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

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

## Speaker

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

P.O. Box 1877

Hay River, N.W.T., X0E 0R0

(Hay River)

Appaqaq, Mr. Moses, M.L.A.  
General Delivery  
Sanikiluaq, N.W.T.  
X0A 0W0  
(Hudson Bay)

Arlooktoo, Mr. Joe, M.L.A.  
Lake Harbour, N.W.T.  
X0A 0N0  
(Baffin South)

Braden, The Hon. George, M.L.A.  
P.O. Box 583  
Yellowknife, N.W.T.  
X0E 1H0  
(Yellowknife North)  
Leader of the Elected Executive and Minister  
of Justice and Public Services

Butters, The Hon. Thomas H., M.L.A.  
P.O. Box 1069  
Inuvik, N.W.T.  
X0E 0T0  
(Inuvik)  
Minister of Finance and of Economic  
Development and Tourism

Curley, Mr. Tagak E.C., M.L.A.  
Rankin Inlet, N.W.T.  
X0C 0G0  
(Keewatin South)

Cournoyeva, Ms. Nellie J., M.L.A.  
P.O. Box 1184  
Inuvik, N.W.T.  
X0E 0T0  
(Western Arctic)

Evaluarjuk, Mr. Mark, M.L.A.  
Igloodik, N.W.T.  
X0A 0L0  
(Foxye Basin)

Fraser, Mr. Peter C., M.L.A.  
P.O. Box 23  
Norman Wells, N.W.T.  
X0E 0V0  
(Mackenzie Great Bear)  
Deputy Speaker and Chairman of Committees

Kilabuk, Mr. Ipeelee, M.L.A.  
Pangnirtung, N.W.T.  
X0A 0R0  
(Baffin Central)

McCallum, The Hon. Arnold J., M.L.A.  
P.O. Box 454  
Fort Smith, N.W.T.  
X0E 0P0  
(Slave River)  
Minister of Health and of Social Services

MacQuarrie, Mr. Robert H., M.L.A.  
P.O. Box 2895  
Yellowknife, N.W.T.  
X0E 1H0  
(Yellowknife Centre)

McLaughlin, Mr. Bruce, M.L.A.  
P.O. Box 555  
Pine Point, N.W.T.  
X0E 0W0  
(Pine Point)

Nerysoo, The Hon. Richard W., M.L.A.  
General Delivery  
Yellowknife, N.W.T.  
X0E 1H0  
(Mackenzie Delta)  
Minister of Renewable Resources and of Energy

Noah, Mr. William, M.L.A.  
P.O. Box 125  
Baker Lake, N.W.T.  
X0C 0A0  
(Keewatin North)

Patterson, The Hon. Dennis G., M.L.A.  
P.O. Box 262  
Frobisher Bay, N.W.T.  
X0A 0H0  
(Frobisher Bay)  
Minister of Education

Pudluk, Mr. Ludy, M.L.A.  
P.O. Box 22  
Resolute Bay, N.W.T.  
X0A 0V0  
(High Arctic)  
Deputy Chairman of Committees

Sayine, Mr. Robert, M.L.A.  
General Delivery  
Fort Resolution, N.W.T.  
X0E 0M0  
(Great Slave East)

Sibbeston, Mr. Nick G., M.L.A.  
P.O. Box 560  
Fort Simpson, N.W.T.  
X0E 0N0  
(Mackenzie Liard)

Sorensen, Mrs. Lynda M., M.L.A.  
P.O. Box 2348  
Yellowknife, N.W.T.  
X0E 1H0  
(Yellowknife South)

Tologanak, The Hon. Kane, M.L.A.  
Coppermine, N.W.T.  
X0E 0E0  
(Central Arctic)  
Minister of Government Services

Wah-Shee, The Hon. James J., M.L.A.  
P.O. Box 471  
Yellowknife, N.W.T.  
X1A 2N4  
(Rae - Lac la Martre)  
Minister of Local Government and of Aboriginal  
Rights and Constitutional Development

