in the past there was a lot of criticism about people using the adult education money and not necessarily productively, because maybe some people ended up going to day classes because there was a bit of compensation. But knowing the individuals who really do want to be successful, who really do want to run their communities, and who really do want to compete without an inferiority complex about not having a certain grade level, I feel it is very important for them to achieve that. As I said myself, this has been promoted by this government and by the federal government, that you cannot really obtain a position in life unless you have a certain academic standing in society, that you should know how to read, you should know how to write, you should know enough to analyse the information that is presented before you, in order for you to make those decisions.

Well, to many people these are very good words, because that is what they taught their children when they had the total control of their families within a renewable resource base that they lived in, in the past, and that was not too long ago, where these kinds of objectives were part of whether you survived or not. But in providing these objectives, which are very, very good, we are still not really meeting that commitment, we are not reaching those objectives, and people feel that they are not successes, and when they do not feel they are successes, then we have to begin looking at the fundamental problems people have.

We have tried to deal with the liquor situation, and I wonder how many of those people resort to the oblivion of alcohol because they do not feel that they can fit in, and they feel a little bit better after they have a few shots.

Community Involvement

As a result, that is costing a certain amount of money to Social Services and Justice and Public Services, and all these costs are total and one. So I sincerely would like, when we are proceeding with the recommendations of the special committee on education, that there be general respect shown to the individual communities and the people of the communities, that they do have, and they do know, what their community requires, to take part.

The issue that we have to deal with is that involvement. Now, it may be, from time to time, some communities are going to say, "Well, we are used to this advisory capacity because it always gives us an out as well, because we really do not have to be accountable for a decision that we make." Because of that general attitude, the children are denied the ability to go to their parents and insist that their parents take part, and their parents are denied, really, the ability to force their children, or demand from their children, to react to the decisions they make.

CHAIRMAN (Mr. Fraser): Ms Cournoyea, your 10 minutes are up. Is it agreed that she continue?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Continue.

MS COURNOYEA: In our deliberations on the special committee on education, we heard many, many things that came up over and over and over again at a community level. Almost each community suffered the frustration of just where do they stand, and just how much control and how many of the fundamental issues they could deal with without having the overriding concern that somebody else is going to make a different decision anyway. In the special committee's report we do give a lot of responsibility to a regional board and to the community level. This may not be acceptable in an administrative package that the bureaucrats like to see, because it is always comfortable to have something done in one area so you do not have to have the administration running all over trying, you know, to meet the needs of the people. I am not saying this about all administrators and all bureaucrats, but I have a strong feeling that we have lost many good people as a result of the fact that, when they came into the North to deliver a system, they really thought they were going to deliver a system that would make them feel proud that they could achieve a kind of liaison with the people in the community and really help. When they found that they were just delivering a southern system, many of those people just disappeared down south again, and many of the good people were lost. There are many good people and I often wonder how long they will stay with us if this frustration between young people, parents and teachers continues to exist.

Recommendations Open To Debate

In going over the recommendations, as a Member of the special committee on education, I certainly did not intend that every person would agree with those recommendations, and this is why they are recommendations put to this Legislative Assembly. I do not mind a good number of rude remarks. It does not bother me in the least. I am quite used to it because, at the outset, we had a very challenging task put to us on student bursaries, and I think for the first time a lot of the things that I presumed and thought did exist, were proved to exist. However, in moving forth with these recommendations, I would like to assure the grand people who worry a bit about the quality of education that it is not the intent of this report to take away any standard good qualities of education that exist, but to try to build on that, and at the same time try to involve the people in those kinds of programs so that they will take part sincerely, rather than in a peripheral way, in a sound, total way that gives them confidence that they have something to do with the matter at all. If you feel that you have something very strong to say about some of the recommendations, I for one on the committee will not have a problem in dealing with them. I may not answer your questions as appropriately or totally to your satisfaction, however, I believe debate is important. I believe that at least the Members from this Legislative Assembly should have taken it upon themselves, as soon as they saw the report, to try to understand it and try to bring the concerns as they see them from the perspective of their constituents.

I have had some questions given in regard to certain sections of the report and I believe that if it is not brought up by others and it is a negative one, I feel quite happy -- and I hope you feel confident -- that I will be bringing those up as well. Thank you.

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

Telex From Tungsten Community Education Committee

COMMISSIONER PARKER: Mr. Chairman, I really do not have an intention to debate this matter, but I do have one thing that I felt a responsibility to bring forward. It is a telex that I received this afternoon, which is, in fact, addressed to the Members of the Legislative Assembly but sent in my care. It is from the chairman of the Tungsten community education committee. It is not very long. Perhaps the best purpose would be for me simply to read the telex. Would that be appropriate?

CHAIRMAN (Mr. Fraser): Very good, Mr. Commissioner. We would have it in the records then, if you would proceed:

COMMISSIONER PARKER: The telex, which is dated May the 14th, reads as follows:

"The members of the LEA in Tungsten, have very real concerns about the proposed changes to our education system. We have had very little time to consider all the implications, and have had some difficulty getting information. Representatives of our committee attended a meeting in Fort Simpson last week, but since no Member of the Legislative committee was in attendance, many of our questions were unanswered. Our specific concerns are: 1) Will we be able to continue to operate our present education program in a way which is suited to the needs of the families in our community? 2) Will there continue to be a facility in the NWT where our older students can receive a high-school education which will enable them to pursue post-secondary education anywhere in Canada as they can at the present time? We urgently request that the Members of the NWT Legislative Assembly postpone passage of any legislation until all LEAs in the NWT have had a better chance to study the report." The telex is signed by Phyllis Watson, chairman for Tungsten community education committee.

Mr. Chairman, I would not make any remarks beyond simply delivering that message except to say that in looking at the recommendations, they fall into different categories and I suppose that there are recommendations that could be dealt with at a different time than some of the others. In other words, some of them would be more easily handled than perhaps all of the recommendations, and the only other thing is that there is, indeed, a very substantial financial cost attached to the recommendations and it will be necessary as the recommendations are advanced for those costs to be recognized and eventually, I would hope, if they are passed, for the money to be found, but it will not necessarily be either an easy or a short process. I do not suppose that the Members of the committee ever thought that it would be easy to obtain very substantial additional funds. But I would just indicate that the financial considerations, although they cannot really be permitted to be the overriding considerations, do loom very large. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Commissioner. We will break for 15 minutes for coffee break and continue with the general comments.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): I call the committee back to order. We have a quorum. We are dealing with general comments on "Learning: Tradition and Change". Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I would like the opportunity to offer a few more general comments before we deal with the introduction of the report, simply because I spoke at a time when I had not heard the comments of other Members.

I would, first of all, like to deal for a little while with the system that existed some time ago. What prompts me to do that is, I said the other day that I thought just the fact that we have many native leaders making the kinds of decisions that are being made now, spoke in itself for some reasonable success of the system as it existed in the late 1950s and through the 1960s. Since saying that, a number of Members referred to two-by-fours and brutality and insensitivity and this sort of thing. I would just like to reaffirm the fact that when I first came north in 1966, while I found a school system that was maybe in some sense -- not maybe -- it was, in some respects, insensitive to the cultural milieu in which the education was being delivered, but in many other respects it was a good system of education and it was delivered by some very competent and fine people.

