



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

TUESDAY, MAY 18, 1982

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Tuesday, May 18th.

Item 2, replies to Commissioner's Address.

ITEM NO. 2: REPLIES TO COMMISSIONER'S ADDRESS

Ms Cournoyeyea.

Ms Cournoyeyea's Reply

MS COURNOYEA: Mr. Speaker, Mr. Commissioner, elected Members of the territorial Council and honoured guests, in reply to the Commissioner and in an effort to be brief, I would like to reflect on the accomplishments of the Council and government. After careful scrutiny of the accomplishments of this Council, I was left with a blank page. Therefore I have been once again forced to prod the Executive Committee, the Commissioner and his band of merry bureaucrats, in the hope that they might this time be inspired to improve their performance.

MR. CURLEY: Hear, hear!

MS COURNOYEA: My hope that they might heed the wishes of the MLAs in this Council has been sadly disappointed, and it is no surprise, however. Any elected official will know that our governing power group seldom pays attention to the formal motions of the Council, unless it is expedient for them to do so. Looking over the motions passed and the questions pertaining to my constituents, I wonder why I am sitting on this Council and legitimizing the idleness of the Executive. I have spent the first half of my term investing my energies in your system. My message to the adolescent entrepreneurs of territorial politics is this: I am not impressed with the results. Unless the dividends of your shaky enterprise begin to accrue for the constituents that we are supposed to be serving, I see no reason for this Council to continue.

Mr. Commissioner, your Address clearly indicates that the juvenile Members of the Executive Committee have done no more than fly around attending gatherings of authentic provincial ministers and visiting various sporting events. These frivolities are taking place at the expense of the real business at hand: The business to which you have been directed by the Council. That business you have ignored. The Executive Committee Members might be likened to a bunch of kids with fresh acne running around the country after real provincial ministers, trying to be one of the gang. This play-acting is being done at the expense of the real business of this government.

Mr. Commissioner, I feel that the time of the free lunch for the Executive has to be over. In light of the performance and attendance records requested by Mr. Curley, I wonder what the people of the Territories will think of the amount being paid in salaries and benefits to the Executive Members. I am bringing these matters to your attention not just because I feel such performance is improper, but because my constituents, the Western Arctic, the Beaufort Sea region, are in the most critical and high pressure development area in the Northwest Territories. My constituents cannot wait for the Executive Committee to grow up. They need mature, responsible action now. We are at a crucial point in our development while this government is still playing pranks, and despite the soothing and boastful promises of your speech, let me say clearly that this government is unable to handle development of any magnitude.

Failure To Negotiate Adequate Agreements

The responsible elected Members and the bureaucrats are not equipped to handle large-scale development, although they may have deluded themselves and the communities into thinking that they can. For example, for months we in Tuk have been working with the territorial government to secure a special impact funding because the territorial government failed to deal with these issues with the oil companies several years ago when they were moving in. That was the time to secure adequate agreements. This government failed to do so, being dazzled with the prospect of development. In the Norman Wells pipeline announcement, again, the territorial government failed to secure realistic deals with the federal government and the pipeline companies. This Council had to find money within its own budget to implement programs that should have been paid for by the federal government. The Department of Indian Affairs and Northern Development got all of the publicity, and we got all of the headaches and the bills.

Again, I lay the responsibility with this government, and the responsible Ministers, who do not seem to be prepared to negotiate effectively on behalf of the Territories. Perhaps it is because they are too comfortable, while the people we are to serve are the ones bearing the impact of our ineffectiveness.

The Commissioner has applauded the socio-economic agreements associated with the development projects. In looking at the latest one with Esso, I see nothing but general words. I see no more for the Territories and its people in those deals than the previous ones, which is very little. I find the Beaufort Sea experience interesting, in that this government has put its effort toward generating propaganda proving that the developments are good for the North and its people, and I would interpret this as nothing more than the territorial system protecting itself from criticism and justifying itself. The danger, of course, is that the propaganda works best on the people in the system. They are the ones who are convinced of the benefits of the development, and therefore they will never improve.

Mr. Commissioner, we have developed a reactionary, self-serving system rather than a system that plans, evaluates and leads. The only economic strategy planning I have seen in the territorial system is directed at improving the position of individuals within that system. Mr. Commissioner, there must be responsible strategy planning for the Territories, economically and socially, before there are any development projects considered. Without this thought and analysis, we will never be able to negotiate from a position of knowledge and of strength. We will continue to squander the future of our heritage in the Territories.

I do not see an optimistic picture for the future as you have portrayed. There will be only disappointments and lost opportunity if we do not take over our future seriously. Right now the only hope I can see for a brighter future for the Territories is if the native organizations are successful in negotiating land claims settlements. They are the ones who are concerned with the future.

Executive Not Responding To Wishes Of Majority.

The actions of the Executive Committee and the government on the political issues of regional governments and division do not give me great hope in that area either. The results of the plebiscite were very clear: The majority of residents voted in favour of division. Despite this clear expression of will, our Executive have been trying to avoid that direction and spending time speculating about voters' motivations. At the very least, this vote should indicate to this government that there is real dissatisfaction with the performance of this government, and that people wish to bring government closer to them so that it is more responsive and responsible.

Similarly, the Commissioner's remarks concerning regional governments in the Central Arctic, and his obvious silence on the Western Arctic regional municipality, WARM, lead me to believe that even on political and constitutional matters, this government only responds to initiatives which conform to their beliefs and perspectives, and ignores anything which does not fit in their narrow and often self-serving interest. Why, for example, has the Executive Committee continually, for two years, frustrated and stalled progress on the motion from this Council on the Western Arctic regional municipality? Is it because a few Members -- and probably a few officials -- feel the wishes of the Western Arctic communities do not conform to their own? We clearly have a government that reflects a tyranny of the minority.

Mr. Commissioner, this is why I join you in expressing appreciation to the Inuvik elementary school for the use of their facilities to conduct the business of this fledgling government. It is perhaps fortunate, however, that the elementary school has not imposed its standards upon us, or we might not be able to graduate and go home, some of us to more comfortable surroundings, in Yellowknife. Thank you.

---Applause

MR. SPEAKER: Thank you. Replies to Commissioner's Address. Mr. Pudluk.

Mr. Pudluk's Reply

MR. PUDLUK: Thank you. Mr. Speaker, Mr. Commissioner and the Executive and Members and the gallery. First of all, Mr. Speaker, I would like to make a little correction to the "News/North", which was issued on Friday, May the 14th. I have been accepting Kane Tologanak for the eastern caucus, but I did not know he was taking over for me, because it says in here, "Kane Tologanak MLA for the High Arctic". I think he is for the Central Arctic.

HON. DENNIS PATTERSON: Maybe he wants to run against you.

MR. PUDLUK: However, Mr. Speaker, I would like to speak in my language, Inuktitut. I am going to speak very slowly, because of the translation. (Translation) I will speak in Inuktitut. Firstly, I will say something about my personal concerns. Firstly, I would like to express my thanks that we were able to be welcomed here and attend the session here in Inuvik. We have been made very welcome.

The Ninth Assembly of this Legislative Assembly is in fact trying very hard to do their business. Also, the Assembly means a lot to the Northwest Territories. However, I have been satisfied. When it is said that the Eighth Assembly was not functioning very well and they were not trying to get their business done in the best way they could -- but I was in the Eighth Assembly and I know that the Members of the Eighth Assembly were the first people to listen to the people of the Northwest Territories. The Assembly before that did not listen to any voice toward their business. Regarding the ordinances and policies, they were heard in the Eighth Assembly and they were dealt with very well. I have had some experiences where I know that we were working very hard on our jobs in the Eighth Assembly. Also, I know that the future 10th Assembly will be working very hard. I can sense that the Ninth Assembly Members will be working heavily on the Nunavut plebiscite, with regard to the boundaries. I do not think that we of the Ninth Assembly will finish that.

Plea For Support For High Arctic

Mr. Speaker, the result of the plebiscite was an overwhelming "Yes" and we sense and know and understand that we will have to deal with some problems in our future with regard to the problems of the Northwest Territories, because it is a vast land in which to have one government. However, I have some difficulties in dealing with that -- regarding the Government of Canada. When there was a first plebiscite being held, I do not think that they should have indicated where the boundaries would be. The reason for the federal government preserve -- it is not what I like. It is very close to our home town. It is in the High Arctic islands and it seems like those islands will not be annexed to Nunavut. The residents of the islands are not satisfied today with that concern. The two communities, Resolute Bay and Grise Fiord, want to be with the Nunavut territory. In the past the federal government had been looking after us, long before the Government of the NWT was brought up and we do not want to go back into that history again or into the past again. So we, as natives from the High Arctic, will want to be working with, and we want some assistance from my colleagues and other native organizations. I am aware that they will be trying to assist us, but when we are dealing with the federal government, they are very hard to deal with. Because of that, I need some assistance and some support. I need fuller support than I have ever needed before. I need strong support from my colleagues.

Mr. Speaker, I would like to state briefly a few things about this House and about the tankers that will be going through the passages. I was informed and I also heard that the Government of the NWT was supporting that matter and that we would make an agreement about that matter. First of all, I want it to be recorded that I am opposed to that support for the tankers going through the passage.

With regard to the people who are going to be dealing with oil spills, I feel that they are not aware of how they would go about handling an oil spill. Sometimes I know that when there is a 10,000 gallon oil spill from an ordinary ship that is being used -- it was noted that they could not find that oil spill, where it went. It was only 10,000 gallons. Let us say there was an oil spill of two million gallons. I think they would find that -- but maybe nowhere in Canada does anybody know how to deal with that kind of spill. Perhaps if there were another emergency case such as a ship sinking -- I think that would create difficulties trying to handle an emergency rescue. We need facts first and then perhaps we will support the people who want to make some voyages through those passages. I know that this has to be studied. They will be wanting to use a big area and the trip involves long distances. Because of that fact, I am opposed to supporting this enterprise.

Housing Corporation And Rent Increases

Furthermore, I would like to say something about housing, Mr. Speaker. I do not think it will be very necessary, but I do want to bring it up, since yesterday the Minister responsible for the Housing Corporation has stated that he has no control over the Housing Corporation and I know that we do not have authority ourselves over anything -- that we have to bring up our concerns or at least have to express our concerns.

Almost all of the communities have been corresponding with the Housing Corporation about the increases in rent. This is causing a lot of problems in the meantime and it seems that monthly rents will continue to increase. The Housing Corporation made some visits to our communities in trying to deal with the northern residents and they held some meetings with the local housing associations. I think that was the first time they did that in my constituency and I personally think that they took a long time to do that. If they had done that earlier they would have more understanding of the problems.

I had some experience with the Housing Corporation board of directors. I think most members of the board of directors have just seen the North for the first time and so they did not even know what the houses looked like. Because of this fact, I would like to urge the Housing Corporation to do some more up-to-date visits to the communities, or perhaps I would suggest to the board of directors of the Housing Corporation that we would invite them to the witness table and we, as MLAs, would bring our concerns to them. I think we would be edging them in that way in dealing with the increases. I do not think that they will do anything by means of letters or correspondence. I do not want to make a lot of statements about the Housing Corporation. I would like to thank you for now. These were my concerns. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Pudluk. Replies to Commissioner's Address.
Mr. Noah.

Mr. Noah's Reply

MR. NOAH: (Translation) Thank you, Mr. Speaker. First of all, Members of the Assembly and the gallery, ladies and gentlemen, and Mr. Commissioner, I would first thank the Inuvik residents. I thank them very much. It seems like we have never been more welcome, and we are grateful for what they are giving to us, and they are very erratic, especially the elected Member for Inuvik, Hon. Tom Butters and Ms Cournoyea. I thank you very much. We have good accommodation and good food in Inuvik. They welcome us too much sometimes; for example, today we had to go to somebody else's place, and we did not attend that. Perhaps if we were to come later for another session, I think we could attend such lunches like that.

I would like to state briefly four concerns about the ministerial areas of the Executive Committee. I think the problems that we are more concerned about, concerns being brought up to this House, sometimes...

MR. SPEAKER: Mr. Noah, you are going a little too fast. The interpreters cannot keep up to you. Would you slow down a little, please.

MR. NOAH: Thank you, Mr. Speaker. (Translation) I will be speaking in English for a little while. My English is very poor, perhaps, but I think we will have to try sometime. (Translation ends)

Mr. Speaker, I briefly would like to say a few words in English, if you can bear with me for a while. It seems to me that every session there seems to be a little more and more criticism of the Executive Committee or the Ministers, or even of one another as ordinary MLAs. Personally, I do not believe in criticism, whether you be a small committee or a Legislative Assembly, or whatever. I am not only worried, but I am very much concerned that the Ministers or the Executive Committee does not seem to show any optimism or enthusiasm at all for a whole year now. Seeing them this way, or acting this way, Mr. Speaker, is very discouraging for me as an ordinary Member. I think the Commissioner, as being a leader of the Executive Committee or of the NWT as a whole, has to show a little more leadership, a little more toughness. I think, Mr. Commissioner, you have to show a little more leadership, or a little bit of toughness, like Mr. Hodgson used to say, "I am the tough government." Mr. Hodgson may not have been as educated as Mr. Parker, the Commissioner now, but he was a tough leader. You have to show leadership when you are going to lead someone, or an organization, or the government.

I do not know what the real problems are with the Members of the Executive, or the Ministers, I do not know what the real problems may be. As I mentioned earlier, maybe we as ordinary Members are criticizing too much, or too many personal concerns are being brought up into this House.

Working Together For A Better Future

(Translation) I will be speaking a little more in Inuktitut. The Ministers, if they were to go on a little bit stronger, they could get what they want. Yesterday he said that we could not get what we want, but I do not believe that. I think that we can get what we want, as a government. If we as the Members of the Assembly work together, well, I think that we can get what we want as a government. I think that the Ministers are doing their job as well as they should be. I think that they should have a better administration than the one that they have now, but we should get what our constituents want. I do not see anything being done. I think that you are too scared of the federal government, if we are going to be honest. I do not think there is anything to worry about, because we are all Canadians. I think that working for the government is a very hard task. The only thing that I am afraid of is lying to my own people. Whoever is making \$30,000 or \$40,000 a year and is happy, and does a good job, should be happy, but this is not a very happy atmosphere that we seem to be in right now. Maybe they do not want to be MLAs. Maybe the Executive Committee do not have any support.

The objects that we are to strive for, are we just going to be making money? We do not seem to be getting anywhere. This is a question that is of real value. We are not here to play games. Let us work and strive for a better future, Mr. Speaker. I do not want to hear any more criticism of the Ministers or of the Executive Committee, but I want to see our future and what our goals are. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Noah. Replies to Commissioner's Address. There appear to be no further replies today.

Item 3 on your orders of the day, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Curley.

Question 47-82(2): Establishment Of Fisheries Agency

MR. CURLEY: Yes, Mr. Speaker. I have a question to the Minister of Economic Development. In view of the Council's recommendation last February urging the Minister of Economic Development to establish within his department a fisheries agency which would ensure necessary incentives and support for the fishing industry in the NWT, can the Minister tell us what progress he has made to effect this urgent necessity to develop fisheries' potential in the NWT?

MR. SPEAKER: Mr. Butters.

Return To Question 47-82(2): Establishment Of Fisheries Agency

HON. TOM BUTTERS: Mr. Speaker, I think, as I mentioned at that time, we do have staff or a staff member who has that responsibility. We have been looking at ways in which he can possibly be released from other duties to concentrate more on that activity.

MR. SPEAKER: Supplementary, Mr. Curley.

