



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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TABLE OF CONTENTS

20 May 1982

	<u>PAGE</u>
Prayer	271
Replies to Commissioner's Address	
- Mr. Sibbeston's Reply	271
- Mr. Arlooktoo's Reply	278
Oral Questions	279
Questions and Returns	288
Tabling of Documents	290
Motions	291
Second Reading of Bills	
- Bill 6-82(2) Student Financial Assistance Ordinance	302
Consideration in Committee of the Whole of:	
- Tabled Document 2-82(2) Learning: Tradition and Change in the Northwest Territories	302
Report of the Committee of the Whole of:	
- Tabled Document 2-82(2) Learning: Tradition and Change in the Northwest Territories	344
Orders of the Day	345

INUVIK, NORTHWEST TERRITORIES

THURSDAY, MAY 20, 1982

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Fraser, Mr. Kilabuk, Mr. MacQuarrie, Hon. Arnold McCallum, Mr. McLaughlin, Hon. Richard Nerysoo, Mr. Noah, Hon. Dennis Patterson, Mr. Pudluk, 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 Thursday, May 20th.

Item 2, replies to Commissioner's Address.

ITEM NO. 2: REPLIES TO COMMISSIONER'S ADDRESS

Mr. Sibbeston.

Mr. Sibbeston's Reply

MR. SIBBESTON: Well, good morning, Mr. Speaker. I just want to say a few words. I guess we are near the closing days of our Assembly. The first thing I want to raise is that of the Nat'senelu Society in Fort Simpson. This is a native women's sewing society which was begun in 1977, and it eventually became a society in 1979. They have run the craft shop for the territorial government for the past number of years, and they are in the final stages of taking over full ownership of the craft shop under the privatization plan of this government. Mrs. Barb Tsetso has been the prime mover in this women's organization, and the organization has had a number of very good managers in the past few years. Robert Legasse worked a number of years ago, and more recently Ron Hardisty, and in the last couple of months, Miss Rita Cli, a local Dene woman, is in charge of the shop.

The society for the past couple of years has been working on a proposal called "Native Skills for Youth Program". It is a proposal that they presented to LEAP for funding, and more recently, they presented it to the Department of Economic Development and Tourism. The program is aimed at young people aged 15 to 17. It seems that this age of people gets missed out in terms of government programs, and it is a fact that there are quite a number of young people this age who perhaps have dropped out of school, and are too young to work, so they are there in Simpson not doing a great deal, perhaps occasionally getting into trouble; so this program that the women have proposed was initially aimed at this group of youth.

The program that they envisage involves getting young girls and young persons to become more involved; for the young girls, to learn how to sew and produce goods, give them life skills; and for the boys, some training on the land, the basics of functioning in the bush. Another aspect of it is to get older men and women to help these young people and to bring sewing and traditional skills into the school as part of the school program. At the moment, the Nat'senelu Society is doing a program for the school where they go into the school for an

hour or so each day. Two women go to the school, and they teach the young people how to sew. It is a very successful program.

Nat'senelu Society Denied LEAP Funding

Anyway, the whole program that they have suggested is a three year program. The first year, it would have cost \$52,000, and over the course of three years, \$198,000. It is a very serious proposal by a bunch of serious and dedicated and very successful group of women in Fort Simpson. Unfortunately, the proposal has been rejected initially by LEAP, and, it seems, more recently by the Department of Economic Development. The reason for LEAP's rejection is outlined in the letter by Patricia Merrithew, who is a LEAP project officer, to the Nat'senelu Society in Fort Simpson, and she says in part of her letter, "Please be advised that the proposal was rejected by our in-house minireview committee as the proposal did not meet the basic criteria, terms and conditions of the program. As a preparation project, contributions are only made to those projects which will provide the chronically unemployed with the work skill and integrational abilities necessary for them to find and fill and retain jobs in the regular workforce."

So I guess LEAP is basically saying that the proposal does not fit into their program because it is aimed at a group of people who they do not consider to be adults and who are not chronically unemployed. I think by definition LEAP considers young persons 15 and 17 -- they do not consider them to be adults who are termed "chronically unemployed".

Society Also Denied Economic Development Assistance

As a result of the rejection, Nat'senelu went to the Department of Economic Development and Tourism in Yellowknife for help. I was involved at a meeting in Yellowknife on April 27th in which we met with one of the officials of Mr. Butters' department, and we discussed the proposal. There was also a person from the Native Women's Association. So the reaction of the economic development officer was of reasonable positiveness. He indicated that there was no program which the proposal could fit into, but did recognize that it involved economic development, and training, and there was an education aspect to it. So it was concluded at the meeting that I was at, that maybe it would be possible to make a special submission to the Executive Committee. So when we left, there was an air of optimism and some hope that the work of the Nat'senelu Society in the last two years of preparing their proposal would be not simply wasted.

Last week, Mr. Speaker, Nat'senelu received a copy of a letter from Rod Morrison, the deputy minister of the Economic Development department, and it is a letter which was sent to Chuck Larocque of the Secretary of State in Yellowknife, and I shall just read it. It says, "My department was recently approached by the Nat'senelu Society of Fort Simpson to support a cultural inclusion program. We were unable to help them, however saw considerable merit in the proposal. I suggested to them we would forward the proposal to yourself with our full support for the idea and its expected benefits. Yours sincerely, Rod Morrison, deputy minister."

So in effect the department has said no to the proposal. It has passed the buck, and I feel that the government official and the department has misinterpreted or misunderstood the proposal. It is not simply a little cultural inclusion program, and I feel that the government has, in a sense, lied, because when we met with the government official, there was no suggestion, there was no agreement that the whole proposal would be sent to the Secretary of State. On the contrary, we were led to feel quite positive about the fact that a submission could, in fact, be made to the Executive Committee jointly by Economic Development and Education. So Nat'senelu Society of course is very disappointed with this letter and have asked me to do what I can about the matter. So Nat'senelu Society and I say that this letter, this rejection, is simply not good enough, and we will not accept it, and I intend and will in

the next few minutes give it back to Mr. Tom Butters, who is responsible for the department, give a copy to Mr. Patterson over there, and see what this government can come up with, and hope that they can be a little bit more positive in this regard.

Government Geared Only To Large Projects

As I said, Nat'senelu Society is a good women's organization. They have worked hard for the last couple of years, and I do not want to see all their good work and aspirations thwarted or simply rejected by a government official who wants to pass it on to another government, knowing damn well that it is not going to ever come to anything.

So this example of what has happened in this regard I think serves to illustrate how this government, inasmuch as there has been progress in the last couple of years, can be so remote, insensitive, even lazy -- passing the buck is in my opinion, laziness -- and unadaptive to local concerns. This government it seems on the other hand is geared to large projects. Just mention a mine, just mention a pipeline, just mention oil and gas and this government is jumping up and down. It seems the whole government comes to the service of the proponents of these large projects, but a little organization, trying to do something for people in the communities is rejected offhand and I just say that I guess it still shows what kind of a government we have and where we still have to go in the future.

I think it is very sad that LEAP and this government have rejected the proposal. I think, on the other hand, the attitude that the government should have had is that the government should have been glad. In Simpson we have not had an economic development officer since last fall. They should be glad that a group of local people have come forward with a solution to an existing local problem. Maybe the program does not fit in with any existing program that they have, but I think this government should be prepared to adapt and consider proposals when made and deal with them seriously instead of passing them on. I challenge the government, if you want to be the government of the people, here is your chance to prove yourself. So, I would ask that Mr. Tom Butters and Mr. Dennis Patterson come to Simpson in the next few weeks to meet with the Nat'senelu Society to see what could be done about helping them with their proposal.

HON. DENNIS PATTERSON: What does it have to do with the Education department?

MR. SIBBESTON: It has to do with the Education department because there is an aspect of it of bringing more sewing and more of the traditional skills into the classroom. It is a three year program. It initially is aimed at the group 15 to 17, the group of kids that could not quite fit into your school, Mr. Patterson, and the group of people that do not quite fit into the work system. They are still too young. They are too young for adult education. You have to be out of school for two years before you get into the adult education system. They are too big and old -- they drop out of school in a sense -- and at the same time they are too young to work in the regular work force. So, they are an in-between group and there is nothing in government at the moment for them and the local women recognize this and want to do something about it, but they have been rejected both by the federal and territorial government and Nat'senelu Society and myself simply do not accept this and challenge the government to come to Simpson and deal with the problem that exists.

Proposed Tannery Operation In Fort Simpson

Because this plan would enhance and promote the native skills in the area of handicrafts, sewing and so forth, interrelated with all of this and somewhat independent of this proposal is a tannery proposal, which is proposed by a young man in Fort Simpson. His name is Norman Guilbealt. He has been trained in Europe and he has been involved in a successful tannery operation in Quebec.

He is now proposing to set up a tannery in Fort Simpson on his own. I understand that there is presently a feasibility study that is going on, which is supported in part by this government. So, if all of this occurs, the proposal is eventually accepted, if the tannery goes ahead, there will be more sewing, more work and encouragement to native people to revive the whole clothing and sewing industry and it has a cultural aspect; more goods available to native and non-native people.

While still on the subject of Nat'senelu Society, I want to raise a matter with you, Mr. Speaker, and that has to do with work that Nat'senelu Society wants to do for this Assembly. Nat'senelu Society is a very successful group of women who do fine sewing work. In fact, they have sewn this nice vest that I am wearing, on fairly short notice, and they can produce many more of these if they are asked. Mr. Speaker, the women of Nat'senelu wonder why they have not been asked to do any sewing for this Assembly. I think they have seen in the paper that this Assembly has asked some of the women in Yellowknife to do sewing for the Pages. Some of the vests that I have seen in the last couple of days had nice sewing on them, but I do not see those today. They wonder why they have not been asked to do some of the sewing. At a recent board of directors meeting of the society a decision was made to ask this Assembly what they could sew for the Assembly and they are prepared to do something, be it with moosehide, sewing silk, or beads, and I urge you to personally get in touch with the society and see what can be done. Perhaps some work can be commissioned for this Assembly dealing with the decor or dress for this fall.

Communications With Tungsten

On to another matter, the plebiscite has given me a chance in the last few months to go to Tungsten. Tungsten is a community of approximately 400 people. It is a mining community nestled deep in the mountains, very close to the Yukon border. In fact, they are only eight miles from the Yukon border and very much feel that they are part of the Yukon. Perhaps it has not helped, the fact that I have not gone there since the election, but I did go there and have a very good meeting with them and I told them I would be there more often.

I can tell you that when I got there to talk to them about the plebiscite many of them were not even aware that there was a plebiscite going on in the North. They get their information from CBC from the Yukon and their association is with Watson Lake in Yukon, so inasmuch as they are part of us, they are a bit remote and there is really no communication at all between us and them. The Tungsten mine is the only tungsten mine in all of North America and the mine is considered to be one of the best mines in all of Canada. The company has been very successful and it, in turn, has been very generous to its employees and the small community that it has built. The workers, I am told, receive very top wages in the mining industry in Canada and they have many, many benefits. The company is not just a little bunkhouse type of company. It provides good housing, actual houses for its employees. It has built apartments and it also has nice trailers that it has for some of its employees and I believe the top charge is \$50 a month. The company also subsidizes food. Steaks, which would normally sell in the store for four or five dollars are sold to its employees for \$1.62 in Tungsten. The company has also recently built a six or seven million dollar sports complex for the people living in Tungsten and it is a complete complex, in a sense. It has swimming pool, sauna, curling, bowling and a large gymnasium, as big as this and the price for that is apparently \$20 a month and many people feel it is a great deal, because it used to be one dollar a month until recently.

MR. CURLEY: When are you moving there?

MR. SIBBESTON: I am. I must tell you that the little mining community is paradise of sorts. There are hot springs, hot water coming out of the mountain, it has naturally heated saunas and it even has a fountain of youth, which I jumped into in an effort to gain a few years and my wife thought that I acted a lot younger when I came out.

---Laughter

---Applause

The only presence of the territorial government in Tungsten is four teachers at the moment and the federal government has one RCMP. So that is all the government's presence in Tungsten. There is going to be an increase of one teacher this fall because there are 60 more families moving into a new apartment that is being built by the company this fall. There were a few problems. I had a chance to visit the school and tell the kids all about our problems here in the East. We told them about the plebiscite, what was happening and so forth. They were very interested and I did have a public meeting about the plebiscite and the outcome was 62 "No" and 10 "Yes".

So it shows you how effective I was. No, frankly, I did not try to convince them that they should vote "Yes". I saw the situation, and actually presented them with both arguments for and against. I assured them, though, that we wanted them to be part of our North here, and I told them that we would, as a government, try to be present with them more. I even promised them that Dennis Patterson would be going there some time this summer or fall...

HON. ARNOLD McCALLUM: Get him into the West.

MR. SIBBESTON: Unfortunately, the only thing about all this is that it cost me \$2400 to go there and come back, and that is a quarter of my travel allowance.

Liquor Restrictions In Fort Simpson

Now, another matter I want to deal with has to do with restrictions on liquor in Simpson. I should say Inuvik is not alone in the North -- Simpson, too, has had restrictions. Simpson has much tougher liquor restrictions than Inuvik. As I sense it, the restrictions in Inuvik are not to try to stop people from drinking -- in fact, there is quite a high limit, which I do not think anyone fulfils every day -- in Simpson, the restrictions are different. It is simply to try to stop people drinking if at all possible. In Simpson, you can only buy one 26er of hard liquor a week, or else one case of beer, and that is all, from the liquor store. You can go to the bar and drink, but you cannot take out any liquor.

So, it was an attempt a year and a half ago or so to try to deal with the liquor situation in Simpson, and I do feel that generally the situation has improved, and I do not ever foresee going back to a wide open system. Native people have not been in contact with liquor very long, just in the last few decades, and I am not ashamed to say that native people cannot handle the liquor. It has proven disastrous to some people. White people, on the other hand, I guess, have been in contact with liquor for hundreds of years and generally can handle themselves a little better. Is this not true, Arnie?

HON. ARNOLD McCALLUM: No way, Dad.

MR. SIBBESTON: In Simpson in the last 15 years there has been something like 40 people dying directly from liquor, so it has had its toll on people in Simpson. So the people in communities have really benefited from restrictions. Nahanni Butte has prohibition and Liard has some controls and they are interested in actually more, in fact.

The RCMP have provided some statistics which show that particularly in respect of Liquor Ordinance offences that there has been a great decrease of offences since the restrictions have been imposed. Just to give you an example, in 1979 and in 1980 when there were no controls there were 1334 Liquor Ordinance offences, which includes drunks who are arrested and held overnight. There were 1334 in 1979, and 1053 in 1980; and in 1981, after the restrictions were imposed, there were only 685. So it has brought down the liquor offences and people who are picked up for being drunk. It is generally known in town that it has helped the situation quite a bit. There are fewer people who go to the hospital to get patched up, sewed up -- and I do believe that the leaders will support it. Mr. Commissioner, and Mr. Braden, I think, will be coming to Simpson -- or certainly Mr. Braden -- you are invited in the next few weeks to come to Simpson. There is going to be a public meeting about it. So I invite you to come, and I do believe that the leaders of Simpson will indicate that they do support and want the restrictions to continue.

Commissioner Parker Gives Responsibility To Elected Members

Now, I just want to say a few words about the Executive Committee. Things would not be right unless there was something said about the committee and the Commissioner. On Tuesday, Mr. Noah spoke of the Commissioner and the Executive Members, about whether they were tough or not, and it seems Mr. Noah longed for the Commissioner to be tough. I guess Stu Hodgson had shown a certain amount of toughness in his days, and it was considered good leadership. Well, I do not see things quite that way. As far as the Commissioner is concerned, I think Mr. Parker has -- I know -- taken definite steps to play less of a political leadership role in the NWT, and I think this is right.

---Applause

Sure. I say that Mr. Hodgson did appear tough. He went around the North meeting people, making decisions right on the spot but I believe that this process did undermine the elected people. I have gone on many trips and tours with Commissioner Hodgson, and sure, it is interesting; meetings are held and he is able to react almost instantaneously to people, promising houses and skidoos, snowmobiles -- Hodgson has given away a lot of things to people, but I believe that in the process he has undermined elected people, and I see Mr. Parker changing his approach. I see him more as having a mediary role, and giving an opportunity for the elected people to play the important roles of making political decisions and so forth. I see a world of difference. Now, when I travel with Mr. Parker to the communities and people ask for things, Mr. Parker does not say, "Yes, I shall give it to you." He says, "Well, I shall bring this matter to the attention of Mr. Wah-Shee, or I shall bring it to the attention of Mr. McCallum." I believe that this is the right approach, because sure, he undermines himself, maybe he does not appear as tough, but he does put the responsibility on the elected people, which I think is the right approach to go.

MR. CURLEY: Hear, hear!

MR. SIBBESTON: Now, as far as whether the elected Executive Members are tough enough, maybe they are not as tough as we would like them to be, or not as tough as some of us would be if we were in those positions, but I suppose it is a start. Not to undermine or take away from the present Executive Members, maybe in the next election there will be more strong-willed persons, more determined people than even now. I suppose it is a progressive type of undertaking that we are involved in. Certainly the Executive has shown flashes of being tough. They are certainly capable of being tough, and I think that one time they did show it was when we all went to Ottawa to fight for aboriginal rights. I thought Mr. Braden was really a tough guy.

Work Of Territorial Government In Fort Simpson Area

Now, I want to talk about government as a whole in the Fort Simpson area. I must give due recognition to the regional director, Larry Gilberg, who operates from a bit remote place in Fort Smith and is responsible for our area, but I think he is a conscientious worker and is really trying to do a good job.

MR. CURLEY: Give him to the Keewatin.

MR. SIBBESTON: There is a bit of a milestone that has occurred in our area recently. The top government position in Simpson is a field service officer. For the past few years it has been held by a very capable Dene person, Jim Villeneuve from Simpson; but he is leaving to go into private business, as he now has a store, and in his place, the government has advertised the position, held a competition and interviews, and has offered a job to Rene Lamothe. Some of you may know him...

---Applause

...he is a former Dene Nation employee, and he is a strong supporter of the Dene Nation. He has been working recently for the band council, and was instrumental in setting up Nogha Enterprises and keeping it functioning, on the road. So it seems that the government has come around in Simpson and is prepared to hire people who have, perhaps, different ideologies than the usual civil service types. So I consider it as a milestone, and I guess it shows in a sense what people think of this government, or are beginning to think of this government. It is becoming okay or acceptable for people to work for this government. It does not bother their conscience any more, maybe. So I figure that it is something worth noting.

Another thing which I have noticed recently is the good effort and work by some of the Local Government people in the Fort Smith region who work in our area. I note in particular Don Ellis, who has simply just been combing the communities, visiting the communities in the past few months. He has been working recently going to all the communities to deal with the band councils, talking about capital project planning for this year and the next few years, and I figure that he is doing very good work. Maybe this type of service or work is done in other regions and is just simply taken for granted; I do not know, but in our area, we have never had civil servants, people work like that. There has been almost a kind of fight; if you were associated with a band council, that was bad, and the only time government would listen to you or co-operate with you is if you toed their line, were involved in settlement councils, and stuff like that. So I see it, I see the change and it is appreciated.

The Mackenzie Liard region, which is locally known as the Deh Cho region, wants to set up a regional council. I am aware that Local Government has some funds and they have been trying to get some of it; nothing has passed yet, we have not seen any money, but look forward to receiving some of those funds, even before the Kitikmeot region, because our area has been after some kind of regional authority for years. People have been talking of it in terms of the Liard Valley authority, away back in 1978, and motions have been passed -- one motion in January suggesting that the regional body be set up. A copy of the motion has gone to government but nothing has materialized yet, but I hope it will in the near future.

Raising Of Constituency Issues In The House

One of the other things I want to say is that I went home for the weekend. I was in Fort Simpson on Monday, when lo and behold, I heard on the radio that John Parker had raised an issue about Tungsten. Tungsten, apparently, sent a telex to this Assembly and lo and behold, Mr. Parker was voicing the concerns of Tungsten; and it made me think, and I guess my first reaction was, "John Parker as Commissioner has no business raising the issues of my constituency." This was my initial reaction, and I thought, "Well, if he wants to take my role, I shall

trade him positions for awhile. I shall become the Commissioner and he can become the MLA for Mackenzie Liard." But on thinking about it, sitting in a little plane between Fort Simpson and Yellowknife a couple of days ago, I thought, "Well, I suppose it is okay if people do send messages to the Commissioner directly and kind of circumvent their MLA", but I felt that unless it was of a non-political nature, then only in those instances, I think, should the Commissioner become involved. But if it is very political, I really do think that the proper thing for him to do is actually bring it to the attention of the MLA concerned, and then the MLA can raise it, or if he does not want to, then the Commissioner can raise it, but I do feel that it circumvents and can undermine the political system if the Commissioner begins raising issues that maybe MLAs should be doing.

I could not help but think that after all, it is we elected people here that suffer the consequences of certain things that we do or we do not do, and the Commissioner, he is in there, he has a job, he is in his position, he never has to run in any election. When elections occur and will be occurring in the next year and a half, he does not have to run. He will just be sitting in his office in Yellowknife, watching the results come in, while we are out there working hard and sweating it out and really trying to get the good graces of the electorate. I am aware that the Commissioner is coming to my area in the next few weeks, but I will have to see that he does not have any designs on my area. I will have to keep an eye on him, lest he wants to be the next MLA for the area.

So, I look forward to the Commissioner coming to my area. It has been about a year and a half since he has come and we will try to make the visit as informative as possible for him. I also invite, as I said, Mr. Braden to come to the meeting in Simpson, which will be dealing with liquor. I look forward to seeing Mr. Butters and Mr. Patterson come to Simpson in the next few weeks or months -- Mr. Patterson, in particular, to come to Tungsten and experience the fountain of youth. We could jump in there together.

---Laughter

I am very pleased at a recent decision by the caucus to have a full complement of Dene translations for this Assembly the next coming winter, if the translators are ready. So, Mr. Speaker, thank you very much.

---Applause

MR. SPEAKER: Thank you, Mr. Sibbeston. Replies to the Commissioner's Address. Mr. Arlooktoo.

Mr. Arlooktoo's Reply

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I have a short reply to make. To those of you that are here, I would like to thank you all. While we have been in Inuvik I have had a very nice place to stay and I have never got up in the middle of the night and not been able to go back to sleep. I am very grateful to all the Inuvik people and all the MLAs.

Also, I have a question to the Commissioner, regarding what he was saying earlier. There is concern in Lake Harbour now. We have two police and they do not have very much to do in Lake Harbour. There is one nurse, who has a lot of responsibilities and a lot of work to do. I would like this to be looked into by you, Mr. Commissioner. We would like one of the police to go and be replaced by another nurse. This is very important. Police and nurses jobs are very important, and I would like you to think about this and see how we could arrange something like trading one policeman for another nurse. While I have been here one of my relatives died and I am sorry. I feel bad. My relative was sick in Lake Harbour and died. My relative may have died anyway, but the nurse in Lake Harbour was not taking very good care of my relative.