Competent Teachers In Baker Lake In The 1960s

The teachers that I had on my staff in Baker Lake, just on their behalf I would resent an implication that in some way they did a disservice to the young people of the Northwest Territories. They were as qualified or better than any teachers I had encountered in nine years of teaching in the South prior to that time. They were committed and dedicated to doing a job. Many nights and weekends I saw lights burning in the classrooms of the school when teachers were working extra hours to try and do a good job. Those same teachers were involved also in other community activities, community associations, Scouts and Guides and recreation programs for the communities and they gave a great deal of themselves. There was much that was positive about them and very little that was negative.

During that time in Baker Lake, over three years, and I invite anyone to check the records, the attendance at the school in Baker Lake was well over 90 per cent for all three years. Now, we did have cocoa and cookies in the morning and perhaps some cynics might say that is what brought the kids to school. Education was considered to be compulsory and there was pressure to have children come to school, so some cynics would say that is what did it. But I would say as well that the children came to school because we were delivering a good program in the school and because every day when they came there was something of value being offered to them. There is no doubt in my mind that the children who were in the classrooms of that school were as happy and as satisfied with school as students I had seen in other schools elsewhere.

Community Consultation And Cultural Inclusion In Earlier Years

It is true, as I said earlier, that what we were offering had not gone far enough to respect and to incorporate the cultural aspects of education. We had only what was called "cultural inclusion" and I agree that that was not good enough, but even in those areas we were not totally insensitive because, first of all, I made the practice at that time, and I cannot believe that I was the only principal in the Arctic who did it, to consult local residents about a number of decisions that were made at the school. At that time some parents said that they were concerned that the ability of their children to use Inuktitut was deteriorating and they wondered if the school could do something about it, and the answer was "We will try." We did and in fact in Baker Lake, there was an Inuktitut language program started before it was ever a policy of the Department of Education to do so.

In that community there were consultations with local parents before there were ever local education authorities and before it was a policy of the government to do so. It is because there were teachers who were sensitive to the fact, as all good teachers are everywhere, that you cannot carry on education without being concerned about what parents think. It is their children who are coming to the school. Just to broaden it a little bit, my immediate experience was with that community but in some of the travelling that I did and some of the meetings that I had, I encountered other very fine people who were giving the best part of their lives to education in the Northwest Territories and I will mention just two as an example. One would be the present deputy minister of Education whom I first met in 1966 or early 1967, who is still involved with education in the North and I believe someone who is committed to it and did a very fine job at it. I would also mention another teacher whom I feel in some ways was representative of the kind of commitment, and it was a teacher named Vivian Julien, who without question gave the best years of her life to northern students and who -- I do not know whether Mr. Curley would acknowledge it now -- but on another occasion I heard him say personally that he thought she was a very fine teacher and had done a great deal of good.

Questions Do Not Indicate A Negative Response

So I just want to point out that there was a period of time when things were not all bad and perhaps there have been -- not perhaps -- there has been changes since that time. Enrolment has declined everywhere and there are obvious problems. So that brings me to the second point that I want to make at this time and that is, some of the arguments that have been raised by committee Members seem to say that -- or the arguments are presented as though many of us on this side do not recognize problems and do not want change and very sincerely that is not the case.

I have read the recommendations and all of the material in between the recommendations and I have read them more than once. So I must say that as an individual I kind of resented when some who have not read the recommendations say that, merely because I raise questions, in some way I am trying to undermine the report or prevent its implementation. Mr. Curley today said that there was a negative response from this side and that is what I resent. It is not a negative response.

For goodness sake, there are 49 recommendations in the report and the report itself says on the second page of the introduction: "The implementation of this report's proposals and recommendations will substantially modify the present educational system of the Northwest Territories." So in view of that -- there are 49 recommendations, many implications -- what we are simply saying is that people have to have sufficient time to digest all of this, to be able to understand what the implications are and that process does not mean they reject the proposals for change.

Assurance That Quality Will Not Deteriorate

Ms Cournoyea said that it is not the intention of the committee to take away any good qualities of education that now exist, and I am quite certain that is the case, that it is not the intention, but I am sure everyone will agree that intentions often go astray. I know Ms Cournoyea herself has said many times, with respect to the government and the bureaucrats that somehow you need more assurance or guarantees than just intentions. So we have a situation where certain school boards are well established, delivering education to the children of parents who feel that the education their children are getting at the present time is quite good, and so they just want to be sure, when the changes are made, that the quality of education for them will not deteriorate.

So I suppose the plea from myself and maybe other Members of this side is not that we do not want a few changes, not that we do not want to co-operate with the committee in ensuring that all the best aspects of the report are accepted and implemented, but only that we want time enough to be sure that it is done right, that we have all of the people, or the vast majority of the people, with us. I know...

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, your 10 minutes are up. Is it agreed...

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

Carry on.

MR. MACQUARRIE: I know that the committee has put in a lot of time gathering opinions from people across the North, although I do fault the committee in one sense, and that was for not -- despite pressures and requests from other sources -- not completely fulfilling its mandate by visiting Mackenzie Valley communities as well. I understand the circumstances that gave rise to that, but I think that there will be a lesson for other committees of this Assembly in the future. That is that we have a mandate to all the people in the Territories, and that we cannot knuckle under to pressures to do otherwise than serve all of the citizens of the Territories.

Compromise Is Necessary

At any rate, the matter is serious. We ought to deal with it as quickly as possible; but, as I said on Friday, as quickly as possible may simply not be as quickly as the committee would like. I hope that we will be able to get together with the committee and agree on a way of handling it that is acceptable to all, rather than just a confrontation over it and challenges one way or other, because there is much that is good. It would be a shame if it was introduced in the midst of division, or something like that. I do not think that that has to happen if all Members will simply maybe compromise a little. Thank you, Mr. Chairman.

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

HON. TOM BUTTERS: Mr. Speaker, I would like to thank the co-chairman of the committee for at least responding to one of my questions of yesterday regarding my belief that possibly the recommendations being put forward here had come from the Manitoba Frontier School Division. At that time I asked if that were the case so that if there was a major element from that jurisdiction, we might have a specialist or experts to whom we could address questions. But Mr. Curley assures me that it is taken from no other jurisdiction. It is an attempt to deal with and meet recommendations and concerns raised at the community meetings which the committee held throughout the Territories.

Executive Committee Has Not Taken A Position On Report

Before I would ask him to respond to the other questions I raised during my remarks yesterday, I would like to just reflect on his statement earlier today which related to positions of Executive Committee Members. I think that I tried to make clear and was quite specific that the Executive Committee has not taken any position on this report, nor considered the report. It has been briefed on the report. That is as far as it goes. I believe that every Member of the Executive Committee who is sitting here today and speaking to this report will be speaking as an ordinary MLA. Some of the Members may have

had an opportunity and taken that opportunity to have input, but some of the Members of the Executive Committee have not. I think that all they would be doing today and in subsequent days is taking advantage of an ordinary Member's opportunity to ask questions and comment on the recommendations produced by the committee.

I wonder if the co-chairman of the committee or possibly a member of his administrative staff might answer the questions that I raised yesterday. I asked, "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, Coppermine, Tuktoyaktuk, Rae-Edzo." Are committee Members sure that these reports are now in the hands of people in the communities? Could I have that assurance, Mr. Chairman?

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Mr. Curley, do you want to respond?