Supplementary To Question 47-82(2): Establishment Of Fisheries Agency

MR. CURLEY: Yes. Could the Minister maybe assure this House that he will table such a proposal if he has his staff working on the possibility of establishing a fisheries agency, because fishermen of the NWT and the industry certainly need some major support services within the government? Could he assure me that he will table this particular policy proposal when that individual has completed the document?

MR. SPEAKER: Mr. Minister.

Further Return To Question 47-82(2): Establishment Of Fisheries Agency

HON. TOM BUTTERS: Yes, Mr. Speaker, I believe there is a report being prepared, but it will certainly not be available at this time.

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

Question 48-82(2): European Market For Sealskin

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I just want to ask a question to the Minister of Renewable Resources. You probably have received letters on the cost of sealskin. It seems to me that there is no market any more for sealskin products, such as kamiks and parkas. I wonder if there would still be a market for these products, because you received a copy -- I wonder if you could support this subject that I am proposing? I would like an answer.

MR. SPEAKER: Mr. Nerysoo.

Return To Question 48-82(2): European Market For Sealskin

HON. RICHARD NERYSOO: Yes, Mr. Speaker. As all the Members know, I recently made a trip to Europe to put forward an argument on behalf of the Inuit to ensure a market in Europe for sealskin. Now, in the vote that was taken at the parliament of the European Economic Community the numbers were 160 against a seal market industry in Europe, 10 for and 20 abstained, but that was from within a parliament that had something like 450 members. I would just like to inform the Member that the biggest market that we have in Canada for sealskin happens to be the European market and that vote that took place at the European parliament has a major effect on the ability to trade sealskin to the Hudson's Bay Co. and to other fur auction markets who, in fact, trade to the European markets.

Now, I still do intend to try to raise some issues with my colleagues here about the concerns that have been raised previously, for a marketing agency in the North to ensure a market for the sealskin in the North. As you must be aware, the United States as well does not trade in seal, and my colleague, Mr. Braden, and I raised the issue a year ago and nothing has happened, but I can assure the Member that I will try my best to ensure that the market continues to exist.

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

Question 49-82(2): Assistance For Seal Hunters

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. Perhaps I will direct this matter to the Minister of Economic Development; this matter has been raised, especially in the Baffin region. This is the only means of making money in the area. This is going to be very hard on the people. Perhaps if they were to make garments out of the skins it would not be as hard. The income that the people make over in the Eastern Arctic is very low, so this is the only means of making income for them. This is the only way of making money for the families. Perhaps you can answer this question for me.

MR. SPEAKER: Mr. Butters.

Return To Question 49-82(2): Assistance For Seal Hunters

HON. TOM BUTTERS: Yes, Mr. Speaker, the government is aware of the difficulties that have been experienced as a result of the recent decision in Europe. As my colleague mentioned, he will be making suggestions to us for ways in which he believes that we may ameliorate the situation that is currently being experienced. I believe that the government will be addressing that problem and provide some solution to reduce the current downturn that has been experienced by people who depend on the seal and sealskins for their livelihood or a greater part of that livelihood.

I intend to be in the Baffin early in June and to visit a number of the communities there and also discuss this problem with the regional superintendent of Economic Development for the Baffin region and the regional director there and we will see what programs might be developed to alleviate the situation that has been described by the Member.

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

Question 50-82(2): Strategy For Sealskin Products And Markets

MS COURNOYEA: Mr. Speaker, just a follow-up question to Mr. Evaluarjuk, Mr. Nerysoo said he would look at markets in the North. It would appear that the market in the North is not substantial, to really have any impact on the kind of sales goods that the people in the community want -- particularly I will speak on behalf of Holman Island. In the last session this same item was brought up and you did indicate that by this session you would have some kind of strategy and report presented to us on how you feel you would be developing the sales items and areas that are still open to the buying of sealskin products. Have you had any thought and discussion with the Executive Committee on what those strategies would be, and what development plans you and the Executive have come up with?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 50-82(2): Strategy For Sealskin Products And Markets

HON. RICHARD NERYSOO: We have not developed an overall strategy, but I would just like to inform you that I have indicated as well that we are going to be looking at other markets and finding out whether other governments, from particularly the southeast Asia area, are prepared to deal in sealskin and in fact to buy products wherever possible.

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

Question 51-82(2): Cultural Inclusion Centre, Chesterfield Inlet School

MR. NOAH: (Translation) Thank you, Mr. Speaker. This question is directed to the Minister of Education. In Chesterfield Inlet the cultural inclusion centre is too small. Has the Minister of Education received a letter from the local education authority and will he be dealing with this matter?

MR. SPEAKER: Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I do not recall receiving a letter from the Chesterfield Inlet education authority on that subject, but having now received notice of the matter from the Member, I will take the matter as notice and reply. Thank you.

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

Question 52-82(2): Request For Funds, Baffin Region Women's Craft Shop

MR. KILABUK: (Translation) Thank you, Mr. Speaker. This question is directed to the Minister of Economic Development. The Baffin region women's craft shop has asked for additional funds, but they have had no answer. I think they have been rejected. They asked for additional funds. Perhaps the Deputy Commissioner, Mr. Pilot, knows the answer to this. Have they received a petition for additional funds from the Baffin region women's craft shop? They are not being supported by the Baffin Regional Council. The hamlet is not running the centre any more. Have you received a letter from the Baffin region women's craft shop for additional funds? Thank you.

MR. SPEAKER: Mr. Minister.

HON. TOM BUTTERS: Mr. Speaker, I regret I do not know the current status of the letter, the petition or the request. I will have to take the question as notice and make inquiries of my staff and find out just where it is at.

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

Question 53-82(2): Norman Wells Funding, Energy And Resource Development Secretariat

MS COURNOYEA: Mr. Speaker, a question to the Minister of Renewable Resources and Energy as it relates to his paper on northern pipelines. In his presentation to the special committee of the Senate, April, 1982, he stated that the major activities of the secretariat included the completion of the Norman Wells funding arrangements with the Dene Nation, Metis Association and the federal government. Could he relate to this Assembly just what state that implies, and have actually any fundings been turned over as a result of the completion of these arrangements?

MR. SPEAKER: Mr. Minister.

Return To Question 53-82(2): Norman Wells Funding, Energy And Resource Development Secretariat

HON. RICHARD NERYSOO: Yes, the state is this, that I signed an internal agreement with the Dene Nation, Metis Association, to administer the initial \$750,000 to ensure that a needs assessment report had been developed and brought before the Executive Committee and to this Assembly for review. Particularly, though it was an arrangement to ensure participation from the Dene Nation, the Metis Association and this government. We have already signed the document. I am not quite sure about the amount of money that has been allocated, but I do recall that \$250,000 has been already allocated to the Dene Nation.

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

Question 54-82(2): Opening Thelon Game Sanctuary To Holders Of General Hunting Licences

MR. CURLEY: Yes, Mr. Speaker, I have a question to the Minister of Renewable Resources. Two years ago Motion 39-80(1), introduced by myself and Mr. Noah, was adopted by this Assembly, recommending to the Executive Committee and the Minister of Renewable Resources to open hunting and trapping of game in the Thelon Game Sanctuary for general hunting licence holders. Could the Minister indicate to this House whether he would be prepared to consider that? If not, what is the problem with opening it for holders of general hunting licences?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 54-82(2): Opening Thelon Game Sanctuary To Holders Of General Hunting Licences

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I give my assurances to my honourable colleague that I will, in fact, be responding, because before me is an amendment to the regulations with respect to that very sanctuary, and that regulation change was supposed to take place; however, I will review that in light of the things that have occurred, particularly with the other issues on seal hunting and particularly the need for further polar bear increases, and to offset some of those problems. So I will assure the Member that I will be trying to do something as soon as possible.

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

Question 55-82(2): Transfer Of Health Services From Federal Government

MR. CURLEY: Mr. Speaker, I have another question to the Minister of Health. Could the Minister indicate what progress he has achieved so far with regard to the transfer of health services from the federal government? We had some discussion about that in the Assembly, and you indicated to us that the process was ongoing. Could you indicate whether progress has been made?

MR. SPEAKER: Mr. Minister.

Return To Question 55-82(2): Transfer Of Health Services From Federal Government

HON. ARNOLD McCALLUM: Mr. Speaker, the process of trying to have the territorial government take on contractual arrangements for the delivery of health services for the federal government is, I feel, going fairly well. In regard to the Baffin Island situation, that is, at Frobisher Bay, we are pretty near ready to complete that. We will then try to arrange further agreements for the operation and maintenance of the nursing stations, to take over the nursing stations, to take over the nurses that are involved there. We will, while that is going on, try to begin the kinds of discussions that will hopefully lead to the same events occurring here in the Inuvik region, as concerns the Inuvik hospital, and if there are further responsibilities that we can obtain from the federal government in relation to the Fort Simpson hospital, and with the concurrence of the local people in both of the latter instances, we expect that we will be able to move along very quickly.

I see the completion of the arrangements with the Frobisher Bay hospital fairly soon. I have a little more misgiving about completing some discussions with the federal government in relation to the task force that they have set up in regard to capital construction over the next few years, but I think that our discussions are fruitful and we have a good dialogue maintained between this government, the local governments, in Baffin especially, and the federal government.

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

Question 56-82(2): Place Of Aboriginal Rights Negotiations In Presentation To Senate Committee

MS COURNOYEA: Mr. Speaker, I have a question to the Minister of Renewable Resources and Energy, and it relates again to his presentation to the Senate committee on the northern pipelines. He presented the Government of the Northwest Territories policy on resource development, which identified the major principles of the government, and in the executive summary he had six major issues that were brought forward as the position of the Government of the NWT. What I would like to ask the Minister is that, in light of this Assembly's stated position at the very beginning of our term in office that the settlement of land claims was a priority over allowing resource development to proceed, and even in the questions that arose, that element of land claims settlements being a priority to be settled before major development is brought into the North seemed to be a very small part of his presentation. Could the Minister possibly explain to the Assembly where the general feeling of this Assembly has disappeared to?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 56-82(2): Place Of Aboriginal Rights Negotiations In Presentation To Senate Committee

HON. RICHARD NERYSOO: Mr. Speaker, I would just like to indicate to the honourable Member that it certainly is not our intention to override the importance of aboriginal rights negotiations, and it certainly was not the intention of myself as the Minister responsible for the presentation to neglect to make known to the Senate committee the importance of the negotiations of aboriginal rights.

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

Supplementary To Question 56-82(2): Place Of Aboriginal Rights Negotiations
In Presentation To Senate Committee

MS COURNOYEA: Would the Minister conclude that perhaps, in his presentation that was before this special committee, that the issue of land claims played a very little and small part of his presentation?

MR. SPEAKER: Mr. Nerysoo.

Further Return To Question 56-82(2): Place Of Aboriginal Rights Negotiations
In Presentation To Senate Committee

HON. RICHARD NERYSOO: Mr. Speaker, I do not think that the issue of aboriginal rights played a small role. I think, during our initial discussions to make the presentation, it was a major item of discussion, and we wanted to make sure that other people and other Members of the Executive Committee made major points on the issue of negotiations, and that issue was raised and made known to me at the Executive Committee level. I understand and realize the position taken by this Legislative Assembly, and you can be assured that whenever possible I will in fact make that position known.

MR. SPEAKER: Thank you. Ms Cournoyea.

Supplementary To Question 56-82(2): Place Of Aboriginal Rights Negotiations
In Presentation To Senate Committee

MS COURNOYEA: Mr. Speaker, it just seems to me that in the priorities that are outlined before the whole issue of aboriginal rights were stated, it took second priority to native languages, and I would say that the whole issue perhaps developed as Mr. Nerysoo indicated, that before he went to the Senate committee to make his presentation, discussions may have taken place, but in the actual presentation the issue of aboriginal rights came only after native languages.

MR. SPEAKER: Mr. Nerysoo.

Further Return To Question 56-82(2): Place Of Aboriginal Rights Negotiations
In Presentation To Senate Committee

HON. RICHARD NERYSOO: Mr. Speaker, just to indicate that the order of presentation did not mean the order of importance. The reality is that the Executive Committee realizes the importance of negotiations. We have indicated that previously, and we will continue to indicate that.

MR. SPEAKER: Oral questions. Ms Cournoyea.

Question 57-82(2): Right To Work Legislation

MS COURNOYEA: Another question to the Minister of Renewable Resources and Energy. You stated as an example of programs, preferential hiring programs. At the outset of this Assembly there was a recommendation that this Assembly should explore our right to work legislation and I am wondering if the Minister could express to us that he and his executive have explored that option and especially in terms of the high unemployment in the South, and if he and his executive have taken into consideration the right to work legislation?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 57-82(2): Right To Work Legislation

HON. RICHARD NERYSOO: Mr. Speaker, labour legislation is not my responsibility and I have indicated to my colleagues the concern that I have with regard to opportunities of employment, particularly in this day and in the situation that has occurred in the South and I have indicated that there is a need to ensure that people are employed and that people do have jobs.

MR. SPEAKER: Ms Cournoyea.

Question 58-82(2): Preferential Hiring Programs

MS COURNOYEA: A question to Mr. Nerysoo, then. Is he satisfied with his paper and his presentation that preferential hiring practices is a strong enough term to protect the people of the North for employment?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 58-82(2): Preferential Hiring Programs

HON. RICHARD NERYSOO: Well, Mr. Speaker, my colleague should realize that under the new constitution it would be very difficult for us to in fact pass legislation that restricted the hiring of other Canadians in the North and that it is the only thing that we could do at the moment to ensure that people of the North had jobs and were in fact guaranteed those jobs in some agreement -- as indicated in the presentation -- and I think that that is the responsibility of Mr. Butters, who is the Minister of Economic Development and Tourism, and with regard to any labour legislation, that is the responsibility of Mr. Braden.

MR. SPEAKER: Oral questions. That appears to be all the oral questions today.

Item 4, questions and returns. Written questions.

ITEM NO. 4: QUESTIONS AND RETURNS

Ms Cournoyea.

Question 59-82(2): Expenditures For Financial Information System

MS COURNOYEA: Mr. Speaker, I believe that this question would be referred to the Minister of Finance and I would like the Minister of Finance to provide to this Legislative Assembly the total amount of government funds spent on the financial information system to this date.

MR. SPEAKER: Thank you. Written questions. No further written questions. Are there any returns? Mr. McCallum.

Return To Question 2-82(2): NWT Housing Corporation Benefit Equalization

HON. ARNOLD McCALLUM: Mr. Speaker, I have a return to Question 2-82(2) asked by the Member for the Western Arctic on May the 12th, concerning the Housing Corporation benefit equalization. At the present time the nature and function of the present rental scale system is under review by the Housing Corporation. This review will take into consideration tenant expectations, corporation and Government of the Northwest Territories objectives and priorities, and funding limitations.

At a recent meeting of the provinces and the territories with CMHC, recommendations which were made to Canada Mortgage and Housing Corporation to revise the federal rental scale included a more economic and socially realistic formula for determining family or household income to assess rent. CMHC is currently reviewing the federal rental scale and has promised a first draft proposal for June, 1982. The review of the Housing Corporation rental scale will take into account the results of CMHC's review, as well as input from the district offices and housing associations. The corporation is hopeful of producing a new scale which is both simpler to understand and administer, tailored to the community, and fair in terms of income determination.

Mr. Speaker, while I am on my feet I want to take the opportunity to make a statement, as far as I am concerned, to the remarks that were made to the Members of the Executive individually and collectively by the Member for the

Western Arctic and I am speaking on my own behalf. Other Members of the Assembly or the Executive Committee can certainly respond on their own and I have to beg the forgiveness of my colleague for Keewatin North, Mr. Noah. I am not that much of a Christian. I do not turn my cheek when I get another shot.