Also, I was very grateful to the hamlet. We were being taught about how the hamlet runs and I was very thankful to the people that supported me and helped me. The session began on April 1st and I am thankful for the education, for approving the society status. When we were a society council, we used to work very hard, with a lot of assistance from Local Government and a lot of responsibility. Now we are into hamlet status.

Also, of all the communities in the Baffin, we are probably the only ones that built the airstrip and the airstrip in our community can only be landed on by Twin Otters and DC-7s. We want it recognized that the other settlements were getting assistance from the armed forces with their airstrips. I would like you and the Executive Committee to build an airstrip in our community in the future. In the future we are going to run into problems with inflation. Maybe in 1986 we will be running into a big problem with the air fares being very expensive. Because of this, we will run into problems in the future. I want the airstrip in Lake Harbour to be extended.

Mr. Speaker, these are the things that I really wanted to mention. I do not want anybody to go to sleep while I am talking, which is why I am making only brief comments. Thank you for listening. Also, I want to thank the interpreters for helping us to understand when we cannot understand the English language. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Arlooktoo. Replies to the Commissioner's Address. Last call. Replies to the Commissioner's Address. I would hope today that on oral questions the House will abide by the rules and keep their questions as direct questions and they must be of a nature that the person they are directed to should be able to answer and they should have some urgency. If not, the question should be written. Yesterday we spent over an hour on oral questions. I would hope today that we can get through our oral questions quickly and get on with the business of the House.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Fraser.

Question 69-82(2): House Construction In Norman Wells

MR. FRASER: Thank you, Mr. Speaker. I will be brief. My question is to the Minister of Housing. I understand through the grapevine that they are building some houses in Norman Wells. I would like him to clarify if the housing association is building any houses this year.

---Laughter

MR. CURLEY: He will not know! He does not know!

MR. SPEAKER: Mr. McCallum.

Return To Question 69-82(2): House Construction In Norman Wells

HON. ARNOLD McCALLUM: Mr. Speaker, I will be brief as well. No.

MR. SPEAKER: Oral questions. Mr. Curley.

MR. CURLEY: Mr. Speaker, I have a question to the Commissioner.

MR. SPEAKER: The Commissioner's presence is being requested. Do we have agreement?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Mr. Commissioner. Mr. Curley.

Question 70-82(2): Government Housing Policy

MR. CURLEY: Thank you, Mr. Speaker. I would like to ask the Commissioner, since he is in charge of the government personnel: Could the Commissioner tell this House exactly what the government personnel housing policy is, and what types of assistance does the government provide, and what percentage of the economic rent do the civil servants pay?

MR. SPEAKER: Mr. Commissioner, do you have that information?

COMMISSIONER PARKER: Mr. Speaker, for me to give a proper reply to that would involve a considerable amount of material to be introduced, and I would ask you to decide whether or not this is a matter of urgent importance. I think the best thing would be for me to prepare a reply and provide it tomorrow, if that is agreeable.

MR. SPEAKER: Fine, Mr. Commissioner. You are taking it as notice and will reply. Thank you. Oral questions. Mr. Curley.

Supplementary To Question 70-82(2): Government Housing Policy

MR. CURLEY: I have a supplementary. In view of the contradicting housing rental policies for the different groups in the NWT, does the Commissioner not feel that, in view of the Canadian Charter of Rights, that government policy is discriminating against ordinary citizens, and therefore should possibly be dismantled, and have an equal rental system in the NWT?

MR. SPEAKER: Mr. Curley, that is bordering -- Mr. Commissioner, that question is asking for an opinion again. You do not have to reply to that question if you do not wish.

Return To Question 70-82(2): Government Housing Policy

COMMISSIONER PARKER: Mr. Speaker, I would like to if I may. Because of the very substantial rent increases that the territorial government is introducing for its employees, I suspect its employees would be much happier to be placed on the same scale as those persons paying rent in public housing; however, I do not suppose I would dare say that seriously.

I do not see a conflict; I do not see that we are operating on two standards. We are moving as rapidly as we can to get the government out of staff housing. This has been a direction from this House, and it is a direction that we have taken up. We realize that it is not possible to do that in all of the communities, and therefore we are moving in the larger communities that are served by road first, but we have taken steps that have been taken by no other government in the North before, in an effort to normalize our housing policies and we are moving in this direction very rapidly. In my response that I will have ready for tomorrow, I will try and expand on that subject.

MR. SPEAKER: Oral questions. Supplementary, Mr. Curley.

Question 71-82(2): Housing Policy Discouraging Incentives To Work

MR. CURLEY: Yes, Mr. Speaker. My question is dealing with the government policy, and I appreciate the Commissioner's attempt to reply, and I appreciate that he will be providing further details to the question. The present Housing Corporation's policy is discriminating -- discouraging incentives to work. I received a telegram here that a native teacher had quit a job because of the

inability to pay for rent. That is the case in many parts of the NWT, that the Housing Corporation's rental scale does not provide incentives for people to work. So could the Commissioner maybe take an interest in trying to develop incentives so that people can stay on the job rather than quitting because of the high cost rental scales?

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

MR. FRASER: I do not think the Member is asking a question. He is making a statement.

MR. SPEAKER: Unfortunately, our oral questions have got completely out of hand in this Legislature over the last two years. It has been an educational program. We have tried to pull it back into line to what it should be. Again, Mr. Commissioner, if you wish to reply to that question, if you have a reply, let us get on and not delay this movement today if we can.

Return To Question 71-82(2): Housing Policy Discouraging Incentives To Work

COMMISSIONER PARKER: Mr. Speaker, I believe the Member is seeking assurances that I would take into consideration the concern of the type of person that he mentioned, that there be some incentive to work for the government while still living in public housing, and the answer is yes, I will take such an interest.

MR. SPEAKER: Thank you. Ms Cournoyea.

Question 72-82(2): Right To Work Legislation

MS COURNOYEA: Mr. Speaker, over the last couple of months I have been receiving from young people requests for work, saying that there is not any work to be had. Mr. Commissioner, yesterday I asked a question from Mr. Nerysoo in terms of preferential rights, and I would like to know from the Commissioner if he would be willing to explore as soon as possible right to work legislation, in view of the critical conditions that are transpiring now in the Mackenzie Delta and Beaufort Sea area.

MR. SPEAKER: Mr. Commissioner.

Return To Question 72-82(2): Right To Work Legislation

COMMISSIONER PARKER: Mr. Speaker, I would have grave personal doubts as to the ability of right to work legislation to solve the problems that face us. However, I think that that matter must be pursued by my colleagues, and I would believe that the Minister of Justice and Public Services would be the appropriate Minister to review that matter with the officials in his department. Since the question has been raised, I believe that we must look at that avenue.

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

Question 73-82(2): Permits For Hunting Gyrfalcon

MS COURNOYEA: I have a question to the Minister of Renewable Resources. The controversial subject on gyrfalcons -- does he intend to issue permits this year?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 73-82(2): Permits For Hunting Gyrfalcon

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I have a policy decision that is going to be made with regard to opening up possibly 28 licences throughout the Northwest Territories, not in one specific region.

MR. SPEAKER: Thank you. Ms Cournoyea.

Supplementary To Question 73-82(2): Permits For Hunting Gyrfalcon

MS COURNOYEA: The question, Mr. Speaker, is that due to the controversial subject, does he intend to issue permits?

MR. SPEAKER: Mr. Nerysoo.

Further Return To Question 73-82(2): Permits For Hunting Gyrfalcon

HON. RICHARD NERYSOO: Mr. Speaker, if the policy is agreed to by the Executive Committee, then we will proceed to issue permits.

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

Question 74-82(2): Future Of Education Services In Sanikiluaq

MR. APPAQAQ: (Translation) Thank you, Mr. Speaker. My question is to the Minister of Education. I was notified concerning the matter of the Sanikiluaq education -- they have a different education. Would you be able to work out with Sanikiluaq some sort of system? I would like an answer now. What are you going to do about education in Sanikiluaq? Are you just going to be sitting back? Thank you.

MR. SPEAKER: Mr. Patterson.

Return To Question 74-82(2): Future Of Education Services In Sanikiluaq

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I think that the Member is referring to the recommendation in the special committee on education report that Sanikiluaq education services might possibly be delivered by contract with the Kativik school board. Is that the concern that the Member has?

If that is the case, Mr. Speaker, I would certainly give my commitment now that the Department of Education will not sit back on this matter of concern to the residents of Sanikiluaq. I would certainly be willing to pledge now that we will give every assistance that we can to the people of Sanikiluaq to help them explore this possibility, should it receive endorsement by the Legislative Assembly. I believe they have the right to have the necessary information about the system they might be getting into before they are asked to make a decision of this kind, and the Department of Education would certainly make sure that they have the opportunity to become informed about the possible disadvantages of the Kativik system, should this direction be approved by the Assembly. Thank you.

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

Question 75-82(2): Government Paying For Empty Staff Houses

MR. KILABUK: (Translation) Mr. Speaker, my question is going to the witness table. Mr. Commissioner, I want to ask what Tagak Curley mentioned about the housing policy. Houses that are empty for three months or for six months, do you pay for them or do you not pay for them? When the tenant is not in the house for three months or six months do you still pay for the houses? Thank you.

MR. SPEAKER: Pardon me, Mr. Kilabuk. If that is relative to low cost rental housing then that question should be directed to Mr. McCallum. Is that staff housing?

MR. KILABUK: (Translation) My question is, if there is no person in the government staff housing for six months do you pay for it, even though there is no person staying in the house? That was my question. Thank you.

MR. SPEAKER: Thank you. Mr. Commissioner.

Return To Question 75-82(2): Government Paying For Empty Staff Houses

COMMISSIONER PARKER: Mr. Speaker, if the staff member is still using a house, that is, has his materials in a house, then he continues to pay the rent. If the house is vacant and the government owns the house, then the government simply continues to heat it if necessary and maintain it until it is required. If the house is owned by someone else and the government is leasing the house for government employees, then the government probably would continue the lease if they needed the house again within a few months time.

MR. SPEAKER: Thank you. I see there are more oral questions. We will break for 10 minutes for coffee. Because of the shortness of the time we sit in the morning, will you please restrict the break to 10 minutes, please, and get back here sharply in 10 minutes?

---SHORT RECESS

MR. SPEAKER: Call the House back to order. Oral questions. Mrs. Sorensen.

Question 76-82(2): Resource Revenue Sharing Policy

MRS. SORENSEN: Thank you, Mr. Speaker. My question is for Mr. McCallum. One of the five conditions for this Legislature's support of the Norman Wells pipeline was a revenue sharing arrangement with the federal government and I notice that Mr. McCallum, in his capacity as chairman of the legislation and House planning committee, has indicated to all MLAs by letter that a resource revenue sharing policy would be tabled for consideration during this session and since we are in the dying hours of this session I wonder when such a policy will be coming forward.

MR. SPEAKER: Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I recognize that the Member is referring to a letter that I wrote to all Members about what we would propose to deal with this particular time. As to the actual policy, it is not within my responsibility. I would want then to confer with the Minister responsible for it and return to this House with a more appropriate reply.

MR. SPEAKER: Thank you. I take it then, Mr. Minister, you are taking this as notice. Oral questions. Mrs. Sorensen.

Question 77-82(2): Tabling Of Resource Revenue Sharing Policy

MRS. SORENSEN: Mr. Speaker, I see that Mr. Nerysoo, who is the Minister of Energy, is in the House and I wonder, since he is in charge of this area, whether he could answer whether there will be a resource revenue sharing policy tabled for discussion during this session.

MR. SPEAKER: Mr. Nerysoo.

Return To Question 77-82(2): Tabling Of Resource Revenue Sharing Policy

HON. RICHARD NERYSOO: Mr. Speaker, no. A resource revenue sharing policy will not be tabled in this House. If the Member reads the letter, it is an indication of some discussion on the issue of resource revenue and really does not indicate a resource revenue policy.

MR. SPEAKER: Mrs. Sorensen.

Supplementary To Question 77-82(2): Tabling Of Resource Revenue Sharing Policy

MRS. SORENSEN: Well, Mr. Speaker, I do not want to get into a debate about what the letter says, but I have it here before me and it says: "The administration proposes the following for consideration by the Legislature; plebiscite, special committee on education, energy strategy, resource revenue sharing and resource development policy, and workers' compensation task force recommendations." So, clearly we have been told by the Executive that we will be discussing a resource revenue sharing policy and I would like to know, if we are not going to be discussing it, why we are not going to be discussing it.

Further Return To Question 77-82(2): Tabling Of Resource Revenue Sharing Policy

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I indicated in my speech that we were, in fact, in the process of discussing the issue of resource revenue sharing. I did not indicate that a policy was to be tabled at this time. In fact that is the one issue that is still under consideration within the administration and within the Executive Committee. We will not be tabling a policy at this session. I was indicating to Members here that that issue is now being discussed and that when the policy has been developed I will table that policy in this House.

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

Question 78-82(2): Draft Of Amendments To Liquor Ordinance

MS COURNOYEA: I have a question to the Minister of Justice and Public Services. At the last session, he indicated that he would be tabling some major liquor legislation, and I do not see it coming forth. Can you give us an indication on when we might be seeing that?

MR. SPEAKER: Mr. Braden.

Return To Question 78-82(2): Draft Of Amendments To Liquor Ordinance

HON. GEORGE BRADEN: Thank you, Mr. Speaker. Yes, I had intended at this session -- and, in fact, among the pile of paper I have in front of me there is a draft legislative proposal on amendments to the Liquor Ordinance, and we, hopefully, will be considering it some time in the next two or three days in the Executive. I regret that I will not be able to put the Liquor Ordinance amendments to the House at this session. However, as I indicated last budget session, if it was not possible at this session, then they certainly would be provided to Members as soon as I am satisfied with the kinds of proposals and legislation, and that, hopefully, will be in the next month or so. We are just at the point of completing the legislative proposal and the draft legislation, so it will be sent to all Members when I have completed the work. Also it will be provided to the public as well for discussion and input, and I would hope that we could consider the legislation itself in the fall session.

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

MRS. SORENSEN: Mr. Speaker, this question is for Mr. Parker, and I see he is no longer in the House. I wonder if he could be brought back in?

MR. SPEAKER: Ms Cournoyea.

Question 79-82(2): Response To Question 40-81(3)

MS COURNOYEA: Mr. Speaker, I have a question to the Minister of Health and Social Services. I refer to my question of December 1st, 1981. This was Question 40-81(3), and the Minister's return of December 3rd. The Minister will recall that I asked him to approach the Department of National Health and Welfare to inquire about the promotion of an employee within the Inuvik zone who had previously been refused for some 42 other positions elsewhere in Canada, and at that time the Minister assured this Assembly, and I quote: "I have been assured by medical services branch that they will investigate this situation." In response to this, I provided the Minister with information concerning the case, and the Minister added his private assurances that the matter would be rectified. Half a year has now passed and the Department of National Health and Welfare does not appear to have taken any action on the matter. I would like to know what, if anything, the Minister has done to ensure that the situation is corrected.

MR. SPEAKER: Mr. McCallum.

Return To Question 79-82(2): Response To Question 40-81(3)

HON. ARNOLD McCALLUM: Mr. Speaker, I did exactly as I had indicated to the Member, both within the House and outside to bring that to the attention of National Health and Welfare, the concerns that were raised by the Member for the Western Arctic. I talked to the director, medical services, Department of National Health and Welfare. As far as being able to do anything particular about it, other than to bring that to the attention of the director, there is

very little more that I can do. The individual in question is an employee of the federal government. I can only raise the concerns at meetings with the federal government, concerns that are raised in the Territories about either services and/or personnel. I cannot instruct the National Health and Welfare to either dismiss the employee or do something in terms of reprimand or whatever is the case. I can only bring the questions and the concerns that are being voiced here to that particular level. Further than that, I have not done anything, and I am not in any position to do so.

If we, as a government, had the support of people throughout the Territories to take over those responsibilities, I think that we might be able then to have questions such as that directed to me, and I would be able to do something, but we do not have the support of the people of the Northwest Territories to take over the total responsibility for the provision of health services, which would entail having responsibility for the hiring and dismissal of medical personnel. Until such time as I can do that or I have that support from native organizations in the Territories, and until such time as the federal government is prepared to transfer that responsibility, I can only voice those concerns in the strongest possible terms to the federal government and its personnel in the Northwest Territories.

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

Question 80-82(2): Open Northern Competition For Deputy Minister

MRS. SORENSEN: Yes. Mr. Parker, late last week I asked the Hon. Mr. Butters if he would be prepared to go to open northern competition for the position of deputy minister of Economic Development and Tourism, which, as you know, is now vacant. He indicated that he would bring this to the attention of the Executive Committee, and that he would, at that time, give no personal opinion on whether the position should go to open northern competition. Now, given that there could be an excellent candidate, not only in other areas of the civil service but also outside of the territorial government in the private sector, and given that you yourself, sir, are responsible for the civil service through your responsibilities for Personnel, are you prepared to support an open northern competition for this position when the matter is raised by Mr. Butters in the Executive Committee?

MR. SPEAKER: Mr. Commissioner.

Return To Question 80-82(2): Open Northern Competition For Deputy Minister

COMMISSIONER PARKER: Perhaps, Mr. Speaker. The matter of staffing the senior positions is the prerogative of the Executive Committee. We have followed the practice of examining the persons who are available to us. We have tried to make our deputy ministers generalists, because we put a very, very high value on their knowledge of the North and their knowledge of management, and we reserve the right to make direct appointments and transfers. I am confident that the matter of an open northern competition will be looked at fairly.

MR. SPEAKER: Thank you. Mrs. Sorensen.

Question 81-82(2); Tender For Dredging Peel River

MRS. SORENSEN: Thank you for that answer, Mr. Parker. I have another one, and it concerns your taking over as spokesman for Mr. Pilot and his responsibility for DPW. As you know, a constituent of mine has called me while I have been in Inuvik regarding a matter of some urgency. He was concerned about whether a tender would be let this year, as it was let last year, to continue the dredging of the Peel River ferry site, and whether the territorial government had in fact decided not to tender that work, but in fact had decided to do the work in-house, and indeed had gone so far as to obtain its own equipment to do this job. I wonder if the Commissioner could explain and clear up this matter for me.

MR. SPEAKER: Mr. Commissioner.

Return To Question 81-82(2): Tender For Dredging Peel River

COMMISSIONER PARKER: Mr. Speaker, last year the territorial government let a contract for dredging operations at the Peel River crossing, because we were just in the process of building the approaches for the ferry at that location. We have now an ongoing need -- that is, year after year -- for a certain amount of maintenance dredging, because that particular river carries a very heavy load of silt, and as can be seen, sand bars can build up very quickly. We have a requirement there for dredging, year after year. We have on hand within the government a dragline that is suitable for that job, and it is the intention of the government to move that dragline from its location -- I believe it is now in Hay River -- to the Peel River crossing and simply leave it there and operate it from time to time when we require dredging to be carried out.

This solution is considerably less expensive than if we were to try and let a contract for this work. Were we to let a contract each year, we would, in effect, have to pay the cost of locating a piece of heavy machinery there each year. There is not enough work for a contractor to leave his equipment there on an ongoing basis, and therefore we have chosen the solution that will save the government considerable money.

MR. SPEAKER: Thank you. Mrs. Sorensen.

Supplementary To Question 81-82(2): Tender For Dredging Peel River

MRS. SORENSEN: Mr. Parker, my information is that your officials in DPW last year, when it let the contract to this private entrepreneur, encouraged this man to purchase a dragline, or he called it a crane -- I am not sure of the difference -- and this year, given your new direction, he is now left with a heavy piece of equipment and of course no work. This, of course, is of great concern to me in that it seems to me that our policy has been to give out to private enterprise as much of our work as possible. Here we have a contradiction where one year we encouraged an entrepreneur to purchase a piece of equipment, and then the next year we have changed the way in which we handle this contract. I wonder if you would be prepared to sit down with this man and come to some sort of agreement on this piece of equipment that your people have gone out and encouraged him to buy.

MR. SPEAKER: Mr. Commissioner.

Further Return To Question 81-82(2): Tender For Dredging Peel River

COMMISSIONER PARKER: Mr. Speaker, I do not doubt the Member's information, but I would have to check to see whether or not there was in fact any real encouragement given on an ongoing basis, and to that end, I am certainly prepared to ask Mr. Pilot to consider this matter, and certainly, if necessary, meet with the person involved.

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

Question 82-82(2): Funding For Special ARDA

MS COURNOYEA: I have one question to the Minister of Economic Development. I understand that there is a two year extension on Special ARDA. Could the Minister provide information if an amount of funding was also identified with the two year extension?

MR. SPEAKER: Mr. Butters.

Return To Question 82-82(2): Funding For Special ARDA

HON. TOM BUTTERS: Yes, Mr. Speaker. I will have that matter before the Executive Committee when it meets today, and I am looking at a wire I received from the Hon. Herb Gray. I believe I could table it. I would just double-check this, and if it is deemed proper, we will table it for the House tomorrow. There is nothing in this item referring to the amount of money involved, any limitations on the amount of money involved.

MR. SPEAKER: Oral questions.

Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Are there any written questions today? Mr. Kilabuk.

Question 83-82(2): Transplanting Of Musk-Ox To Broughton Island

MR. KILABUK: (Translation) Mr. Speaker, this question is not directly from me; it is from my constituency, and they asked me to ask the question. Perhaps some people would not understand my question. I was told to ask this question from Broughton Island in the central Baffin region. If they were to transplant musk-ox, would they be able to survive there? If they transplanted musk-ox there, perhaps the residents on Broughton Island would be able to have musk-ox for hunting. I guess it might be suitable for the musk-ox. They were thinking that if they have become unable to sell sealskins for a living, they might be able to live on musk-ox. Would Renewable Resources be looking at this? Would they be able to effect a transfer? Can you answer me? Even if I get home can you come and talk to me? This is a question for Renewable Resources.

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

Question 84-82(2): Meeting Concerning Recreation, Norman Wells

MR. FRASER: Thank you, Mr. Speaker. I have a written question for the Minister of Local Government. The Minister made a commitment to meet with the concerned residents of Norman Wells, concerning recreation requirements in that community. However, he was unable to make the appearance at the meeting held in April. Could the Minister inform this House when can he meet with the hamlet council on this most important matter?

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

Question 85-82(2): Housing Study For Yellowknife

MRS. SORENSEN: During the budget session the Minister of Economic Development indicated that a housing study was under way in Yellowknife. There is some urgency on getting those results released since certain projects are now being considered by a co-operative known as the Borealis Co-operative. Will the Minister undertake to complete and release this housing study at the earliest opportunity?

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

Question 86-82(2): Sewage Run-Off In Norman Wells

MR. FRASER: Thank you, Mr. Speaker. I have another written question for the Minister of Local Government. Is the Minister aware of the concern of the Water Board, dealing with the present sewage run-off in the Norman Wells community? What is he planning to do about this important matter, if anything?

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

Question 87-82(2): Policy On Polar Bear Red Tags

MS COURNOYEA: I have a written question to the Minister of Renewable Resources. Would the Minister inform this House what the policy is on the polar bear red tags?

MR. SPEAKER: Written questions. That appears to be all of the written questions. Returns. Mr. Butters.