Copies Of The Report Distributed In March

MR. CURLEY: Mr. Chairman, that question is like being faced with 50 or more communities and settlements, but I can assure the Minister that when we tabled the reports in March, we immediately sent copies by air at the same time that we tabled them. Copies of the report were sent to the Inuvik education society on the plane the same day and that report was distributed to all the local education authorities and regional superintendents' offices. So if they have failed to distribute some of the copies of the report to the education committees it really is not our fault, as we did make sure that they were sent. Whether the post office or airlines got them into these communities, that I cannot assure the Minister.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Butters.

HON. TOM BUTTERS: The Member from Inuvik wishes to continue. I am aware that this was the intent of the co-chairman and his committee Members, to distribute copies that were tabled in March. I do know, in checking here, as I indicated yesterday, that the first appearance of one of those reports before the local education authority for Inuvik was a week ago Wednesday, and that there would appear to be delays in receipt of the document all along the line.

Distribution Of Translations Of Report

But I guess I was really more concerned about this copy, because not only does it contain the translation of the 49 recommendations, but of the total report in Inuktitut. I am just wondering if the committee feels confident that this report is now in the hands of people throughout the Territories. I asked if there have been translations made on tapes in the Dene language, if there were translations made. If the tapes were made, were they put in the hands of communities in which Dene languages are the prime, first language of communication?

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: Mr. Chairman, this committee does not assume to be -- what could you call it? -- the committee that can solve all of the communications problems that we have in the North. Nor does it presume to pretend that it can solve all the others the Legislative Assemblies used to have, where they used to have a common practice of just going ahead with legislation with no consultation and just produce reports like the constitutional committee report and adopt it through the House without consulting the people. We have consulted the people. We cannot assure the Member that we have all the translations of the native languages. There is an attempt right now to have the summaries of the report

in tapes for every dialect; those are being made. But I do not want to be given the impression by the Member that this is the usual way of doing things, and why was the translation or the report not distributed like he used to do when he was a Member of the two other Assemblies. It was never done before, so I think we have done more than any other reports ever produced by the special committees of the Legislature. There have been a lot of public talk shows about the report in my area particularly, in the Eastern Arctic, and so I think that we have attempted to communicate the major substance of the report.

No Reflection On Good Teachers Within Report

I just want to also say to Bob MacQuarrie that the report in no way undermines any of the good people that have ever taught in the schools, no way. They have not been reflected in the report at all. Not at all, not one bit. As a matter of fact, the Northwest Territories Teachers' Association fully supports the recommendations. They have sent a telex to us, and they would like to make sure that we get in touch with them if we do get into trouble with the report. So I think the timing might be right if we indicate to them that the Members from Yellowknife and this area are attempting to do nothing, commit nothing, spend nothing. "Let us be content with the status quo". That is not what the public wants. We intend to move through the recommendations as expediently as possible without having to filibuster for too long. Thank you.

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

HON. TOM BUTTERS: Mr. Chairman, I am not attempting to probe what may be a sensitive spot in the Members' responsibility, or the co-chairmen's responsibility. I think they have done a very fine job, but the truth of the matter is that the document has not been generally available for many days and this document I would expect has not even reached the communities as yet. I would like to have available to us some indication of the consultation and the time that was taken before the Education Ordinance which is currently operative was put in place by the previous Councils. I think it took a space of the life of two Councils and approximately four years and that intensive and extensive consultation occurred at the community level.

MR. CURLEY: No way! That is not true.

Support From All Communities Must Be Assured

HON. TOM BUTTERS: That is exactly true, Mr. Chairman. I am not suggesting that there are not many good things in here, but what the committee chairman has suggested to us...

MR. CURLEY: What you say does not have to be true, anyway.

HON. TOM BUTTERS: ...is that this will bring about a significant change in the education system of the Northwest Territories. It will require a very large additional expenditure of funds, which we will have to talk out of the federal government. I think that if this is the way we are going, then we should be sure that we have support from all the communities and any initiatives or approaches that we do make on behalf of the people are not weakened by telegrams or wires coming out of this community or that community saying they have not been consulted and that the territorial government is moving arbitrarily and without the support of the majority of the people.

I suggest that not much further time is required, but I think that the time that we have now over the summer would be most valuably spent. The legislation which would be required to put into place a number of the recommendations has been developed. These have been provided to us by the committee already. I have not looked at it, but it would appear that legislation could be quite readily put in place and the whole new program could be ready for implementation before this House dies.

Document Is Draft Legislation

Just a minor matter, but I wonder if the co-chairmen of the committee would agree that maybe the legislation, the draft legislation that was tabled to assist us in consideration of this report could be labelled "draft". It is a tabled document and the way it is so labelled now if it were circulated to any other jurisdiction or any other interested party they would have to assume that it is legislation that this House is contemplating and is being put into effect.

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

MR. CURLEY: Mr. Chairman, I can only say that if the Minister wants to write down "draft" on the copy that he has so that he feels, sort of -- feel free to put "draft" on the recommendations.

I am just a bit worried about the kind of attempt by some Members to delay this report, because in the motion that I introduced in 1980 it specifically states, the final resolution in part says, "...an interim report of its findings be tabled during the fall session in 1981..." We were not able to do that. We had to do that this winter. It goes on, "...and the final report and recommendations be made by the beginning of 1982 and the size and the nomination for membership be made by the striking committee of this Legislature." So, we had adopted that direction from the Assembly, that the final report would be tabled, along with the recommendations, early in this year, but, you know, we are a few months behind now.

Mandate Of Special Committee Expires At This Time

Dealing with the recommendations now will not preclude at all any members of the education committees to make further proposals to the government and I believe that is the Minister of Education's responsibility. If the Member wants us to continue to exist he is going to have to give us a further mandate to do that, because our mandate expires at this time as far as the terms of reference are concerned. We will not be able to continue to exist now and I do not want, without having dealt with the recommendations, to leave the report to the convenience of the Minister, because the administration tends to do strange things. They might end up being satisfied with not proceeding with any changes and be content with not committing anything, not spending anything and not proposing anything, because all good things come from the previous other administrations and the present administration. That is the view of the Executive Members.

Motion To Move Into Detailed Study Of Tabled Document 2-82(2)

I think the public generally is right with us in supporting all the recommendations pretty well, and I would just like to move on quickly to deal with the content of the report and the recommendations as quickly as possible. I do so move that we move into the detailed study of the report.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. There is a motion on the floor that we move into the detailed study of the report. To the motion.
Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman, and I would like to thank Members for their comments so far. I would like to try to mediate a little here, if it is necessary. I do not get the impression that Members who have expressed concern about opportunities for public input are unwilling to discuss the recommendations at this session.

AN HON. MEMBER: Hear, hear!

HON. DENNIS PATTERSON: I think it is fairly widely accepted that this was the purpose of this session, to discuss the report of the special committee and I think it would be very useful to the committee, as a Member of the Executive, to have first directions from the Assembly on this report. I think it would also be very useful to the public to have questions asked which have already been raised and which may be to provide clarification. I think that the Assembly itself is a...

MR. CURLEY: To the motion.

CHAIRMAN (Mr. Fraser): Speak to the motion, Mr. Patterson.

HON. DENNIS PATTERSON: Well, I am trying to, Mr. Chairman. I am...

CHAIRMAN (Mr. Fraser): Yes.