MS COURNOYEA: Point of order.

MR. SPEAKER: This is not the place, Mr. McCallum. You are out of order, please.

HON. ARNOLD McCALLUM: It is ridiculous to accept the kind of slurs that she made.

MS COURNOYEA: Out of order.

HON. ARNOLD McCALLUM: Out of order. You have never been out of order. You give, but you do not take.

MR. SPEAKER: Returns. Are there any returns, please? Mr. Wah-Shee.

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

HON. JAMES WAH-SHEE: I have a return, Mr. Speaker, to Question 35-82(2), asked by Mr. Kilabuk in regard to the airport at Pangnirtung.

I am aware of the problems with the airport at Pangnirtung. I know that some types of aircraft which use the airport at Pangnirtung cannot carry full loads because the runway is too short and I know that the airport is badly placed, in the centre of the community. Transport Canada has estimated that it would cost seven million dollars to extend the runway by 500 feet and even then the runway would not be long enough.

The Member may know that there are some communities in the Northwest Territories which do not as yet have proper airports, and these communities take priority in Transport Canada's capital plan. However, I have asked the regional staff in Frobisher Bay to give me accurate estimates of what it would cost to extend the runway so that the aircraft serving Pangnirtung could carry full loads. Until I have these estimates there is no point in my discussing the matter with the hamlet council, but I want to assure the Member that I do intend to follow up on his question and I will keep him informed. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Returns. Mr. Nerysoo.

Return To Question 4-82(2): Wolf Hunting Season

HON. RICHARD NERYSOO: Yes, Mr. Speaker. This is a return to Question 4-82(2), asked by the Member for High Arctic, Mr. Kilabuk, on May 13th. Presently holders of hunting licences in the High Arctic wildlife management unit A may hunt wolves from October 1st to May 31st of the following year. The season is the same for those holding general hunting or special trapping licences in the High Arctic, fur management unit A.

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

Item 5, petitions. Are there any petitions?

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Tologanak.

HON. KANE TOLOGANAK: Mr. Speaker, I wish to table Tabled Document 17-82(2), a letter which I have received from the hamlet of Pelly Bay concerning maximum rents on public housing. Thank you.

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

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I have a number of documents to table. Can I stand? Yes, Mr. Speaker, I wish to table the following documents:

Tabled Document 18-82(2), Beverly-Kaminuriak Barren Ground Caribou Management Agreement, a draft copy.

Tabled Document 19-82(2), Before the National Energy Board in the Matter of an Application by Arctic Pilot Project, Phase 1, Panel 1-Policy, February, 1982, which is my testimony.

Tabled Document 20-82(2), The Presentation of the Government of the NWT to the Special Committee of the Senate on Northern Pipelines, April, 1982.

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

HON. ARNOLD McCALLUM: Mr. Speaker, I want to indicate that we, as an Executive Committee, do the work that we were instructed to do, and I want to table two documents that would indicate that we have been much more responsible than pimply-faced young people running around the country with ulterior motives. I want to table the following documents:

Tabled Document 21-82(2), Legislative Proposal Territorial Hospital Insurance Services Ordinance, in English and Inuktitut -- not Inuvialuit.

Tabled Document 22-82(2), Legislative Proposal, NWT Fine Option Program and also Fine Option an Alternative to Imprisonment. They are in English and Inuktitut. I did not take any holidays. We had to get this done in the last while.

MR. SPEAKER: Thank you, Mr. Minister. Are there any further tabled documents? Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I wish to table the following document, Tabled Document 23-82(2), A Summary Analysis of the Report of the Subcommittee on the Northern Canada Power Commission, Penner Report.

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

MR. NOAH: Point of order. I think Mr. McCallum owes me an apology for calling me a Christian or whatever, because no one is perfect. I am not better than him, and he is not better than me, so I want apologies from Mr. McCallum.

MR. SPEAKER: I am not sure of the statement that you are referring to, Mr. Noah. Can you give me...

HON. ARNOLD McCALLUM: I can correct it.

MR. SPEAKER: Mr. McCallum.

Apology To Member

HON. ARNOLD McCALLUM: Mr. Speaker, I could correct it if the Member would like. If what I said earlier to him indicated to him in any way that I offended him, then I am sorry. What I said in that opening remark was that I was not as good a Christian as Mr. Noah, because I am not going to be able to take a shot in one

side of the cheek and turn around and take another one. I usually give one back. That is what I was attempting to do. So if that offends Mr. Noah, and what I am saying about him -- my being less of a Christian than he is, because I am not going to turn the cheek -- then I apologize for that if that offends him. That was not the intent, to offend Mr. Noah. What I was trying to do was to take another shot back at the Member for the slurs that she gave.

MR. SPEAKER: Thank you. Mr. Noah, the honourable Member has apologized for the statement. Does that satisfy you?

MR. NOAH: Yes, thank you, Mr. Speaker. That satisfies me.

HON. ARNOLD McCALLUM: Mahsi cho.

---Applause

MR. SPEAKER: Tabling of documents. Mr. Curley.

MR. CURLEY: Mr. Speaker, I wish to table Tabled Document 24-82(2) from the Eskimo Point Housing Association, a document sent to MLAs from Keewatin to Commissioner Parker, the Housing Corporation board of directors, and president Mr. V. Irving, and the district office Housing Corporation, Rankin Inlet, and this particular document substantiates why the Eskimo Point Housing Association feels there should not be any housing rental scale increases. I think that will help the Minister over there to cool down a little.

HON. ARNOLD McCALLUM: I doubt it, Tagak. I doubt it.

MR. SPEAKER: Everybody wants to get in on the act. Are there any further tabling of documents? Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Speaker. I would like to table a brief, Tabled Document 25-82(2), presented to the special committee on education from the board of trustees of the Yellowknife Separate Education District No. 2 concerning certain concerns they have arising from the proposals for education in the report entitled "Learning: Tradition and Change in the Northwest Territories".

MR. SPEAKER: Thank you. Tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. MacQuarrie.

Notice Of Motion 10-82(2): Adoption Of Terms Of Reference Of Standing Committee On Legislation

MR. MACQUARRIE: Mr. Speaker, I wish to give notice that on Thursday, May 20th, I will move, seconded by the honourable Member for Foxe Basin, that this Legislative Assembly adopt the terms of reference of the standing committee on legislation set out in Appendix A attached and, with your indulgence, Mr. Speaker, I will only read that when the motion is moved.

MR. SPEAKER: Thank you. Mr. Pudluk.

Notice Of Motion 11-82(2): Year-Round Hunting Season On Arctic Wolves

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I would like to give notice of a motion that I will be moving on May 20th. Now therefore I move, seconded by Mark Evaluarjuk, that the Executive Committee change the Wildlife Ordinance

as soon as possible, that there be no limit to the wolf hunting season, and that they have an open season for wolf hunting for the whole year, even though it will not be for trading or selling the pelts, since the pelts can be used for anything.

MR. SPEAKER: Thank you, Mr. Pudluk. Are there any other notices of motion? Mr. Butters.

Notice Of Motion 12-82(2): Appointment Of Members To The NWT Constitutional Alliance

HON. TOM BUTTERS: Mr. Speaker, as a member of the striking committee, I would like to give notice that I will be seeking unanimous consent under item 10, motions, to move the following motion, which is: I move that the following MLAs be appointed as this Legislative Assembly's representatives to the NWT Constitutional Alliance: Mr. R.H. MacQuarrie, the Hon. Dennis Patterson, the Hon. Kane Tologanak, the Hon. James Wah-Shee.

MR. SPEAKER: Thank you. Notices of motion. The House will recess for 15 minutes for coffee.

---SHORT RECESS

MR. SPEAKER: I call the House back to order. Are there any other notices of motion? Mr. Curley.

Notice Of Motion 13-82(2): Request To CNCP For Telex Facilities In Rankin Inlet

MR. CURLEY: Mr. Speaker, I give notice that on Thursday, May 20th, 1982, I will move the following motion. Now therefore, I move, seconded by the Member for the Central Arctic, that this Council recommend to the administration that it convey to CNCP Telecommunications the Council's request that the company provide the necessary facilities in Rankin Inlet to permit the installation of telex equipment by business and other agencies.

MR. SPEAKER: Thank you. Are there any further notices of motion? Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 5-82(2), NCPC and Penner report. Mrs. Sorensen.

Motion 5-82(2): NCPC And Penner Report

MRS. SORENSEN: Thank you, Mr. Speaker.

WHEREAS this Legislature, by motion, has called for the creation of a territorial power corporation, a forgiveness of the crushing NCPC debt, and a rate increase freeze until a decision has been taken on such matters;

AND WHEREAS this is supported in petitions signed by the people of both the Yukon and the Northwest Territories, and in motions passed by the Yukon Legislature, the NWT Consumers Association and the Association of Municipalities;

AND WHEREAS the recently released report of the subcommittee on the Northern Canada Power Commission, chaired by MP Keith Penner, makes similar and additional recommendations;

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

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

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

MR. SPEAKER: Your motion is in order. Proceed, Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, there certainly is no secret that I have a personal animosity against NCPC, its act, and in particular the lack of accountability under which it operates, and, Mr. Speaker, there is no stronger wrath than that of a woman, as you well know, and particularly if she is over 35.

---Laughter

Finally, Mr. Speaker, we have some action; it is minimal, yes, but we do have some action with respect to the North's call for something to be done about electrical power North of 60. I think the motion is self-explanatory. It gives direction to the Executive Committee on action to be taken on the report on NCPC as submitted by the subcommittee of the standing committee on Indian Affairs and Northern Development to the Minister of Indian Affairs and Northern Development.

Mr. Speaker, the interpreter corps has been kind enough to translate these recommendations into Inuktitut for the Inuit Members. They have been circulated and are on their desks today, and each Member has a copy of the report on their desks as well. Now, an important aspect of this motion is the fact that it calls for this Legislature to support the recommendations in this book as they have been proposed, and, Mr. Speaker, Members will find, I think, that this motion will be very easy to support. The reason is that each and every recommendation contained in the report has already been made either by this Legislature or in some way by their constituents.

Establishment Of Territorial Power Corporations

The subcommittee, chaired by Mr. Keith Penner, and whose membership included both our MPs, has responded absolutely to the outrage and the outcry regarding the question of electrical power North of 60. The report recommends the dismantling of NCPC and the creation of separate territorial power corporations, a move directly related to this decision-making budgetary process and accountability, a move to bring all those things closer to the people of the North, where it belongs.

Long-Term Energy Policy And Planning Council

The subcommittee has recommended a long-term energy policy and a planning council, and, thanks to our very efficient Minister of Energy, Mr. Nerysoo, this Legislature will be discussing an energy strategy later this week, so on that recommendation we are already ahead of the subcommittee. The planning council, however, is an excellent idea, and although advisory, it will present an opportunity for those directly affected to have input with regard to an energy strategy, to give ongoing advice to the government on the need for updated or new strategy, and for the identification of problems.

Direct Control By Public Utilities Boards

Another recommendation concerns the direct role and the call for a direct role for all public utilities boards, and to date the PUB have had no official control over Northern Canada Power Commission, NCPC being responsible and accountable to the Minister of Indian Affairs and Northern Development and, of course, the federal cabinet. Again, this is a recommendation designed to bring accountability closer to the people of the Northwest Territories.

Write-Off Of Existing Debts

Mr. Speaker, the subcommittee recommended that the existing debts be written off, and we have a motion passed unanimously in this House which called for just that to be done, and it will give our newly created power corporation an opportunity to start fresh, unburdened by millions of dollars of accumulated debt.

A System Of Subsidization And Maximum Prices

More than that, however, Mr. Speaker, the subcommittee has recognized that the cost of producing and distributing power has been unfairly placed totally on the shoulders of the consumers in the NWT, and hence has called for maximum prices to be established, above which the government would provide a system of subsidization. Mr. Chairman, I would like to quote directly from the report, on page 10, where the committee states: "As long as territorial resources are used principally in the development of the entire Canadian economy, the financing of the basic infrastructure for electrical power North of 60 cannot rest with users in the North alone, but must be borne to some extent by all Canadians through their federal government."

Mr. Speaker, I would encourage every Member to read the report, the detail of the report of the subcommittee from cover to cover, for it is a thorough, a well thought out, and above all a responsive document, and our strategy now as a Legislature must be to determine whether those federal ministers who are responsible for the Northwest Territories will support the recommendations. The Hon. Minister Munro and the Hon. Minister Lalonde can be and should be our greatest allies when and if this document is taken to the federal cabinet, and it is therefore urgent that our Minister of Energy seek these respective ministers' support and commitment to carry the document through cabinet with their own positive and supportive recommendations, and I have every confidence that Mr. Nerysoo can do just that.

The last part of this motion is directed at softening up the other cabinet ministers, by alerting them to our support for the recommendations and advising them of motions that have already been passed by this Legislature calling for such change, and by requesting their support in this matter.

Mr. Speaker, with the release of the subcommittee's report on NCPC, we have now entered the second stage of our battle to improve this most difficult situation, but it is only with intensive lobbying on the part of the Executive Committee, individual MLAs, and various groups and organizations -- and I include with that the press -- that we will get these changes as recommended in this report. To date there is no doubt that the press has been one of our greatest allies, and knowing that both News/North and the Yellowknifer and many of our other weekly newspapers are well read by Ottawa, we call upon the members of the press to make sure that they indicate to the people of Ottawa that we do support these recommended changes.

Request For Letters To The Minister

My final message today, Mr. Speaker, is to the people of the North. The recommendations are all there; they are laid out in black and white, and they are backed up with fact, and now is the time for another concerted effort from the people. I would call upon them to write letters to Minister Munro, to send copies of their power bills once again, and to demand action. The elected representatives are doing their part, both from a territorial and from a municipal point of view, and there is no doubt that Ottawa does respond to pressure, because pressure is an important part of our democratic process; the more pressure, the harder it will be for Ottawa to ignore or set aside this important document. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mrs. Sorensen. Secunder, Mr. Curley.

MR. CURLEY: Mr. Speaker, I do not think I have very much to add. Unlike the Member for Yellowknife South I have not read the report -- it is the first time I have seen this one -- but I do support the thrust of the report, where it is calling for the wishes of the people of the NWT. I think the message that the Member just gave to the Assembly could be supported by everyone here and I encourage that everyone do so. Thank you.

MR. SPEAKER: Thank you. To the motion.

SOME HON. MEMBERS: Question.

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

HON. GEORGE BRADEN: Thank you very much, Mr. Speaker. I will be very brief. At the outset I would just like to remind the House that our honourable Speaker was a member of the NCPC board of directors and served the North very well over a number of years and I am sure were he able to vote today he would vote in support of this document and the kinds of general recommendations that have been made.

I want to speak in support of the motion being put forth by Mrs. Sorensen and Mr. Curley. In my capacity as the Member responsible for the Public Utilities Board I have felt very frustrated at times in attempting to deal with the Northern Canada Power Commission and I guess that the frustration came to a peak a few months ago when I threatened to take them to court. Now, I am not sure whether I was on solid legal ground or not, but it did have some effect of ensuring that the corporation did go through our regulatory process to ensure that due consideration was given to their proposals for rate increases.