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

HON. TOM BUTTERS: Mr. Speaker, the honourable Member for the Western Arctic on May the 14th asked me Question 24-82(2) as follows, with regard to the new general development agreement, and her question was: "Is the federal government concerned about the amount of money to be committed, the past performance of GDA programs, the types of programs being suggested, or the inability of the Department of Economic Development to properly administer the program?"

Just from those questions, I would say that the federal government would not appear to be concerned about the amount of money to be committed. There may be some area for negotiation, but they do not seem to have rejected the amount originally proposed. On the past performance of GDA programs, no, I think that the federal government recognizes that the GDA programs of the past have been very valuable in terms of community development. The types of programs being suggested, there may be minor concerns there, but no major problem in our dealing with the federal government. For the inability of the Department of Economic Development to properly administer the program, I would suggest that we are currently administering the program to the department's satisfaction, so there is no great problem on that score, either.

History Of General Development Agreement

I would just like to briefly indicate in the sense of the history of the general development agreement -- I will not take long -- negotiations were begun in August of 1980 in Yellowknife. There was an oral agreement in principle in November of 1980. Detailed negotiations occurred between November, 1980, to June, 1981, and in those negotiations DIAND and DREE staff were fully involved, and, of course, our government. On July 6th of 1981, schedules A and B, which are programs on our funding, received Executive Committee approval. There have been numerous meetings since last fall with Indian Affairs and Northern Development officials, which resulted in very little progress on finalizing the agreement. I think that the problem that we experienced last fall was related to the fact that there was a turnover in staff in the Department of Indian Affairs and Northern Development, and the original package which those officials had been involved in, then, was not pushed by the incoming people. The official who was very active in negotiating for DIAND at that time, in the main, Dan McKinnon, who had proved in many years in the past, was very helpful to this government's objectives.

There was, as I say, a delay toward the fall. Although the incoming officials expressed interest there was a delay in forward movement. Members will recall that in January of this year there was an announcement of a major federal reorganization which produced very major changes for DREE and the Department of Industry, Trade and Commerce. The GDA program which I keep referring to -- and I guess many of us keep referring to -- was discontinued, with a new program developed by the federal government to be put in its place, and that is the program under the aegis of MSERD, Ministry of State for Economic and Resource Development.

Letter On New Agreement

However, this matter is continuing. I have recently received a letter from the Minister. In fact, it was just communicated to me two days ago, and I will read this into the record. It relates to a letter which I had given him by hand on March 24th, indicating that I wanted and expected a major movement and possible signature of the new agreement by April 24th. The Minister has advised me:

"Thank you for your letter of March 24th, concerning our recent discussions about the proposed new subsidiary agreement for the NWT. I wish to assure you, first of all, that my offices are continuing to assign a high priority to this issue. At a meeting last week, Messrs. Rod Morrison, Neil Falconer, and Robin Glass recommended that the proposed comprehensive subagreement should be reworked to increase its chance of success. As we develop the new agreement I will be in touch with my colleagues, the Hon. Herb Gray and the Hon. Bud Olson, to seek their support for this initiative." We have reworked the words and the agreement and it will be examined by the Executive Committee today. I expect it will receive approval of the committee and be sent on to Ottawa. As I have also spoken with Senator Olson and the Hon. Herb Gray, I am quite sure that we should get support from them to reach any early conclusion on this matter. At least, that is my hope and expectation.

MR. SPEAKER: Thank you. Returns. Mr. Tologanak.

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

HON. KANE TOLOGANAK: Thank you, Mr. Speaker. I have a return to oral Question 31-82(2), asked by Mr. Arlooktoo on May 17, 1982.

All fuel prices established by Government Services are based on an approved formula. Some of the components of the price for Baffin communities are: 1) Montreal cost of new gas delivered into the community storage tanks; and 2) previous years cost of old gas remaining in storage tanks. In some communities a large amount of fuel is on hand when the annual resupply takes place. The cost of the new product delivered is added to the cost of the old product to determine a weighted price. However, in the case of Lake Harbour, very little old gas was left in the storage tanks at the time of the last resupply. Therefore, that community must be assessed a much higher proportion of the new product cost than surrounding communities.

Mr. Speaker, just to add to that very briefly, I mentioned in the past that I would be reviewing how we formulate the price of gas in the communities and throughout the Territories and I will be coming forth at a later date with some recommendations. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Returns. That appears to be all of the returns for today.

Item 5, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. Inasmuch as I find it a very sound brief and that it expresses many of the same concerns I have with respect to the recommendations of the special committee on education, I would like to take the liberty of tabling Tabled Document 30-82(2): Deferral of Education Report, Brief from Metis Association, a brief which was sent to the Commissioner by the Metis Association of the Northwest Territories, so that it will become a part of the public record and a part of the discussion surrounding those recommendations.

MR. SPEAKER: Thank you. Tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

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

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 10-82(2), Mr. MacQuarrie.

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

MR. MacQUARRIE: Thank you, Mr. Speaker.

WHEREAS the existing terms of reference of the standing committee on legislation were adopted in February, 1980;

AND WHEREAS this committee has, in recent months, agreed to broaden the scope of its activities;

NOW THEREFORE, I move, seconded by the honourable Member for Foxe Basin, that this Legislative Assembly adopt the terms of reference of the standing committee on legislation as set out in Appendix A, attached.

Appendix A, Standing Committee On Legislation, Terms Of Reference

Establishment And Membership

1. There shall be a standing committee of the Legislative Assembly to be known as the standing committee on legislation;
2. The standing committee shall consist of not less than four and not more than seven Members to be appointed by motion of the Legislative Assembly;
3. The Members of the standing committee shall, at the earliest opportunity following their appointment, elect a chairman from their own number;
4. Three Members of the standing committee shall constitute a quorum;
5. Meetings of the standing committee shall be held at the call of the Chair.

Responsibilities

The standing committee on legislation shall:

- a) Examine such matters as may be referred to it by the Legislative Assembly or by the administration;
- b) Review all draft legislation prepared for introduction into the Legislative Assembly;
- c) Examine all orders and regulations issued by the Commissioner to ensure compliance with the ordinance under which they are issued;
- d) Monitor all motions adopted by the Legislative Assembly apparently requiring legislative action;
- e) Review current or proposed legislative policy to the extent it deems necessary;
- f) Examine such other matters that in the opinion of the committee require examination; and
- g) Make a written report to each session of the Legislative Assembly containing the observations and recommendations arising from the committee's deliberations.

Conduct Of Business

1. The committee shall conduct its business in a manner approved by the Legislative Assembly;
2. The committee shall have access to such persons, papers and records as, in its opinion, are necessary to the conduct of its business;
3. The necessary administrative support shall be provided by the Legislative Assembly office;
4. The committee will obtain the funds required to carry out its responsibilities from the appropriations of the Legislative Assembly;
5. The committee as a whole, or individual Members, may undertake such travel as is required to carry out the assigned responsibilities of the committee.

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

MR. MacQUARRIE: Yes, thank you, Mr. Speaker. The committee feels that it is in a position to be of greater service to the Assembly and to that effect it is clarifying and expanding slightly its terms of reference. The terms in that reference do not vary greatly from the present terms of reference.

One thing, the committee would try to make itself more active and effective in its traditional role of reviewing legislation prior to its introduction into the House and the only change in connection with that was that previous terms of reference did not permit for the possibility of travel and that is included in the new terms of reference.

In addition, there are two other areas. The committee felt that it could maybe provide a service to Members of the Assembly by keeping track of motions that call for legislation so that decisions are made one way or another and so that those motions are not simply forgotten as time goes by.

Committee Would Monitor Regulations To Ordinances

The second area is that, in keeping with a concern in many parliamentary democracies, that concern being to try to keep as much as possible the responsibility for legislation in the elected Assembly, the committee felt that it should just monitor regulations as they come into effect to try to ensure, by bringing such matters to the attention of the Assembly, if necessary, that these regulations do not exceed the ordinary limits that customarily characterize regulations. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. As seconder, Mr. Evaluarjuk, do you wish to speak to this motion?

MR. EVALUARJUK: No, thank you.

MR. SPEAKER: To the motion. Mr. Braden.

HON. GEORGE BRADEN: Thank you very much, Mr. Speaker. I would like to just make a few comments, and then if it is possible, to ask the chairman a question. Generally speaking, the government is very pleased with the work of the standing committee on legislation. I think we found that their input prior to presenting bills for consideration in this House has been very valuable and that we have found the committee to be co-operative in most respects. So I look forward to an even more active and effective committee under these revised terms of reference. Mr. Speaker, if it is possible for me to ask a question of the mover of the motion, can I proceed?

MR. SPEAKER: Yes. By way of precedent, questions have been allowed. You may proceed.

Role Would Not Include Approving Orders And Regulations

HON. GEORGE BRADEN: Thank you, Mr. Speaker. With respect to responsibilities under section c), I would want the chairman to ensure for the record that the committee sees its role as monitoring and analysing all orders and regulations issued by the Commissioner and that it does not see that it has a role in approving orders and regulations. Thank you.

MR. SPEAKER: Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I can certainly affirm that position. It is simply to monitor and analyse and if it is felt that the regulations do not conform to what we normally expect of regulations, that would simply be brought to the attention of the House. We certainly do not see any other role than that, Mr. Speaker.

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

HON. GEORGE BRADEN: Thank you very much, Mr. Speaker. That answers my question and I am fully in support of this motion.

MR. FRASER: Question.

Motion 10-82(2), Carried

MR. SPEAKER: Question being called. Do you wish to waive your right to final debate? All those in favour? Opposed, if any? The motion is carried.

---Carried

Motion 11-82(2), Mr. Pudluk. I must remind the House, inasmuch as there are two meetings scheduled for lunch hour, if I have to break this motion to take lunch at 11:30, this is what I will do because there are two meetings on. Mr. Pudluk.

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

MR. PUDLUK: Mr. Speaker: (Translation)

WHEREAS Arctic wolves are found anywhere there is a caribou herd;

AND WHEREAS the wolves are not decreasing even though they are hunted constantly;

AND WHEREAS the wolves kill a great number of caribou;

AND WHEREAS when there is a large pack of wolves, it is very dangerous to the people;

NOW THEREFORE, I move, seconded by the Member for Foxe Basin, Mark Evaluarjuk, that the Executive Committee be urged to change the Wildlife Ordinance as soon as possible so hunting season on wolves be open year-round. The hunting season should be open whether or not the wolf pelts can be sold because there are always other uses for the pelts.

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

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I telexed to ask the Minister about a hunting season for wolves. I see the hunting season is open October to May 31st. These Arctic wolves have been known for a long time.

We are getting more and more people moving to the outpost camps and they are not close, but quite far from the community. In my community there are families that are going to apply for outpost camps. The wolves reach the outpost camps in great numbers. When there are packs of wolves, they are not scared. The wolves are not scared. They want to kill anything that is in front of them. When there is a pack of wolves, they kill caribou as well as musk-ox. I know the Arctic wolves and the government knows the Arctic wolves. You have used and studied the wolves trying to protect the population of bison. In January 1978, the government spent \$274,000 in a year to protect the bison.

Wolves Hunt Newborn Caribou

These Arctic wolves should not be restricted for hunting by a person with a general hunting licence. These caribou and musk-ox have calves during the springtime, in May, and the wolves hunt the newborn. They are killed by the Arctic wolves. This is a main source of food, caribou and musk-ox. These Arctic wolves are like huskies. A husky can be shot any time and the Arctic wolf should be dealt with in the same way, killed at any time. It is not a domestic animal.

I want to make another point. On February 3, 1978, in a meeting that we had, the Commissioner said that the money that was used for the buffalo was to save the bison from being killed by the timber wolves. They were saved by the society just like a pet for the people to see, and also to increase the population of the bison. They are not being hunted by the hunters because they are going into extinction. Because of these reasons, the Arctic wolf should be hunted. They should not be restricted in hunting. On February 9, 1978, airplanes were used to hunt the wolves. Maybe this is not true but it is not written. They caught 20 wolves at that time. It cost about \$274,000 for that operation.

Also, these wolves have pups starting from February or going to the beginning of March. In my opinion this is not true. In the fall they are still very small pups. If they were born in February and they are still small pups, maybe they have a slow growth beside a husky.

I have told you about the dangers when there is a large pack of wolves. Even though the pelts can be sold, the pelt is bad in the summer and cannot be used because they are poor. I do not want any restriction on them because I am looking at the danger. There can be 30 or 40 in a pack. They are even more dangerous than a polar bear. Even though you are alive, they still can eat you. When you are right there, they can eat you. Even though the pelts cannot be sold, they can be used for parkas and other things. I am sorry I am going on a long time. It is time to go for lunch so I am going to stop. Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. Mr. Clerk, announcements.

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. There will be a meeting of the constitutional development committee at 11:45 a.m. today, room 101 of the Eskimo Inn, and lunch will be provided.

MR. SPEAKER: Thank you, Mr. Clerk. This House will stand recessed until 1:00 p.m.

---LUNCHEON RECESS

MR. SPEAKER: I call the House back to order. Mr. Pudluk, had you completed your presentation on your motion before we broke for lunch?

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I am going to make a supplementary to it. I shall finish what I left off. If somebody wants to make a supplementary to it, they could do so afterwards.

At that time when they used to catch wolves, the government used to get the wolf hunting jobs and also they used to make money from those jobs, even though the pelts in the summertime were not very good. I would assume they would make money because the jobs included the pelts. The reason that I really wanted to talk about this, the reason I made a motion was my father had told me there should be no restrictions on hunting the wolves. I am glad I had an opportunity to talk about this. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Pudluk. As seconder of the motion, Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. Since I am the seconder of this motion, I do not have much to say because it has already been said. When the packs are not so good and they are being hunted -- but I do not think there should be any restriction on hunting wolves. I am sure that nobody will catch too many wolves, especially when their fur is not good. With regard to this, sometimes we are able to catch wolves in the Baffin region, and we do not have many wolves up there. However, if this becomes law, we would have problems. I do not feel that there should be any ordinance restricting the hunting of wolves. The wolves eat caribou. The reason why I was seconder of the motion is that I know that there should be no restrictions on hunting wolves. That is all I have to say. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Evaluarjuk. To the motion. Mr. Fraser.

Limited To Holders Of General Hunting Licences

MR. FRASER: Thank you, Mr. Speaker. I am aware of the concern of the mover of the motion, because I have seen wolf packs destroy a lot of caribou, and they are a nuisance. However, I cannot really understand the intent of the motion when he suggests opening the season for hunting wolves year-round for general hunting licence holders only. It should be everybody, not only people holding general hunting licences, if they are trying to thin out the wolf population. Anybody should be allowed to hunt them. Or another way that they could do it is to put a bounty on them. I know when the wolves were thick in the park and in northern Alberta, what they did was put a \$40 bounty on them, and in that way they thinned out the wolves.

The Arctic wolf is a nice-looking animal when it is prime in the winter, and if the wolf population is getting that thick, then maybe they should utilize helicopters. When they travel in packs like that, you can knock over a pack of 30 wolves and still get the use of the hide and sell the hide, and I think that that could be arranged through game management. It is their job when something like this is happening to thin out the wolf population.

I listened to the mover of the motion. The wolves are travelling in packs of 30 and 40; they are dangerous. I know that for a fact. They are also very hard to get to at that time of year when they are prime. I would like to support the motion, but I do not understand why the mover of the motion only wants general hunting licence holders to kill those wolves. Anybody should be able to kill them, because if you get them in the summer, they are not worth anything anyway, not worth anything to anybody, but maybe somebody that is not holding a general hunting licence -- usually they are the ones that see the wolves. The one that is holding a general hunting licence and a rifle does not see them. I do not understand that part of the motion, why only people holding a general hunting licence should be allowed to kill those wolves if they are a menace to

the animals and to the people. At this time I will support the motion, but I would like to see the mover maybe open it up for anybody to kill these wolves, plus, maybe, look into the possibility of having game management give them some support. When they are travelling in groups of 40, get a chopper in and maybe knock over a bunch of them. In this way, they could be thinned out.

He is talking about only his area, and I was up in his area -- I spent one year up there. We were unloading a plane, and there were nine wolves sitting within 100 feet of us, watching us unload the plane. At that time, the station manager was also appointed as the game officer, and, being a trapper in my early days, I did not like those wolves sitting there looking at me without having a gun. I had a gun, so I went back and got my gun, and he said I could not shoot them, and I said, "If they come any closer, I am not going to stand there and let them come any closer. I will shoot them." However, the wolves are pretty thick -- that was on Ellesmere Island -- and I do not think they should let them get that thick. There should be something done about it, and I just wondered if opening the season year-round was going to help the situation. Maybe it will, but as I said, if you can get some support from game management to kill them while they are in prime, they are worth about \$300, \$400, in sales; to get them in the summer, they are not worth anything, but I sure understand what the mover is talking about when he is trying to get some control over the wolf situation in the Arctic, because they are a menace, and I think something should be done by game management to assist them to try to thin out the population of wolves. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Fraser. To the motion. To the motion. Are you ready for the question? Mr. Pudluk, would you like to close the debate?

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I would like to add, in regard to general hunting licence holders only being able to catch the wolves, it is not stated in the motion. I only mentioned that, that only the people with a general hunting licence can catch wolves. The reason I stated that, I was informed there were some military people here in Inuvik, who were shot before, because it was thought that they were wolves. Probably, it could happen again this way by some people who have never gone hunting before. When you are not a hunter and see something moving, you attempt to shoot at it. This has happened and that is why I mention it.

Also, up in the High Arctic it is always dark in the wintertime and in the summer it is always foggy. Wolves are able to reach the outpost camps, because people tend to make mistakes and think they are huskies. That is the reason why I want the wolves to be open season during the summertime. Thank you.

Motion 11-82(2), Carried

MR. SPEAKER: Thank you, Mr. Pudluk. Question on Motion 11-82(2). Ms Cournoyea, have you a point of order or point of privilege? When Mr. Pudluk spoke this last time he closed the debate. All those in favour? Opposed? The motion is carried.

---Carried

Motion 12-82(2). Mr. Butters.

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

HON. TOM BUTTERS: Mr. Speaker:

WHEREAS this Legislative Assembly has been invited to name four MLAs to the NWT Constitutional Alliance;

AND WHEREAS this Assembly has agreed that the four MLAs to be appointed shall be the two Ministers with responsibilities in the area of constitutional development and two other MLAs, one of whom shall be native and one non-native;

NOW THEREFORE, I move, seconded by the honourable Member for Yellowknife North, that the following be appointed as this Legislative Assembly's representatives to the NWT Constitutional Alliance: R.H. MacQuarrie, Dennis Patterson, Kane Tologanak, James Wah-Shee.

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

HON. TOM BUTTERS: Question.

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

---Carried

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

Motion 13-82(2). Mr. Curley.

MR. CURLEY: Thank you, Mr. Speaker.

WHEREAS there is a sufficient consumer demand for direct telex communications through CNCP Telecommunications for the community of Rankin Inlet;

NOW THEREFORE, I move, seconded by the Member for 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: Your motion is in order. Proceed, Mr. Curley.

MR. CURLEY: Thank you, Mr. Speaker. Very simply, in Rankin Inlet, as the centre for government administration and regional headquarters, there is a very big demand these days for the business community and other agencies that come in there to have access to the telex equipment, but although the government has one installed by special arrangement, this type of service is not available and I would hope that the Executive Committee and Minister responsible will pursue this request strongly and try and see if CNCP would provide that kind of service to private business operators and other agencies. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. The seconder indicates he does not wish to speak. To the motion.

SOME HON. MEMBERS: Question.

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

---Carried

Motions. Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Speaker. I would like to ask unanimous consent at this time to proceed with my Motion 15-82(2), dealing with how the education committee report should be dealt with during this Assembly, during this session and in between this session and the next session.

MR. SPEAKER: Unanimous consent is being requested. Are there any nays? There are no nays.

---Agreed

Proceed, Mr. McLaughlin.

Motion 15-82(2): Legislation Be Prepared On The Education Report.

MR. McLAUGHLIN: Thank you, Mr. Speaker.

WHEREAS the residents of the Northwest Territories have asked for changes in the Northwest Territories education system and it is important that such initiatives continue and involve concerned residents between now and the fall session of this Assembly;

NOW THEREFORE, I move, seconded by the honourable Member for Keewatin South, that this Assembly recommend to the Executive Committee that legislation be prepared before the next session to enable changes to take place in the Northwest Territories education system, taking into consideration the principles and recommendations expressed in "Learning: Tradition and Change in the Northwest Territories", and the debate held in committee of the whole during this session;

And further, that this Assembly recommend to the Executive Committee that a task force be appointed by the Minister of Education to monitor the action research projects started by the special committee on education, to consult with Northwest Territories residents concerned with education matters, and to advise the Executive Committee regarding proposed education legislation.

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

MR. McLAUGHLIN: Thank you, Mr. Speaker. The intent of our motion is to assure Members of the House that progress will continue in this important area of education in the Northwest Territories. We feel that the committee has done its review and made its recommendations in its report and that after this session is completed the ball should be in the Executive Committee's court, so to speak. It is important for all the people in the Northwest Territories that the Executive prepare legislation and consult with the communities as to how they view our recommendations in relation to that legislation and that that legislation be available for the general public to see exactly what the Executive intends to do with legislation.

It is also important to have some people, who have been involved in the process, reporting to the Minister to turn the action research projects, which our committee currently has under way -- to turn those over to the Executive to monitor the results, because it will be the Executive, and the Minister of Education in particular, who will be interested in the results of those projects when they undertake to decide what to do with education in the Northwest Territories.

Primary Mandate Completed

It is also important, Mr. Speaker, as far as our committee is concerned, that our primary mandate is complete by reporting to this House. We do realize that Members will probably want to have our report brought back into committee of the whole during the October session and though we do not intend as a committee, to continue as a special committee, I can assure you that myself and other Members will certainly be just as willing to answer detailed questions on the report in October as we are now. We also feel that the committee will be officially wrapping up. We will probably have one more meeting to do some final business, one of which is to determine what we will do with the volumes of material that we have accumulated in our research and representations that were made to us. We think it is important that this be turned over in some sort of orderly fashion to the proposed task force and to the department so that they can understand more fully the reasons why we made the particular recommendations that we have made. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Mr. Curley.

Committee Not Responsible For Implementation

MR. CURLEY: Yes, thank you, Mr. Speaker. I am not going to speak very long on this. I think it is important for the public and this Assembly and the Executive Committee to understand, as I am sure they do, that our role under the mandate given to us by the Assembly terminates during this session, unless this Council agrees that we continue to exist until fall. I do not think we have enough cause to continue to exist until the fall, so therefore it is important that the administration and the Executive Committee -- particularly the Minister -- be given a directive to not only wait until the further consultation process, but proceed with the possible changes that could possibly be presented in the fall. I say that because in our role as a committee, I as a co-chairman do not believe we have any responsibility for implementing the recommendations, and I would urge that each one of the MLAs clarify that with their constituencies. Our role as a committee is not to implement the report. That is the business of the government. Our responsibility is to recommend -- and all the other ministerial responsibilities still remain with the Minister and the Executive Committee.