HON. DENNIS PATTERSON: ...discussing the issue of whether we should debate the recommendations in detail and I think that the mere fact that we will discuss these recommendations, if we decide to do so, will in itself permit the public to consider the report and be informed of the report and be informed of some of the issues. As I said in my opening statement, I do not think anyone on the committee would pretend that the report is perfect in all respects or that it does not contain matters that could be corrected by this Assembly or upon review. So, I think it is important that we do have the opportunity at this session to get questions and concerns raised.

Some Issues Will Have Agreement Of All

Having said that, I also expect that there may be points and issues on which the House may not be willing to proceed, but I also suspect that there are issues which everyone can agree upon. So, without belaboring my remarks too long, Mr. Chairman, I think we should go ahead and consider the recommendations in detail and it may well be that we can make good progress. If there are difficulties, then discussion can be put off or delayed if Members feel that way, but perhaps the best way to consider this report, rather than talking about whether we are going to consider it, is to get into the recommendations. I would support the motion for that reason and with that idea in mind. I think it is possible that this motion may get widespread support. Thank you.

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

SOME HON. MEMBERS: Question.

Motion To Move Into Detailed Study Of Tabled Document 2-82(2), Carried

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

---Carried

The motion reads that the committee move into studying the details of the report. I guess we will start with the introduction and see if there are any questions on the introduction. I think Mr. Curley has explained the introduction, these two pages of introduction. Mr. Pudluk, the introduction.

MR. PUDLUK: (Translation) Mr. Chairman, before Mr. Curley talks about it I would like to ask a question. In the Inuktitut version and the English version in the recommendations, I want to ask a question on recommendation 36. It concerns adult education. In the English it is not the same at all. On page 22, I would just like to know what heading recommendation 36 should be. Is it supposed to be an adult education or a special services heading? I just want to clarify that, just before we start, because in Inuktitut recommendation 36 is under adult education and in the English version it is under special services.

CHAIRMAN (Mr. Fraser): I think the motion reads that the committee move into studying the detail of the report. Is there nothing on the introduction that anybody wants to deal with? Mr. Butters.

Providing A Standardized System

HON. TOM BUTTERS: Mr. Chairman, looking at the second page of the introduction, the authors say, "...we have been mindful of certain facts and principles..." and I was just wanting to look at the principles that I would assume are underlying the report. The principle I am looking at is that: "The community that a school serves should make as many decisions as possible about the nature and scope of the information presented, how it should be presented, and who should present it." I guess I am just wondering how that principle really can be equated to a standardized education system. Maybe Members of the committee could assure me that that principle could be implemented and yet a standardized system, which would be recognized in other parts of Canada, could continue to be provided to NWT students.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Was that on page 11?

SOME HON. MEMBERS: No, page 12.

CHAIRMAN (Mr. Fraser): Page 12. Just for the person that is going to answer the question, we should maybe point the paragraph out, Mr. Butters.

HON. TOM BUTTERS: Page 12, and the first complete paragraph on page 12.

CHAIRMAN (Mr. Fraser): Thank you. Did you get the question, Mr. Curley? Or Ms Cournoyea? He said it did not matter. He said any of the committee Members.

MR. CURLEY: That is strictly an academic question. It is not important.

CHAIRMAN (Mr. Fraser): Ms Cournoyea.

MS COURNOYEA: I would just like to say that the level of delivery of the school system at a community level is -- I do not know if I am answering you in the right way, and if it does not clarify your question, then perhaps you can redirect what you are really asking. Oftentimes the kind of information that is presented at the community level as it relates to academic learning is of no relevance to that community. First of all, to comprehend and perceive what is being given in the first place takes a great deal of ability for that person to understand that, and from our understanding, and from the ability of the student, it seems that how you present a program of learning -- it is very important to a youngster to present it in a way and with the elements where they come from. One of the problems, for example, I can tell you very clearly. When I walked through a school at some point of time in my life, it was very difficult for me to talk about Dick and Jane and their sterile sidewalks, when I was tramping around in the mud in Aklavik which all of you who went on that trip have probably experienced.

Presenting Information In An Understandable Manner

I believe that how you present information is very important when it comes to what people understand and how they are living, you know. To me you can talk about muskrats and flood control, as opposed to cow troughs, cows, and Dick and Jane. To me, the area of explanation is the information and how it is presented so that it is more easily perceived by that student who is learning, so they do not have to get over the first stumbling block of trying to find out what you are talking about in the first place.

So, in order to deliver a program, it is easier for a person to count 16 muskrats or 16 polar bears, as opposed to, I would say, 16 trains and 16 aardvarks. If a regional or divisional board or the people understand where their children are coming from, it is easier to present a program in a more appropriate manner so you can get over the stumbling blocks of trying to understand in the first place what you are talking about, before you learn to count. You know, I do not know if that explains it, but that is my understanding of that paragraph.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Butters.

HON. TOM BUTTERS: Supplementary, Mr. Chairman. The school system that exists today attempts to meet that criterion, and to provide education within the framework that the Member has just described. In fact, beside the comment, there is a statement from Igloolik. When I visited Igloolik some year and a half ago, I was very, very impressed by the degree to which the educators had met that request, had met that standard, and introduced into the school much of the lifestyle that would be found in the community surrounding the school. I think Igloolik was probably ahead of many of our other schools.

The Member is aware, I think, that to recognize that requirement, in the current situation there is what you might call a basic curriculum, which I believe is 60 per cent what you might call "core" subjects, which really are standard instruction in every school and every classroom in every school. Then there is something up to 40 per cent of the curriculum which is developed and put in place by the community. Does the committee suggest that that 60/40 balance is inadequate to fulfil the principle that is contained in that paragraph?

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

Influence Of ITC On Igloolik School

MS COURNOYEA: I believe it was said on a number of occasions that the compulsory academic courses that are being offered perhaps take up 60 per cent of the ability or the time of the pupils who are attending the school system, and there was no intention of depriving any school program of that 60 per cent. If I may go back to Mr. Butters' comments on Igloolik, I would say that, from my experience, with my work with Inuit Tapirisat of Canada, it was one of their prime communities, that they were concentrating on helping that community develop a curriculum in co-operation with the school. The incentives and the initiatives taken by Inuit Tapirisat of Canada played a major role at the very beginning, even stimulating and giving encouragement to the school people to carry on such a program that would be more adaptable to delivery of programs and information to their community.

Now, in terms of 60 and 40 per cent, I think there are not a great many innovative ideas on how to present the 60 per cent. I believe the 60 per cent, the compulsory academic education, lacks -- certainly in our area -- I am not going to speak for Igloolik, because I know in Igloolik and Eskimo Point they have had a great deal of help from ITC. The fact that they have a majority of Inuit and Inuktitut speaking people there, makes them able to express and work at programs more without much interference, because they have a group of people that are very close together.

However, let us talk about the fact that 60 per cent of the programs that are presently being delivered are compulsory programs. Certainly around here they do not have very much ability to teach some of the programs, some of the subjects, in a geographic sense. It has not been developed. The 40 per cent that they talk about, which are not really mandatory, is done in a piecemeal

fashion. I think that if you look at the breakdown on funds for the compulsory programs and then the funds for the 40 per cent non-compulsory, the people who are trying to deliver them really are not encouraged to try to change the format. I have had a lot of discussions with teachers who said the policy of the Education department is really great, but the kind of back-up and the kind of initiative and funding requirements for delivering a program in that matter is just not available. Perhaps the policy is there, as far as I can see the policy is there, but it is not being able to be delivered at this time because of the lack of emphasis placed on that direction.