Report Gets To The Root Of Problems

I guess one of the things that is excellent about the report is that it gets to the core and the root of many of the problems that are plaguing the corporation and I am sure that they are the problems that our Speaker identified over the years in his capacity as a member of the board. I think that what we are seeing is a document which can be placed before the federal cabinet and they can look at the regulatory aspects of the corporation, the huge debt load that it is carrying, a debt load which, in the case of NTCL, Northern Transportation Company Limited, was wiped out and I understand that that crown corporation is for the first time in very many years making a profit.

I just want to say one other thing, Mr. Speaker, and it does in part reflect the comments made by Mrs. Sorensen, and that is that this alone is a start at coming to grips with the issue of electrical power, its generation and its supply and its cost in the Northwest Territories. I do not perceive that power is going to get any cheaper, so we must look at alternative means to the generation of electrical power for the Northwest Territories and as Mrs. Sorensen indicated, the paper on energy will be discussed in this session.

Finally, I would just like to indicate that there are many of my constituents in business in Yellowknife, and I know it has to be the same throughout much of the North, who have been burdened with just a tremendous cost to provide basic electricity. I think that while there are some major issues that we have to come to terms with and come to grips with over the next few years of our mandate, this is one immediate kind of meat and potatoes issue that just affects everyone, from the home-owner to the small businessman and even to our government when we see such a tremendous portion of our budget going to cover the costs of providing electrical power in the Northwest Territories. In conclusion, Mr. Speaker, I wholeheartedly support the motion presented by my colleague. Thank you very much.

MR. SPEAKER: Thank you. To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: I would just like to bring the far Eastern Arctic perspective to supporting this motion, Mr. Speaker. I feel very definitely that this is one issue that is of universal and very deep concern in all parts

of the Northwest Territories. One of the reasons why there is growing pressure having to be exerted on tenants of public housing, for example, is the soaring costs of utilities. In my constituency one very small business informed me that they are facing crushing burdens of \$5000 a month for utilities.

Committee Commended For Travelling To The North

I would like to commend the standing committee on Indian and Northern Affairs and its very capable chairman -- dedicated chairman, Mr. Keith Penner, for having managed to persuade the Government of Canada and the parliament of Canada to permit them to travel to the North. This is not, I know, an easy task for a committee of the House of Commons. We regret, of course, that the standing committee that was considering Bill C-48 itself decided that it could not travel to the North to consider those issues first-hand and I think we should commend this committee for the tremendous initiative that it took to liberate the funds to come to the North and to come to my constituency to hear first-hand and see first-hand these very pressing problems.

AN HON. MEMBER: Hear, hear!

HON. DENNIS PATTERSON: I think they deserve our commendations and our sincere expression of gratitude and that now we must in every way possible show our united support for their recommendations and press the implementation of those recommendations. So, I am very happy to speak in support of this motion and I am confident that all Members will support this motion and I would request, Mr. Speaker, that there be a recorded vote for that purpose. Thank you.

MR. SPEAKER: Thank you. To the motion.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. Mrs. Sorensen, do you wish to conclude? Question being called. It has been called for a recorded vote. Those in favour, please stand. Recorded vote.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Appaqaq, Mr. Tologanak, Ms. Cournoyea, Mr. Curley, Mr. Noah, Mr. Sibbeston, Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. Butters, Mr. Nerysoo, Mr. McLaughlin, Mrs. Sorensen, Mr. MacQuarrie.

Motion 5-82(2), Carried.

MR. SPEAKER: Thank you. Let the records indicate that of the Members present it was unanimous.

---Carried

---Applause

That then concludes motions. Does somebody wish to ask for unanimous consent to proceed with a motion today? Mr. Butters.

HON. TOM BUTTERS: Yes, Mr. Speaker, I wish to have unanimous consent to proceed with the motion I gave notice of earlier.

SOME HON. MEMBERS: Agreed.

SOME HON. MEMBERS: Nay.

MR. SPEAKER: Are there nays?

MR. CURLEY: Mr. Speaker, there were two nays registered.

MR. SPEAKER: Two nays registered? I am sorry, I did not hear them. Unanimous consent has been denied. That then will conclude motions.

Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

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

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

Tabled Document 2-82(2), report of the special committee on education, Learning: Tradition and Change, with Mr. Pudluk in the chair.

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

CHAIRMAN (Mr. Pudluk): Now this committee will come to order. (Translation) When we had our last session in Yellowknife, the last day it was getting very hectic because of the weather. It was pretty hot in the House. While I am the chairman, I do not want to be sitting in the hot seat this time. (Translation ends) Now, we are still dealing with the introduction, page 12. Are there any further comments?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Does this committee wish to go to the recommendations? Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. There are still, I think, a number of Members who want to raise questions about some of the principles in the introduction. I would say first of all that I appreciated very much the Minister's remarks yesterday indicating that he does recognize the problem that could exist with respect to a core curriculum and with respect to educational standards and who ventured the opinion yesterday that it would be the Minister's responsibility and the department's responsibility to ensure that those matters were cared for. Of course that is what I would like to see precisely, too, and since I feel it is not particularly stated in the report, somewhere along the way I would just like to have certain amendments that provide us with that assurance.

I do that simply on the basis that I know the committee itself, in looking at the existing Department of Education, may have felt that it was sort of established as an educational empire. My only concern is that the whole thing could have gone the other way and instead of an educational empire you would have 10 little autonomous, independent educational kingdoms and I do not think that is the answer that we are looking for either. It seems to me that it has to be a little bit like a federation where certainly as much local autonomy as possible is given, but that there is also a recognition that we live in a larger society, that there are general and common concerns and that there is some body that ensures that those kinds of concerns are looked after.

Response Of System To Personal Whims

I think when we left off yesterday we were dealing with the third principle that was enunciated, which was talking about individuals permitted to join and leave the educational system without seriously disrupting their lives.

Again, that is a principle that I would like to see, but to a certain extent; that is that whenever they leave that it is done for good reason and that the educational system that is established does not find itself in a position of having to be able to respond continually to individual whims, because society takes pains to establish an educational system that is as responsive as possible. That is why we are going through this exercise, to try to establish such a system, one that really will be responsive to the needs of young people. My own opinion then is that society does not thereafter ask for too much by expecting that the young people will partake of what is offered and that if they refuse to do so for reasons that are not clear to other people, that society later does not have an obligation just to meet their demands when and as they make them. But where there are very good reasons that people have had their educational lives disrupted, then certainly I agree with the principle here that we ought to make it as easy as possible for them to join in.

So, my question then to the committee would be: Is it envisaged that the public educational system from kindergarten to grade 10 would be of a compulsory nature; that we try to make it as responsive as possible and then expect that the children would partake of it?

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Patterson.

HON. DENNIS PATTERSON: I will defer to Mr. McLaughlin, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

No Recommendations To Change Age Of Compulsory Attendance

MR. McLAUGHLIN: Thank you, Mr. Chairman. It is the intention of the committee to keep the good things that are presently existing in the education system and the idea of compulsory attendance has certainly come up in the hearings. The committee is aware that something has to be done in that area, but as Mr. MacQuarrie said, it would certainly be a lot better for everybody concerned if the education system was acceptable to all the people in the NWT so that people wanted to send their children to school and the children wanted to go there every day. That would be the best system that we could have. But as for the compulsory attendance part of it, we have been asked at several hearings to have something done to give teeth to the attendance from kindergarten to age -- right now it is age six to 15, I believe. We have not suggested that that compulsory attendance age should be changed, but we also have not made specific recommendations as to how the new ordinance should read as per penalties or whatever could be imposed upon parents whose children do not attend school.

Intention To Create Eight New Divisional School Boards

Just one other area in your general comments I would like to respond to is that you seem to be worried that we would have maybe 10 little kingdoms that would do their own thing. I have to make it clear to everybody that the committee's intention is to create eight additional new school boards with similar powers and responsibilities to those the two school boards in Yellowknife already enjoy. I am convinced that the people in Yellowknife are the happiest with their school board because they are running it and I would say that probably the most effective programs in the Territories are being run by the Yellowknife public school board, because the parents are getting what they want.

AN HON. MEMBER: Hear, hear!

---Applause

MR. McLAUGHLIN: It is certainly our intention to see that the same thing happens in the rest of the Northwest Territories. This idea of creating eight new divisional boards is our response to an initiative that was taken in 1977 with the last ordinance where it was envisioned that individual communities could progress from education committees to societies and then to boards. But the very fact that that ordinance was successful in giving local people the opportunity to advise on how their schools should be run has shown us through the public hearings that those people will never be able to be in control of their schools, like the two boards are in Yellowknife, as 60 individual little communities. So, we are suggesting that instead of having 60 communities working toward having their own boards, we are suggesting having eight new boards with these people having control over the education in their jurisdiction, just like the two in Yellowknife do. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. MacQuarrie.

New Boards Would Have More Power Than Existing Ones

MR. MacQUARRIE: Yes. If it were simply true that they were creating boards of the kind that exist at the present time, there would be more validity to that statement than there really is. The truth is that they are creating 10 divisional boards that will have more power than the school boards that already exist have, particularly in the area of program and curriculum. The recommendations are that the divisional boards shall have the authority over program and curriculum, so it is not just quite the same situation, and that is why I use the words "little kingdoms", where it is not clear that they would be answerable to, for instance, the deputy minister for a number of things. That was why I used that word, and if that was the intention, then I will have difficulty with it, but I am just trying to clarify whether maybe it is not really the intention, that there will be some reasonable safeguards.

I suppose I must repeat again that I am not opposed to the idea of local people being responsible for how the education is going to be delivered and who will deliver it and so on. Perfectly all right. I agree that that is one reason why the boards in Yellowknife are successful, so I am not opposed to that at all. But for instance, another practical problem which will arise in this respect is that another of the principles says that the educational system shall provide the means for, and assist in the development of programs to meet the educational goals of every community. Well, right at the moment, with the boards in Yellowknife, it is clear that they do receive grants from the territorial government, and that they raise some money through taxation, and the local mill rate is a kind of control on the spending of those boards, but a serious problem would arise, then, with respect to the boards that are established that are not based upon what might be called financial responsibility -- and I am not condemning them for being established, because they are not -- but there is an additional problem that arises. If they are given budgets, and they want to have an active program and they overspend their budgets, what happens with respect to the deficits? What control does the rest of the system have over that? I only point that out to say that it could be a serious problem and that, in establishing these, you are not precisely just adding to what we have already got. There are significant changes being made.

With respect to the co-chairman's statement that there was not a specific recommendation with respect to compulsory education, will the committee make that statement generally, that where there is not a specific recommendation, we may assume without question that what is in place now will continue to be in place?

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

Compulsory Attendance Came Up At Hearings

MR. McLAUGHLIN: Do you mean the existing wording in the present ordinance which says that the compulsory attendance is six to 15 and that the penalties will be arrived at between the individual education committees and the Commissioner? That is what the present ordinance says. I do not think you will find the committee recommending that that should stay, because it is obviously not effective, but legal advice, I think, is needed in that area, too, because it might even be illegal to have a bunch of different penalties strewn across the Territories for attendance. They have, in Alberta, I believe, different penalties in different municipal school boards, so possibly that can be done. That is something that obviously came up at hearings, but the committee has not made any specific recommendations on how to deal with that.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, Mr. Chairman. I can understand that the details might be open to change, depending on what age we decide public schools should be conducted, from/until, but perhaps the committee can answer the question, would the principle of compulsory education be endorsed? Is it part of this educational system? That is why I said if, you know, things are not specifically mentioned, do we assume that they will be in effect, and where does it say that we can safely assume that?

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Patterson, do you want to reply to that?

Individuals Would Be Permitted To Join The Educational System

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The reference on page 12, which seems to be concerning Members, to an educational system which should permit individuals to join it and leave it without seriously or negatively disrupting their lives has to do with the concept, I believe, that in the Northwest Territories particularly, where large numbers of people for historical reasons and reasons beyond their control have simply not had an opportunity to benefit from an education, we should make it possible for people at all stages of their lives, in all walks of life, to participate in the education system, that education should be a lifelong concern for people of the Northwest Territories.

This is why we have, in this general introduction, a phrase about permitting individuals to join the system. It is to permit those individuals who might need an education to join the system rather than to permit those individuals who are presently in the system to leave it, and I think the general remarks should be viewed in that particular context.

It is also true, I believe, Mr. Chairman, that members of the public are very concerned, particularly in the smaller places, that children are being asked to leave their home communities before they are ready. Parents are very concerned about sending children, not just to grade 10 in distant locations, but even to sending their children to grade eight or grade nine or grade seven, because they know that at the end of the road there may be a trip away from the family. That, too, I think is a concern that the committee wished to address in part by the notion of stopping the in-school program at grade 10, so that those students who might finish grade 10 in their home communities, who may wish to remain at home until they feel ready to leave, who may wish to pursue a traditional lifestyle for a period of time, who may wish to -- well, let us say it, have a baby, which many young women do, could spend several years or even a longer period of time in their communities. Then, when they decide to go back to school, as many young people or adults are now realizing

they must do, in light of the tough economic conditions in the Northwest Territories, they would be free to re-enter the school system at any stage of their lives. That is the context in which this remark was intended, Mr. Chairman.

Serious Attendance Problems In NWT

I believe one of the reasons the special committee was established was because of the very serious attendance problems in parts of the Northwest Territories, and, believe me, there are very serious attendance problems in the Northwest Territories. We have been to communities where attendance has been significantly under 50 per cent, and it certainly has been, I think in my experience with the committee, a very grave concern of the committee, to try and do something to encourage attendance. For myself, anyway, as a former Member of the committee, I would say that there would be no intention at all to depart from the goal of enforcing attendance that is established in the present ordinance. Hopefully the changes recommended will create a climate in which people, rather than being required or forced by law to send children to school, will feel more of a sense of ownership of their schools, and more of a sense of proprietary over the education system, and thereby themselves, in each home, make sure their children get to school.

System Of Taxation

I also will just briefly respond to the concern Mr. MacQuarrie mentioned about budget, and the tax issue, by saying that before I became a Member of this Assembly I was very, very concerned that the new Education Ordinance, which seemed to allow significant opportunities for local participation and local control of education leading to the step of ultimate responsibility whereby a community might have board-like powers and significant powers in the matter of hiring and firing and establishing budgets and this sort of thing, that this ultimate power, as I saw it at that time, was clearly reserved to the large urban areas. I was very concerned at that time, because I could see that there was no way for decades -- if not centuries -- that even Frobisher Bay would be able to have a significant enough tax base that the citizens of that community would have any significant powers in their school. I think we should recognize that, under legislation and principles approved by this House, the taxation of property will be extended to all parts of the Northwest Territories. I know I spoke against that for a while, but I became enlightened and...

MRS. SORENSEN: You are sitting on the fence.

HON. DENNIS PATTERSON: No, I did not sit on the fence. The Eastern Arctic is fully in favour of the community government ordinance being established. I was just at a meeting of the Baffin Regional Council, and they want to know what is happening with that ordinance. The obstacles are arising in the West, and I understand what those obstacles are, because the Dene notion of municipal community government does not accord with the municipal model, but it is not fair to accuse the Eastern Arctic of opposing imposition of that taxation system.

At any rate, if I can just pursue this thought, Mr. Chairman, now we will see all communities in all parts of the Northwest Territories paying to the best of their ability to the government local taxation revenues, to contribute to the public purse. I would think it would be a matter of justice that communities that do not have a significant enough tax revenue to pay the percentages that are able to be generated in a city like Yellowknife should none the less not be penalized if they have demonstrated the willingness and desire to seek more responsibility and control on a regional basis of their schools. I would say that it is fully recognized by the government -- and

undoubtedly by the committee -- that ultimately the operations of these school boards, or divisions, as they are proposed, are going to depend on grants from the Minister of Education through the Executive Committee. There is no way that a division is going to have any ability to ultimately affect the final grant figure that is offered to them, just the same as the school boards in Yellowknife presently must ultimately yield to the government on the amount of the grant.