We outlined in the report the major problems and possible changes. We have not dealt with the areas that are now working, that are working to the benefit of the people of the NWT; these questions that are not answered must remain, and the Minister has the direct control and responsibility to continue to administer them and make recommendations for change directly with his colleagues in the Executive Committee. So I think this motion will at least help to clarify that the committee does not wish to implement the report and carry on further information programs, because the government has, within all its agencies, all the means to carry that information out to the public, so I would urge that each Member of the House support this motion. Thank you.

MR. SPEAKER: Thank you, Mr. Curley. Inasmuch as both speakers have referred to the life of the committee, under our generally accepted rules, the committee's life is until such time as the report has been dealt with. Now, if the report is concluded at this session, then, of course, the committee would die; but if the report is pushed into the next session, then the committee lasts until the end of the next session. I think that should be very clear, and what work they decide to do as a committee, of course, is their responsibility, but to suggest that the committee is finished at the end of this sitting is not so, unless the report is concluded and accepted one way or another by the Assembly. To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Just very briefly -- I certainly do not speak on behalf of my colleagues in the Executive Committee who have not formally discussed this motion, but I am confident that we would endeavour to do our best to respond to directions from this House. One thing I would like to make clear is that any task force that might be appointed by myself with an obligation to consult with Northwest Territories residents on this report should in no way be taken by Members of this Assembly to absolve them of their prime responsibility to consult with their constituents and be prepared to give detailed advice to the government and to this House on the extensive recommendations in the special committee report. I feel that it is a very important obligation on MLAs to consult with their constituents. I think we all recognize -- particularly with the plebiscite and other events that have taken place since our last session -- that it has been difficult for MLAs to do as complete a job of consulting their constituents as they might have liked to.

Opportunity To Improve Existing System

But there will now be time, and I look very much forward, as I said during the debate on the report the special committee on education, to getting constructive and critical comments on this report from this Assembly, both in the remaining

days of this session and next fall. I look very much forward to getting that direction, and I trust that MLAs will come back at our next session fully prepared to discuss these issues, because there is clearly a will for change, and for my part, I am very willing to respond to direction in that regard, and I think that I would certainly welcome the responsibility of working on new legislation for the next fall session. I think that it is clear that there is a will for change, I am not unmindful of that; in fact, that is one of the reasons that I am very interested in this portfolio that I have, that there is an opportunity to make the system even better than it is now. So I find no difficulty with the motion, Mr. Speaker, and I am particularly pleased if the motion will finally allow this House to get into detailed discussion of the recommendations. I fear that a terribly undue amount of time has been spent discussing process and not substance, and so I look forward, even before this session ends, to getting advice from the Members of the Assembly on their concerns and comments on these important recommendations. Thank you, Mr. Speaker.

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

HON. ARNOLD McCALLUM: Mr. Speaker, I would like to speak to the motion and express my appreciation to the mover and the seconder and to the Members of the committee for now providing us with the opportunity to again, as individual MLAs, meet with our constituents who have voiced their concern on some of the recommendations, and to allow them to again give greater input -- in my constituency, to myself that I may be able to then speak with a great deal more concern and satisfaction as regards the thoughts that people have in my constituency. I would want to simply indicate that to the mover and the seconder of the motion, and now, maybe, we can get on with things. Thank you.

MR. SPEAKER: Thank you, Mr. McCallum. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. I agreed to support this motion, on the understanding that no concrete decisions would be made on specific recommendations at this session, although there would be a full discussion of recommendations and I look forward to that and hope very much that that process will not be rushed in an attempt to get out of town as fast as possible. It is a very important matter and I feel that if there is still obviously lots of discussion that is needed on the recommendations, that we will take time to do it. I agreed to this motion and to that understanding because this will allow us time to contact our constituents and local education authorities. We had already done that, but they were not always ready to respond as fully as they would have liked and this will provide the opportunity for that. I have also supported it in the understanding that in the fall we will either deal finally and fully with each of the recommendations or with legislation, depending on how things look after we have had the chance to discuss matters with our constituents. So, on that basis, I certainly vote in favour of this motion, Mr. Speaker.

MR. SPEAKER: Thank you. To the motion.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Mrs. Sorensen.

MRS. SORENSEN: Yes. Thank you, Mr. Speaker. I too will support the motion. I will not repeat all the things that Mr. MacQuarrie and Mr. McCallum have said, but I certainly agree with them. One thing I would like to say, and that is: Thank you very much to the people of the North, the High Arctic, the Central Arctic, and particularly in the West, and in particular the Metis Association -- for supporting the western MLAs in requesting more time of this Legislature in order to conduct more consultation with our constituents. That is the kind of support we need and we look forward to and now I hope we can get on with that discussion within our constituencies over the next few months. Thank you, Mr. Speaker.

MR. SPEAKER: To the motion. Mr. McLaughlin, do you wish to conclude?

MR. McLAUGHLIN: No, thank you, Mr. Speaker.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour?

MR. CURLEY: A recorded vote.

MR. SPEAKER: Do you wish a recorded vote?

MR. CURLEY: Yes.

MR. SPEAKER: A recorded vote being requested. All those in favour of the motion, stand, please.

MR. MacQUARRIE: Point of order. Again, had the voting process not started already?

Motion 15-82(2), Carried

MR. SPEAKER: The vote had been called. The indication was that this had been previously asked for. Now, I am accepting the Member's word that he had previously asked and I had not heard. A recorded vote being requested. All those in favour of the motion, please stand.

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, Mr. Fraser.

MR. SPEAKER: Let the record show that of all Members present, the vote was unanimous.

---Carried

I would like at this time to recognize in the gallery, the grade nine class from Aklavik, and their teacher, Mrs. Lorna Storr.

---Applause

The orders of the day. Introduction of bills for first reading. Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, may I have unanimous consent to proceed with Motion 16-82(2)?

MR. SPEAKER: Unanimous consent is being requested to proceed with Motion 16-82(2). Are there any nays?

MR. MacQUARRIE: Nay.

MR. SPEAKER: There was a nay. Unanimous consent has been refused.

HON. ARNOLD McCALLUM: I did not say it. Do not look at me, dad.

MR. SPEAKER: Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

ITEM NO. 12: SECOND READING OF BILLS

Mr. Patterson.

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

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to move, seconded by the honourable Member for Slave River, that Bill 6-82(2), An Ordinance Respecting Student Financial Assistance, be read for the second time. The purpose of this bill, Mr. Speaker, is to provide financial assistance to students attending post secondary institutions, in the form of a grant, scholarship or loan, and to create regional boards and a central board for the administration of student financial assistance. Thank you.

MR. SPEAKER: Are you ready for the question on second reading?

SOME HON. MEMBERS: Question.

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

---Carried

Second reading of bills.

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

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

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

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. We are dealing with the recommendations and there was a motion on the floor. To the motion. Mr. Curley.

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

MR. CURLEY: Yes, Mr. Chairman. In view of the progress that we have been able to make since last Friday, I would like to withdraw the motion to recommendation one.

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

MR. CURLEY: Are you happy? Are you happy now?

CHAIRMAN (Mr. Pudluk): They look happy to me. Is it the committee's wish to now do general comments on the recommendations? The honourable Member for Mackenzie Liard.

MR. SIBBESTON: I was just wondering whether we were going to spend some time making some comments on any of the recommendations we wanted, because I would think it is important, at this early stage, to indicate some of the major concerns we have about the recommendations so that the task force or whatever group is put together can recognize there are some changes forthcoming, rather than have them think it is going to be adopted all as it is. If I can then, I would just like to make some comments about the divisions that are proposed to be set up, particularly the division that would exist in our area.

MR. McLAUGHLIN: Point of order.

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

MR. McLAUGHLIN: It is the committee's stated intent, Mr. Chairman, to deal with the recommendations one at a time and we would like to go through them in that order. We think it is very important that it go on the record that the committee has made itself available to deal with each recommendation in order, because most of them flow together. I realize that once in a while Members are going to want to jump from one to the other, because sometimes recommendations which are far apart in the book are related, but the committee wants to go through them with recommendation one, then two, then three, to be sure that all Members have a chance to ask questions on any particular recommendation. We are not worried if Members want to talk about two recommendations at once. That is going to happen, but the committee wants to proceed one, two, three, four, and you know, be sure everybody is happy, that they have said everything they want to say about number one before we go to number two.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. That is what I was going to do. That is the only way we can make everybody happy. The honourable Member for Mackenzie Liard.

Recommendation One Of Report Of Special Committee On Education

MR. SIBBESTON: Okay, Mr. Chairman, then I will just indicate my views on the first one. I believe that the divisional board of education for the area that I come from, Fort Simpson -- and it is outlined as number seven on page 44 -- and the area that I represent would be called the Southwest education division.

MS COURNOYEA: Mr. Chairman.

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

MS COURNOYEA: Mr. Chairman, I do not wish to cut Mr. Sibbeston off, but I do not know if we had dealt with administrative structure, recommendation one and he is going to four. I had assumed you were going to start at recommendation one and proceed from there. If you are calling, "Administrative structure, recommendation one, any comments?" If no one has comments or recommendations or thoughts on it, then we go to recommendation two and then we go to three and four. As Mr. McCallum realized, they can count. I thought that was the way we were going to proceed.

CHAIRMAN (Mr. Pudluk): We are. He is talking about the page number.

MS COURNOYEA: Mr. Sibbeston is on four.

CHAIRMAN (Mr. Pudluk): Pages 43 and 44. It is the same part. The honourable Member for Mackenzie Liard.

MR. SIBBESTON: Okay, I am dealing with recommendation one, which suggests that 10 divisional boards of education be established, and in regard to that, it may be that there will be a need for more than 10. All I am saying is that for the Fort Simpson area, there should be some changes, and this is dealt with on page 44 when the report goes into details about the 10 divisional boards of education.

Proposed Deh Cho Divisional Board Of Education

Firstly, the one for the Simpson area is number seven, and it is called here the Southwest education division. I consider this a stale, unimaginative name for the division for our area. Instead, it should be called Deh Cho. That, I hope, will be the name of the new constituency for the next election. There are hopes

to establish a Deh Cho regional council, so why not a Deh Cho divisional board of education? I consider that the communities within this division should be Fort Simpson, Fort Liard, Jean Marie River, Nahanni Butte, Trout Lake, Wrigley, Tungsten, Fort Providence, and the Hay River Indian Reserve, and that we should exclude all the other areas like Lac la Martre, Rae Lakes -- generally the idea is to have a divisional board of Slavey speaking people, and English -- I do not mind the English, they will be included in from Tungsten and Simpson; so that is the idea, and it also includes the Hay River Indian Reserve, because they are presently part of the Deh Cho regional council. They speak Slavey, their thinking, background and experiences are generally the same with us in the Fort Providence and Simpson area. That is one suggestion that I am making for changes there, and I do believe that my friend, Jim Wah-Shee, also is in agreement with this as regard to excluding the Dogrib communities.

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

MR. McLAUGHLIN: I shall respond to that. The committee recommended that there be 10 divisions, and we have suggested what those divisions should be for very good reasons which I said during the general comments, the number of students required, physical closeness of communities and culture. Members have to realize that at present the Fort Smith region is run out of Fort Smith. Granted there are area superintendents, but basically it is run as one region, and we are suggesting that it be broken into two boards, and we are not really rigid on which communities are in there. We have not made specific recommendations. Our formal recommendation just says that there should be 10 boards, and we have suggested how it should be divided up, but we realize that people are going to ask the Minister for changes, and we did not attempt to hang any names on them. We are in trouble with the Yellowknife Education District No. 2 because we do not say "Yellowknife separate school division", but we were not attempting to hang names on any of these. That is why we figured directions were pretty safe: north, south, east, and west. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. MacQuarrie. On recommendation one.

MR. MacQUARRIE: Yes. There are sort of two elements in recommendation one. One is the establishment of divisional boards, 10 divisional boards, and the other is that they have responsibility from kindergarten to grade 10, and it is that latter point that I would like to address first.

If that recommendation were to be implemented, it is well-known that in other jurisdictions, public education is seen to be those years during which young people go to school under the jurisdiction of the Department of Education; and so in some provinces they say, "All right, you go to school for 11 years", and in some places 13 years, some places 12 years. There is no doubt that if this is implemented that public education in the Northwest Territories will be from kindergarten to grade 10, and it will be seen to be that, that that is considered to be the basic education that the system would like all young people to have; and in recommending that particular approach, I have heard arguments presented that say it was desirable to help in the establishment of an Arctic college, and also to help keep grade 10s in the community, and so on. Can I hear comments from Members of the committee or the Minister of Education, who was a Member of that committee, to explain why they feel that it is in the best interests of the education of young people to consider that public school education in the Northwest Territories will be from kindergarten to grade 10, and that anything after that is post secondary education, if you like? Any Member, please.

CHAIRMAN (Mr. Pudluk): Thank you. Who wants to reply to that? Mr. McLaughlin.

MR. McLAUGHLIN: Yes, Mr. Chairman. I am just trying to find what I said when I answered that question on Tuesday so I can make sure I do not duplicate myself.

MRS. SORENSEN: You do not want to contradict yourself, now, do you?

Public School Education From Kindergarten To Grade 10

MR. McLAUGHLIN: That is right. I gave several reasons on Tuesday as to why we chose to divide or use kindergarten to grade 10 as what should be under the school boards, and if I remember correctly, I gave reasons that came up in some of the communities. They asked us to consider that it would be a good idea to separate the older students from the younger students because they have cars and they drink and they were maybe a bad influence on the younger students. We thought there was a really important responsibility that the department had -- somebody had to be responsible for delivering students in their education to a point where you were sure that when people were told they were in grade 10, that they were in grade 10. In almost every community we were, where students were sent to places where there were regional high schools, and also in the communities that have grades 10, 11, and 12, we heard stories of parents suddenly finding out that even though their son was supposed to be in grade eight, when they went somewhere else, they found that they were only in grade seven or grade six; and when people drop out of school, and then they decide to take upgrading, who should be responsible to deliver that person who may have dropped out of school two or three years ago -- or maybe even 20 years ago -- who should be responsible for delivering that person to grade 10? Should it be adult education, should it be manpower, who should do that? We felt that it should be done whenever possible in the community by the adult educator under the auspices of the local education committee.

Also, the trades are cut off at grade 10. Most trades require you to have grade 10 before you can go into a trade, and somebody should be responsible for delivering people to that point. We had suggestions when I met with the education committees on the south side of the lake that students should be measured every three years to be sure that the department really was delivering education to the students, and that the students really were working at a grade three level. We had suggestions at public hearings that if children are in what some communities call "level four", where you have your grade fives and sixes all in one room, for example, that the report cards should tell the parents that, "Your son is in grade seven; in math he is operating at a grade seven level, in English he is operating at a grade five level", so the parents will know where their children are in each grade.

So we felt there was an obligation to deliver a kindergarten to grade 10 program that you could measure, when the small communities were sending people into the regional high schools, to be sure that when the children went there they were in grade 10. If they are not in grade 10, when they are in Cambridge Bay, for example, people thought that they should stay in Cambridge Bay until they actually got to grade 10; even though it might mean taking one more year of school in Cambridge Bay, they would be better off staying at home and actually having grade 10, because it is very difficult for students who go to the residences. That is one of the biggest reasons given for drop-outs, that when the students come and find they are not where they think they are, they are humiliated and they go home. I do not know if that answers the Member's question or not.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Do you want to reply further to Mr. MacQuarrie's question, Ms Cournoyea?

MS COURNOYEA: Mr. Chairman, just to put it simply -- because it is the intention of the recommendations of the report to have, as quickly as possible, up to grade 10 in each community, the working relationship to that area, the responsibility would have to take one focus. It would require possibly an organization to get things in place, move with, deal with community level things, and it would really be a specially designed organization to deal with kindergarten to grade 10, because it is the intention within these recommendations that all communities should have up to grade 10, and that is the basic reason for it. Grades 11 and 12 would be a combination of various ways of delivering the education program.

CHAIRMAN (Mr. Pudluk): Thank you, Ms Cournoyea. Supplementary, Mr. MacQuarrie.
Educational Justification For 10 Years Of Public Education

MR. MACQUARRIE: Yes, I understand the comments that Ms Cournoyea just made, but in a way neither Mr. McLaughlin nor Ms Cournoyea's comments still really answer the question that I am concerned about. In doing that, the committee is recommending that the usual expected level of education be reduced by two years, if you like, whereas now there is sort of a feeling in society that your public school education should be 12 years, and then you go on to other things after that time -- and I agree that many have not ever made it that far. But what I am saying is that the belief will arise, if this is implemented eventually, that 10 grades of education is, you know, a basic education.

I can see administrative reasons -- you have pointed out some of them -- and social reasons and economic reasons as to why this breakdown makes sense, but I just know that somewhere along the way somebody is going to say to me, "But by doing that are you making a good educational decision? How do you justify it educationally?" So I do not pose that as an antagonistic question, but I would like to be able to answer somebody if they posed that question to me; and just before I lose the mike, then, if someone would answer two questions that are related: Is it the intention of the committee that they would make some exceptions to that kindergarten to grade 10 jurisdiction? And can I ask what would be the designations intended for academic grades 11 and 12? Would they be called academic one, academic two at college or something? Or does that grade designation get lost entirely? What is the intention?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would just like to try to respond to Mr. MacQuarrie's concerns from my point of view. I think that one of the very clear messages that we got, particularly from the many smaller communities outside the larger centres, is that for many students, and perhaps even more so for their parents, grade 12 seems to be an utterly unobtainable goal. It is a very distant end to education partly because it requires absence from the community, and people are, I think, encouraging their children to leave school even in the very early grades, seven and eight, because they do not want to see their younger children leave home, and they see moving toward grade nine and grade 10 as moving their children closer to the time when they must leave home.

An Attainable Goal

I think the records of success in the grades beyond grade 10 show very dramatically that we are having a very small percentage of completions of those grades, except in the larger centres. So I think the primary motivation of committee Members in making this recommendation was that ending the in-school program at grade 10 would mean that at the community level -- and let us recognize that the majority of our residents do live in small communities and will not in the conceivable future be able to take up to grade 12 at home -- in those small communities, ending the school program at grade 10 means that there will now be an attainable, apprehendable goal present in the minds of those students and parents. For my own part, the idea appealed to me; I guess the educational value of giving the parents and students a goal that they could see reaching without even having to leave their communities, and this is the main advantage of this recommendation, to my mind -- that we would hope very sincerely that it would encourage students to complete school. It is as simple as that, you know, and there are, I hope, advantages, administratively and otherwise. We must recognize now that our high schools are primarily academic institutions, although the Executive has already approved the high school certificate program which will significantly move all our territorial high schools eventually toward a more composite type of program, and add vocational

elements. But by splitting off grades 11 and 12 to the Arctic college and integrating it with technical, vocational, university, and professional level courses, we will be hopefully creating institutions where there will be a good learning climate for mature students who are committed and ready to go on to complete their education and to go on to university and other training.

I would mention in passing, Mr. Chairman, that I was very interested to look through the "Directions for the 1980s" paper prepared by the Department of Education long before my time -- I think in the late 1970s. One of the principles in that paper -- there are no new ideas under the sun -- but one of the suggestions in that paper was, in fact, that the school program should be interrupted, if you like, at grade 10; and I certainly do not see it as a termination of school. I think we should clearly retain the labels of grade 11 and grade 12; but by associating grades 11 and 12 with other post school programs and by splitting it away from grade 10, I am convinced that we will see a different attitude toward finishing school in communities. I guess it is a hard concept to explain because it involves, I suppose, trying to predict how people's attitudes might improve, but that is what I have in my mind, anyway, and I hope that helps answer the question. Thank you.

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

Alberta Diploma To Be Retained

MR. McLAUGHLIN: Thank you, Mr. Chairman. I am sorry, Mr. MacQuarrie, because I responded primarily from angles of, I guess, small communities. Communities like my own and yours where high school is presently taught -- I am worried about the quality of grade 11 and 12 in those communities, and if it would help everybody, I would certainly recommend that we continue to call it grade 11 and grade 12. Everybody I have talked to in my community and in Hay River and in Yellowknife still wants to have the Alberta diploma or high school certificate given out, and I cannot comprehend that the Minister or the government will want to do anything but that, at least for the immediate future. Maybe the people in the Eastern Arctic might want to give out an Ontario high school diploma because it might be more easily recognized by universities in the East. That is one of the reasons that we have adopted the Alberta curriculum and give out the Alberta diploma, because people are more happy with that, it being recognized that they really do have grade 12 at the same high standard as the provinces, and I certainly do not want to change that.

I think that the concept of Arctic college is, for the students, going to be excellent if grades 11 and 12 are in an Arctic college and they are treated more like adults than they are right now. Maybe teachers that would want to teach in these colleges might be more challenged. I believe, Mr. MacQuarrie, you said once that you did not feel challenged any more by the system, and maybe you would want to teach in an Arctic college. I certainly hope you would...

MR. MacQUARRIE: Who, me?

HON. DENNIS PATTERSON: Careful, Bruce!

MR. MacQUARRIE: The writing is on the wall.

MR. McLAUGHLIN: No, no, I am not trying to get rid of you, Mr. MacQuarrie, because you would still be eligible to run as an MLA, because the Arctic college would be governed by a board of governors, and you would not be an employee of the Government of the Northwest Territories any more, so maybe there is fault with what we are recommending. Thank you, Mr. Chairman.

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

MR. MacQUARRIE: Yes, there was another part that has not yet been answered, and that is the question of whether there will be exceptions. The recommendation states that they would be given authority for kindergarten to grade 10, and I know that at least one Member of the committee has said that where authority for grades 11 and 12 is already in place -- for instance, the separate school system in Yellowknife -- is it intended that the grades 11 and 12 would be part of the Arctic college curriculum, but that the separate school board would still have the authority over those grades? I would appreciate comments from other Members with respect to that, because that is a matter that concerns the separate school board very much; and in connection with that also, we have, in a brief from the public school board in Yellowknife, the fact that they have long anticipated taking over responsibility for grades 11 and 12. So are there going to be those kinds of exceptions made, and if so, can you just elaborate a little bit on what the arrangements would be to enable that to happen? Thank you.

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

MR. McLAUGHLIN: Okay. When talking about this recommendation in detail, the committee has determined that they feel the best thing that could happen would be that the Arctic college would have the funds for delivering the academic grade 11 and 12 programs and vocational programs and the trades programs presently carried on by Economic Development and Tourism.

Separate School Boards Continuing

The advantages I see in this, particularly to the small high schools, is that we feel that there would be more money available to them to deliver a program and they would not be held in so toughly to the pupil/teacher ratio any more and that would be, I think, an advantage to my community and to St. Pat's, in particular. Speaking about St. Pat's in particular, in Yellowknife, the Northwest Territories Act ensures that separate school boards can exist and the current ordinance determines how separate school boards can come into existence and the committee has not recommended any changes to that section of the existing ordinance -- no changes of substance. I believe in a couple of those sections we are changing the description. We are removing the word "Commissioner" and replacing it with either "elected Executive Committee Member" or "Minister", because what happens is the Commissioner is petitioned by, I think, 50 ratepayers and the current ordinance says that the petition will go to the Commissioner and we are suggesting it should go to the Minister or the Executive Committee Member, I cannot remember which.