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

Local Education Authorities Request A Delay Until Fall

HON. DON STEWART: Thank you, Mr. Chairman. Yes, I am certainly in complete agreement with the statement of policy of the committee, "We are convinced that the decisions related to the direction of learning activities in a school must be made at the community level."

I wonder if the committee chairman could explain to me, when that is a basic premise of this report, and after knowledge that over 50 per cent of the population of the Northwest Territories, who are represented by local education authority, who are a creature of this government put in place to do a job, have asked us not to debate this report at this time, to give them further time so that they can come in the fall and make representation. It seems we use words to suit our own cause too often. Now, the local education authorities -- there is over 50 per cent of the population now that we have word from, asking this Legislative Assembly to discuss this report but not to vote on any recommendations or take any action of a positive nature.

Now, surely, if you believe in the premise that you have put there, then you certainly must have to recognize that the people that are running the education system now, that is in place, are asking you -- they are the local people -- and they say, "Look, we have not had time to look at this report. Please do not take any action." It seems to me if we follow through and push this in spite of our local education authorities, we are going to get this whole new education program off on the wrong foot. Surely we have to give these people time. It is not just an isolated case. Over 50 per cent of the people of the Northwest Territories that are represented by these local education authorities say wait until the fall.

Now, surely, if you believe in this premise, then you have to wait. I am quite prepared to discuss it if we can have an agreement that we are not going to vote on any of the recommendations, just debate them. Fine, I am prepared to do that. But if we go on, then certainly you had better take that sentence out of there and say, "We do not believe in that at all. We believe we know what is right for you and we are going to shove it down your throats whether you want it or not." That seems to me to be the attitude.

Respect For Organizations Which Are In Place

Now, surely there has to be some respect for the organizations that are in place. These people have been doing a pretty good job under very difficult circumstances. The committee has already stated that the biggest complaint they had from the local education authorities was that nobody paid any attention to them. That is the biggest single complaint they have had all across the Northwest Territories, and yet we are prepared here to go right against their wishes and to continue this debate in this fashion, seems to me, gentlemen -- there is something wrong somewhere.

I can recall, when the other education bill that is now in place was coming forth, that the government was ready to go and we in the West were ready to deal with it. The Inuit were in a minority in the House, and yet, to satisfy our friend, Mark Evaluarjuk, and Mr. Kilabuk -- it was requested that we delay a session so they could take it back. We had agreements. I voted for them, yet we were ready to go at that time with that education bill, but we waited, because you asked us to, and at that time the majority was in a completely different situation than it is today.

West Is Asking For Fair Treatment

Now, surely, ladies and gentlemen, if you believe in that, then we have to come to some agreement, okay? Let us discuss this, but let us not vote on these recommendations until the fall session, when your local education authorities have had time to make their presentations. It just seems to me to be only a fair way of working, and I know some of our honourable Members across there will remember the other education debate, and they were treated fairly at that time, and the West is asking now to be treated fairly.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Mr. Curley, do you want to respond?

MR. CURLEY: I am not sure exactly what part of the introduction the honourable Member is talking about. He seemed to be putting in his other comments. So, if he is referring to the fact that the other Assembly was doing such a good job, I remember making a statement about the Education Ordinance when I was a director of the Inuit Cultural Institute, a few comments or recommendations that I thought would have worked. Not one of the Ministers or Members asked to invite me to make a comment or speak or be a witness. I was attending the session at Rankin Inlet. Not one Member, not any one of you representatives acknowledged my statement. I circulated it. Nor was I asked by the Minister, "What do you mean by that?" What a process, eh? And I say, and I challenge the Member saying that there was extensive discussion on the Education Ordinance. There was none in the region.

HON. ARNOLD McCALLUM: What part of the introduction are we talking about now?

More Power For Local Authorities

MR. CURLEY: Maybe Brian Lewis can try and jack up all kinds of fake stories about it but there was none, no discussion in the Eastern Arctic, none. I just want to put that in the record. Sure, we believe; because one comment from Baker Lake says, "The society was concerned with the amount of decision making power they had, as the regional directors or regional staff can change the society's decisions. The society felt that the regulations for the society were not strong enough." So we want to improve the present powers of the education committees. The way to do it is through enacting some of the recommendations that we propose, that they be given powers to make decisions. That is what that question you asked is about. I call it, "Your question was really an academic one", because you are really asking an academic question. That particular reference, the first paragraph on page 12 means devolution of powers to the regional and to the community level, not about delaying the possible authority being delegated to a community. That is a completely different process. You guys are talking about a process, not about responsibilities to the education committees at all. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Stewart, could you indicate to the Member what paragraph you were talking about in the introduction?

HON. DON STEWART: Yes, on page 12, the second paragraph, which is the premise on which this report was supposed to be written, and I have just taken the lead sentence from it. "We are convinced that decisions related to the

direction of learning activities in the school must be made at the community level." Your community level now is telling you that they do not want you to proceed until the fall, and I am just suggesting to you that if you believe in what you say, then you should wait until the fall because they represent more than 50 per cent of the people of the Northwest Territories and are asking for this.

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

MR. CURLEY: Mr. Chairman, we have no plans to delay the report any further and we are going to proceed on with the motion. The motion has been adopted already. We indicated that we have no authority for presenting legislative changes. That is up to the Minister of Education. We can only make recommendations here and our terms of reference are there, which were adopted by you, asking us to inquire into the educational problems throughout the Territories, to present the final report and recommendations in 1982. Why did you guys not say that the process that we were going to have was not going to be adequate? Come on! Smarten up! You guys have never done any such consultation before. Look at the constitutional report that you guys adopted in the last Assembly. No consultation whatsoever. We are in the same democratic system today. You guys were not operating as a military government then. I hope not.

CHAIRMAN (Mr. Fraser): We are still dealing with the introduction. I have Mr. McCallum next on the list.

HON. ARNOLD McCALLUM: Mr. Chairman, I would like to indicate, along with what has been taking place, because I understood we were talking about the introduction and to just move a little forward on some of those facts and principles that are indicated on page 12. I acknowledge what Ms Cournoyea indicated as to how materials should be presented. I think that local communities should very definitely be concerned with who should present that material and I agree with what is there. I have some concern -- and it may be academic and it is going to be philosophical...

MR. CURLEY: Filibuster.

HON. ARNOLD McCALLUM: ...about the nature and scope of the information presented from community to community.

Catholic Education Program In Senior Years

I am concerned, as well, that the statement that is made that the Arctic college will combine those particular features of things and it is an innovative response. I would suggest that it is not so much an innovative response. I think it goes back to the junior college concept. It may very well involve the community college concept as well, and if that is what it is to be, then I think notwithstanding that there are some concerns -- such as the concerns of a letter that I received from the chairman of the Fort Smith chapter of the Knights of Columbus talking about allowing the continued existence of a Catholic education program in the two senior years -- if that is to be allowed as well, and I understand the Minister of Education in his remarks talked about that as well, then I think that the people will be satisfied in terms of the separate school system.