Revoking Of Powers Where There Is Fiscal Irresponsibility

I would say, however, that it is also a clear principle that if there is fiscal irresponsibility, exceeding budgets, or worse, corruption or whatever, that it is clearly the responsibility of the government and of the Minister of Education of the day to revoke any powers granted to a divisional board and establish a trustee or an administrator to take over the operation of that division until it is financially in order. I know the issue was discussed at the committee. I believe that power presently exists in the ordinance with respect to public and separate school boards and I am quite confident in saying that it is not intended that that standard be departed from in the proposed regional divisional boards.

I would also again say of programs and curriculum development, although it is clearly a subject in which it will be expected that divisional boards will give advice and make contributions and do important work, that the area of curriculum and program must at all times be subject to approval by the Minister of Education and conformity with territorial standards. These are the conditions that are imposed on the school boards in Yellowknife, these are the conditions that are imposed in the agreement made with the Rae-Edzo society, and if it is not specified in this report, then perhaps it should be specified.

I do note that the draft legislation prepared by the special committee, the ordinance to amend the Education Ordinance, page 33, section 37, subsection (2), proposes this wording: "Every board of education shall (p) establish and provide, in co-operation with any community education councils, (i) programs and curriculum for schools in the education division, subject to the approval of the Executive Member." I would agree that this is an important qualification and trust that that sort of qualification might satisfy the Member that there would be a clear authority in the Minister of Education to ensure that there was some uniformity. Thank you.

CHAIRMAN (Mr. Pudluk): Right on time. Mr. MacQuarrie.

MR. MacQUARRIE: Just a final one on this, if I may, with respect to the question -- incidentally, the taxation thing I did not raise as a subject for debate now. I simply had used that to point out that there were changes other than simply creating other boards than those that exist at the present time.

Obligatory Public Education In Britain

With respect to whether or not what we do not see in the report is automatically there, I will return for a moment to the point about compulsory education. In your answer there seemed to be two threads to it and I was not entirely clear on what you meant. At any rate, in societies everywhere -- certainly in the British society where a public school system was generated -- some children are neglected by parents or abused by parents and so on, and in that society at least the idea of a compulsory education system was to try to ensure that all children who had abilities would have an opportunity eventually to win success for themselves according to their abilities and that they should not be punished, in a sense, for the neglect of their parents. The belief behind that was that a certain measure of public education was desirable for

every young person, that it would enable them to broaden their horizons and to choose from a number of alternatives, and so the society did not hedge away from saying "Because we believe in the proposition we will make education compulsory." So I hope that in one way or another as we go through it, we will ensure that there is a certain measure of public education that is obligatory for all of the young people in the Northwest Territories.

Goals For Present System

Just a final one on whether what is not in the report is, in fact, still in place or will be. The last principle refers briefly to goals. "Elected representatives responsible for education within the communities shall determine these goals." We right at the present time have a booklet called, "The Philosophy of Education in the Northwest Territories" and within it there are sections that talk about education generally and some of the goals of education. One example of a goal, "to develop intellectual curiosity, a desire for lifelong learning, develop the ability to get along with people of varying backgrounds and beliefs and lifestyles," -- we need some of that -- "develop the ability to understand and respond to change as occurs in personal life and in society." Then, on a succeeding page -- I certainly have not read all of those that are listed -- on a succeeding page they talk more specifically about schooling and the goals that should be part of schooling; developing skills in reading, writing, speaking, listening, for effective communication; and developing skills of finding, organizing, analysing and applying information. At another point...

MR. CURLEY: A point of order, Mr. Chairman. Point of order.

CHAIRMAN (Mr. Pudluk): A point of order, Mr. Curley?

MR. CURLEY: We are supposed to be dealing with the introduction of the report and Mr. MacQuarrie is reading a completely, altogether different document and I do not think that is in line with the introduction at all.

CHAIRMAN (Mr. Pudluk): It happens all the time.

MR. MacQUARRIE: They do mention goals in the last principle and so I am just referring to goals that are stated for the present system and so I think it is relevant, Mr. Chairman. On a further page they refer to the community schools program, kindergarten to grade nine, and talk about specific goals there. To graduate from the community school system a person should be able to demonstrate an ability to read, write and compute at a specified level of competency in at least the English language and preferably in a second language. They should be able to demonstrate an understanding of the basic scientific and technological processes, and so on.

So that is the type of document that exists with respect to goals of education now. Am I assured by the committee that since they do not specifically talk about the goals and objectives of education, that the goals and objectives that are outlined now for the educational system will be the goals and objectives, with undoubtedly other ones to take account of the significant changes that are being made, but as far as the educational programs are concerned, can I be assured that these will be the goals and objectives of education and schooling and the education program?

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

Recommendations Encourage Meeting Of Objectives

MR. McLAUGHLIN: Thank you, Mr. Chairman. One of the first tasks that the committee undertook was to read through the existing department documents and statements on the philosophy of education in the NWT and the goals and

objectives, and as we read through them we found that, you know, all of this is great, this all sounds fine, these goals and objectives are excellent, but what we said to ourselves is why is it not happening in the field? Our recommendations are designed to encourage that philosophy of education and those goals and objectives are met in the field. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Introduction. Mrs. Sorensen.

MRS. SORENSEN: I just have a brief comment with respect to the first statement of philosophy and that is concerned with the devolvement of the decision making process as close to the community as possible. Certainly, that has been a thread that has come through everything that this Legislature has tried to do over the last two years, that giving more power and more responsibility to the community will hopefully make the community feel much closer to whatever it is they are having to make decisions about and will have a sense of commitment to those decisions that have been taken. I see that very first statement of principle as a very positive statement. Mr. McLaughlin is quite right that we do already have that within our school system in Yellowknife and it is one of the major reasons that our school system in Yellowknife is a productive system.

Communities Will Take Pride In Achievements

I am not at all threatened by the fact that we wish to give more power to the community level. I think that sometimes we assume that the people are not capable, but I have not found that to be true. I have found that where people are ultimately given the decision making at the lowest level, that they take that responsibility. While they may have difficulty at first, because it also is a learning process, they will eventually and very soon learn how to do it and will take pride in their achievement. That is how we will get our children into school and keep them in the schools, when the parents have a sense of commitment and a sense of responsibility about that local school that sits in their community. They will also have that same sense of commitment to the teachers that are teaching in the schools if they are and have a hand in the hiring of those teachers. They will no longer be seen to be outsiders. They will be seen to be the teachers that have come in as a result of the decision of the community.

The comments that Ms Cournoyea made with respect to the first statement of principle about the community having a say in the nature and scope of the information presented in the school, how it should be presented and who should present it is already happening in the Yellowknife schools and I think should, as well, be happening in the schools in the communities. The method of teaching a curriculum should be subject to modification by the schools, as long as the ultimate result is a child who has learned the basic, fundamental tools.

It does not matter how he learned them, or what the methodology has been to learning those things, but what is important is that by the end of each school year you can check off certain things that the child has learned. You can take the alphabet and you can say that in kindergarten it is fundamental that the children learn the alphabet. Now, whether that is the English alphabet or the alphabet in Inuktitut or a Dene language, it is fundamental that in that kindergarten they learn that alphabet. Now you can have 10 different school divisions having 10 different ways of teaching that alphabet, and I do not see anything wrong with that, as long as by the end of that school year that child has learned the alphabet.

Advice Of Experts Will Be Sought

So I am not threatened at all by the devolution of more decision making to the lowest level, the community level. I have every confidence that the parents and the elected boards and the people that they elect to the elected boards will take the advice of the experts, will seek the advice of the experts, and will listen to them, because I am confident that they want their children in the communities to be every bit as well educated as the children who are not in their communities, or indeed who are living in the South.

The third statement of principle makes reference to in-school programs as being kindergarten to grade 10. I have a question here for anyone on the committee who would like to answer it, and it concerns why the committee felt that they wished to remove grades 11 and 12 from this in-school program. What was the reason for that decision, and what will happen to the current school systems that now have jurisdiction for grades 11 and 12 under their own jurisdiction? Thank you, Mr. Chairman.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The committee, when it was looking at the idea of having an Arctic college and proposing that grade 11 and 12 students would be in the Arctic college system instead of in the Education department kindergarten to grade 12 as it is now -- Education would have funding for kindergarten to grade 10 -- realized that some existing communities were delivering grade 11 and 12 programs, my own community of Pine Point being one of them, and that people there would not want to give up that authority or have the programs that they are happy with in their communities being in any way changed. In other words, if a small community like Pine Point has chosen, I guess, out of three general high-school programs you could offer, basically an academic program -- they are not offering vocational programs there -- the students that want to have those programs have to go elsewhere. So we realize that communities that presently have grades 11 and 12 would still want to have those grades delivered in their community, just as Rae-Edzo and a few other communities indicated that they would eventually like to have grades 11 and 12 delivered in their communities.

The idea that a certain age or grade is sort of sacred, like grade nine or 10 should be the dividing spot -- I think for years grade eight was the dividing spot between junior high school and high school. In Alberta, there are colleges that offer grade 12, so students can quit their high school and take their grade 12 high-school courses in a college. There were all sorts of reasons that this made sense.

Older Children And Drop-Outs May Have Bad Influence

In public hearings we held, various parents indicated that having school children from grades seven to 12 in one school was not very good for the younger children, because the older students, for example, had cars and smoked cigarettes, and maybe were old enough to drink beer. That was a bad influence on the younger kids, and they would like to have them in separate buildings if possible. Another reason that came up in public hearings was having a grade 11 and 12 situation -- pardon me, what actually came up was the difficulty of students who have dropped out of school, and what we heard everywhere we went was that drop-outs are not restricted to just small native communities, that people are dropping out of junior high school and high school all over the Northwest Territories, and it was very difficult for those people to get back into the system.

We felt an advantage of having grades 11 and 12 in sort of an adult atmosphere was that most children when they reach that age, or students when they reach that age, consider themselves to be adults. I know most of the people I went

to school with considered themselves adults once they reached high school, especially once they got to grade 12 and had to start deciding what their future was going to be. We thought that the college-type atmosphere, where adults were attending grades 11 and 12, and vocational courses, and hopefully some post-secondary courses could be offered in some of these schools, would be advantageous to adults in the community who could drop back into the school, and to students in grades 11 and 12 who consider themselves young adults.

Arctic College A Forerunner To A University Of The North

There is no doubt that the committee looked at the several presentations that were made, mostly in the larger Western Arctic communities, that we needed a university up here some day and we got as much advice as we could. We had people advising us who were involved in the initial attempt several years ago to have a university of the North, advising us that it just was not possible to have a big university campus in the Northwest Territories in the foreseeable future, but we saw the idea of an Arctic college as being an opportunity to begin a process which would some day, if we had the population, lead to that. I am sorry that this is a long answer, but there were several reasons why we decided to have the split there.

Because we have some existing high schools -- I think five of them right now, once the one in Rankin Inlet is completed, that have residences attached to them, facilities like Sir John Franklin school lend themselves very well to more than just academic programs because of the shop and chemistry lab type facilities you have in that school. So we could start local campuses to deliver post-secondary education programs in the Northwest Territories; granted, to start with, maybe just a few night courses. Maybe in Yellowknife federal civil servants who feel their career may be blocked due to lack of French might want to have some French courses put on at night.

Guarantee That Academic Programs Will Not Suffer

We also were afraid of the stampede of megaprojects in the Northwest Territories. Federal funding, it has been announced by Mr. Axworthy, the minister responsible, is going to be geared toward this. The federal government is going to be playing a bigger role in vocational education. We are not going to get the funds for that any more; it is a possibility. Therefore we were worried, especially Mr. Patterson and I, who attended university ourselves, were really worried about the academic credibility of our grade 11 and 12 program deteriorating. I feel really positive about having grades 11 and 12 in a college system where we take advantage of the Association of Canadian Universities for Northern Studies, whom we have talked to and they have agreed with us that they would lend our fledgling northern college a hand in developing programs, making sure that our curriculum in grades 11 and 12 led into the programs at the institutions in the South, where without a doubt all of the people in the Northwest Territories feel their children should be presently going. So, I look to the Arctic college in that area as being a positive step to guaranteeing our academic curriculum will not suffer from the rush of money that is going to go into vocational programs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Do you want to reply further? We will come back to you after coffee, okay? Let us take 15 minutes for coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum. I believe, Mr. Curley, you have a further reply to Mrs. Sorensen.

MR. CURLEY: Yes, Mr. Chairman, I just wanted to add to Bruce McLaughlin's answer. One of the reasons for this particular issue, with regard to the kindergarten to grade 10 program at the community level, was really the result of many of the communities saying to us, "Look, we want a high school program in our communities." Many of the isolated communities in the Eastern Arctic, particularly very strongly in the High Arctic, would like to be able to be provided with a high school program. We realized this was not possible but the best we could do was to at least give a direction to the government that up to grade 10 should be possible in larger settlements. As for grades 11 and 12, again, it is not possible to provide the high school programs to many of the communities in the Eastern Arctic. We really were looking at the geographical set-up of the NWT. We may have overlooked the present existing school boards in Yellowknife and how that would affect them. I must say, I think we really did look at that. We did not look at that as a problem at all because I think anything that works -- the Minister, I am sure, would want to retain it, carry it out through the existing school boards.

In the other parts of the area where there are no high schools, for instance, the Baffin area with 13 communities has only one, in Frobisher Bay, we thought in order to prevent students from leaving home too early, the best we could provide them was with the Arctic college type of program where we could include all the other necessary programs as well as vocational and whatnot, when new centres are being built. So that was the thrust of the whole thing. In the southern Mackenzie, I am not sure whether the kind of programs in the Eastern Arctic would work at all or not. When we were looking at the Eastern Arctic and the Keewatin, I think we can improve or establish a program that could possibly carry them out for the next few years by having such a college program. Thank you.

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

Control Over Grades 11 And 12

MRS. SORENSEN: The second part of my question was not answered by Mr. McLaughlin, and that concerned what would happen -- I can give you an instance. Maybe that is easier. The separate school system in Yellowknife is a school board and has control over kindergarten to grade 12. Under this new system they will have direct control over kindergarten to grade 10, but is it my understanding that they will relinquish control for grades 11 and 12 and that that control will now be under the Arctic college board of governors, which is made up of divisional boards and superintendents and members of the government? Is that a correct reading of this new system that has been proposed?

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

MR. CURLEY: Mr. Chairman, my understanding of that is no, it would not affect it, because in the proposed ordinance, if we were to read the ordinance, the Minister still has the authority to enter into an agreement with various school boards. I think he has that present authority, delegated authority to carry out the kindergarten to grade 12 program to the two school boards, and I think he would still be able to do that. I think that is very much within his authority. As I said earlier, we did not specifically examine Yellowknife or the two school boards in Yellowknife whether they should relinquish the two grades. I think Bruce McLaughlin would probably like to add further to that.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. I am sorry, Mrs. Sorensen, I think you asked it last time and I did not answer it. The committee looked at that. Specifically in Yellowknife right now the public school board has control over kindergarten to grade nine so our recommendation means that we are going to

give them the grade 10s which they do not have now. St. Pat's, which is the separate school board's high school, currently have control of kindergarten right through to grade 12, and we realize that they would not want -- and they have since affirmed it by advising us definitely that they want to continue to have grade 11 and 12. So in realizing that St. Pat's, as well as the schools in Pine Point and Hay River which are already small existing high schools, want to continue to have the grade 11 and 12 program in their community, the committee thought that one of two things could be done. Either the Minister could make a special exception and let those education committees in those areas continue to deliver up to grade 12 under the school board, or better yet as far as I am concerned, the Arctic college could make a contract with those boards to deliver the grade 11 and 12 programs at St. Pat's, Pine Point and Hay River.