## Officers

Clerk  
Mr. W.H. Remnant  
Yellowknife, N.W.T.  
X0E 1H0

Clerk Assistant  
Mr. D.M. Hamilton  
Yellowknife, N.W.T.  
X0E 1H0

Law Clerk  
Mr. Peter C. Fuglsang  
Yellowknife, N.W.T.  
X0E 1H0

Editor of Hansard  
Mrs. M.J. Coe  
Yellowknife, N.W.T.  
X0E 1H0

Sergeant-at-Arms  
Mr. John Severite  
Inuvik, N.W.T.  
X0E 0T0

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INUVIK, NORTHWEST TERRITORIES

FRIDAY, MAY 21, 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 Friday, May the 21st.

Item 2, replies to Commissioner's Address.

ITEM NO. 2: REPLIES TO COMMISSIONER'S ADDRESS

Mr. Nerysoo.

Hon. Richard Nerysoo's Reply

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I do wish to reply on a number of issues. I think that prior to responding, I do wish to thank the staff and the children of Sir Alexander Mackenzie School for allowing us to disturb some of the classes that they had planned for these two weeks.

Now, I think that one of the major issues I wish to bring to the attention of this House and to my colleagues is the very issue of housing. At a recent regional meeting of the communities from the Western Arctic and the Mackenzie Delta there was expressed a major concern with the availability of housing and the inappropriate housing that exists in the communities at this time, particularly in trying to respond to the increased size of families, the issue of resource development in this particular region. It was an issue that was raised by every community. Even during our recent trip to Aklavik and Fort McPherson, it was pretty clear that there needed to be improvements in the community, and that in some cases people were living in homes that had two, three families. I think that people have to respond as quickly as possible to that concern and that issue. I do, however, I think, thank my colleagues on the Executive Committee by responding in giving to the SSHAG program one million dollars for additional housing in the Mackenzie Valley.

AN HON. MEMBER: Hear, hear!

---Applause

Concerns Raised By Communities

HON. RICHARD NERYSOO: Now, that still I guess, allows for some additional planning, some additional concern that is being expressed and raised by communities. I think that we have to develop some kind of policy in the plan to respond to the concerns being expressed.

There are many concerns that have been raised: the issue of recreation and the issue of the alcohol problem within the communities. I do realize that I have expressed some concern with the decisions made by my colleague, but I think that I have to express my appreciation for his ability at least to respond to some of the concerns that have been expressed -- not always good, but I do believe it is a response, and that is something that a lot of people have not done for a long time.

Now, further, the issue of land planning for communities -- I think there is a very dire need to co-ordinate planning in communities. It is great to, I think raise expectations of people that there is an improvement in plans, but plans have to allow for the community to determine what that expansion will be. I think that it is inappropriate to plan for a community when that community is not aware and not part of the planning.

I think I would like to particularly express to my colleagues an appreciation for responding to an issue of major concern, particularly in Aklavik, by allocating dollars to improve the situation of the school. It took some bargaining on my behalf and on the behalf of other Members of the Executive, but we did respond, and I do thank my colleagues for providing the financial resources to in fact, repair the school, which, as I indicated, has been a major concern in the community of Aklavik.

Responding Too Quickly Can Create Problems

There are many other issues I do wish to raise, but I think that the one thing I would like to say is that there are issues being raised every day, and that we do not always respond to every issue, but we are trying, and I think that is something that has to be appreciated.

AN HON. MEMBER: Hear, hear!

HON. RICHARD NERYSOO: ...and I do not think we should raise expectations of people and then, at the same time, provide an answer that is not appropriate to the concerns that are raised. There are always times when a response may take a lot longer than the community wants, but I think that there are situations where responding too quickly will always create more problems than had been initially suggested, so I do wish to now conclude my statement and, again, express my appreciation and thanks to the staff and students of SAMS.

---Applause

MR. SPEAKER: Thank you, Mr. Nerysoo. Replies to the Commissioner's Address. Mr. McLaughlin.