I think, as well, that if I take the definition of an educational system that is used by the committee, I recognize and appreciate that it means all of the organized instructional programs offered in the territorial schools as well as the kindergarten to grade 10. Then I am not too sure what the difference is between all organized instructional programs in territorial

schools as well as kindergarten to grade 10 in-school programs, unless we are talking about other institutions, other than the schools that are already in existence. If, in fact, you go further to that, I believe that everybody should be provided the means to achieve the basic grade 10 or the equivalent of grade 10 and I have no difficulty then. I think that is an admirable aim and one that a parent should be able to demand of a school program.

In-School Programs Do Not Now Provide Training For Employment

I am concerned with the next because I think here we are getting into a philosophical difference of the nature of schools. If schools then, the educational system -- because now by using your definition of an educational system on page 12, you are talking about schools -- if you are now saying that schools are to provide the means to secure employment, I suggest to you that that is a different philosophical basis than what schools are now. In-school programs now, and again your educational system means that, do not provide the means by which you secure employment. The other educational programs that go on out of school or beyond that, apprenticeship and everything else, are the means by which you get into employment. It may take increased educational courses or community college courses, technical institutes, manpower agencies, to provide that.

I think that we have to be aware that what we are saying is that we now expect the schools to train people in school for employment and I suggest that that is a basic philosophical change in our educational system. I am concerned with how that will go through the entire educational system. However, if by the entire educational system you are talking about all of the other programs and not just those that are in-school or in the territorial schools, then you cannot argue with any of the principles that are there.

I think again, and I would simply like to indicate, that I agree that local communities should be concerned and should have as much as possible to say and make as many decisions as possible about how material is presented. As I say, Ms Cournoyea gave excellent examples of how it should have been done. I think that the local communities should indicate who should present that. They should be the people that are hiring the teachers, and as I said Friday, I do not believe an interim organization should go out and hire a company to go out and hire teachers. It should be the local people. But I do have a concern because I think that there is the possibility of a continued short-changing of students when you are talking about having the community make as many decisions as possible. The nature and scope of the information presented -- and by information I expect you are talking about a curriculum -- so those are simply the comments that I have when we are discussing, as you suggested, Mr. Chairman, that we should be discussing the introduction. I am not looking for any kind of rebuttal.

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

English And Inuktitut Versions Correspond

MR. PUDLUK: (Translation) Mr. Chairman, I just want to clarify to the Inuit what the person was talking about -- the elected Member for Inuvik and the elected Member for Hay River. From what we remember, when we had a meeting over in Baker Lake and in Rankin Inlet, we had problems. The Inuktitut translations were not very clear. The two pages of the Inuktitut translation did not correspond. We wanted to tell our people that if we dealt with these recommendations they would not understand if we brought these matters into the communities. We wanted the communities to have a better understanding of what we were trying to get at. The recommendations that we are dealing with now of the report -- the committee on education went to three or four of the

communities and perhaps 20 were not visited. Right now, I think that the committee has done a great deal. When you turn the page, the English and Inuktitut versions do correspond, and if we take these into the communities, we can have a better understanding. I believe when you want to inform your people, and get their views on the report -- I believe -- and I am in support of what you are trying to tell me.

If we brought these into our communities without informing them first, I do not think they would be implemented right away. I remember we put a stop to some of the ordinances that we were dealing with because we wanted our communities to be a bit more informed. After the delay, when we went to the communities, we were trying to make some amendments to some of the ordinances, but we were just told -- they referred to the ordinance, of what it would say -- they would tell us that these ordinances are not more toward the tundra area because it seems like they were more toward the tree line area instead. Also, when we were starting to deal with the ordinances for the last time, we went for another meeting. I could not arrive at that meeting place right away because of the bad weather, and before I got there, they had already finished dealing with the ordinances. Before that, I had delayed that meeting so I could go along and deal with those ordinances that we were supposed to deal with. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Pudluk. I have Mr. MacQuarrie. Let us see if we could stick to the introduction. I think we shall maybe get through this in a week, so we have to try to stick to the introduction if you will, please, Mr. MacQuarrie.

Significant Changes In Policy Recommended

MR. MacQUARRIE: Very definitely, Mr. Chairman. Ms Cournoyea mentioned a little earlier that perhaps the policy is already in place, and she said that because there are some communities where significant changes have been made in the educational system; but for some reason, it was not happening everywhere. Well, if that were true, then perhaps some of the recommendations that the committee has made were not necessary. Perhaps what might have been necessary was a means to ensure that whatever policy existed was implemented; but the committee did not take that approach. It has made recommendations for significant changes in policy, and one of them is incorporated in this very first principle on page 12 that we have been talking about. That is, the community that a school serves should make as many decisions as possible about the nature and scope of the information presented, how it should be presented, and who should present it.

Now, this is the principle that has shaped many of the recommendations of the special committee on education, and therefore it is not only proper, but I would say necessary that this principle at least be discussed. Therefore I am astonished to hear Mr. Curley say, when a question was asked about it, that it is merely an academic question. It is obviously the foundation of the whole report; and the reason I would like to discuss that principle is because it is such an important one. Is it legitimate or not? I tend to be like the Member for Slave River. I cannot agree that in every respect it is a legitimate principle. I, too, agree that the question of how materials should be presented and who should present them are very legitimate concerns for local education authorities, for communities; but the scope and nature of what should be presented, I maintain, is a concern for a larger society, and not just for a community. For a community, yes; but not just for a community, and this is one of my fundamental concerns with the report, that divisional boards are established. I am happy that they will have authority over how the information will be presented and who should present it, but I am not happy that they will have absolute authority over the nature and scope of what shall be presented.

Education Should Broaden Outlook

That is a particular concern that I have, because, Mr. Chairman, the whole history of public education -- compulsory, universal public education does not have a very long history; it is a comparatively recent thing -- and the whole history of compulsory, universal public education has been an effort to try to broaden people's outlook on life, to sort of escape from an inward-looking parochialism, and to try to generate in children attitudes that will contribute to the betterment of man generally and to the brotherhood of man and so on. In order to try to ensure that that took place, many educational systems have sort of centralized in order to try to ensure that there is as much of that world view as possible.

Indeed, if education were only a process of acculturation, you might as well not have a public education system, but leave education then entirely in the hands of parents, but those individuals who have been leaders in the past history of man have seen that it is important to adopt a broader view, to try to break patterns of localism and parochialism in order to enlighten man generally. So, I am just afraid that this might be a backward step in the Northwest Territories and so I have concerns about when words like "relevant" are used. I have concerns about what is seen as being relevant in a school system. Is it only what is immediate and local? Are there not things relevant that people do not immediately have contact with at the present time?

MR. CURLEY: What are you talking about? What part?

Report Is Not Sufficiently Concerned With The Future Of Young People

MR. MacQUARRIE: Would a knowledge of law be relevant? Computer science and medicine? Is the space program relevant to any human being, since it is not something that touches most of our lives directly? Is a knowledge of economics relevant to kids in the Northwest Territories? It certainly will be if we run into the depths of a depression pretty soon and everybody is finding money very difficult to come by. It has that kind of relevance. Is Russian militarism relevant to kids in the Northwest Territories? Well, some day if they marched in it might be very relevant. I say that a little facetiously, but my point is that it is not only what is very local and immediate that is really relevant. It is not only the past and present in young peoples' lives that is relevant. It is the future as well and I am afraid this report has not looked or has not concerned itself enough with that aspect of education -- the future of young people -- and I am afraid that it has not looked enough at the need. While there is a need to take account of differences and special needs, again I say there does not seem to have been enough concern with common needs and similarities.