One of the difficulties with small high schools that came up in those communities where small high schools exist is that there is not adequate funding to deliver a proper high school program where you only maybe have one class of grade 11s and one class of grade 12s because of the pupil/teacher ratio situation. So I personally think it would be an advantage for the small high schools to receive funding for kindergarten to grade 10 on a set pupil/teacher ratio, and then the grades 11 and 12 would be funded by a program rather than on a pupil/teacher ratio so that adequate funding would be given to them to deliver the program. Under the current situation, if you have a pupil/teacher ratio in a community of, say, 17 to one, in those communities, in order to deliver a good high school program, they have to take teachers away from younger grades. So you might find the younger grades operating at a 20 to one or 22 to one pupil/teacher ratio and the high school operating at about a 10 to one ratio. So I personally think it would be an advantage to both the kindergarten to grade 10 in those communities and to the grade 11s and 12s. Thank you, Mr. Chairman.

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

Exceptions To The Rule

MRS. SORENSEN: Mr. Chairman, I am somewhat confused because Mr. McLaughlin has said that the Minister could make a special exception and give responsibility for grades 11 and 12 to a school board, or the Arctic college could contract out the responsibility for grades 11 and 12 to these school boards. Now, it seems to me that under the school board, the first system that he talked about, the school board does have input into the nature and scope of information presented for grades 11 and 12, how it is presented, and who should present it. But under the Arctic college system, if a school board were to contract it, they would be contracting the operation of the school as opposed to being directly responsible for the nature and scope of information presented, how it should be presented, and who should present it. So I find that if the education committee is saying that there should be certain exceptions to the rule, then I find it difficult to understand how they have come up with the basic philosophy that in-school programs should be kindergarten to grade 10, and yet they are willing to make it, in some cases, kindergarten to grade 12. So how are you going to respond to that kind of an obvious dichotomy in your philosophy?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Okay, in the grade 11 and 12 situation, there are obviously two things that could be done. One is that the Minister could make an exception for those existing school boards which presently have control over grades 11 and 12, and say the Department of Education will continue to deliver that program there. That is something that could be done, but the committee, when we talked about it, specifically thought that the best thing would be to have the grades 11 and 12 curriculum governed by the Arctic college, to make sure that it was academically sound to lead into universities. In those communities where grades 11 and 12 is presently delivered -- like Pine Point and Hay River, which would not become campuses immediately,

in the foreseeable future, in this college, although this could happen down the road -- the idea would be to have the divisional board contracted by the Arctic college to deliver those programs, and they would have to deliver basically an academic matriculation oriented program if that is what the community wanted. Like I said before, in Pine Point we have definitely opted for an academic-type program, and the Minister would just instruct the Arctic college that that is what they had to do there.

It is not our intent, like I said before, to take away what communities have already achieved in their community, and we do not want to prevent other communities from reaching up to have grades 11 and 12 delivered in their communities. The committee discussed it and thought the best way would be to have the Arctic college contract the boards to deliver grades 11 and 12. There is -- you know, and it is not a committee opinion, for sure -- the other possibility, that the Minister could make exceptions, but I think I would personally be against that, and I think most of the committee would, but it is something that could be done if that is the compromise that had to be made. Even still I think the Minister would still insist that those communities had to deliver a curriculum that was acceptable and could not stray from southern standards.

Thank you, Mr. Chairman.

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

Grades 11 And 12 Remaining Within Public School System

MRS. SORENSEN: So if there were to be certain exceptions, then, why would it not be quite proper for other communities who wish to have grades 11 and 12 within their school system to -- on the basis of the fact that certain exceptions had already been made -- to request and receive a certain exception as well, in terms of grades 11 and 12? For instance, Yellowknife Education District No. 1 has from kindergarten to grade 10 under this system, and has indicated by letter that they wish to have grades 11 and 12 within their public school system. Could they also request a specific exception of the Minister of Education and thereby get responsibility for grades 11 and 12 under their system?

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

MR. McLAUGHLIN: Okay. On that one, it is obvious that they could request, and it is also very possible that the Minister would allow it, but I think that that school community in Yellowknife would not be able to achieve that immediately, because they would not have a building to put those students in. For example, when we are talking about details, we considered that if we put the grade 10s out of the Sir John Franklin school, that we would maybe have to look at adding classrooms on to the junior high school that the government is just finishing building in Yellowknife right now, and we might have to maintain the grade 10s in Sir John until something like that could be done.

Maybe down the road, when the demand for college space in Sir John grew, maybe it might even be to the advantage of the college system to give the grade 11s and the grade 12s over to the public school in Yellowknife, but for the immediate future the government has a large complex which costs a large amount of capital funds to build. It would not make sense for the government to turn grades 10 to 12 over to Yellowknife immediately, but I think they could, within a year or so, turn the grade 10s over to the Yellowknife school board, and after a year or so of the operation of the Arctic college, the people of Yellowknife could better assess whether their kids were better off in the Arctic college.

Some specific examples of advantages in Yellowknife that were brought up to us by representatives of the separate school board were that they have introduced a computer program that is not in the territorial high school in Yellowknife right now. They wondered if students who were in the Arctic college could wander across the street or down the road to their classroom to take some of

those courses, and if the Arctic college would provide funds for that. My answer was that I am sure that something like that could be arranged. Maybe people would find the Arctic college would be a lot better than having kindergarten to grade 12, but it is obvious something would have to be decided in the future. I think the committee is definitely recommending that we turn the grade 10s over to the Yellowknife School District No. 1.

Remember, they also have to take into consideration the expenses. If we are going to turn over all the students in Yellowknife who are residents of Yellowknife, you are looking at -- your mill rate may be going up there, because you are going to have to pay for additional students. The other thing is, right now, Sir John was built as a regional high school, with the purpose of delivering the high school program to other communities in the area, so what would we do with those students? So it is something that the committee certainly cannot answer with any specifics other than that in the future anything is possible, but the committee definitely, in the immediate future, would recommend that the grade 10s be turned over to the public school board and that the grade 11s and 12s would be in the Arctic college. Somewhere down the line some things could change, but definitely not to happen immediately.

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

Direct Responsibility For Grades 11 And 12

MRS. SORENSEN: You will have to bear with me, Mr. McLaughlin. I am still not clear on who has the direct responsibility and power for grades 11 and 12. If you give the responsibility to a school board for grades 11 and 12 under a certain arrangement, would that school board have the responsibility for the program and its delivery within that school, or would that school board just be responsible for housing the students? Who has the control? From kindergarten to grade 10, it has the control, the school board, but does it have that exact same control for grades 11 and 12 as it would have for kindergarten to grade 10?

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

MR. McLAUGHLIN: Yes. Our proposal is that the grade 11 and 12 programs would be funded by the Arctic college, and the curriculum would be set out by the Arctic college. For example, if Pine Point divisional school board was given money by the Arctic college to deliver the grade 11 and 12 program, the curriculum would be the responsibility of the Arctic college. Now, if the local community said that they wanted an academic program, then the academic program would be the curriculum that they would have to adhere to, just as St. Pat's right now has to adhere to the basic curriculum set down by the Minister. That will not change. We have not recommended in the suggested legislation that we have tabled that the role of the Minister should change. The role of the Minister, as it is right now -- he tells people what to do as far as curriculum goes, and he would tell the Arctic college what to do as far as curriculum goes. So the answer is two parts. Yes, the local committee, or the divisional school board in the case of Yellowknife, would be responsible for the administration of the program, but the curriculum would be set out by the Arctic college. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Introduction. Mr. Butters.

HON. TOM BUTTERS: Thank you, Mr. Chairman. I wish to thank the honourable Member from the committee who responded to my questions last night, just before we adjourned. Her answers were very enlightening. I wonder if we are still on the introduction, which are the principles -- I wonder if I might go to the last paragraph in that section, or would I be proceeding...

CHAIRMAN (Mr. Pudluk): Go ahead.

HON. TOM BUTTERS: May I ask a question on that?

CHAIRMAN (Mr. Pudluk): Go ahead.

Determining Educational Goals

HON. TOM BUTTERS: In fact, I would inquire with regard to the last sentence: "Elected representatives responsible for education within the communities shall determine these goals." I wonder if maybe Mr. McLaughlin could indicate how he feels such a process would work.

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

MR. McLAUGHLIN: I do not think really that we are straying much from the intent of the present philosophy and goals and objectives of the NWT when we make these comments in our report. For instance in Pine Point, there are three different kinds of high school programs that you can have. The parents there have insisted on having an academic program, and the minority of students whose parents want them to do something else have to go elsewhere. They have to go to Fort Smith or they have to go to Yellowknife, or take correspondence courses -- and all three of those things are being done.

On the same thing, in the younger grades -- and here it becomes more critical, but it is what I think you are worried about -- is that the local education committees should not be given enough power that at grade two or grade three they are determining whether a student's future is going to be living off the land or becoming a doctor. So it is important that the options be left open; but we are definitely getting demand from a lot of the communities that the programs that they are offering now have children dropping out in grade six or seven. They do not have a good enough education to know if they are getting ripped off at the local store. Or they stayed in school long enough to get what we call basically an "inadequate education", or primarily due to the poor attendance and the few number of years they have attended, they also do not know how to live off the land, so they are caught in between. They have been given expectations of one thing, but they are unable to go back to where they started. Communities are telling us, "Look, you have got to do something so that children learn basic life skills and learn their own history of their own people." So the social studies classes in Igloolik might be about the history of the Inuit people in that area, maybe really local history, too. Maybe in Yellowknife they will be more interested in Franklin and Mackenzie and European exploration of the Northwest Territories, but I do not think that those things in the younger ages are critical, as to whether a person is going to be successful in life. Obviously, reading, writing, and arithmetic would have to be the fundamentals, and no public hearing anywhere indicated to us that when it came down to the basic standards of education that they wanted second-class education anywhere in the Northwest Territories for any person. I do not know if that answers your question or not. Thanks, Mr. Chairman.

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

Ensuring Development Of First-Class Educational Goals

HON. TOM BUTTERS: In part. The co-chairman of the committee was referring, I think, to what you might call "curriculum programs". I was really referring to the educational goals here, and what I was attempting to ensure is how can one ensure that the goals that are developed by the elected representatives are indeed first class, are indeed of such a standard that they would be recognized and accepted in any jurisdiction in Canada, in fact, welcomed in any other jurisdiction in Canada? How do you guarantee and protect the student's rights because the student cannot protect himself in this situation? He would appear to be very much at the mercy of the elected representatives plus whomever is working with those people.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. When we first started out on our hearings, after we had held maybe about a dozen, I was pretty concerned about this. Mr. Patterson and myself had great long talks about what right did we have to allow local people, who maybe only had a school system in their community for 10 years, what right we had to turn them loose to create a system in their community that would maybe prevent any of the children from that community ever becoming leaders of their people, because if there were no good academic courses in the community, that would obviously happen. I think what you have to remember is that right now we have two school boards in Yellowknife, and the programs that they develop, the programs that they want to have, have to be approved by the Minister. I think what all Members should remember when looking through this report and looking through the legislation we have drafted is that unless we specifically cited something in the draft legislation, it is not our intention to change the present legislation; and the present legislation clearly gives the Minister the authority to determine what individual existing boards are going to do. We are not wishing to or in any way desiring to change that present status the Minister has of being damn sure that what is being taught in schools is academically sound.

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

Research On The Current Education Ordinance

HON. TOM BUTTERS: Further on that matter, the co-chairman indicated that there had been a great deal of research done prior to the time the committee moved out into the communities and one of the things that he indicated the committee had studied were the goals for education in the NWT. I wonder if similar research and study was done of the current legislation that is in place, because as I recollect, the intent of the current ordinance is exactly the same as what I understand to be the intent of the authors of this report, which is to provide more control of local education in the communities and at a local level and with that control responsibility, responsibility for the education system that is provided in the communities because you cannot devolve control without devolving responsibility. So my question is, did research occur on the current Education Ordinance, which establishes opportunities for communities to become an education committee, an education society or a school board? If such research was done, were the present mechanisms found wanting and why were they found wanting? Because as I indicated yesterday, prior to your arrival, the local education society has many powers, responsibilities and controls which, if they were exercised, I would assume, would provide much of the control that is being recommended in this report.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Mr. Butters, a little bit earlier I answered just about exactly that question from another Member but I will briefly respond. When we first were together as a committee, we went through what existed as to philosophy of education, goals and objectives and the existing ordinance. We realized that the ordinance says that people can devolve from a committee to a society to a board, but what we found in our public hearings was that there were actually blocks in place -- and not intentional blocks either -- to small communities that were developing that far. One, because if you do not have enough pupils in your community, you can never be a board. You could not afford to have the administration connected with having a board. Even some of the existing societies tended to feel that they did not know what their powers were, maybe they did not have the financial expertise to cover some of the authorities which they knew they could have if they wanted but had not chosen to take on. We felt that because a small community could never make it up to board status, they would never actually have the authority over the schools that we feel they need. Then with that goes the responsibility

of, for example, hiring and firing teachers and then finding out that that costs money to do that and you may want to be a little bit more considerate when you are thinking about staff when you realize you have to pay for their removal and pay a years contract in order to get rid of a person.

So what we are saying is that the only way some of these small communities are ever going to be in charge of their own house is if you can lump several communities which are geographically and hopefully politically and culturally acceptable to each other. We have recommended boards, trying as best as we can, to take that into consideration, but only that way will these small communities every achieve the authority that they want in their schools. Thank you, Mr. Chairman.

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

HON. TOM BUTTERS: So the Member's response is that the current mechanisms that exist to provide local control do not work, are not working and are not effective in achieving this objective. Is that what he is saying?

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: Yes.

CHAIRMAN (Mr. Pudluk): Thank you. Introduction. Would anybody else like to speak to the introduction? Are you ready to go on to recommendations? Is that agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Pudluk): On page 18, recommendations. How do you want to deal with these recommendations? Mr. Noah.

MR. NOAH: (Translation) Thank you, Mr. Chairman. Recommendation six, I have a question. For those four year olds, if they wanted to start school, would they be able to go to school then, if they were allowed...

CHAIRMAN (Mr. Pudluk): (Translation) I just want to know if you want to start with item number one and then down. We will deal with them item by item. I do not know how you feel.

MR. NOAH: (Translation) Mr. Chairman, anybody who wants to ask any questions, I guess that would be the best way.

CHAIRMAN (Mr. Pudluk): Mr. Curley.

MR. CURLEY: Yes. Well, I am prepared to move recommendation one for consideration of the committee if that is acceptable to them.

CHAIRMAN (Mr. Pudluk): Is this House agreed to go one by one? Mr. Butters.

HON. TOM BUTTERS: By suggestion on order, would we be beginning on page 42? The reason I say that is because on the first recommendation and as Members know, there is text associated with each of the recommendations and if we look at the major body of the report and its supportive written material, then we could possibly ask Members of the committee relative to any comments that may appear in the report proper, as well. So I would suggest we begin on page 42 and discuss recommendation one from there, and then after move to page 46 and discuss recommendation two.

CHAIRMAN (Mr. Pudluk): What does the committee wish? Mr. Curley.