As far as the funding goes, like I said, in St. Pat's situation, we would be making a contract between the Arctic college and St. Pat's and the small high schools, like Hay River, Pine Point and St. Pat's would be obligated to deliver a curriculum set down by the Arctic college, but you must remember that the Arctic college will still be under the Minister of Education, though it will not be within the Department of Education. We believe that the curriculum will be as sound, if not sounder, than it is now, as far as academic concerns go. The right of the separate school board to put on whatever they want outside of the basic curriculum would not change. They could still have religious instruction classes like they do now. They could choose to have French or music or art, whatever they want in the optional areas, which is what is done right now. The existing school boards in Yellowknife have to operate under guidelines from the Minister and then they are free to choose if they are going to have native languages or French or art or music, and it is certainly not our intention to change that. In fact, we are hoping to improve that situation by allowing local committees to have the money available to them to develop the curriculum they want in those areas.

CHAIRMAN (Mr. Pudluk): Thank you. To recommendation one. Mr. Stewart.

Recommendations Of Local Education Authorities

HON. DON STEWART: Thank you, Mr. Chairman. Basically, all I wish to do is introduce for the record the motions that were passed by the local education authorities of Snowdrift, Fort Resolution, Pine Point, the Indian band in Hay River and the municipal authorities in Hay River. With regard to your recommendation one, they have requested, by way of motion, for those areas that are now carrying from kindergarten to grade 12, that this status be kept in place. So, possibly, the wording of recommendation one, if you were to agree with this, would have to be modified to show exceptions, which may be Hay River, Pine Point and Fort Smith.

Secondly, the second motion was made by Fort Resolution and Snowdrift, indicating that they did not wish to be in the southern area division, but they felt that because of culture and languages, that they should be in another area or in an area of their own and the Hay River Dene reserve is considering change to the southwest division, depending on the wishes of the band. So, these are two points under number one that come as by way of recommendations and motions passed by these people. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would like to respond to Mr. Stewart, because I was at that meeting and in fact I should maybe apologize to Mr. Stewart, because I maybe should have asked him to attend there, but snowstorms kept people from getting to Hay River and even when I landed in Hay River I did not know what time the meeting was going to be. These recommendations were given to me verbally at the meeting and I responded to them in the same way as I responded to Mr. Sibbeston's. As far as the school division areas went, we thought we had good ideas and we still do, I think, as to what should determine a school division. You know, those communities are presently under the same administration of the Hay River area superintendent right now, I believe, with the exception of Snowdrift, which is under the Fort Smith area superintendent. When we talked about having the different divisions, it seemed that they felt that having Pine Point, Fort Smith and Hay River as one division and then the rest of the communities with the Slavey or Dogrib areas might be better, and I said at that time that the committee had good reasons for recommending those suggested divisional boundaries, but that we had not specifically fit it into our formal recommendations, that they were just our suggestions.

Benefit Of Having Grades 11 And 12 Under Arctic College

As far as having kindergarten to grade 12 delivered in Hay River and Pine Point is concerned, I gave answers to them similar to the ones I just gave to Mr. MacQuarrie, that there was certainly no intention on the part of the committee to take away what different communities have achieved in the way of education and that we certainly did not want to take the grade 11s and 12s out of Hay River and Pine Point and make them go elsewhere, but that we did want them to be under the Arctic college. That is where the funding will be for grades 11 and 12. I told them at that time and I am telling you and the other Members now that I am positive that having our Arctic college program, with funds to cover grades 11 and 12, will be to the benefit of everybody in the system. I am very confident about that and that the level of instruction right now would not deteriorate and that the level of funding would probably be improved for those grades. Thank you, Mr. Chairman.

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

HON. DON STEWART: Well, Mr. Chairman, to try and save time, unless I ask a question, I would just as soon go on. I just wish to get into the record what these people have approved. I do not wish to debate the question. I am not trying to hear the same cabbage chewed 88 times. I just want the record straight that this is what they have asked for, so I do not require any answers unless I ask for them.

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

HON. TOM BUTTERS: Mr. Chairman, this recommendation is not only the first recommendation but it probably is also the most important recommendation in the report. I have one comment, and that is to reinforce what the honourable Member for Yellowknife Centre said with regard to turning the Sanikiluaq school services over to the Government of Quebec. I realize the Minister assured Mr. Appaqaq this morning that there would be no movement in this direction unless there was some desire on the part of the people from the Belchers, but I am disturbed that I find the proposal in the draft ordinance, and I think that unless Sanikiluaq wishes to go with the province of Quebec, we should give Quebec no encouragement to so take them; and to suggest that Quebec should be providing programs of this government is, I think, a grave error, and one which we should all reject, unless there is a desire by the people of the Belchers to become Quebecois.

The second point I would like to mention -- and it relates to the matter of the Arctic college -- I realize there are many elements in this recommendation that reappear in the body of the text. Kindergarten, certainly, and a number of other elements which I shall leave until we get to those recommendations; but I wish to discuss grades 11 and 12 and the Arctic college.

Removes Control From Elected Representatives

The major concept underlying this report, the major principle, is that we will be putting in the hands of the parents more control, more responsibility over the education system that affects their children's lives. I suggest to you that this recommendation removes from those jurisdictions who now have some input into programs at grades 11 and 12 from parents. Now, why I say that is that, if you look at the legislation drafted relative to the Arctic college, you will notice that the board of the Arctic college is composed of members who are appointed, not elected people as it says under the principles, that elected people are going to control the education system. The board of the Arctic college in accordance with the draft legislation tabled by the committee is comprised of one person representing the general public; a representative of the Executive Member; a person nominated by the Northwest Territories Teachers' Association; two persons nominated by the Northwest Territories Trustee Association; one person representing labour; one person representing industry; one person nominated by the Committee for Original Peoples Entitlement; one person nominated by the Dene Nation; one person nominated by the Inuit Tapirisat of Canada; one person nominated by the Northwest Territories Metis Association; a student of Arctic college; two principals of Arctic college. The board may appoint ex officio members.

So I suggest that I do not find any elected people there at all. In fact, I think that where you have elected people in charge of that system now, they will now be seeking exceptions to it to maintain some control and some responsibility for the programs delivered in grades 11 and 12.

Representation On Divisional Boards

The other point I would like to make -- and I guess it is more or less a question related to how the local councils are composed -- for example, I would like to look at two divisional boards. One, the Mackenzie Great Bear education division, and two, say, the Inuvik education division. I understand that the Inuvik council would be allowed to send three of its members to sit on the divisional board. It says that the others may be appointed, because in the case of the Inuvik board, you would have seven members making up the divisional board, as I read it; and I have looked in the schedule but I cannot see how it is comprised, but it would appear that you have got three elected members and four appointed members on the Inuvik education division. I would just like assurance about this interpretation. In the case of, say, Mackenzie Great Bear education division, I would imagine Arctic Red River would put in one person; Fort Franklin,

probably two; Fort Good Hope, probably three; Fort McPherson, three; Fort Norman, two; Norman Wells, three, in accordance with the respective populations of those communities. They will be elected members of the education council in each of the communities.

If that is correct, what would happen in the event one or two of the communities forming that division disagreed with the general direction that is being given by the divisional council? What would they do? Would they be outvoted, or would they be in a position where they would have to withdraw if they could not accept the general direction in which the education division was going?

I realize that these are possibly academic questions, but I am curious as to whether I am interpreting the recommendation correctly in accordance with the provisions in the ordinance. The co-chairman may wish to respond to me or comment on anything I have said.

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

MR. CURLEY: The first one is that, with respect to the Sanikiluaq situation, I do not think that we should immediately take the view that we should totally reject and not accept certain ideas that we have presented. These are for the consideration of the Assembly and the Minister of Education. The Minister of Education I think very eloquently stated earlier today that he certainly will do his best to try and satisfy the wishes of the people of Sanikiluaq. I would hope that the Minister of Economic Development will respect the Minister of Education in carrying out and implementing certain parts of the report that would likely be accepted. I must say that it is very difficult. I do not think it would have been acceptable, or it probably would have been difficult to accept, if we had tried to create a new division for Sanikiluaq. I think that would have been impossible, so we either have to continue the administration of that area through Baffin region or other areas, so I think that that is going to be pretty well up to the Minister of Education to eventually resolve that part of the problem.

I would think, you know, the best time to discuss the membership of the board of governors of the Arctic college would be when we get to that particular recommendation, so if you could bear with that, I think that will likely be the best time to respond to it. But as far as the exact nature of the membership of the divisional boards is concerned, how the selection is carried out again is going to be very much up to the committees. You know, our recommendation states that there should be membership according to the size of the population; but, again, that might not be fully accepted by the community if they do have other views. I would think that the Minister, again, is going to have to make the final decision. I do not know if we want to make that final decision or not, but we propose the idea based on the size of the community, that certain membership should follow a certain size of its population; but I think I left many of the questions -- if Bruce wants to respond, fine. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. We are going to come back to you, Mr. McLaughlin. Let us take 15 minutes for coffee break. I will not forget.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum now. I think Mr. McLaughlin would like to further reply to Tom Butters. Mr. McLaughlin.

All Divisional Board Members Would Be Elected

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just in relation to the divisional boards, it is the committee's intention, I would like to make it clear, that all the people on the board would be elected people. There would be no appointed people on the divisional boards. We are recommending in the legislation we tabled that there would be from one to three people from a particular community on the board, depending upon the number of students that that community had in the education system. The reason we chose the number of students rather than population is that population figures are usually only updated by Census Canada every 10 years and they are always subject to some debate. Also, you might have situations where you could have a big population in a resource community working at a camp and they would technically be residents of the community, but they would not be, maybe, concerned with the education system there. So, therefore, we thought it would not be a good idea to get into that situation either, so we have recommended that the number of students in a community be the determining factor as to how many people it would have on the board.

On that, in a meeting in Hay River with the people from the South Slave area, they suggested that there should only be one person from each community. So, as I say, people are going to have their opinions on these recommendations and the Minister may have to ultimately decide how many people are on some of these boards. In fact, if you have a scenario, such as Mr. Butters described, where there was a lack of unanimity on the board -- I think everybody is aware that a lot of times right now some of the LEAs in a particular region are not happy with what is going on, even though a majority of them are. For example, in this area we heard from several of the smaller communities that they did not like the school year that was set for the high school here, because it did not fit with their community.

Trustee To Run Division If Necessary

So, there are all sorts of difficulties in the present system and we do not expect that disagreements between people are going to disappear just because we have these boards. Ultimately, in I guess what you would call the worst scenario of all, where a board was squabbling so much it became unmanageable, obviously the Minister would have to appoint a trustee to run the division until they could get the thing going, just as a few communities in the Northwest Territories being run by elected councils have mismanaged their communities so badly that the government has had to disband the local elected councils and send a trustee in to run the community and fix things up.

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

HON. TOM BUTTERS: Mr. Chairman, in view of the fact that there will be lots of time to discuss these recommendations and examine them further, I am not going to take up any more of the committee's time on recommendation one, just except to say that in the current ordinance one of the major omissions was the one that was identified by Mr. McLaughlin. That is a mechanism by which communities surrounding a major centre which is providing kindergarten to grade 12 education -- through which surrounding communities can affect and influence the programs which are carried out in such communities.

High Standards In Junior Grades

I would just like to comment on what Mr. McLaughlin said about maintaining standards in grades 11 and 12, to ensure that those standards were such that they would be accepted in other jurisdictions. I think that one has to ensure

that the standards are also kept high in the junior grades as well. I think it is just as important for standards to be effected in grades one, two, three, four, five, six, seven, eight, nine, and 10, as it is in 11 and 12 and I guess I do have the assurance that Mr. McLaughlin expects that standards in those grades will be maintained as well.

CHAIRMAN (Mr. Pudluk): Thank you. Which one of you would like to reply?
Mr. McLaughlin.

MR. McLAUGHLIN: The question was maintain the standards below grade 11. Is that what it was, how we maintain those standards?

HON. TOM BUTTERS: Yes.

MR. McLAUGHLIN: Okay. In the existing system the Minister has control over the curriculum that is set out in the Northwest Territories. There is currently an NWT curriculum for kindergarten to grade nine and then we use the Alberta curriculum for grades 10 to 12. We have two existing boards right now in the Northwest Territories, who receive funding from the Department of Education and run their own show. They do not get that funding unless the Minister is assured that they are producing a sound curriculum and that they are following the basic guidelines set down by the Minister as to what education should be in the Northwest Territories and we are not recommending that that authority of the Minister should change.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. A point of order for yourself?

MR. McLAUGHLIN: Mr. Chairman, on behalf of the committee, I think to speed things along -- we realize that a lot of Members have to make remarks on particular issues and I appreciate that, to be sure that, you know, their constituents know that the comments have been made and that the committee responds to them, but in keeping with what Mr. Stewart said, perhaps the committee Members will not respond to comments. We will just answer particular questions, but we will not respond when comments are made, unless we feel that the comment has some inaccuracies in it and needs clarification or if...

HON. ARNOLD McCALLUM: And then we can rebut.

MR. McLAUGHLIN: Yes. If you are making an assumption about something we are intending, we will hope to educate you in that area.

---Laughter

HON. ARNOLD McCALLUM: We would never presume to do that.

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

Senior Students Not Always A Bad Influence On Younger Students

HON. ARNOLD McCALLUM: Thank you, Mr. Chairman. I would like to just briefly make some comments and I would hope that they would be taken just as that. Like Mr. Stewart, I do not think I have any questions. I realize at the outset that I would have, as I said before, maybe a prejudiced viewpoint on things. I would like to simply comment that having senior grades in a school environment does not mean that that is always a bad influence. Having the grades there is influential on students, but to say that senior students are always a bad influence on either junior high students or elementary, I think is wrong. There are in this school, in Sir Alexander Mackenzie School, I think four or five graduates of the teacher education program and I know from personal experience with them that they certainly were not a bad influence on junior high students and elementary students, because in that time in Fort Smith the schools went from kindergarten to grade 12.

I would like to indicate to Mr. McLaughlin that Pine Point and Hay River are not the only two high schools south of the lake; there has been one in Fort Smith for some time, and when you talk about not changing things in Pine Point and Hay River, I expect you are saying that you are not going to change things in Fort Smith, else we shall have some battle.

Grade 10 In Communities Provides An Attainable Goal

I would like to indicate in terms of the first recommendation, that I have, as I have indicated before, a philosophical difference with simply giving divisional boards of education jurisdiction over grades kindergarten to 10. I, as well, at the same time, believe that the goal of putting grade 10s in the smaller communities is a proper goal. I think that that is a very good goal and I heartily concur with the comments of my colleague, Mr. Patterson, who says that there is something attainable, then, that they may be able to reach. Having schools go from kindergarten to grade 10 is not anything new. That is the kind of system that I went through, from kindergarten to grade 10, and unfortunately I did not just spend 10 years; I was a drop-out at grade 10. I flunked it. I not only flunked that, but I dropped out of grade 11. To this day I have never got a grade 12, senior matriculation, and I was such a slow learner it took me 13 more summers to get a degree; and so that is the difficulty that I have when I talk with you, Tagak. I have been a slow learner. You are pretty sharp and I -- you know, like a package of wet corn flakes -- but anyway, I have a difficulty. I do not see this as anything new or different.

Individualized instruction in these schools is not something new, either. We have had individualized learning and the whole concept of it in Fort Smith's elementary, junior high and senior high schools for some time, for a number of years. I would hope the comment that was made that students may have to spend more than those 10 years in school, the comment that Mr. McLaughlin made that it may be necessary for them to hold at grade 10, does not suggest that that is the only area where a student may have to redo some work. As I understand in this arrangement, the Minister may allow the students to enter into kindergarten at four years, and I understand that the proposal is that that student, at four years of age, does not necessarily go into grade one the next year. If the students go into kindergarten at four years, I believe that the plan is that students still spend two years in that particular grade.

As to the retention of grades 11 and 12 in a school set-up, at the present time not all high schools are geared to academic streams. Again, in Fort Smith we have had matriculation, technical graduates and commercial graduates, and our graduates within the school system in the Northwest Territories just do not go to universities; they go to technical institutes; they go to diploma courses, such as a teacher education program; the nursing assistants; they go into courses of apprenticeship. They just are not geared to totally academic.

Recommendation One Needs To Be Thought Over

I think that recommendation one should be looked at by the department, by the Minister, and really thought over regarding the concept of kindergarten to grade 10. I think not only that, but as to the number of divisional boards of education, the lifestyles and the languages of a community or group of communities should be taken into account when the number is set. So I am saying you should not say that there should only be 10. We have already had representation for at least 11 or 12, and I know that the Minister and the department will look at that in that light, that they will take into account different factors, not the least of which will be language.

So I do not expect, Mr. Chairman, that there should be any comment on those. I offer those comments from myself as well as from my constituents, and just to indicate that I think that the whole recommendation should be looked at very hard, and it should be well thought out before we embark upon a policy of

simply keeping kindergarten to grade 10 in schools. I recognize from the beginning, as I said, I think that any child in the Northwest Territories should fundamentally, basically, expect that after 10 years in school that they will have a grade 10 education, notwithstanding that they may take a longer period of time to achieve that; and if you go into individualized instruction, it is quite possible that some students will take less time to go through those 11 years of schooling. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just a couple of things. I kept referring to Pine Point and Hay River and St. Pat's because they have small high schools, and in Pine Point and Hay River, there are not existing school facilities with a residence. In the foreseeable future, and I mean like the next year, two, or three years, it would not likely be a site of a college campus, whereas Fort Smith already has Thebacha College there. The idea is that Fort Smith is a present college centre and would remain so. So my continuous reference to Pine Point and Hay River is that they are small high schools where there would not be an existing campus. St. Pat's is unique because they want to continue to deliver their program under the authority given to them or rights given to them under the Northwest Territories Act, which allows them to have a separate school board.

Four Year Olds In Schools

Also, on your concerns about the four year olds having to repeat kindergarten, the committee is fully aware of that problem. But being in the Executive, I am sure Mr. McCallum is aware that in several of the small communities in the Northwest Territories, the four year olds are attending school, and the Executive Committee does not seem to want to put those children or their parents in jail, or the teachers that are letting them into those schools. We, as an education committee, who have seen one of the biggest problems we have in the Northwest Territories is encouraging parents to send their children to school, just cannot bring ourselves to wanting to dissuade parents of four year olds from putting their children into school in communities that want that to happen and where the Minister allows it.

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I am pleased to hear the comments of Mr. McLaughlin about the retention of the Thebacha College in Fort Smith and I would suggest then, if that is the intention of the committee, that they might change the comment on recommendation 40 on page 138 of their report where it says: "A campus specializing in training for the trades, already well begun at Fort Smith, might remain there."

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The intent of the committee is to have college courses offered in several communities in the Northwest Territories and they would be theme colleges. We acknowledge that the college in Fort Smith has trades as its basic thing and by referring to Fort Smith, we thought we were undercutting any fear that they might have that we were forgetting about them.

HON. ARNOLD McCALLUM: I accept that. That is good in my books.

MR. McLAUGHLIN: It seems that if we do not mention something you are worried about it and if we acknowledge something, you are also worried about it, so that is fine.

HON. ARNOLD McCALLUM: That is because you are consistently inconsistent.

CHAIRMAN (Mr. Pudluk): Thank you. Order, please. The next speaker is Mr. Nerysoo, but he is not present at the moment. Shall we wait for him or skip him? I will skip him for a while. Mr. Appaqaq.

People Of Sanikiluaq Not Informed On Recommendations

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I want to make a statement on the recommendation on page 45. I do not really fully agree with the recommendation, along with Mr. Butters. The Sanikiluaq local education authority chairman has said the local education authority in Sanikiluaq has not read through the recommendations yet and has not received it.

We never really had any major problems. I think that if people of Sanikiluaq were informed, that they would get a better idea of what is being said in the recommendation, and I do not think that they would agree with the recommendation. I will keep my own people informed. Some people were saying that the people of Sanikiluaq should have been informed ahead of time. If the recommendation on page 45 goes ahead, I think that the subject should be spoken on before the recommendations are agreed upon. I do not really have an idea of what the people of my area are thinking. We have no understanding, really, of what is being said in this paragraph. I have to get a better view of what the people of Sanikiluaq are thinking. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Appaqaq. Recommendation one. Mrs. Sorensen.

Brief From Yellowknife Education District No. 2

MRS. SORENSEN: Thank you, Mr. Chairman. I have a brief that I have received from the Yellowknife Education District No. 2 and there are three points that the school district made, which I would like to bring to the attention of the committee. I understand the committee has received the brief as well, so that they are aware of some of the concerns.

The first one concerns an omission that was made in the naming of the school district or the divisional board and they wish their division to be called, "The separate Catholic divisional board of education", and it is my understanding that they have been reassured by the committee that was just simply an omission and I would like a clarification for the record on that point.

The other thing that they have brought to our attention is the fact that there are 1000 students needed in order to justify an education division. The report does signify that there are special exceptions to that already and those are the Beaufort division, the Inuvik division and the Mackenzie Great Bear education division. The Yellowknife separate school board would like that waiver to be placed into the ordinance, specifically giving the waiver to the three areas that have already been identified and including their own separate school division.

The third point that they have dealt with is their concern with respect to the losing of grades 11 and 12 as in-school education programs. They see section 13(r) of the Northwest Territories Act as guaranteeing them the right to a separate school system from grades kindergarten to 12, and in particular, for grades 11 and 12, and I am glad that Mr. McLaughlin has brought up the Northwest Territories Act with respect to their guarantees as a separate school system.

However, I would wonder if any Members of the committee could tell me whether there has been a legal definition of whether section 13(r) of the Northwest Territories Act does guarantee that the separate school system and the school

program that a separate school program would provide under 13(r) would include schooling from grades kindergarten to 12 or, in fact, could the definition of 13(r) as it is in the Northwest Territories Act apply to kindergarten to grade 10, if we were to define schooling as kindergarten to grade 10. Could a member of the committee clarify that for me?

The other point is that while the Members of the committee have reassured the separate school system that they could, under this new program, contract for grades 11 and 12 in the Yellowknife separate school system, I would wonder whether if, say, in another jurisdiction a Catholic school system were to be requested by the members of that community -- whether they also would be able to receive permission to have a school system that went -- a separate school system that went from kindergarten to grade 12.

Brief From Yellowknife Education District No. 1

The final point that I have is regarding a brief that has been received from the Yellowknife Education District No. 1, and I will quote directly from their brief, because it is clear and concise and to the point with respect to kindergarten to grade 12. They say the following:

"Yellowknife Education District No. 1 has voiced its desire to expand into a kindergarten to grade 12 system. We note that in the special committee on education report we will assume responsibility for grade 10. We feel a break in jurisdiction between grades 10 and 11 will cause program disruption, and we urge the legislature to place grades 11 and 12 in Yellowknife in our district as well. While the kindergarten to grade 10 concept may apply in those areas which presently only go to grade eight or nine, to break up the schools where programs are already established is a backward and detrimental step in our minds. The needs of students in Yellowknife can best be served in a kindergarten to grade 12 jurisdiction under an elected board of education." I wonder if I could have responses to, particularly, the first three points that I made, Mr. Chairman.