Mr. McLaughlin's Reply

MR. McLAUGHLIN: Thank you, Mr. Speaker. I would like to reply fairly briefly. I am happy to be in Inuvik for this session. I was a little disappointed that this session is not going to be as long as I hoped it would be, and I am disappointed that a few days in committee of the whole were...

HON. ARNOLD McCALLUM: If you had been here on time it would have been all right, but you were late!

---Laughter

---Applause

MR. McLAUGHLIN: Sure, okay. If I had been on time I probably could have straightened things out, because you could not, Mr. McCallum. It is too bad that the time, I think, that is necessary to deal with the education committee's report is not going to allow it to be dealt with in the detail I would like to see it dealt with, but -- that is unfortunate.



The plebiscite that was recently held in the Northwest Territories is over, and everybody knows the results. I think that the overwhelming support that has been shown by people in the Eastern Arctic to have their own territory has to be seen as a political reality that all of the people in the Northwest Territories have to deal with constructively now. I hope that Members in the House can begin to deal with a lot more of the issues that we were elected to deal with in this Assembly.

I am afraid that we are going to be together as an Assembly for maybe another five years. I would like to see if the Northwest Territories could be divided before the next election, but I think it is a human and physical impossibility, so we are going to be Members in this House for another five years -- maybe not us Members, but there are going to be people representing the people of the Northwest Territories in another Assembly.

#### Opportunity For Three New Ridings

We have an opportunity as Members to have an additional three seats in this Assembly, and I hope that Members will take advantage of that before the next election, to do the necessary work to create new ridings so that the people in the Northwest Territories can be better represented in this House.

Some of the interesting things in the plebiscite, to me, were the cries that people made about the three year residency clause. I was happy to see that in my community, which a lot of people consider to be a fairly transient mining community, there were 908 people eligible to vote in the municipal election in December, and, of those, 705 were eligible to vote in the plebiscite. That is 78 per cent, and that compares very favourably with some of our older major communities in the Northwest Territories, like Hay River, where 80 per cent of the people on the municipal rolls were eligible to vote; Yellowknife, where 74 per cent were eligible to vote; and Frobisher Bay, where 64 per cent were eligible to vote. So I am happy to see that people in my community are not as transient as people like to make them out, that the three year residency clause proved that the people in Pine Point are here to stay.

#### Pine Point Suffering Effects Of Recession

Right now my community is suffering from the consequences of the national economy, the recession the country is presently in, and the unfortunate occurrence there is that 25 people were recently laid off at the mine. In a small community like that, that is an awful lot of jobs and it hurts a lot of people. I have the confidence that the mine is going to grow. I do not think the economy can stay in this terrible state very much longer. I hope that the mine will soon be able to announce that it may be able to go underground, and this will be a much more labour intensive operation than it is now, and the community in Pine Point will grow. The community council in Pine Point has confidence in the community. They are spending six to seven million dollars to build themselves a new town hall, and this is going on this summer despite the layoffs. The town council in Pine Point has the confidence that Pine Point has a future.

Even if the worst scenario would ever come about, and the mine closed, Members should be aware that a significant per cent of the population in Pine Point is made up of native people, most of whom moved there from my next door neighbour, Mr. Sayine's constituency. There are 50-odd government houses in Pine Point, about 30 of those, I believe, occupied by the northern training program. If the worst scenario ever occurred and Pine Point mine did close down, I think you would find that those 50 houses would be occupied by long-term residents of the Northwest Territories, and Pine Point will be there even if the mine does close, and that is a reality that I think this government should take a long, hard look at.

Few Capital Investments By Government In The Community

The Government of the Northwest Territories has made no capital investments in the community, other than to replace the school, which the federal government built in the first place, and they built Galena, which is an elementary school there, but other than the school they have made no investments there in the way of buildings, and the highway, Mr. Patterson, was built from Hay River to Fort Resolution, and Pine Point happens to be along it.