Motion To Accept Recommendation One Of Tabled Document 2-82(2)

MR. CURLEY: Mr. Chairman, I will try this for size. I move that recommendation one be considered, and I move that the Minister of Education shall delegate the administration of education from kindergarten to grade 10, to 10 divisional boards of education.

CHAIRMAN (Mr. Pudluk): There is a motion on the floor. Mrs. Sorensen.

MRS. SORENSEN: A point of order.

CHAIRMAN (Mr. Pudluk): A point of order.

MRS. SORENSEN: Mr. Chairman, is Mr. Curley asking the Legislature to vote on each recommendation or is he just merely beginning the process of discussion? I am unclear as to whether he is moving the recommendation for purposes of voting on it and approval of it. Could I have clarification?

CHAIRMAN (Mr. Pudluk): I understand, yes. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman. I do not think we should be wasting our time here going through the report, if we are not going to make any decision on it. The only way that I know about the procedure is that -- there is no sense dealing with each recommendation one by one if we are not prepared to take any action on it. You can take action on it -- if you think it is not a good decision, then vote against it. What other procedure the Legislature has besides that, as far as the common practice of this House is concerned, I do not know.

Point Of Order

MR. MacQUARRIE: Point of order.

CHAIRMAN (Mr. Pudluk): A point of order. Mr. MacQuarrie. To the motion.

MR. MacQUARRIE: Yes. The committee agreed to move to consideration of the recommendations and certainly the practice of the committee then is to look at each recommendation of the report and discuss it and only then have a motion for adoption or something like that. There has been no discussion surrounding it or anything, and so I would suggest the motion is out of order at this point, Mr. Chairman.

Point Of Order, Ruled Out Of Order

CHAIRMAN (Mr. Pudluk): It has happened both ways. There is a motion already on the floor and if you want to vote against, we will do it the other way. The motion is in order. Let us deal with that first and if you vote against, we will try something else. To the motion. Mr. Curley.

MR. CURLEY: Mr. Chairman, we talked at some length yesterday and the last two days and today about the role of the divisional boards and I do not think we can actually create any divisional boards unless the Minister has the recommendation from this House. The Members have had the report for a few days here now and I am sure recommendation one is quite straightforward in asking that kindergarten to grade 10 be devolved into 10 divisional boards of education, including the two that already exist in Yellowknife. Thank you.

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

MR. MacQUARRIE: It is a point of order, again, Mr. Chairman. I feel the first job of the committee would have been a motion as to how to deal with the recommendations. We find ourselves immediately faced with a vote on a particular recommendation without having talked about how we are going to deal with them

generally, and agreed on some method. We are faced with a vote; yes or no on that particular recommendation. I could understand if Mr. Curley had moved a motion that each recommendation be dealt with and voted on or something, and then the committee says yes or no, that is the way we want to deal with them, but he is moving a specific recommendation without any discussion having taken place on the recommendation itself or what is surrounding it, and I believe that is out of order, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Can we have a copy of that motion? When we are in committee anybody can make a motion at any time. When somebody makes a motion, we have to deal with that. The motion was in order and if you do not like my ruling, you know what to do. Mr. MacQuarrie.

Ruling Challenged

MR. MacQUARRIE: Yes. I must challenge that ruling. I feel it is just not the way the business is usually done, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Report.

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

MR. SPEAKER: Mr. Pudluk.

MR. PUDLUK: Mr. Speaker, in the committee we were discussing the education report and on my ruling about the motion I was challenged. Thank you.

Speaker's Ruling

MR. SPEAKER: Thank you, Mr. Pudluk. I think in this matter that I must rule in favour of the chairman, that in committee of the whole that a motion basically is in order at any time. The motion itself does not prohibit debate of the matter in which the motion was made. The section can be amended, can be spoken to, can then be voted on, yea or nay. I do not see how there is any obstruction on dealing with the item before the House. Probably I understand your point of view, Mr. MacQuarrie, in that you were feeling that the committee has not decided on how they were going to proceed in committee, but we are in committee. We have agreed to go to recommendations and I can see no valid point that the motion is out of order, so I will rule that the chairman is in order and that the motion is in order. We will return then to committee of the whole, with Mr. Pudluk in the chair.

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

CHAIRMAN (Mr. Pudluk): A point of order, Mrs. Sorensen?

MRS. SORENSEN: Mr. Chairman, I am not sure whether it is a point of order, but I would like to appeal to Mr. Tagak Curley to not force me into having to vote at this time on each recommendation. I do not want to vote against the recommendations, but I have been advised by my constituency that they need to have more time. I do not want to destroy the credibility of this House and the credibility of this report, so I am asking you if you can just please let us discuss the recommendations, get the information from the committee, understand the recommendations and because they follow each other, get a sense of what they are all about together and then and while we are still here, when we have got more information, then maybe we can choose some that we can all agree with and can vote on. I am really appealing to you, as a man who has a sense of honour and who has, I know, an understanding for the dilemma that you have placed me in. I am wondering if you could please just withdraw your motion at this time and allow us just to discuss each recommendation and following that make another determination of what we will do.

CHAIRMAN (Mr. Pudluk): I believe that was not a point of order. Mr. Curley, do you wish to answer that?

MR. CURLEY: Mr. Chairman, the chairman and the Speaker already ruled that what I am doing is perfectly in order and I have made two other motions already; one to table the document -- that was last week -- and yesterday I moved a motion to study the report in detail and now today recommendation one. There is no sense in the Legislative Assembly pretending to do business when it could make a decision. We are not a committee. We are the Legislative Assembly and if we are afraid to make a decision today, then we really are blocking the progress and the development of the Legislature.

There was a lot of talk right after the plebiscite that the Eastern Arctic people were going to be blocking progress, but we are not trying to block progress. We are trying to make a decision today. You know, why not try to at least vote on this particular motion and once the motion has been dealt with find out whether or not we want to proceed? Thank you.

CHAIRMAN (Mr. Pudluk): There is a motion on the floor. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I will speak to the motion. It is regrettable. Mr. Curley knew very well that there are attempts to come to some agreement that would satisfy the whole House -- that we are going to be meeting tonight to talk about it. I fail to understand why he has pushed this, but at any rate, there is a motion, Mr. Chairman.

Establishment Of Divisional Boards

To the motion, the recommendation that says there should be the creation of 10 divisional boards of education, each of which will encompass several communities and each of which will be governed by elected boards. The delineation of these divisions must be based on a careful judgment of geographical, cultural, educational, administrative, demographic, linguistic and political facts. Apparently based on these facts, which I will want to inquire about in a moment, they have made a delineation of 10 divisional boards and they shall be certain boards; the Baffin education division, the Beaufort education division, the Kitikmeot education division, the Keewatin education division, the Mackenzie-Great Bear education division, the South Slave Lake education division, the Southwest education division, the Inuvik education division, Yellowknife Education District No. 1 and Yellowknife Education District No. 2.

Now, at some point in that division, if you like, which establishes divisional boards, it is not clear what linguistic, cultural, geographical facts -- demographic, linguistic facts were used in order to establish them, because for instance, we see with respect to Mackenzie-Great Bear education division that there are differences linguistically, North Slavey and Loucheux. We see that in the South Slave division there will be Chipewyan, perhaps some Cree and also English speaking peoples and in number seven a real hodgepodge. So, can I ask the committee to outline quite explicitly what are the facts with respect to -- and I would like a detailed answer -- with respect to geography, culture, language, numbers of people and political facts?

AN HON. MEMBER: Are you speaking to the motion?

MR. MacQUARRIE: Yes, I am speaking to the motion, because this motion is based on this information and so if I ask questions about it, surely that is speaking to the motion. May I ask for that clarification, please?

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Curley. Who wishes to answer?
Mr. McLaughlin.

Achieving Community Control Over Education

MR. McLAUGHLIN: Thank you, Mr. Chairman. As I indicated briefly before, the object of creating eight new divisional boards with similar powers to the two boards that already exist in Yellowknife was to let people in the various regions and communities in the NWT achieve control in their own house, so to speak, over education in their community. We do not believe that the small communities could ever develop into boards; even if they achieved the expertise to do that, they would never have enough students in their communities to warrant the funding to achieve board status, and so therefore we felt that the creation of regional boards was the answer. I think you will read in the text that we also suggested that approximately 1000 students would be a basis of what you needed, but then we also said that, taking into consideration the general factors of culture, geography and practicality, 1000 was not necessary. The separate school board, for example, in Yellowknife has their right or authority to have a separate school board system in their community -- or in other communities in the Northwest Territories -- under the Northwest Territories Act, which is something that we have made no recommendations to change.

We also have recommended that Inuvik would have its own school board, because the community there, even though it would have much less than 1000 students, would still be able to deliver a program because all the students are in one community and your overhead with travel and communication would not be as difficult. We initially, actually, looked at the Inuvik region as being one large divisional board, but we decided that, because of the three distinct ethnic situations and land claims differences and cultural/language differences, that we were better off dividing it into three distinct boards.

We realize there may be difficulties accompanied with recommending a board that is spread over a large area like the Mackenzie-Great Bear board, where, even though it is over a big area, there is still a small student population, and that is why we have given funds as a pilot project to the Fort Good Hope community to co-ordinate a study as to how a board which included those six communities could operate, and if in fact it could operate successfully at all. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. MacQuarrie.

Possibility Of Changes In Divisional Boards

MR. MacQUARRIE: Thank you. Presumably, then, if the motion were passed, the committee is saying that the divisional boards that shall be created are the ones that they have listed here. Am I to understand, then, that the committee is saying that in its opinion this is the best possible way of dividing the Territories into divisional boards, having taken all of those factors into consideration, and that the committee would be reluctant to make changes in what they have decided here? If the answer is no, they are not reluctant, then how are we to agree on what the divisional boards should be?

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

MS COURNOYEA: Mr. Chairman, I believe if you continue to read a little further down -- in the question that Mr. MacQuarrie is putting to us, he does indicate that he wanted some detailed analysis on how these boards were set up. I suppose if we were to answer him in detail, I could take a certain section of the Territories and other Members will take another section, but we tried to be as fair as we could in terms of what was going on, but let me read you one sentence, from recommendation one: "We believe that the boundaries of these 10 educational divisions should be established to meet present needs, but we recognize that provisions must be made for the possibility of changing these boundaries, as future developments may require. The divisions' main purpose is to provide an effective and efficient educational unit."

So we do stress at a later time that there may be some changes and some indications, and to give you an example that we were looking at is the area that I am concerned with, the Beaufort Sea development. It may be at some later time that Coppermine would want to be in within the Beaufort educational system, because the system may move a great deal toward industrial development training and environmental issues in that area that are related to their long-term well-being. So it is recognized that these divisional boards would not necessarily be set and fast, but we did the best we could in terms of what was going on at the present time, and giving everybody the best chance possible to bring forth how they feel, the values they would like involved in this development of their schools to be.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. MacQuarrie.

MR. MACQUARRIE: Yes, there is the explanation that changes could be made later, but I am aware that there are some who are not happy with the divisions that have been proposed right now, but I will leave others to speak to that, because they can speak best for their own peoples, and certainly in Yellowknife the two that are proposed are acceptable.

Sanikiluaq Not Included In Any Education Division

With respect, however, to this particular one as well, I must say that I was shocked to see the recommendation that Sanikiluaq not be included in any division in the Northwest Territories, and in a sense there are good reasons offered, but to me, acknowledging that, is in a sense acknowledging that Sanikiluaq should not be part of the Northwest Territories. If it is, and if we want it to be, then we must go a giant step toward trying to make sure that this government provides the services to that people, and not turn it over to some other government or some other group. I am not speaking on behalf of the people of Sanikiluaq as to what they would want; I am simply saying it from the point of view of a representative of this government -- I feel that the government has a responsibility to that community if it is a part of the Northwest Territories, and not just turn it over to someone else. Could there be a response to that, please?

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I am sure Mr. Appaqaq may well wish to comment, and I would be interested in his views on this issue, but I did have an opportunity to discuss this matter with the mayor -- the secretary/manager of Sanikiluaq, and another representative from Sanikiluaq at the Baffin Regional Council. I explained the reasoning of the special committee on education, which was that, because the community is so remote from the regional capital, and because considerable amounts of money are now being spent in order to transport students, teachers, education personnel, to Sanikiluaq from Frobisher Bay, often by charter, that the committee felt that it would at least be worth-while asking the people of Sanikiluaq to consider the possibility that with those funds which are now being spent very largely on travel, there might be better value received to the people of Sanikiluaq if education services to those people could be provided by contract to the neighbouring Kativik School Board. The reasoning also being that there is a common dialect and a common history, and that dealing with the Kativik School Board by a limited-term contract would in no way be a rejection of the community from the Northwest Territories. Because it would be a contract which could be cancelled if people were unhappy with the services, it would in no way bind the people to accept a system that they may be unsatisfied with.

I think, Mr. Chairman, also, that the committee bore in mind -- although we were unable to visit Sanikiluaq -- that there have been some very strong concerns expressed by the community of Sanikiluaq, particularly about the remoteness of the hostel facility in Frobisher Bay, the real inaccessibility that parents feel from their children, in that, to get to Frobisher Bay, parents and students must actually travel to Montreal before they go the other way, before they get to the regional education centre.

So I would see this recommendation as being one that would very much depend on the wishes of the people of Sanikiluaq. I would recommend that we earnestly invite the people of Sanikiluaq to consider the advantages and disadvantages of this proposal, and it may well be that they may wish to become more familiar with the nature of the services which might be offered through the Kativik School Board before making a final decision. My own knowledge of that school board is that it might very well be responsive to some of the concerns I believe would be uppermost in the minds of parents of students in Sanikiluaq, at least in regard to the area of instruction in cultural and linguistic areas. I would feel, however, that before any decision was taken, it would be very important that those people be given an opportunity to have the necessary information to make an informed decision. I told that to the representatives who were at the meeting, and they seemed willing to consider the matter further. I think we should be very careful about imposing this motion without their consent. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. The honourable Member for Mackenzie Liard. To the motion.

Motion Should Be Withdrawn And Constituents Consulted

MR. SIBBESTON: Mr. Chairman, I think it is a bit unfortunate that we are being called to deal with the recommendations at this time. It seems as if there is some general feeling by a number of people that the recommendations should simply be dealt with in the fall, and I am also of the view that the specific recommendations should only be dealt with in the fall. However, I say now, and I have said it before, that I do support all the recommendations with a slight change here and there; particularly, the recommendation dealing with the division boards. I wonder if Mr. Curley would, at this time, consider withdrawing the motion and support a motion which would seek the general support of the Assembly for the recommendations at this time with a view to dealing with the recommendations in the fall. I believe such a motion would have wide support and would satisfy, certainly, those people who, I guess for some reason, be they ill motives or sincere motives, do want more time for themselves and their constituents to deal with the recommendations. So I wonder if Mr. Curley would consider withdrawing his motion, and -- I am not saying at this moment if he does decide not to and he insists on going ahead, whether I would support him or support the recommendations at this time or not.

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

MR. CURLEY: Thank you, Mr. Chairman. I certainly am prepared to withdraw the motion any time, but at the same time I am not prepared to waste my time here in Inuvik sitting around and just strictly talking about the process rather than the direct substance of the report, because we are proceeding in a fashion that any legislature would normally deal with a report within the schedule that the Legislative Assembly has approved and accepted and given us a mandate to do. Certainly, the Legislative Assembly has given us a mandate to deal with the report. Now, often the Eastern Arctic Members are told that we are blocking or delaying the work of the Assembly. You know, let the record show that we are not going to be delaying the work of the Assembly. It is the highly-educated ones that are going to be delaying the progress of the Assembly. I think Mr. McLaughlin may have some comments to that if he wants to assist me in resolving this situation. Thank you.