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

MR. McLAUGHLIN: Okay. First of all, regarding the separate school board and the presentations they have made to their MLAs and to the committee, we met with some of them in Winnipeg, and at that time we had our final draft legislation prepared for us. The first request that the separate school board wanted was that the word "separate" should be used instead of "school district no. 2". When we use school district no. 2, I guess that that is what it is called for budgetary purposes or whatever by the government terminology right now, but when we had the draft legislation which we already had prepared with us in Winnipeg, when we went through it we found that in fact the draft legislation used the word "separate school board" to describe school district no. 2.

Act Guarantees Creation Of Separate School Boards

They were also concerned that nothing should be done to prevent future separate school boards from being created. They used the example of Hay River or Inuvik. Like I said before, the right of minority religious groups in communities to have separate school boards is guaranteed by the Northwest Territories Act. The committee has made no recommendations to change the Northwest Territories Act in any way. The sections which describe explicitly how a separate school board can be created, which is -- a minority religious group can get together 50 of those people who are ratepayers -- have to petition the Commissioner, and such a school system can be started. We have made no recommendations to change the substance of those sections except, as I described earlier, I think we changed one reference to "Commissioner" and we replaced it with a reference to "the Minister".

As far as a contract goes with a separate school board or any other community with any of the new divisional boards, we are clearly recommending that the Arctic college must fund grades 11 and 12 in those communities where there is no campus. If a community in the future, which does not have grades 11 and 12 or 10 or whatever right now, eventually gets a student population which warrants having grade 11 and 12, and they want to have grade 11 and 12, that situation would be certainly understood by us. We made commitments at public hearings in Rae-Edzo that we supported their desire to deliver grade 11 and 12 some day in their community, and we certainly would want that to happen. But, once again, we were convinced that the best situation, especially for small high schools, is to have the Arctic college supply the funds and govern the curriculum, and governing the curriculum applies to all the high schools. But for small high schools like St. Pat's in Yellowknife, or Pine Point and Hay River as I referred to before, and possibly Fort Smith, I think that the funding programs will be an advantage to those small high schools rather than giving funds on a pupil/teacher ratio.

No Legal Obligation For Funding

The Members should be aware on the topic of separate school boards that there is no legal obligation out of the Northwest Territories Act or the ordinance for funding to be given to separate school boards. However, the government presently funds separate school boards, and the public school board in Yellowknife to approximately 80 per cent -- I believe it is approximately 80 per cent of their total O and M budget, though that may vary from year to year. I do not know the details on that. We have not made any recommendations to change that, and we have received representations from them that they would like some sort of guarantee of that funding. I guess as far as the committee is concerned, with the act not giving that guarantee, that is one ball that we definitely want to put in the Executive Committee's court. We have not made any recommendations to change what exists. As to the legal part of section 13, I would like to defer that to one of the other committee Members who might know more than I do, because I cannot positively say that I know that, but I could come to that later, and I will if I have to.

As far as the desire for Yellowknife Education District No. 1 to have the high school under their jurisdiction, everywhere we have run into situations where the local school board has control over the kindergarten to grade 12 program where the high school is a regional high school, we have heard nothing but complaints about the surrounding communities. It would be very difficult for the committee or possibly even the Executive to turn over all the students in Sir John Franklin to the public school board when it would mean delivering their program to students from communities outside of Yellowknife.

Possible Future Changes

I think I said yesterday, down the road some year that could change, but -- and this is just my personal opinion -- I think the government would find it difficult to be delivering a grade 11 and 12 program at a regional high school, where probably 75 per cent of the students at the school are from Yellowknife, and to fund them to provide a duplicate program in the same community. I do not know, but I am confident that as time goes by, two things could happen. The people in Yellowknife might think having the grade 11 and 12 in the Arctic college is great, and if they do not, then I am sure they could kick up a big enough fuss that they could maybe get the grades 11 and 12 out of the territorial school and out of the Arctic college. But maybe the government might say, "Well, you had better pay for it, because we are already paying for it in another building", but those are just personal observations. You are talking about a future scenario. There is even the possibility that the Arctic college might be delivering enough programs that they might be crowded for space and they might want to contract out the delivery of the grade 11 and 12 curriculum to the public school board in Yellowknife.

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

MRS. SORENSEN: Well, Mr. Chairman, the definition of section 13(r) of the Northwest Territories Act is very important to me right now and I really do require an answer as to whether...

HON. DENNIS PATTERSON: Ask the Law Clerk.

MRS. SORENSEN: ...as to whether the committee has had a legal interpretation of whether section 13(r) means a guarantee for a separate school of kindergarten to grade 12 or whether under this new system it really only still guarantees kindergarten to grade 10, because that is in essence what the separate school board has been saying, that it is their understanding that it is kindergarten to grade 12 and they are operating under that understanding. They, for the most part, have been told that it is all right for them, because they can contract, from Arctic college, grade 11 and 12, but my concern is for any new separate school system that may be established, say, in another community, which wishes to have responsibility for grades 11 and 12 and thinks it shall have that under the act and may be told that it will not. I would like to know what the committee has done about an interpretation of section 13(r) and what, in fact, it does mean? Thank you, Mr. Chairman.

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

MS COURNOYEA: I guess I would like to make a short answer to that. It means exactly what it meant before and it still applies.

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

MRS. SORENSEN: Is that an interpretation of the Member of the committee, or is that a legal interpretation?

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

MS COURNOYEA: I am only replying to what is written. What is written is what exists. What exists, still exists.

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

Obligations Under Act To Be Determined

MR. McLAUGHLIN: The act does not specifically make any references to "from kindergarten to grade 12". The ordinance, in the sections I described on how a community can have a separate school board if they want, sort of basically paraphrases the act and provides the mechanism for how these separate school boards can exist, but there is no definition of what the school should mean. So I imagine that when the federal government started out up here they could have had what Ontario has and go to grade 13 and then that is what we would be doing, but they chose the Alberta system and it goes to grade 12. So, I guess there is no guarantee that funding should be given to any grade, I imagine. I guess what you are calling "school" up here is what we are calling "school" and if we chose to call grade 11 and 12 courses "school courses" in the Arctic college, it would still be school. I am sure that is something the task force and the Minister and the Executive can look into between now and the fall, as to what exactly our obligations are under the Northwest Territories Act as far as education goes. What level was intended, or is it left wide open to us and what are our funding obligations, I guess, as far as separate school boards go?

CHAIRMAN: (Mr. Pudluk): A further reply, Mr. Curley?

MR. CURLEY: Mr. Chairman, we did have some discussion about that. Although the act gives the Commissioner the power to establish separate school boards or whatever, what we are faced with here is: Do we want to specify and give a guaranteed right to any separate school board? Should that be in the Education Ordinance? Should we specify the Catholic school board should be guaranteed that right? Do we want to put it in our ordinance or should that be broadly interpreted, the Northwest Territories Act as it is, and give the discretionary responsibility to the Minister? That is the sort of a situation we in the committee were faced with and if some Members feel that we should give a specific guaranteed protection to one or more certain separate school boards, maybe that is your wish, but should not that be the discretion of the Minister by having some ministerial responsibilities and final authority to enter into a contract with certain school boards to carry out high school programs or college, for instance?

Minister Has A Contractual Arrangement

We did not want to be the ones to make the final clear-cut decision as to what guarantees we should give to separate school boards, because I do not think that exists in the present Education Ordinance. You know, the Minister has a contractual arrangement and he still is able to do that. I do not know whether I understand your concern, but -- I realize and I understand the concerns of the separate school board, but the situation is: Should the committee make specific recommendations as to how separate school boards should be run or not, or should that be the discretion of the Minister and the Executive Committee? I do not know. Thank you.

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

MRS. SORENSEN: Well, there is no doubt that in the system that operates now, the section 13(r) of the Northwest Territories Act guarantees that the separate school system has jurisdiction from kindergarten to grade 12. So my point is, under the new system that will be established or that we are talking about, do we define "school" as kindergarten to grade 10 and "post school" as Arctic college? That is how I have read the responses that I have received to date from Mr. McLaughlin with respect to the new system that is being proposed. In my own opinion, then, if "school" is kindergarten 10 and "post school" or "post secondary school" is Arctic college, then section 13(r) no longer guarantees to the separate school system that they will have jurisdiction over grades 11 and 12 should one be established, say, in Hay River. I would like to know whether that reading is correct and maybe it is time for our Law Clerk to look at that and give me an opinion, give this House an opinion, on whether my reading is correct.

CHAIRMAN (Mr. Pudluk): Thank you. Law Clerk.

HON. DENNIS PATTERSON: The Law Clerk is overworked. He is too overworked.

LAW CLERK (Mr. Fuglsang): Thank you, Mr. Chairman. Having really for the first time glanced at this, I would prefer to give my opinion on this in the morning, but if you wish me to go through it right now, I will. Would that be adequate?

MRS. SORENSEN: Yes, that is fine.

LAW CLERK (Mr. Fuglsang): Thank you very much.

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

MR. McLAUGHLIN: You know, I keep having trouble with this fear that Members have because we have this Arctic college system instructing the grade 11 and 12 programs. You know, boy, I am certainly in favour, if it will fix it up that when the legislation is prepared it says there is something in some part of the legislation, somewhere other than the Arctic college, that says,

"The grade 11 and 12 school programs will be delivered by the Arctic college", then that might solve everybody's problems. Maybe in Sir John we can have the classrooms of grade 11 and 12 in one hall and we will hang a sign there saying, "grade 11 and 12 school hall", and everyone will know they are still in school.

MRS. SORENSEN: Mr. Chairman, a point of order.

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

Point Of Privilege

MRS. SORENSEN: Point of privilege, Mr. Chairman. I really resent the comments of the co-chairman. I feel that the questions that have come from the Members here and on behalf of their constituents are legitimate questions. They are not born of paranoia. They are born of a willingness to discuss this, to learn more about it. Each question that I have asked has not been born of fear or of being threatened or of paranoia. What it is is a genuine attempt to get to the bottom of each issue, so that I can go back and explain it with a sense of understanding what the committee meant. I think a facetious remark like that from a distinguished Member of the committee, the co-chairman, is really out of line and I think that this House is owed an apology for that -- for the way in which he has just conducted himself. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): I do not know which one is going to reply to that. Mr. McLaughlin, do you want to apologize?

MR. McLAUGHLIN: No, I certainly do not want to apologize. How many times do I have to say on behalf of the committee it is our intention not to take away anything that anybody has already? If you have grade 11 and 12 in your community, in a small community, we are not going to send them to another community for grade 11 and 12. We are not going to take away the academic program from grade 11 and 12. God, the Minister and I are worried that, if we do not do something along this line, that the academic programs in grade 11 and 12 might suffer if there is all this rush of federal money which might be given to boards, maybe even directly to some boards to carry out vocational programs.

In my own community I have a school that is just exactly in this situation, and the people in that community have exactly those problems. They are worried about who is going to teach, and in most cases, the same teachers who are teaching the students in grade 11 and 12 now are going to be teaching those same students in those same rooms the same hours during the day, the same curriculum. I do not know how much more clear I can make it that what the people have in their school systems now that is good, we do not want to take away. We did not make a recommendation anywhere in here that the students should still go to school in buildings, but that does not mean that we plan on burning the buildings down.

CHAIRMAN (Mr. Pudluk): Thank you. Further reply, Mr. Patterson.

Obligation Not To Erode Rights

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would just like to say that in my capacity as being Executive Member responsible for Education, I certainly am very sensitive to the concerns of the separate school board in Yellowknife that there is an important reason for establishing a separate school system for people of the Catholic faith, that they believe that there is a difference between Catholic education and public education; that there are important principles that they want to see their students follow in an education system; and that both by virtue of our obligations under the Northwest Territories Act

and the constitution of Canada, and also because we are a society that respects the rights of minorities, including religious minorities, to establish their own schools, and simply on basic moral principles, we have an obligation to ensure that this report does not impair the rights and interests of the -- particularly an existing board, or, I should say, the existing board in the Northwest Territories. I have tried to make this clear to representatives of the separate school board in Yellowknife and other persons that I have spoken to, that there is no intention on the part of the government -- and neither, may I say, in my capacity as a former Member of the committee, was there an intention on the part of the committee to erode any of those rights.

May I point out, however, that in my view, at least, the right to establish a separate school board is -- that is protected under our laws -- is really only that. It is a right to establish a separate system, and neither this report and the debates surrounding it and possibly new legislation which may surround it -- or any existing legislation can in any way guarantee levels of funding to a separate school board or a public school board or even a divisional school board. I think that if members of any school board or any potential school board see that this report might be an opportunity to guarantee a certain level of service or level of funds, I do not think it is possible that any government in Canada -- and certainly this government -- can actually make that commitment in advance and be realistic. Education funding depends, like anything else, on the resources that are available.

I do not in any way wish to qualify my belief that this report should in no way be interpreted as an erosion of rights that separate school ratepayers now enjoy. It may well be a question that is going to fall on the government once the recommendations are decided on by this Assembly. I can assure you that the direction that we are getting, both from the members of the public and from the Members of the Assembly will be a very great advice in determining precisely what we might do to accommodate these concerns and still adhere to the principles in the report.

Special Provisions May Be Made

Quite frankly, I do see, at least in my own mind, that there is an unresolved issue. If the in-school program is going to terminate at grade 10, and the responsibility of the divisional boards and the existing boards is going to primarily be for grade 10, then there may well have to be special provisions to accommodate the concerns of those places who feel they must continue to have jurisdiction beyond grade 10. I do believe that new divisional boards will clearly have jurisdiction from kindergarten to grade 10, and they may be quite willing to accept this responsibility; but I recognize that we are going to have to take into account the existing high schools and the existing separate schools. I am not sure that the solution is clear in anyone's mind at this point, but I can assure the Member that the issue is very much present in my mind, and it will not be neglected in any work that I do as a result of direction from this Assembly. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. Further reply, Mr. McLaughlin.

MR. McLAUGHLIN: Yes, Mr. Chairman, thank you. I think all the Members are aware that my fellow co-chairman on the committee, Mr. Curley, represents the community of Rankin Inlet in his constituency, and I represent Pine Point, and the fact that the two schools recently burned down in these communities, is just merely a coincidence. I would like to assure all Members of that. It is not one of the committee's programs.

---Laughter

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation one. Mr. Wah-Shee.

Rae-Edzo Desires Divisional Board

HON. JAMES WAH-SHEE: Thank you, Mr. Chairman. I just want to make a comment on recommendation one, just for the record. I would like to convey a concern that was brought to my attention from the Rae-Edzo school society, and which is supported by the communities within my constituency. A resolution which was passed at their meeting two weeks ago, and this recommendation basically states that any divisional board be drawn on regional council lines. As Members may be aware, Mr. Chairman, the community of Rae-Edzo has had their society functioning for the last 10 years. They are able to hire their own teachers as well as fire them. They have done work in the area of curriculum. They have had, for the last 10 years, an opportunity to learn to run their own school, which has been supported by the Government of the Northwest Territories.

The desire of my area -- at least, within the community that I represent -- is that they would like very much to have their own education divisional board. We have had an opportunity to run our own affairs in the area of education in particular, although we still have a long way to go. I do appreciate the concern expressed by the Member for Mackenzie Liard for the Slavey people to have their own divisional board as well.

The whole concept of divisional board is a rather interesting one, because communities will have an opportunity to run their own affairs in the area of education, providing the education for their young people, and I would hope that some consideration will be given in the area of flexibility for regions and tribes. In my area, as you know, we are part of the Dogrib tribe, which has a separate dialect; and I wish at this time just to convey that, and that is merely for the record, Mr. Chairman, and I am not requesting a reply at this time. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Wah-Shee. I still have Mr. Nerysoo. He took off again. Okay. I think Mr. MacQuarrie would like to make another comment on recommendation one.

Implications Of Granting Authority

MR. MACQUARRIE: Thank you, Mr. Chairman. Yes. I would just like to agree with Mrs. Sorensen with respect to the seriousness of the concerns that are being raised, and that it is in a spirit of trying to determine as clearly as possible all of the implications that these concerns are advanced, and we would hope they would be taken seriously. I would ask the co-chairman, Mr. McLaughlin, to try to understand our concern. If it occurs to us that it seems to be quite impossible, on the one hand, to grant authority for divisional boards in the areas of kindergarten to grade 10, and yet to assure us that, wherever the authority exists beyond that, it will continue to exist; that it occurs to us that you simply cannot recommend that these divisional boards have authority for program, and yet blithely assure us that the same programs will go on in the schools; or, a third thing that you recommend, giving authority to the Arctic college boards, which presumably means that they will be able to make decisions about campuses and program, and then assure us that campuses of the college, wherever grade 11 and 12 are to be taught will remain as they are now. Surely, if authority is granted in these areas it means that whoever receives the authority will be able to exercise it, and so it simply is trying to understand what that implication of granting authority is, and if there are to be exceptions, that we understand now where they have to be made, if they are to be made, and how those exceptions might be made. I am not asking for a response on that, either.

Safeguarding Rights To Separate Education

Finally, I would like just to reiterate the deep concern that those who believe in separate education for their children along religious lines -- and I would remind everyone that that applies to Protestants as well as Catholics, the

right to establish separate schools -- that it is a serious concern for those people, and they wish to be assured that the right that has been long-established in Canadian educational history will be maintained, and that there is reasonable opportunity for further establishment of such schools. I note that in the proposed paper on amendments to the Education Ordinance, that that right does seem to be safeguarded, but I would just like to express the thought now that it may not be as strong a right as it is now, given the fact that the committee has recommended a sort of target population of 1000 students in order to create divisional boards. So I am sure that that will be a continuing concern of people interested in separate school education, and I hope that we will be able to resolve it satisfactorily.

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

MR. McLAUGHLIN: Just two short comments that should go on the record in relation to that. One is that, when we were concerned with the 1000 students, we were particularly worried about divisions which would be serving more than one community. We have, you know, in fact recommended that Inuvik could have its own board, and it has less than 1000 students. We specifically recommended that the present Yellowknife separate school board would be a board, and it has less than 1000 students. So we did not make that a hard and fast rule, but when we were determining the administration needed, we felt that 1000 students would be required to warrant administration, especially when it was serving more than one community.

Minister Would Still Be Responsible For Curriculum

Just one additional thing, on the Minister's responsibility right now -- as far as curriculum goes, it is the Minister's responsibility to provide that curriculum. We are recommending that he be allowed to delegate the preparation of that curriculum to divisional school boards and learning centres, but he would still have the responsibility for that curriculum, and would still have the funds used to develop that curriculum, so he would still have the responsibility and the power to be sure that the curriculum was academically sound.

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

HON. DON STEWART: Mr. Chairman, not on the subject, but I was wondering if the House would be agreeable, after the 4:00 o'clock coffee break, to reporting progress and deal with two small bills, Supplementary Appropriation and Financial Administration Ordinances, then go back into the committee of the whole on education and possibly sit until 7:00 o'clock. This is an attempt to try and get your business done in the time frame that you have given me.

CHAIRMAN (Mr. Pudluk): What is the committee's wish? Give me a clue.

AN HON. MEMBER: Nay.

CHAIRMAN (Mr. Pudluk): Mr. MacQuarrie.

MR. MacQUARRIE: Well, just to comment on one part of it at least. We met this morning and I had a meeting at noon. We are meeting all afternoon. I have another meeting at 8:00 o'clock. I certainly do not want to go to 7:00 o'clock here this afternoon.

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

MR. CURLEY: Proceed.

CHAIRMAN (Mr. Pudluk): Proceed? Okay, let us take a 15 minute break and we will come back to the same subject.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum. Is there anyone who would like to make a comment on recommendation one? If not, we are going to go to recommendation two.

SOME HON. MEMBERS: Agreed.

---Agreed

Recommendation Two Of Report Of Standing Committee On Education

Any questions on recommendation two? If not...

---Laughter

I tried. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. Yes, I see that this is the one that deals with the guarantees to divisions that they will have staff to administer, co-ordinate and implement all of the basic programs. So there seems to be a funding implication here, and that raises the point that Yellowknife School District No. 1 had raised to us, and that is the basis for funding. If this program as outlined by the special committee is implemented, the concern of that board is that the funding for the programs and the staffing and so on shall be provided according to a formula that is founded on certain principles; for instance, the kind of program you are delivering, and I would think the size of your school population, but at any rate principles that apply equally to all divisional boards, and of course both the public and separate school boards in Yellowknife have ratepayers. There has been a tradition in both of those systems that ratepayers pay part of the educational bill, and so my first question to the committee is, does that guarantee apply to all divisional boards? In other words, will the basic program, staffing and so on, for each divisional board, be funded by the Department of Education, and will it be funded on principles that apply equally to all?

Of course, the concern is that in an urban area, where you have a sort of consolidated population, the temptation might exist to think that, for some reason, numbers should not play a part. But the boards, I am sure, and myself, feel it would be important to take school population into account, and that there should be no erosion of the principles underlying the funding simply because you have a concentrated population in an urban area. Can the committee tell us, then, whether the new method of funding and the guarantees would apply equally to all divisional boards? Would that mean, in effect, that those boards that are now rate paying boards, that they would no longer be required -- although presumably they may choose, in addition, to raise some funds by taxation; I do not know. Would the committee clarify that for me, please?

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

Base Funding For Divisional Boards

MR. McLAUGHLIN: Okay. Mr. Chairman, the committee has discussed this in some detail, and I answered similar questions when I met with the LEA representatives in Hay River. Our idea of some sort of formula funding would be that each divisional board would get some sort of base funding, enough to pay for a superintendent, a finance officer, a secretary, hopefully a health and nutrition officer, somebody to work in special services, etc.

Now here again comes up the question of the size of the board. Now, how much funding would be available if we took the current system and divided the administration up? You would have so much money and you would have to choose

whatever was most important to your board. Like, did you feel it was more important to have a special services person, or a food and nutrition officer? Under the present total amount of funding the government has, those are decisions that the board might have to make. We would like to have all the boards have seven or eight classroom consultants, if you want to call them that, but the present funding the government has, we all know that we do not have the funds to deliver those programs now, so some of the programs that we want delivered in the field are not being delivered in the field, and so therefore, under the present total funding arrangement, the boards have to make a decision as to what they want.

The other critical thing in this base funding is -- and once again it comes to size -- that you probably would not be able to have half a dozen classroom consultants if you only had a school population of about 300, but if you had a school population of about 2000 you might be able to have about 10 or 12 consultants, which is one of the reasons that the people in the Baffin indicated that, even though they are going to have away over 2000 students, they do not want to break into two divisions. They want to share the administration and use the extra money to have extra consultants, which may or may not be a wise thing to do, but it is what they sort of indicated they want to do. On the other hand, the communities in the present Inuvik region, if you break them down into smaller boards, they are obviously not going to be able to have as many of those consultants, but they have indicated to us -- and it was indicated to me also at the South Slave meeting -- that they did not see why you could not have two boards exist and share your special services person. So I think those things could work out.

The other basic thing the committee talked about was the government would give out funds to every board and therefore the community, on let us just say enough funds to have one teacher for every 17 students. Now, if there were problems in a community -- and let us take a community where 100 per cent of the students come to school speaking a native language. Obviously, if the teachers that we have on staff do not speak that native language, then they are going to have funds for a classroom assistant. So funding would be available where teaching English as a second language was taking place and the teachers did not speak that language; it obviously has to have funds to hire these classroom assistants.