So, I would ask Members of the committee to respond generally to those two areas. Are they concerned that education is also partly a process of taking account of similarities and common needs and trying to broaden understanding? Will the committee Members agree that future needs are relevant and that things that are not necessarily only local and immediate are relevant? If the answer is no, well, then we have a fundamental philosophical difference, but if the answer is yes, and I suspect it may be, can you just let me know how, if all of this is implemented, those kinds of concerns will be safeguarded. Any member of the committee -- I would appreciate hearing that.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Would Mr. Curley or Ms Cournoyea -- Mr. Curley, do you want to respond? Mr. Curley.

Need To Deal With Recommendations

MR. CURLEY: Mr. Chairman, we cannot answer all the questions unless we deal with the recommendations. Only when we deal with the specific recommendations will we be able to provide response to the questions, but as far as the future is concerned, the committee right from the outset, the first issue we tackled was, "What is education? Why are we doing this?" At the present moment we acknowledged that during the life of this Assembly there was about to be no major change as far as the future of the evolution of the Northwest Territories was concerned. People had to go to school to attain the southern type of education. As well the culture and the language of the Inuit must be protected and the people in the community allowed to be more involved in the running and administration of the school system. That is what we focussed on. The future remains to be seen and it is up to the next generation to make appropriate changes or maybe the 10th Assembly will likely want to deal with some of the adjustments, so that any Minister of Education will continue to assess the trend taking place in the North, but I believe what we focussed on was to make it more relevant to the present Territories as it is set out.

We can go on and talk about philosophy if we want to, but unless we get on to the recommendations, we will really not know what we are talking about. We can filibuster all we want and not get things done and if you want to do that, I am prepared to sit here, because the first item on the order of business is the special committee's report. I am prepared to sit here for four weeks, two weeks, three weeks, if you want to, because we will not compromise and be subjected to filibuster. Thank you.

HON. ARNOLD McCALLUM: You will not compromise? You are saying you will not compromise?

CHAIRMAN (Mr. Fraser): Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Perhaps I am interrupting something important, but I would like to say that I do respect Members' concerns expressed today in reference to this paragraph on page 12 and also in their opening remarks, that we want to be very cautious to ensure that we do not have a number of widely scattered small school jurisdictions throughout the Northwest Territories doing entirely different things. Balanced against that is what appears to have been calls for further progress toward local input and control, further progress over what has been made since the last Education Ordinance was passed.

Preservation Of Certain Basic Standards

Now, if we look at the paragraph on page 12, I wish to observe that the principle of community decision making and community input is not unqualified and it is not unqualified because it says that the community that the school serves should make as many decisions as possible. That means that there are some decisions which it is not possible for a community to make or perhaps which a community might be overruled on. I would simply observe that this too, is an important concern to me and I think when we look through the report in detail we should search for assurances that there would be a certain basic standard and certain uniformity preserved.

In my idea, to my mind, this is certainly the responsibility of the Minister of Education and the responsibility of the Department of Education. Members who are concerned about this issue, as I think we all should be, should scrutinize the report and recommendations and whatever changes may be recommended to our existing legislation, to ensure that the Minister of Education retains that control, that responsibility for uniform standards and consistency that

is essential to an education system. But I do think that the qualification on the community decision making power, although it is just a few words, "as many decisions as possible", is some acknowledgement that the community cannot have an unqualified power.

I was, of course, involved in this report and I do not think that issue was out of the minds of the committee when they formulated this report. It may well be this committee has erred too far on the side of local input and local control and if so, then it is appropriate that amendments and qualifications be introduced during our debate. Thank you, Mr. Chairman.

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

HON. TOM BUTTERS: Mr. Chairman, I would like to thank my colleague from the High Arctic for his expression of understanding of the situation which I have made known to the committee. I just would reflect on one of his comments too, and I remember that being that the Education Ordinance we put in place was probably going to be implemented more below tree line than in the Arctic communities. I think that the individual who said that was really thinking in terms of the community education societies, but as I mentioned yesterday, I think the society aspect has been picked up more by Arctic communities than by communities below tree line.

Inuvik Served By Education Committee

It has always surprised me, representing a constituency as sophisticated as Inuvik, to have in this community serving our educational needs the lowest form of a legal body that the current ordinance identifies, which is a community education committee, whereas in a number of the other communities, residents and parents there have requested and received the status of a society. I find it difficult to understand the concerns...

CHAIRMAN (Mr. Fraser): Mr. Butters, could we stick to the introduction, please?

MR. CURLEY: Agreed, agreed! Hear, hear!

HON. TOM BUTTERS: We are.

CHAIRMAN (Mr. Fraser): Yes.

HON. TOM BUTTERS: This is related to the comments that other Members have made that Mr. Patterson was just making and that Mr. Curley made about...

MR. CURLEY: What page are you talking about?

HON. TOM BUTTERS: ...the local education authority. I would just like to read from the existing ordinance, that the local education society reviews all reports on education programs, reviews education program plans reported by the principals, prepares, in co-operation with the principals and the secretary-treasurer, an annual budget proposal for the education district, supervises the expenditures of a sum of money annually appropriated for the society, review and advise on all plans for construction of new facilities, act as agent for the Executive Member in the appointment of principals, teaching personnel and non-professional staff to the education programs of the education district.

People Do Not Know The Powers Contained In Ordinance

Certainly, the power of who provides the teaching is very much in the hands of the local education society. I am not going to read them all, because they go on and on. These are the "shall" aspect provisions. It is not that they

"may" do that but they "shall" do that. I believe that the reason that people feel that our current ordinance has failed them is because they do not know the powers that it contains. I am quite sure that many of the powers that people are asking for they already have by legislation if they would reach out and take the responsibility that we provided them some four or five years ago. Too, it is only about four or five years ago that the original ordinance was put in place. I really do not think that it has had a fair opportunity for implementation and that the expectations which we had for it previously have not been realized because people, have not been aware of just what the ordinance includes and what powers it gives communities.

I have one question on another principle in the section which starts with "special historical and regional conditions".

CHAIRMAN (Mr. Fraser): On page 12?

Individualized Programs

HON. TOM BUTTERS: Yes, sir. It is the next principle down. I would like an explanation of what this sentence means: "We consider that the very smallness of our population should encourage the development of individualized programs...." Now, I wonder what is meant by the words "individualized programs". I realize that the report contains significant recommendations with regard to special education needs, and I am wondering if that is what individualized programs means in this context. Or does it mean something in the collective sense? Does it refer to individuals, or does it refer to groups?

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. On page 12, the second completed paragraph, about halfway down. Mr. Curley.

MR. CURLEY: Mr. Chairman, again I consider or interpret the remarks here on this page not as important as the recommendations. Until we deal with the recommendations, we will not understand exactly what we mean in the introductory general statement. I think if you look at the recommendations in setting out the administrative structures in dealing with education, the report is quite strong in developing divisional boards. Individualized in the Territories is impossible to -- that is out of the question immediately. It could mean regionalized, or collectively speaking, yes; but I would not want to be hung up on what the wording of this academic statement is all about. It is really an academic question, and unless you deal with recommendation number one, Mr. Chairman, you will not understand what the introduction is all about.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Butters.