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

Committee Not Prepared To Change Recommendations

MR. McLAUGHLIN: Yes, thank you, Mr. Chairman. It is definitely my opinion that we should deal with recommendation one and all the other recommendations, and hear Members' comments, and maybe there might even be some motions that when the government considers this recommendation that they do "dah-dah-dah" as well; but I am personally worried about the possibility of dealing with the

individual recommendations. We have 7000 copies of this report made, and if we deal with the individual recommendations here and we start to amend them or remove some or add some recommendations, which happened with the unity committee report, then we will have 7000 copies of this report which was made at a substantial cost to the taxpayers of the Northwest Territories -- we will have 7000 copies of these around the Territories which will not have the recommendations in them any more because we will have changed them here; so I am concerned about proceeding with changing the recommendations. Not one of the committee Members wants to change our recommendations. We are recommending certain specific changes and certain general changes in the system, and I think it would be a disservice to ourselves if we end up in a situation where the report that is being sent all around the Territories no longer reflects the recommendations because they are changed here today. So I certainly would like to avoid that happening to what the committee is trying to do.

CHAIRMAN (Mr. Pudluk): Thank you. The honourable Member for Mackenzie Liard. To the motion.

MR. SIBBESTON: Yes, Mr. Chairman. In the event that the motion is withdrawn, I would be prepared to move a motion indicating general support for the recommendations at this time, and also a plan to deal with the specific recommendations in the fall. I believe that such a motion would have general support because when you look at it, if we were to deal with the specific recommendations one by one at this stage, as there does appear to be a fair amount of reluctance to deal with them at this time, I frankly think that the efforts of the committee can be thwarted. One can spend so much time, one can raise so many questions and arguments and time that the 35 or 40 recommendations can take months to deal with. In this way, the efforts of the committee can be dealt with.

So I do believe that it is possible for the special committee on education to be thwarted or frustrated at this stage, because there are a sufficient number of people on the other side, as it were, who are not interested in dealing with them now. So I think one must recognize that fact. I do think that if we could agree in principle with the recommendations and deal with the specific recommendations in the fall that there is a good chance of getting wide or almost unanimous support for the recommendations in the fall; so no one will come back in the fall saying, "Well, I did not have enough time," or "My constituents think we should wait another year." I appreciate that the concern of the committee is that there is a schedule of implementation which they want to see put into effect before the next election, and I do support them in this view, that it is important to have the recommendations passed and have them implemented in the next year or so, certainly before the next election, so all the work can come to fruition. It is with this idea that I do hope that Mr. Curley will withdraw his motion, and I do have a motion which I think could have wide support.

CHAIRMAN (Mr. Pudluk): Thank you. It is entirely up to Tagak Curley. If he wants to withdraw his motion, it is up to him, and there is a motion on the floor right now. Ms Cournoyea. To the motion.

Members Should Already Have Consulted Constituents

MS COURNOYEA: Mr. Chairman, I am a bit confused. I understood that Mr. McLaughlin had suggested that if there was an alternative, that this committee of the whole would continue to go through each motion and bring up each point, and certainly as a Member of the special committee on education, I would not encourage Mr. Curley to withdraw his motion, if the intent is just to put the report aside and come back in October, because there is nobody in this room who is going to hand me that b.s. that they are going to be any more ready in October, because if we put it aside and we do not discuss each point at this time, their responsibility is going to be no further ahead than they were at this time.

I am concerned that certain Members have not felt that they were assigned to the urgency as well as ourselves, the committee -- that they should have taken special pains to deliver the message to their communities and their LEAs. To ask us now, at this late time, as they did not do it, or they did not have time to do it, or they did not deliver their papers to their constituency or the appropriate members of their constituency, I am very much disappointed.

I certainly will not support that and have Mr. Curley withdraw the motion with the assumption that we are going to put this report aside on the presumption that the Members of this Legislative Assembly, or the people who are speaking to delay, are going to do any more work than has been accomplished to this time. It seems to me that we are elected from our constituency; if we do not know and are not familiar with their concerns, and we cannot address them as each recommendation comes up, I do not know what the hell anybody else is doing here. I know there are some concerns that my constituency has, in relationship to some of the make-up of the divisional boards, but I have explained to them that there were some compromises that had to be made with the provision that this government was not so set and firm in its ways that changes could not be made from time to time. To presume to sit here and say, "Well, let us just put it aside", like Mr. Sibbeston is suggesting, well, I have no use for that kind of approach. From what I understand from Mr. McLaughlin, he is indicating that perhaps we would not stand so firm on asking for a vote on each recommendation, but that we would proceed with each recommendation and the proper questions would be asked and the questions would be deliberated at this time so each Member would have a knowledge of the report.

---Applause

I will not ask Mr. Curley to withdraw a motion until such time that I am assured that each Member of this Council is willing to sit down and get the education from the educational report so they may pass that education on to their constituents.

---Applause

CHAIRMAN (Mr. Pudluk): Thank you. There is a motion on the floor. To the motion. The honourable Member for Mackenzie Liard.

A Firm Decision Should Not Be Made Immediately

MR. SIBBESTON: What I was concerned about was that if we were asked to vote on each individual recommendation, make a decision now, I think there would be resistance. I think there is a certain amount of resistance to that. However, I do agree that we ought to spend the next few days to deal with all the recommendations, discuss them, make our views known, perhaps suggest amendments and so forth, without having us vote on each recommendation. Perhaps we could go through the report, each recommendation at a time, and in the end maybe vote on general acceptance or otherwise of it, with the understanding that the recommendations will be dealt with specifically in turn, in the fall session, when, of course, there would obviously be general support, but individual recommendation support as well. So if this is what we are coming to, that is acceptable, but if, however, we are being asked to vote on each one at this time, then I would say that it would be very difficult to go through the report in the next few days and complete it.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. Nerysoo.

HON. RICHARD NERYSOO: I guess, with regard to the motion itself, I do have some concern. Firstly, promoting specific boards at this time, particularly with regard to Arctic Red and Fort McPherson being with Fort Good Hope, for instance, the reality is that geographically we do not really have a very close association with those communities. The reality, as well, is that, though there are differences in culture in Aklavik, there seems to be a relationship that has developed over the years.

Now, I think there are other concerns that have to be addressed; but with regard to political association as well, that has been identified, I wonder whether or not that is the present political association or whether this board is identified as a future political association, and that is a bit of a concern to me. Really there has not been an identification that has been clearly outlined with regard to our association with Inuvik, for instance. Those kinds of things have to be outlined to the communities and to the people that are concerned about the relationship.

However, as has been indicated, the motion that is on the floor now, and the manner in which the recommendation is outlined, does not allow me to support the approval of the recommendation in its form at the present time. However, the idea of the boards, certainly that is something that I do not think anybody disapproves of; I think that there has to be some method that we can reach agreement here or otherwise we are going to continue to argue with one another and not to reach any consensus.

CHAIRMAN (Mr. Pudluk): Thank you. Do you want to respond to that, Mr. Curley?

Mandate And Responsibility Of Committee Completed

MR. CURLEY: Thank you. We are proceeding, I think, really out of order in many respects. Mr. Chairman, I do not see how some Members who are opposed to specific recommendations will be able to change their positions in the fall. If they oppose it now, they will oppose it in the fall, and the committee's terms of reference end here. As far as I am concerned, once we put the report away, it will no longer be the property of the committee, the special committee of the Legislature, unless we adjourn this Council and go back and deal with it. Our terms of reference are complete here, so what do you propose that we do? Not any one of you has offered me that suggestion. You are just worried about your own skin. For goodness sake, you know, parliamentarians like Tom Butters, an expert on the legal procedures of the House, could care less whether we sit around, continue to exist, or not. I would think he would want us to exist until the fall session. Our mandate, however, is complete; we are not going to any longer be responsible for providing information to the public. Only in our constituencies will we be doing that, but as a committee, I am afraid, you know, our responsibility and the mandate that we have is completed here.

So, Mr. Chairman, I really do not know why the Members of the House are not prepared to make a decision and act like normal parliamentarians when faced with the reality that the final report had to be presented here and the recommendations proceeded with.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Butters. Mr. Curley.

MR. CURLEY: Mr. Chairman, I just wanted to add that the whole purpose of this spring session was to consider this report and deal with it now. That was the understanding last March.

MR. FRASER: For two weeks.

MR. CURLEY: For two weeks. It does not matter. Some mornings we are sitting around doing nothing when we could be working on the recommendations. Tomorrow morning we will likely be sitting around doing nothing, when we could be sitting and doing something. I understand the Speaker might announce that he will have a morning session tomorrow, but what I want to emphasize is that if we are going to shelve the report, I suggest we also shove all the other business of the House aside. Thank you.

CHAIRMAN (Mr. Pudluk): I would say everybody is getting way out on this motion on the floor. Tom Butters is on my list.

Availability Of Special Committee On Education Report

HON. TOM BUTTERS: Mr. Chairman, one of the co-chairmen of the committee indicated that 7000 issues of the report have been printed and tabled some two or three days ago, and now I suspect are winging their way to the various communities and the people throughout the Northwest Territories. He indicated that he would have some concern if a number of these recommendations were amended before they even got a chance to see them, but I think what we are saying and what our concern is is that all these recommendations would be approved before they had a chance to see them and react to them and respond to them, and there seems to be a great sensitivity on the part of Members of the committee. You know, you have done a great job. You have done exactly what was required of you under your terms of reference, as you have told us almost ad nauseum. You have done it, and all you have left to do is to go through this report with us and indicate to us the reasons for your recommendations and the principles upon which they are based, and the advantages that will be gained by implementing these recommendations. That still remains your responsibility.

If the House in its wisdom determines that some other requirement may be asked of the committee, then it can do that by motion, but as long as the committee of the whole is addressing this report, I think the co-chairman and Members of the committee are required to respond. One of the committee Members mentioned that MLAs should have provided this material to their constituents. Well, we did not have 7000 copies six weeks ago. We had -- how many? I will ask the co-chairman, Mr. McLaughlin, how many copies of the report did you have when they were tabled in March? I had understood there were about 80 copies. Is that correct?

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

MR. McLAUGHLIN: I believe 700 copies were made up.

CHAIRMAN (Mr. Pudluk): That is good. Mr. Butters.

HON. TOM BUTTERS: What was the distribution of those copies, and where did they go? Is that available? Why I am asking this is because, as I say, the LEA examined its copy a week ago Wednesday.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: The reports were sent out to the regional superintendents in all the regions for distribution to the school principals and LEAs.

CHAIRMAN (Mr. Pudluk): Thank you. To the motion. Mr. Butters.

HON. TOM BUTTERS: I guess it would appear that a number of local education authorities have not received the report in time to examine it in depth and thoroughly.

Cost Of Replacing Present System

I would like to ask a couple of questions relative to this particular item. First of all, in terms of replacing the system that is operative now, the local education authorities, how much additional money do you think the establishment of the 10 divisional boards of education will amount to? Has that been projected and calculated?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Okay. Generally, without figures, we feel that there are enough personnel presently involved in the administration of education in the Northwest Territories to create a total of 10 divisional boards without adding on to the costs of administration. We already have, for

example, I think, nine superintendents presently employed outside of the Yellowknife school boards, and we are only recommending another eight. So I guess we have an extra superintendent in the system; and basically, we are proposing that there would be 94 people involved in the new system, where at present there are 56 people. So that is a net change of 38 additional people, but 34 of those new people would, in most cases, be doing things that presently are not being done. For example, we are recommending that there should be six health and nutritional officers, one for every division, and presently there are only two. So we could deliver the same thinly spread program under the new administration without having to have more people. For example, there is one person involved with developing programs for special services in headquarters. Well, you know, we would like to have eight, but if we do not have the funds, maybe there would be one in one of the boards that wants to have one.

People are going to have to choose, if they are only going to have a couple of people -- they are going to have to choose what they want. We are hoping that the people will be able to have six consultants working for each board, but the extra money is to deliver programs that are not being delivered right now. However, to just change administration, to have 10 boards, basically the initial stage could be, where communities are reluctant to go to board status right now, that the Minister could appoint the existing superintendent and say, "You are now a trustee for this division." Then the funds would be operated that way, and he would set the priorities for the area in consultation with the existing LEAs. Then later, a board could develop.

So it is not absolutely necessary that the divisional boards come into being instantly, say, next April 1st; but by next April 1st you could easily create these divisions and appoint the existing superintendents as trustees. In the Baffin, apparently, they are ready to go. They would like to have a board operating on April 1st; but other regions have indicated that it might be a little too fast, but it does not mean that you cannot create the divisions and have the new administration set-up start before the elected boards take over from the trustee.

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

Divisional Board Meetings

HON. TOM BUTTERS: I have some more questions on this, but I would like to ask a particular question with regard to the expense. Now, I understand that the co-chairman indicated that he would anticipate -- he likened or compared the divisional boards to the Yellowknife school board, and yet, I do believe that you are only looking at seven meetings a year of the members of the divisional board. I would expect, without having really investigated, that the Yellowknife board meets at least once every two weeks, and each member of those two boards spends between 30 and 50 hours of each month devoted to the business of those boards, and yet I understand that you are looking at only seven meetings a year of divisional boards.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: Thank you. I think that there is time left in the day for me to respond to that briefly. The intention of our suggesting that you would have seven divisional board meetings a year is because the boards would be setting down policy for the division. They would not be concerned with the day to day operation of the schools. The local education authorities, or committees, or councils, or whatever you want to call them, would still be involved in the local running of that school. Right now the board in Yellowknife concerns itself with running the board and setting policy and they also end up with some of the day to day problems of the individual schools as part of their concern. So we feel that the local committees are going to be meeting on a regular basis and operating within the policy that they set out on half a dozen

meetings a year. It might mean that in the first year or two maybe monthly meetings might be needed until members become aware of how -- obviously there is going to be an education process and an involvement process in running the board, but I certainly think that the people I met at the South Slave local education authority's annual meeting on the south side of the lake, those people are certainly capable of running the school. If their interest and knowledge about education is at the level it was at that meeting, those people would have no problem running a school board and I do not think you would have to meet more than six times in a year.

CHAIRMAN (Mr. Pudluk): Thank you. The time is 6:00 o'clock. I am going to report progress.

MR. SPEAKER: Mr. Pudluk.

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

MR. PUDLUK: Mr. Speaker, your committee has been considering Tabled Document 2-82(2), the report of the special committee on education, and wishes to report progress.

MR. SPEAKER: Thank you. On sitting hours for tomorrow, based on the authority granted by will of motion in this House, we shall sit from 9:30 until 11:30 and 1:00 p.m. until 6:00 p.m. for tomorrow. Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. I have been asked to remind Members of an invitation that they have received, which reads as follows: "This is an invitation to all Members of the Legislative Assembly and all support staff members to attend the wedding of Gail Louise Payne and Martin Mrazek this evening, Tuesday, May 18, 1982, at 8:00 p.m. in the dining room of the Finto Motor Inn, Inuvik, N.W.T."

---Applause

And at the bottom of the invitation it adds: "Everyone welcome to attend".

---Applause

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, Wednesday, May 19, 9:30 a.m.

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

10. Motions
11. Introduction of Bills for First Reading
12. Second Reading of Bills
13. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Tabled Document 2-82(2); Bills 1-82(2), 2-82(2), 3-82(2), 4-82(2), 5-82(2); Eastern Arctic Air Carriers' Policies, Prices and Services
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 9:30 a.m., Wednesday, May the 19th.

---ADJOURNMENT

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