Right To Instruction In Native Languages

Then go to the other extreme, which would be like your community or even -- a better example might be my community, where there are about 30 families with children going to a predominantly white school. We thrashed this out in detail in South Slave Lake as to what should be done, and the committee has talked about it too. Funding would be available -- let us just say -- and under the new constitution there is a possibility that these people might be able to demand this right, or they might be able to demand this right under the present Indian Act, that these 30 students, or 30 families -- maybe 60 students -- should be able to get some sort of instruction in their native language. Then the Pine Point school board or education committee would ask for some funds to do that. To make sure that the Pine Point school board used the funds for that specific purpose, that is what the funds would be tied to. If they used it for something else, just to hire another teacher to get the pupil/teacher ratio down, the Minister would say, "No, you cannot do that." You know, "We will not give that board those funds to give to Pine Point."

This is not likely to happen -- maybe it would. Let us just say that one community chose to keep their students in the community who required special services. Well, we would have to have some funding, we would have to determine how many of those children there are, what the degree of special services is required for each individual and you have a formula to determine that. Right

now, the government does have costs to send people south but the costs of providing those services in the community has been a sore point with me and a few other people about what you should do. In this case, the board though would have the funds to send people out south and if they chose to have them at home, they would also be able to spend those funds within their division. So that is what our idea of formula funding is, that everybody should get the basic funding that they get to have enough teachers to deliver the basic curriculum and then if there are some special problems and circumstances, that funding should be extra, and every division should have -- right now it is given under the cultural grant -- the idea would be to clean that up a little bit and allow boards to have funding.

I know in Pine Point and other communities they are using their cultural grant, which has no strings attached to it, to teach French. Instead, that should be cleaned up and be told, "Well, for developing and having extra curriculum, here is so much funding for each community and do with it what you want." Let us call it a fund "you can do whatever you want with" instead of saying it is a cultural fund and then letting people kind of bend that a bit, which happens right now.

So basically what we are trying to say is, basic funding for each student and where there are other problems, additional specific funding for those problems, and to be truthful, the committee is aware that to do a lot of that stuff, curriculum development for a particular board, to get that funding, that is money the government does not have and does not give out now, or if they do, people feel it is not enough.

Tax Based Communities

The other concern you had about raising taxes, that came up too because right now, and I am just going to speak pretty generally on this because when you get down to dollars and cents, I do not know a lot of the actual dollars and cents determination, but basically the territorial government tries to fund all communities to have a 17 to one pupil/teacher ratio. In tax based communities, the territorial government collects a tax where there are no boards and they keep that money; it does not go back to those communities. In Yellowknife where you have boards, about 80 per cent of the total budget of the Yellowknife school boards comes from the territorial government and about 20 per cent is raised in local taxation and that is why Yellowknife has been able to achieve a 12 to one pupil/teacher ratio in their program because they have been able to spend extra money.

MRS. SORENSEN: (Inaudible statement).

MR. McLAUGHLIN: Well, I do not know what size the classes are, but you are allowed to enrich your program and have control over that. I would not want to guarantee those figures but I will double check them and have them for you tomorrow morning.

MR. MacQUARRIE: Yes, please.

MR. McLAUGHLIN: I knew the question was coming up and I was trying to get some of those figures and I do not have them yet. That is the best I can do to answer that right now.

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

MR. MacQUARRIE: Yes, well first I would doubt very much that the pupil/teacher ratio is 12 to one in Yellowknife. I just cannot believe that at all and I would urge the committee -- and I will do some checking myself -- to see to

that. But at any rate, although it was never absolutely stated, I understand that the basic formula funding then would apply to Yellowknife Education District No. 1 and Yellowknife Education District No. 2 as well. Do I understand as well that even under the new system, if they were to decide to continue to raise -- could I have the chairman's attention please?

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

MR. MacQUARRIE: No, he was not listening and so I did not want to carry on. Yes, do I understand then that if a new regime is imposed and they are eligible for the basic funding, if it is the decision of the people of Yellowknife to continue to raise funds through taxation, that those could be used to enrich the program in that particular area and that the fact that they were doing so would not erode the funds that they are receiving through the basic funding formula? Is that correct? If you would answer that and another one too.

Pupil/Teacher Ratio

You seem to have talked about future pupil/teacher ratio; you are saying 17 to one. Will you confirm that that is the case -- that is the target that you are aiming for? But, of course, as everybody knows, that figure can mean a lot of different things. May I ask if that literally means 17 students to one teacher and not include principals who are not teaching and other kinds of specialists in the school system? Is the target 17 students to one teacher right across the Territories? So those two questions then, if you would answer them, please.

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

MR. McLAUGHLIN: I will answer the second one first. When I said 17 to one, I was using that as a figure. Maybe it is going to be 18 to one, I do not know, but the figure 17 to one is the one we have bandied about. I mean we have not made a specific recommendation of 17 to one, but definitely, whatever that pupil/teacher ratio is, whether it is 16, 17 or 18 to one, whatever that basic decision is made around, the classroom consultants, etc., as far as we are concerned, would be in addition to that. Right now in the regions, when you calculate the pupil/teacher ratio for the schools, they do not include those people who provide those professional services who operate out of the regional offices or headquarters. They do not include the superintendents, and I am sure the Minister could correct me if I am wrong or quite a few Members of the Executive could probably correct me if I am wrong because I have not had experience -- I think it varies. I think sometimes that principals are included and sometimes they are not. I think it just depends upon how much time that principal spends in the classroom and how much time he spends in his office, because in small schools -- I know there are one or two schools where there are only two or three teachers and one of them is the principal and he teaches all day, basically. So there he would definitely be included in the pupil/teacher ratio but it may be that in the large high schools they are not including the principals, but I honestly do not know that.

CHAIRMAN (Mr. Pudluk): Thank you. Any more comments on recommendation two?

MR. McLAUGHLIN: I am sorry, Mr. Chairman. I did not answer the first part.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

Tax Based Communities Should Not Be Penalized

MR. McLAUGHLIN: I will have to say again that it is not the intention of the committee to erode what people already have and if the taxpayers in Yellowknife are willing, and I guess they are willing because the mill rate is struck by

elected people there, to pay that extra money, they are paying to have a better program, then I imagine they would want to continue to do so. Certainly in my community where there are taxes paid, I would like things changed around to the new system so that the taxes we pay would be collected by the divisional board and turned over to the community where they are being taxed because right now those do not come directly back to the LEAs. They are taken into the government main coffers and come back indirectly to the boards.

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

MR. MacQUARRIE: Thank you. So I take it that if a board were to decide to continue taxing, that they would not be penalized then by having their basic grants eroded in any way. Is that correct, Mr. McLaughlin? Just nod and that will be fine.

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

MR. McLAUGHLIN: Let the record show I nodded.

MR. MacQUARRIE: Okay. He nodded.

MRS. SORENSEN: In the affirmative or in the negative?

MR. McLAUGHLIN: In the affirmative.

CHAIRMAN (Mr. Pudluk): I am sorry. We did not hear you, Mr. McLaughlin.

MR. McLAUGHLIN: I nodded in the affirmative.

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

Input Into Determining Terms Of Formula Funding

MR. MacQUARRIE: Yes, a final one for the moment, then. Can I ask what thoughts the committee may have had about the determination of what the funding formula would be and whether existing boards and local education authorities would have the opportunity for having input into that process, for perhaps even negotiating with the Department of Education to determine what the terms of the funding formula would be?

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

MR. McLAUGHLIN: I believe what happens right now is the boards negotiate with the Minister for the funding, so we would be in the situation, instead of having two boards negotiating for funding, we would have 10 or possibly 11. I do not want to be firm on that number, 10. I am not sure what the figures are here, but I think right now when they determine what Yellowknife gets as far as funding goes they use the larger communities, I believe, or maybe all the communities in the rest of the southern part of the Fort Smith region. In fact, they might specifically use Hay River and Fort Smith, I am not sure, but I think what they do is they give Yellowknife -- and I am just going to use a figure; I am not sure it is correct -- but I think they give Yellowknife 90 per cent of what it actually costs them per student in Hay River or Fort Smith. I am not sure what the percentage is, but I will just say it is 90, and that equalizes out, I think, because the money they collect from the tax based communities like Hay River and Fort Smith is taken by the government and then given back. I am not sure if 10 per cent or what per cent of the cost of providing education in Hay River, Fort Smith or Pine Point is provided by the local ratepayers. I do not know what that percentage is, but I am in the act of finding that out.

Mr. Chairman, I have found that Yellowknife Education District No. 1 has a 14 to one pupil/teacher ratio and the rest of the Northwest Territories has a 19 to one pupil/teacher ratio.

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

MR. MacQUARRIE: There was a little misunderstanding in what I asked. Once the regime was in place, I was not asking how each year the funding would be granted, but in determining the basic formula for funding in the first place, is that something that the Department of Education will decide all by itself or will existing LEAs and school districts have some chance to have input and negotiate, you might say, what the formula is going to be in the first place, or is that an arbitrary decision?

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

MR. McLAUGHLIN: The committee has no specific recommendations on that, but I would assume that is going to be a job of the task force. Maybe the Minister could elaborate on some of the things I have said and maybe give some more accurate figures than I did, as far as percentages go and the methods of how they determine what Yellowknife school boards get now and how that is negotiated. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Curley, do you want to make a further reply?

MR. CURLEY: Yes. I would think that in some of the larger regions there is already a process that allows regions to have a part in making recommendations to the regional superintendent. I am sure that is happening now in the Baffin and it certainly is going to be happening in Keewatin, where regional groups are now being asked more and more to take on some of the planning for the running of the schools in the region, even though this is not a formal process. I would think that the Minister would want to consult with the regions and the local communities, because LEAs at the moment are quite active and they have made it clear that their needs are not being listened to and I think if this system were to be put into place, they would want to have a say in making recommendations to the regional board and then to the Minister.

We did not even argue too much about how that should all be put into practice, because the consultation that the Minister carries out in the regions with the staff and through the regional offices, I think, is pretty good. I am sure before he implements his particular divisional staff formula as far as funding goes, he will have a consultation process. Thank you.

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

School Districts And Education Authorities Should Be Consulted

MR. MacQUARRIE: Well, very briefly, could I ask for an undertaking from the Minister that the existing school districts and other education authorities be consulted and given the opportunity to express their concerns in establishing a funding formula for the Territories?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, I have already received an excellent brief from the Yellowknife public school district, adverting to the fact that the issue of the formula for grants to their school board and other school boards had not been specifically addressed in the report. I know that Mrs. Nielsen and I have spoken in the past about the need to clarify

the formula. It is based on the costs of operating what are nearly equivalent schools in Hay River, for example, but subject to the availability of funds, ultimately. I think that a formula has been applied consistently for a number of years, allowing some certainty in planning on the part of the school boards, but I do believe that even though a formula may be established, that these matters are ultimately subject to the general revenues that might be available to government.

I believe we are seeing in Canada a cutback in the financing given to provinces for post secondary education and as a result, the formulas that have been utilized in provinces for funding their universities have now had to be revised. I think that no one should ever lose sight of the fact that there can be no guarantees provided in this regard, but I do recognize the desire for planning purposes and just for general security for achieving a formula. I think that while we have responded in a very adequate way to the problem or the challenge of adequately funding our Yellowknife school boards, that if this system were to be implemented, with these divisional boards throughout the Northwest Territories, we would certainly have to look at a new formula, which would cover the non-urban situation. It would certainly be my intention, in the implementation process, to make sure that all interested parties were consulted and involved, and their experience was taken advantage of in developing any new regime. I think there are always uncertainties associated with any change, and it is the obligation of the government, particularly, to ensure that in times of change people who are affected and concerned are consulted and have input into the process, and I would certainly make that commitment to the Member. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Is there any more discussion on recommendation two? If not, let us move on to recommendation three. Is there any comment on recommendation three? Mr. McCallum.

Recommendation Three Of Report Of Standing Committee On Education

HON. ARNOLD McCALLUM: Just one question on recommendation three. There have been two communities in the Northwest Territories that have not been identified, so that not all communities are in divisional boards. The Hay River Reserve is a community. It is not mentioned in the list of them. It was mentioned by Mr. Sibbeston. Sanikiluaq is not in a division. So I would just suggest to the committee, then, when we are doing it -- well, I do not know; there may be others, but in the communities, when the recommendation is that it is to be that, with the exception of Sanikiluaq -- I would suggest that the recommendation should note there is at least one exception.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McCallum. Are you sitting in your seat, there? Are there any more comments on recommendation three? Mr. McLaughlin.

MR. McLAUGHLIN: Yes, Mr. Chairman. I have some answers to some of the questions that were asked. The way the grants are determined right now is 75 per cent of the O and M costs on the south side of the lake is granted to Yellowknife, and 100 per cent of capital costs of buildings is granted to Yellowknife.

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

MR. MacQUARRIE: Yes, a very brief concern, something that I noticed. It may not prove to be a concern at all, but unless the matter is attended to carefully, it could become a problem. That is, where you have every community represented on a divisional board, without having thought carefully how that is going to be implemented, you could have a situation where you have divisional boards and new people keep arriving at the meetings of divisional boards, with the new

elections in the communities and this kind of thing. It is sort of hypothetical, but something to be aware of, that you would want a good group of people on the divisional board that were there for a long period of time, so the sequence of elections and things like that could be important.

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

Must Look At Territories As A Whole

MR. CURLEY: Qujannamiik. I just wanted to point out that I am glad the Member for Yellowknife is starting to think about other regions, because the debate has very much been focussing on the constituent interest only, and therefore we have been having quite a difficult discussion here, because we seem to be concerned with constituents only and cannot look at the Territories as a whole. Regions have been able to operate quite well on a regional basis, and I do not see any way that the kind of fear that he sees would eventually create any problems. Regions in the isolated places operate on a regional collective basis, and regional government, regional councils, regional education groups, and so on. So I think that is not a problem at all.

I just wanted to indicate, also, that we realize that even though we have recommended 10 regional boards, because in terms of costs I do not think the government should attempt to go beyond 10, but as far as the boundaries of these regional divisional boards are concerned, they are going to have to again possibly rearrange all that in view of the contributions and the concerns that the public has, particularly in the Mackenzie area. So I would think that we would be able to proceed in communities. If you guys want to recommend that Sanikiluaq be an independent one, then I do not know whether we would want to approve that here or not. I think they will be able to come back to us in the fall as to exactly where they would want to fit in with other regional or divisional boards. Thank you.

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

Appointed Members On Divisional Boards

HON. TOM BUTTERS: Mr. Chairman, with regard to recommendation three, I would wish to pursue this matter again about representation on the divisional board. Now, the draft ordinance which you placed before us, section 23.2, indicates that "the members of the boards of education of a) the Yellowknife public education division No. 1, b) the Yellowknife separate education division No. 2, c) the Inuvik education division, and d) any other board of education to which the schedule applies, shall be composed of seven persons elected or appointed in accordance with the schedule."

I asked earlier, in view of the fact that it would appear that there would be only three elected people from the Inuvik education council who would go to the Inuvik education division board, how would the other four be determined? I have tried to find the schedule in the draft ordinance which you presented before us, and I cannot find it. Can somebody direct me to it? Oh, I have it now. Page 66.

CHAIRMAN (Mr. Pudluk): On page 66? Would anybody like to reply?

HON. TOM BUTTERS: What I am saying, if there are three elected people entitled to sit on the board, the remainder are obviously appointees, and I just wonder how those appointees are determined or identified or chosen.

CHAIRMAN (Mr. Pudluk): Any of those from the committee who would like to -- Mr. Curley.

MR. CURLEY: Thank you. As far as the appointments are concerned, I do not know exactly how Inuvik would go about appointing the representatives to the divisional boards, but in the other places, the way we figured it out is that each education group, LEA, would appoint a representative, and the community or the education society in the community must appoint members from its own group, not from the -- well, we were not addressing the general public at all, you know. The divisional board representative must come from the local education committee. That is why the question you raised earlier today, you were saying there would be some appointed, some elected, but we feel that all members of divisional boards should be elected representatives of the local education committee. I do not know whether that answers your question or not.

HON. TOM BUTTERS: Yes.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation three. Mr. Stewart.

HON. DON STEWART: Thank you, Mr. Chairman. Inasmuch as the Indian reservation in Hay River has its own school, I would like to emphasize the fact that they should be considered as a community under this act so that they would have their own representative to belong to whichever division that they may choose.

CHAIRMAN (Mr. Pudluk): Are there any more questions on recommendation three? If there is not, let us move on to recommendation four.

Recommendation Four Of Report Of Standing Committee On Education

Are there any questions? Mr. MacQuarrie.

MR. MacQUARRIE: It is the one that states that, "All educational staff working in the communities shall be employees of the divisional boards of education," and it occurs to me, then, what is the relationship between superintendents and, say, the deputy minister of Education? Is there a direct link at all between the department and divisional boards, then, or not? In other words, what I was thinking about earlier, the Minister stated that he felt it was the job of the department to ensure standards and a sort of core curriculum. I may be misreading this, but it seems to me that if the superintendent, as well as all other staff, are employees of the divisional board, that that is the situation, and that there does not seem to be that link, then, between that division and the Minister and the Department of Education for the kinds of purposes outlined earlier. May I ask the committee to clarify the relationship between divisional staff and the Minister, and through him or on his behalf, the deputy minister?

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

Necessity Of Two Kinds Of Boards

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just before I answer that, there is something else that was alluded to earlier. People should be aware that there will be, out of necessity, two kinds of boards, and where a single community is being served by a board, like the two in Yellowknife or the one proposed for Inuvik, then the elected board there would be the board, and there would not be elected community education councils in those communities as well. In boards that are serving more than one community, you will have community education councils elected in each community, the same way that LEAs are elected right now, and the board will be made up of people from those LEAs, in most cases I would imagine the chairman of the local committees. So that should be kept clearly in mind, that there will be one kind of board, but how the people get there will be different. In one case they will be elected directly to that board, like they are in Yellowknife right now, and

that is what would happen in Inuvik, the way we proposed things. The boards that serve more than one community, the people on them will be elected people because they will be elected to their local education council, but they will in turn be appointed to the divisional board, in this case. So they will not be elected to the divisional board; they will be elected to their local committees, and then the local committee will put them on the board. So that should be clear to everybody.

Your other question about the relationship between the Minister and superintendent -- our hope is that the superintendent's relationship under the new system would be the same as it is between the superintendents of the boards in Yellowknife -- the relationship that they have. The relationship that we want to create is that the elected people on the boards will be dealing with the Minister, not the superintendents. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. The Chair would like to recognize in the gallery Chief Johnny Charlie from Fort McPherson. Would you stand for a moment?

---Applause

Mr. MacQuarrie.

Pupil/Teacher Ratio

MR. MacQUARRIE: Yes. I just wanted to introduce very briefly some statistics, but I was just handed -- the statement was made earlier that the pupil/teacher ratio in Yellowknife was 14 to one. I do not have public school statistics, but regular class sizes in the separate school system at St. Joseph's school, 22.7 to one; at St. Patrick's elementary school, 25.8 to one; and at St. Pat's high school, 25.2 to one; but it is conceded that that does not include specialist teachers. That would be what an ordinary teacher in the classroom would be faced with on the average, that many students, and that if you included specialists, that figure drops. However, I suppose I do not really want to be involved in the numbers game, but I just feel that it is important that when we talk about pupil/teacher ratios under a new regime, that it is always very clear what those mean, because that type of statistic can be changed under the present system to suit whoever happens to be presenting the statistics.

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

MR. McLAUGHLIN: Okay. Our intention is that people who are employed basically to teach would be in the pupil/teacher ratio. The people that are classroom consultants, for example, in the boards where there is more than one community, the people who move around from community to community helping out the division would not be included in the pupil/teacher ratio -- and that those same class of professionals would not be included in the pupil/teacher ratio in any of the boards. In other words, what we are saying is you may have teachers who have expertise in teaching the special services, those would be considered teachers; but if you hire a psychologist for your board to go around and consult with those teachers on programs, those professional people who are not professional teachers -- they are other professionals -- the health and nutrition officer would probably be a nurse. So the nurse would not be considered a teacher, nor would a psychologist who might be hired by a board to help teachers with special services.

CHAIRMAN (Mr. Pudluk): Thank you. On recommendation four. Mr. Nerysoo.

Responsibility For Dismissal Of Staff

HON. RICHARD NERYSOO: Mr. Chairman, under the divisional board's activities, you have the responsibility of recruitment and appointment, but there does not seem to be any indication that the board would have the responsibility as well of dismissal of staff when necessary, so I would just like to find out whether or not they included that responsibility as well.

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

MS COURNOYEA: Not to sound presumptuous, I imagine whoever hires has the same ability to fire, it goes without saying, because they are their employees, so it is presumed that they would have the equal right to release people as well.

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

HON. RICHARD NERYSOO: I think that the reason that I am asking the question is that there is a certain responsibility that the Northwest Territories Teachers' Association plays in the ability to dismiss staff, and the ability as well to negotiate agreements with regard to positions and employment with the Minister of Education. So there seems to be a kind of a situation where you could have difficulties arising during the recruitment and appointment of staff. So I just wanted to raise that issue.

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

Continuation Of Existing Collective Bargaining Unit

MR. CURLEY: Mr. Chairman, I just wanted to comment on page 51 of the report, where recommendation four is dealt with. We are concerned that the collective bargaining process not be violated, so if the Northwest Territories Teachers' Association has a concern, I certainly hope that they will look at this page before they start asking for something else. So we would hope that the staff will respect that, and I think there is room to improve that. I just wanted to state that generally discussing the teachers' role, we thought that the existing collective bargaining process should continue. It should be a period of a number of years before it is eventually transferred to the divisional boards, because I think labour relations are quite difficult, and I think that we would not want to see that all of a sudden an independent union is created or something in each region; but the existing process should continue until such time as the Minister eventually transfers the collective bargaining process to the divisional boards. At this time, our idea is that it remain so until the transition period has been established. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Butters, recommendation four.

HON. TOM BUTTERS: Yes, Mr. Chairman. That is the point that I was going to raise also. It seemed to me that it is a point that is important enough to be included in the text of the recommendations, and I am surprised that it is not there. I would hope that there must be some place in the report that the mechanism just described by the co-chairman is included.

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

MR. CURLEY: Mr. Chairman, the clause is there on page 51. Our intention is that any rights or privileges gained through the collective bargaining process not be violated, and that wherever change is necessary because of our recommendation, the co-operation of the Northwest Territories Teachers' Association will be sought. I would think that that is a good guarantee that it will be sought, and we recommend that the Minister take that into consideration. If we have to make a special committee report in the fall, we could probably do that in the written form and present some of the concerns through the standing and special committees orders of the day procedure. I would think we would be able to meet some of these omissions that we have done. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation four. Mr. Stewart.

Protecting Pensions Of Teachers

HON. DON STEWART: Yes. I wonder if the committee could advise me how they see the pension system and these types of things of the teachers being handled, inasmuch as the agreement, as I understand it, is between the territorial and federal government to cover the civil servants. I understand that these people will actually no longer be civil servants, but will be working for divisional boards. Now, how are we going to pull this back into line to protect the pensions of the teachers?