HON. TOM BUTTERS: I have heard the Member's answer, but I would point out to him that this is not just an introduction; it is a statement of principles. It is a cataloguing of the principles that underlie the recommendations, and the report says exactly that: "In making these proposals and recommendations, we have been mindful of certain facts and principles." What we are examining now are the principles upon which the recommendations are based. I think we should take sufficient time to examine those principles and at least be sure we understand what they are so that we will be able to better comprehend the recommendations when we get to them. I have one further question again in this area of principles, if I might, for clarification?

CHAIRMAN (Mr. Fraser): Thank you. Carry on. Mr. Butters.

A Principle Of Permissiveness

HON. TOM BUTTERS: It is the next principle. As did my colleague, Mr. McCallum, I have trouble with the definition of an educational system, but I will leave that for a moment. I would like to go to the next statement. "The educational system should permit individuals to join it and to leave it without seriously or negatively disrupting their lives." Now, the honourable Member for Yellowknife Centre used the word "compulsory". Compulsory education. This seems to indicate that we are supporting a principle of permissiveness; permissive entering into the education system as defined in the principle above and leaving it when individuals so wish. The main thing is not that you disrupt the system, but that they can permit this flexibility to get in and get out without upsetting their particular selves.

No Reference To Compulsory Education

So I am wondering whether compulsory education was ever considered. I do not find a reference to it in the report. There may be a reference to it, but there are certainly no recommendations regarding the system. It would appear to me that the committee Members are very proud of their recommendations. They feel that the recommendations they are making and have made will improve an inadequate system which we currently have in place. In fact, I think that they feel it would be a significant improvement, because they are suggesting that significant changes be made to the system. So what I am saying is if this system is going to be so good, should we not compel people to attend it? Or is that the intention? Will people be able to drift in and drift out as they feel obliged or as the spirit moves them?

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

MR. CURLEY: Mr. Chairman, I am amazed at the very naive respect the Member has for the native people. The majority of the population of the NWT is of native ancestry, and I failed to open your eyes. Walk through the streets of Inuvik and look at it. Speak to the young people to see whether or not you will see any impact or disruption that these young people have had in dealing with your society. You are a very proud gentleman. It shows. That statement means education should be one where people can be proud of it. I was saying to the Minister the other day, if young people, because there is nothing to do in Yellowknife -- the minute they breach one simple little rule of the hostel, they are kicked out. Expelled. That is the disruption. I suggest you travel, make a trip one time. Take a course in cultural inclusion or professional development type of a course, and learn about native people. Try and presume for one minute that you are in my shoes and try and learn about what kind of an experience you will go through as you go to your first grade without knowing or understanding what the English system is all about.

No, Mr. Chairman, we are not suggesting that the education system is going to be perfect once you accept the recommendations, because people do not change that quickly, nor does the government change that quickly; but it will give the means and the responsibility to the people. You too, you guys can handle it. You got it made. You know, you can try and protect the niche that you have developed, and if you want to do that, why do you not move a motion that we disregard this report and be content with the work that you have put into this existing ordinance, and be content with all the many students that are sent away from home, from Keewatin, Central Arctic, Frobisher -- there are many more of them that are going down to school in Ottawa? They are having problems...

CHAIRMAN (Mr. Fraser): Mr. Curley, stick with the...

MR. CURLEY: I am sticking to the answer to the question. Mr. Chairman.

CHAIRMAN (Mr. Fraser): Ms Cournoyea, did you want to respond?

Problems In Inuvik

MS COURNOYEA: Yes, I will respond to three items that the honourable Member for Inuvik brought up. One is a comment on his part, and perhaps would bring to his mind and his soul why Inuvik, which is supposed to be the model town of the Northwest Territories in the development process and why it has such a low status, is mainly because -- I really believe that from my experience I can say very clearly that the confidence in the educational system and the people carrying it out perhaps is not as well respected as it should be, and we certainly have had our difficulties. In my attempts to get people politically involved in the various agencies, the problem in a community like Inuvik is that there is a mixture of people. The people who maintain the system are generally the people who, if there are any disruptions or changes that the aboriginal people would want to see in a place like this, immediately get themselves on boards and it is very difficult to make that change. I think that that is why the level of a society or an educational committee is still at a very low level, because the people who are here aboriginally have a very difficult time convincing the population of Inuvik, who are generally within the system, and oftentimes do not even use the school system to educate their children -- they send them elsewhere -- they do not have the confidence in the school system. So in order to tie a community organization together, whatever it may be, you have to have the will of the people and the trust among them which does not exist here at this time, and so therefore it is very hard to move ahead.

Explanation Of Individualized Programs

Now, with regard to individualized programs which you were talking about, the Northwest Territories has a very small population. It would seem that many, many times -- for an example, we shall take English as a second language -- we are teaching our children in the communities as though their ability in English and their comprehension in English is at such a state that it is the same as that of people who come from the southern sector of this society, and from time to time, the reason why people do not stay in the system is because they are not really understanding what they are being taught. So it seems that there are few enough students that we have to deal with that it would not be such a terrible imposition to develop a group of people who have been in the system along with the school board or the community to say, "Okay, we have 50 children in this school and 25 of them are having a difficult time. Now, what are their individual needs?" Three of them may have a problem in terms of the fact that maybe they have learned to speak English later. Another five of them may have a problem because they did not -- the parents -- we have our own local way of speaking English. Maybe another five do not have their parents forcing them to read a great deal, so their comprehension is not up to par. So, within the scope of that small population and group of children, we are denying them a privilege of learning because we have not looked at their individual needs. We are putting them all in one category and saying, "Here, let us streamline you through this system." When we talk about individual needs, it may be in one school because one school would have the same problem; but then it also could mean 50 children in a school of 100 that have these problems. So in terms of your question about individual needs, these are the things that we felt were very important to approach.

Ability To Move In And Out Of Educational System

As for having the ability to move in and out of the school system, it is that from time to time we can encourage young people to go to school for a certain period of time. Perhaps it would be best if we had a program where they can

stop, knowing they have completed their school program, and if they want to stop for a couple of years they can move back into it. Or else, say for example, if the parents in that one given community decide, "Well, we should split the time of teaching at different periods of time", they can feel comfortable in going out, and maybe the teachers would be happy to continue the teaching in the summertime. This is what we said with the ability of a regional/divisional board or a community to have more involvement in the development of the programs and providing the individual programs which we feel are very necessary.

CHAIRMAN (Mr. Fraser): Thank you, Ms Cournoyea. The time being 6:00 o'clock, I will be required to report progress.

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: Thank you, Mr. Speaker. Your committee has been considering Tabled Document 2-82(2), the report of the special committee on education, and wish to report progress.

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

CLERK OF THE HOUSE (Mr. Remnant): Announcements. There will be a meeting of the standing committee on legislation at 7:30 this evening in the small Family Hall. Tomorrow morning, Tuesday, May 18, 9:30 a.m., a caucus meeting in the small Family Hall.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, 1:00 p.m., Tuesday, May 18.

1. Prayer
2. Replies to Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Special and Standing 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); Bills 1-82(2), 2-82(2), 3-82(2), 4-82(2), 5-82(2)
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House now stands adjourned until Tuesday, May 18th, 1982, at 1:00 p.m.

---ADJOURNMENT

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