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

MR. CURLEY: Mr. Chairman, I do not think the collective bargaining process should not be legislated. We are recommending some legislative changes to this whole system. I think that the guarantee in terms of staff benefits and all that could probably be dealt with by the Minister and the teachers in the beginning, and eventually recommend a transition period. Our role, I think, was strictly mainly concerned with the regulatory and legislative changes that the government must make. As far as detailed bargaining procedures are concerned and the benefits, I think that these are administrative and detailed responsibilities which I think could be handled by the various divisional boards and the Minister and the teachers' union. I am sure Bruce McLaughlin might be able to respond to that better than I do.

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

MR. McLAUGHLIN: Yes, just one additional thing. When the committee talked about this in detail, what we suggested should be done was that we should still have territorial wide bargaining for these eight new divisional boards. Now, I think in discussion with the Yellowknife boards, they indicated that they wanted to leave their situation the way it is. So what we are suggesting is that the eight new divisional boards will negotiate territorial wide. You realize we have tabled our proposed wording for legislation for an ordinance for an NWT trustees board. The idea is that the NWT trustees board would negotiate territorial wide basic salaries with the NWTTA, much is done right now, and that the local boards would have to negotiate a slightly different isolation allowance, etc., because obviously the cost of living in some parts of the Territories is more than others, so we would have to also continue to have different sets of isolation allowances in different areas. So we do not want to disturb the basic set-up with pension plans and everything and that is something which we think can be negotiated to everybody's satisfaction and pension plans can be as portable as possible hopefully.

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

Participating In Territorial/Federal Government Pension Plans

HON. DON STEWART: I wonder if somebody could tell me whether or not the teachers that belong to the Yellowknife school districts can participate in the territorial/federal government pension plan.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: There is a shaking of heads from the appropriate people; I would just answer that "No".

CHAIRMAN (Mr. Pudluk): Mr. Stewart.

HON. DON STEWART: Well, then of course this could present a fairly major labour problem immediately if we have people that are in the system now that have 15 or 20 years service and all of a sudden they can no longer participate in the pension plan that they had in the past. It seems to me like this may be very difficult. I do not know. I know that the teachers have come to me and said that this is one of their major concerns.

CHAIRMAN (Mr. Pudluk): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I would just like to say that the Northwest Territories Teachers' Association the organization itself, has adverted to this problem. The reason it is a problem is that the federal plan is apparently an excellent and very economical plan and there is concern that any new plan would not have the same advantages. Of course there is the issue of dealing with incumbents who have contributed to that plan over the years and all I will say, Mr. Chairman, is that I, too, am aware of this issue. I do not know, for example, whether it might be possible for employees of divisional boards to participate or to continue to participate in the federal plan if they are no longer public servants. Obviously this matter should be carefully investigated. I am sure that the association, which has indicated general support for the recommendations, will have some ideas as to how the interests of their members might be accommodated under this new regime.

I believe that what is being proposed here is not a new idea in the sense that many teachers employed in many provinces are not actually public servants and it would seem to me, without having had a chance to look into it in detail, that one of the first things we would have to do is go to those other jurisdictions and determine how they solved the same problem as it might have arisen when changes were made in their history, assuming the Legislature approves this development. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. A further reply, Mr. Curley.

Existing Benefits For Teachers Will Not Be Lost

MR. CURLEY: Mr. Chairman, I just wanted to indicate that the thrust of the report is major changes for the hiring of teachers. Where the employee relationship is concerned and the management -- the question we continually face as we went about making recommendations was, "Should we hold back progress as a result of the status quo, because of all these decent benefits that presently exist for the teachers and employees?" So I think we have to look at the broader picture, one way or the other. We have to eventually accept the reality and hopefully we will find acceptable benefits to the teachers. I would hope that the Minister will investigate that area soon before the fall so that we will have at least a few options to look at exactly how the transition and the transfer of teachers should actually begin or take place if and when the Assembly were to ever adopt such major changes.

So at this time I would not want to see the teachers expressing dissatisfaction or negative reaction to the report, a possibility of working for the independent divisional boards merely because they have such good benefits that they enjoy. So I hope that the Minister will, even on his own initiative, at least get an inquiry or begin so that we will have something much more to say on this in the fall. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Are there any more comments on recommendation four? If there are not, we will move on to recommendation five. Mr. Stewart.

Recommendation Five Of Report Of Standing Committee On Education

HON. DON STEWART: Yes, recommendation five. The education boards of Snowdrift, Fort Resolution, Pine Point and Hay River have passed a motion suggesting that the divisional boards should not have the absolute prerogative on setting the school days. They feel that it would be better handled by the local school authorities because the variance of local conditions might warrant a change and it might be different; unless this means that the board can, for every school, set different times and so on, or whether it means that every division shall be operated under the same schedule. It is not really clear here and I just bring this up as a point, so that when you are studying it, that would be clarified, that the local education authority should have a say for their own schools.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Just one comment on that, Mr. Chairman. I recognize that every school authority is interested in adjusting its own school year. However there is a practical consideration that comes to my mind here and that is that if the school years are going to be shortened, we are going to want to make certain that teachers spend their time profitably in in-service training or curriculum development when the school is not in session. This requires that the school year be organized in such a way as would permit teachers in a particular area or district to be off school at the same time so that they might collectively benefit from any programs that might be developed. My concern would be that if each individual school staggered its school year, the department would lose the opportunity to get the new teachers. For example, in a particular region at the beginning of the school year, ask them to attend a week of orientation or get all the teachers at the end of the year and ask them to attend an in-service training program of some kind. So I think that was the rationale behind the notion of requiring boards to set a school year rather than individual schools. I suppose, carrying that a little further, one might say that if there was not agreement in a particular division, then it might not be possible to actually shorten the school year. I am just trying to explain to Mr. Stewart why I believe that recommendation was put that way. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. McCallum, to recommendation five.

HON. ARNOLD McCALLUM: Mr. Chairman, I would have the same comments, if I may, about recommendation five and recommendation six. I just have two questions or maybe a question and a comment.

I recognize what Mr. Patterson has indicated, but do all the communities or all the LEAs within a division have to agree to it or is there a certain majority? And secondly, you say they "shall" do it with your approval. Does that mean they "must" do it if you approve, or do you mean they may be able to do it? It seems to me that you are going to give them approval to go ahead to do it, but once you have said it is okay to do it, then they do it or the Lord help them, and I am sure that is not what you mean.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think that is a very good point. I think if we are evolving toward more local authority or regional authority that we should defer to that authority when it is asked to give advice and I agree that the word should be "may", rather than "shall".

CHAIRMAN (Mr. Pudluk): We are on recommendation five. Mr. Butters.

Establishing Length Of School Year

HON. TOM BUTTERS: Mr. Chairman, again to the Minister. I know that we debated and approved this recommendation in the winter session. What I would like to know is that where a divisional board establishes the length of a school year at, say, 170 days, is it expected that there will be a lengthening of each individual school day, so that the student will be entitled to receiving the same amount of instruction throughout the school year as though he were attending for a 200 day session?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, my understanding of the reasoning behind this recommendation is to reflect the reality that occurs in certain parts of the Northwest Territories in certain times of year, where we see our attendance figures dramatically plummet. Even though a school is in session, we find that the attendance at a certain time of year -- it may be the ratting season or it may be the period when the geese arrive back or when seals are out on the ice, depending on what part of the Territories it might be -- we know that our schools are virtually empty. The advice I get from teachers and people in the department is that really there is just no percentage in keeping the schools open. If you have a very small portion of the students in attendance, nobody is really learning -- it is not worth while. Let us put it that way. So, the idea is to shorten the school year to reflect this reality.

I would say that in parts of the Northwest Territories, where people are, perhaps, very close to the land and the rhythm of the seasons, this would be a very clear request that we would get, but I would also see that in other parts of the Northwest Territories, where there may be more of an urban setting and the traditional lifestyle is perhaps not as alive as it might be in other areas, we would not see these requests occurring.

So, to attempt to answer the question, I do not believe it is premised on getting the same amount of time in by lengthening the school day. I believe it is premised on the fact that the school year is de facto shortened in many jurisdictions by the exodus of people from communities and this is a way of recognizing that reality, and it may make it more difficult to see that the students cover the program over the year. My understanding is that really, if there is a concentrated effort, I believe that the school program in a particular year could be acquired in 175 or 185 days by organizing the school year and dividing up the curriculum that has to be covered accordingly.

So, this is the rationale that was in the minds of the committee and I might also say that I certainly think it is very clear that it is also premised on the development of workable in-service and professional development programs; that I would not see the Minister of Education approving a shortened school year unless he was fully satisfied that programs had been developed to constructively occupy the teachers while the students were not in the school. I hope that answers the question, Mr. Chairman. Thank you.

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

Adjusting The School Year Within A Particular Education Division

HON. TOM BUTTERS: One more question, hypothetically. Say that we had a division of five communities; one community wanted 170 days, another 180, one, 185 and two 190 -- so, I am anticipating, that division could then meet the requests of each of those particular local councils. Or does that suggest that the divisional board of education would just standardize within that particular division the number of days to be taught, or would it meet the requirements of each of its members?

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

HON. DENNIS PATTERSON: Mr. Chairman, I would see it quite within the realm of the responsibility of the Executive Member for Education to develop a policy which would say that in a particular region there would have to be agreement of a sufficient number of schools to justify the creation of an in-service training program and that if that agreement was not present, the school year would remain unchanged. I would see that as being a reasonable policy for the Executive Member to develop, and that would certainly be my own view, that if there were different and conflicting requests it would be administratively impossible to adjust the school year. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Noah. To number five.

MR. NOAH: (Translation) Thank you, Mr. Chairman. Mr. Butters had a question, but I think I can ask the question in a better way. If there was cultural inclusion being taught in the schools, teachers would probably want to go on holidays. Perhaps if they taught 200 days throughout the year -- or perhaps before they went on holidays they could probably fix up the curriculum for the next school year -- 165, perhaps up to 200. Regarding this matter, it seems like all the school programs are all the same in the NWT. The students that go to school perhaps would -- even though they perhaps would have to have more days to have education. The subjects in school seem to be getting harder and harder. They are being taught cultural inclusion, biology, algebra, English and social studies. The people who go out to summer camps... (No translation)

(Translation) I would like to know why they have two totally different number of days in this number five of the recommendations. I know that Inuktitut and English would have to be included along with the program on Indian ways, but I would like to know if they would have to be taught within these days also. Thank you, big Mr. Chairman.

---Laughter

CHAIRMAN (Mr. Pudluk): Mr. Curley.

MR. CURLEY: (Translation) Thank you, little chairman. What William Noah was talking about was very understandable. A lot of people in the communities look forward to going out for the spring break. They would have to go to the divisional school board. The cultural inclusion sometimes is very hard to include. Some of the teachers have to be trained before they go to the communities, and in any case, they would have to be familiarized with where they are going to be teaching, because we do not want the teachers to quit right away. We would like them to be prepared for where they are going to teach for a whole year. Some of the communities have been using this new system of quitting school earlier and then starting again earlier in the fall. Most of them are not using this system yet, but there are some communities that are really concerned about this matter -- will the teachers all be in support of this? I do not think their education would slow down if they had good programs, because we know they would not be anxious to go to school, even if their curriculum was set up right away. I think that if the school curriculum was well prepared ahead of time the students would be better off and happier about going to school. Thank you.

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

MR. NOAH: (Translation) Thank you, Mr. Chairman. I have some other questions regarding recommendation six. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. MacQuarrie.

Flexibility In The Length Of Days

MR. MacQUARRIE: With respect to the number of days, the length of days, would it be the intention of the committee that this be very flexible in the hands of boards, not only that they make a determination at the beginning to have fewer days, if you like? Although it does not imply that there will be longer days, is it the thought of the committee that if a divisional board decides to have longer days in order to ensure the same amount of instructional time or that they should decide, just as in Japan, that there should be school on Saturday morning for instance in order to make up additional time, is it intended that that kind of flexibility would be left in place? I ask that particularly because I am thinking of the grade 10 program. For instance, the Alberta curriculum at the present time demands a certain number of hours of instruction per credit that you receive for a course and while it is quite true that if we establish our public system from kindergarten to grade 10 we will decide what grade 10 is going to be, but it is just possible that Alberta would refuse entry to Alberta grades 11 and 12 unless the hours of instruction in grade 10 satisfied them that the participants had a sufficient number of credit hours. So to accommodate that, is it the intention of the committee that there would be quite a bit of flexibility in length of days and going on Saturday or whatever, and just leave it in the hands of the divisional board?

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

MS COURNOYEA: Mr. Chairman, I am sure that we can assure Mr. MacQuarrie that the confidence that is placed in the divisional boards would take that into consideration and we would pursue that the objective would be to establish the highest of quality at any grade level and to try to deliver that to the students while they are there. If it requires cutting down the days, we do not find or think that it means cutting down the need and length and quality of instruction.

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

MR. MacQUARRIE: Yes, I completely understood that and agree so I am not at odds with you about that at all. I believe that at the moment there is material in the curriculum that could be cut out without any great danger at all, so that is not my point. But will you leave it flexible enough that if some divisional board decides that they want longer days and Saturday morning classes, they will be entitled to do so, that the Department of Education would not prevent them from doing so?

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would say that we are generally evolving toward a system where the responsibility for many important decisions will devolve to regional authorities or as they are called, "divisional boards". I certainly accept that if the representatives of parents in any particular division felt that the school day should be longer, that that flexibility should certainly be there, though I do not believe it is specifically adverted to in the report.

I just might mention that this government has already responded to very widespread concern across the Northwest Territories that the grade one school day was too long, by an amendment recently to the ordinance which permitted the Executive Member to shorten that school day where it was requested by local authorities. I would certainly see that for the same reason we should be prepared to allow authorities to lengthen the school day. That certainly

seems desirable to me. I would suppose that there would be some implications with the teachers; their contracts would likely have to be adjusted but I am sure that since we already are contracting with them to work 195 days, if they worked 175 longer days, they would be perhaps even happier, so I do not see any problems at all. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Are there any more comments on recommendation five? If there is not, let us move on to recommendation six. Is there any question? Mr. McCallum.

Recommendation Six Of Report Of Standing Committee On Education

HON. ARNOLD McCALLUM: Mr. Chairman, I would just like to ask again, relating to the business that the Minister will approve and the divisional boards shall lower the entrance age to four years. Is it again a situation where there may be a majority, where there are four or five communities in this division -- it may be where there is a mixed group in communities, a mixed ethnic group -- some may want it and some may not. In other words, there may be enough of a particular ethnic group who would want to have the age limit lowered and others, a majority of them, who would not want it. So, I am just concerned. Does it have to be throughout it or are you thinking of a number of communities; three out of five, two out of five? Is it really the intention to retain four year olds two years in kindergarten?

CHAIRMAN (Mr. Pudluk): Thank you. Does anybody want to reply? Mr. Minister.

HON. DENNIS PATTERSON: Well, I will try to reply, Mr. Chairman. People in many communities, including this community where there is a preschool program established, pressed on us that it would help encourage attendance overall in the Northwest Territories if, where parents wanted to send their children to kindergarten early, we allowed them to do so. It would get them in the habit of going to school at an early age, if you like, and that this would be desirable in light of the attendance problems that we have. It was also pressed on us that in many small communities, the cutoff at five by December 30th, the school year, had resulted in a lot of resentment and perhaps did not make much sense because the kindergarten classes are often quite small and adding another year to the entrance age would not actually cost that much more. It remains for us to study in detail the implications of that. I am sure overall it would cost more.

The question about what would happen if there was not a consensus in a region, would not seem to be, to me, of great concern. I would think that if a majority of communities agreed that the rule could be changed -- because my view of it anyway is that it is not intended that it be compulsory that four year olds attend, that if parents wanted to keep their child at home, as many do for good reasons -- the parents may be attached to the child, or the child may not be toilet trained, who knows what the reason might be -- but I would see this as being an option for parents. Other Members of the committee may comment but my understanding was that this would simply be another level of kindergarten, that it would simply be a prekindergarten year and would not actually, necessarily result in children going to grade one at the age of five, that this would simply be a preschool type program similar to the preschool type programs offered in other jurisdictions in Canada. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Further reply, Mr. Curley.

Preschool Programs May Benefit Isolated Communities

MR. CURLEY: Thank you, Mr. Chairman. The Minister replied, I think, quite well. I just wanted to point out that this particular recommendation six affects much more, the isolated communities where we have difficulty in going

through the kindergarten to grades 10 or 12 program. We analysed all the problems and we are trying to find ways as to how kids could become more interested in going to school. We thought maybe by going to school earlier in the years, since there are no preschool programs in most of the isolated communities, might be one way to try and get them, if the kids are interested in going to school, so that they can develop a pride with the local school from an early age and therefore continue to have that pride as they go on through their later years; but we realize that many of the parents I know would not want to do that. I think the Minister assures us that that would be an option.

Also, some of the parents were saying to us that the present kindergarten entrance is so strict that even if the kid was going to be five years old at the end of the year, at the present time they are not able to go through to the kindergarten or something. There is some rule that if you were born four months after the kindergarten entrance period, then they have to wait a whole year before they get into the program. That was one little incentive for us again to recommend that, although a broader objective is to see if we could generate to try and encourage more kids to have some interest in going to school at an early age. I do not know if we are going to achieve that but the option should be open but I do not think it should be mandatory that the young kids go to kindergarten because at this present time, I do not think we would have room for them with the present facilities in the NWT. Thank you.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I would agree with Mr. Curley's remarks. I can see that as being a rational approach to the problem of preschool aged children in smaller communities, and I guess that is why I raised the question in the beginning. It does not read that way in this recommendation, and if you say they may do that upon the approval of a number of communities or a community in the division, then I shall buy that. But the recommendation says "divisional boards of education shall", and I accept the comments of both Mr. Curley and the Minister that it will be up to the parents of a community, who will influence the LEA in that community, to put forth that. I am fully satisfied with the intent, so long as when we come back that we know that we are going to change the recommendation. Okay?

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Stewart. On recommendation six, you have only four minutes. Do you want to take it or leave it?

HON. DON STEWART: Fine. Thank you, Mr. Chairman. Pine Point, Hay River, Fort Resolution, Snowdrift passed a motion that reads "that the kindergarten age please be maintained at age five".

CHAIRMAN (Mr. Pudluk): Thank you. What does the committee wish to do now? Continue on until 6:00 o'clock? Report progress?

SOME HON. MEMBERS: Agreed.

HON. TOM BUTTERS: Question. In view of the fact that there is no supportive material in the book on recommendation six, I wonder if the committee could provide Members with some of the raw material they used upon which to make this judgment and decision with regard to kindergartens?

CHAIRMAN (Mr. Pudluk): Would the committee like to do that? Mr. Curley.

MR. CURLEY: I am sure we would be able to distribute the debates. I think that that is the best possible latest raw material that we can provide, which is, I think, generally accepted. It would be easy to change the word "shall" to "may". The Minister indicated that it will be an option. I think the kind of records that this Assembly provides will be the best possible raw material, and I would hope that the Members, when they are discussing it with their local constituencies, will stress that as well. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Tomorrow we are going to read the recommendations so they will get into the Hansard. Okay. 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), report of the special committee on education, and wish to report progress.

MR. SPEAKER: Thank you. I would like to take this opportunity to read a letter that we have received from Premier Peckford. It is addressed to the House. "I wish to acknowledge your correspondence of March the 26th, 1982, together with the text of Motion 27-82(1) in which the Northwest Territories Legislative Assembly expressed its deepest regrets over the tragic loss of the Ocean Ranger and its crew. Let me say that on behalf of the people of Newfoundland and Labrador, I truly appreciate this thoughtful and sincere gesture of condolence over this most tragic event." Signed, Brian Peckford, Premier.

---Applause

I wonder if I could have an indication from the House of how many Members will be leaving on Friday? One? How many honourable Members will be leaving on Saturday? Seven. That would indicate, then, that the business of this House must be concluded by tomorrow.

SOME HON. MEMBERS: Agreed.

SOME HON. MEMBERS: Nay.

MR. McLAUGHLIN: Saturday morning.

MRS. SORENSEN: Saturday morning.

MS COURNOYEA: Point of privilege...

MR. SPEAKER: There is only about an hour that we could sit on Saturday morning unless we chose to sit later tomorrow night. Point of privilege, Ms Cournoyea.

MS COURNOYEA: Point of privilege, Mr. Speaker. I realize we still have the report to go through, and I myself cannot see us getting through it. We who are left, are willing to carry through. Taking into consideration that the people who are leaving on Saturday to make connecting flights to the East will not be able to go until Monday, perhaps we can prevail upon them to stay for a sitting on Saturday, depart on Sunday, and they can still catch their eastward bound plane.

MR. SPEAKER: Thank you. I understand that is a possibility as far as schedules are concerned, and I understand that we could have seats available on Sunday. So in view of this, then, how many are prepared to sit on Saturday? How many are prepared to sit all day Saturday? Nine. That is not enough Members.

MS COURNOYEA: Where is Bruce McLaughlin?

HON. KANE TOLOGANAK: Okay, where is Bruce?

MR. McLAUGHLIN: Try that again.

MR. SPEAKER: How many Members are prepared to sit all day Saturday? Ten, 11. That is still not enough.

MR. MacQUARRIE: Did you count yourself?

MR. SPEAKER: I counted myself, thank you. There are two Members missing: Mr. Sibbeston and Mr. Wah-Shee. Possibly they may get me out of my dilemma. To the Members just arriving, how many of the two new Members who just came in are prepared to sit all day Saturday to complete the business of this House? Please show your hands. Eleven. I have not gained anything.

AN HON. MEMBER: Try again.

MR. SPEAKER: Well, the Clerk tells me there are 14 who are prepared to sit on Saturday, so I will then hope that we do have a quorum come Saturday. I did not count to 14, but...

HON. ARNOLD McCALLUM: Mr. Speaker, a point of clarification.

MR. SPEAKER: Mr. McCallum.

HON. ARNOLD McCALLUM: Is it not possible for us to sit on Saturday for more than an hour? I am not sure what time the flight is. It may be possible to sit more than an hour. In an hour and a half we may get finished and still make it Saturday.

MR. SPEAKER: I believe that airplane, as I understand it, leaves here around 1:00 o'clock, so we could possibly get in an hour or two on Saturday morning. I was confused before I started, and I am not in an improved situation now. Are there any announcements from the floor? Mr. Clerk, announcements and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Speaker, I have a note from the regional superintendent of Economic Development and Tourism which I got during the day today, advising that Inuvik parka enterprise is open during the day on Thursday and Friday, and invite Members of the Assembly to tour the enterprise any time at their convenience. This activity is located on the third floor of the Mack Travel building. Committee meetings, Mr. Speaker. Tonight at 8:00 p.m., the standing committee on legislation will meet in the small Family Hall. Also at 8:00 p.m. there is a meeting of the special committee on education.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, Friday, May 21st, 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), 6-82(2); 16th Report of the Standing Committee on Finance
14. Prorogation

MR. SPEAKER: Thank you. The hours of sitting tomorrow will be 9:30 until 11:30, 1:00 p.m. until 6:00. This House stands adjourned until tomorrow at 9:30.

---ADJOURNMENT

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