Within the community itself, the government has not done too much to deliver services. As far as having employees there, there was always a feeling that if everybody in the community was employed you had no problems, that there were no social problems, and the government has -- I have to give them credit -- responded to that, and there is a social worker in Pine Point now, and we do have a wildlife officer now. I would like to see the government follow through on some of the long-term verbal commitments that they have made, to put an office up to house these employees in the community, and for the Government of the Northwest Territories to acknowledge that Pine Point is there to stay.

Help From Native Women's Association

During our time in Inuvik, we have had the opportunity to go to a few public functions, and meet some of the local people, and I would like to pick out one group in particular, the Northwest Territories Native Women's Association, which is very capably providing us with food every day...

---Applause

...and I think the Explorer Hotel could maybe take a hint from the quality of the food and the country-style food that has been made available to Members here, taking advantage of northern food products. I do not want anyone to have the impression that Members of this House think that the NWT Native Women's Association is only doing things like that. Under the able leadership of Bertha Allen they are providing a lot of other services to the women in the Mackenzie Valley and Delta area, and I have been helped myself. One of the constituents in my community wanted to start a craft shop and Margaret Cook, who I believe is the executive director of the NWT Native Women's Association, helped me out very much, and hopefully this lady in Pine Point is going to have that craft shop on the go very soon.

Just in wrapping up, Mr. Speaker, I would like to thank the people of Inuvik for inviting us here, and also, as Mr. Nerysoo said, I would like to thank the people of the school and the students here for providing us with space. It always makes me feel guilty to take up the community's gym while school is still on, especially when the weather outside is not adequate so that you can have your programs outside. So I would like to thank the people of Inuvik for putting up with us, and I wish we were staying longer than we are. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. McLaughlin. Replies to the Commissioner's Address. Mr. MacQuarrie.

SOME HON. MEMBERS: Short, short!

Mr. MacQuarrie's Reply

MR. MACQUARRIE: Thank you, Mr. Speaker. I said, on speaking to the motion with respect to the plebiscite the other day, that we in the West faced difficult times with respect to constitutional resolution. Ms Cournoyea later sent me a note saying the word should be "challenging". Well, I agree, maybe I should be a little more optimistic and use a word like challenging. It certainly is going to be challenging. It appears in the West that because of geography, numbers of people, the intermingling of people, that further subdivision of the Territories would be impractical, other than, perhaps, to establish regional governments for regional concerns of one type or another.



It would be our aim, of course, to try to build a strong jurisdiction in the West and it would be a jurisdiction that includes Dene and Metis and whites and, hopefully, Inuvialuit, and based on the results of the plebiscite, perhaps even some Inuit in the Cambridge-Coppermine region. But whatever the result of the border question is, with certainty we will in the Western Arctic have a territory that is varied in race, language and lifestyle and that will make the challenge on the one hand very exciting, because it gives us an opportunity to realize the Canadian dream, which is simply that people of varying backgrounds can share their lives productively if they are sensitive and intelligent about how to do it. So it is exciting on the one hand, but it is difficult on the other, first of all because of the differences that I mentioned already, but secondly, because there are some pretty deep-seated differences in ideology that have to be reckoned with; extremes in ideology that leave me a little less than optimistic in looking at constitutional development in the West -- at least less optimistic than I would like to be.

#### Comparison With South Africa Is Invalid

I would like to say, first of all, in connection with that, that I was dismayed and angered -- and I do not often get angry -- but I was angered two weeks ago when I heard on CBC radio the voice of a leader of the Dene Nation, Georges Erasmus, at an international meeting, making what I could only consider to be a very odious comparison between the way this country deals with its people, and particularly its aboriginal people, and the way the country of South Africa is treating blacks in Namibia. There were several statements made in that connection which, as I said, angered me considerably, because besides being insulting to this country, it is my opinion that the comparison was invalid, that it was simply nonsense, and cannot be described as anything else, and because of that the statements should not go unchallenged.

I raise the matter here because if those were only words and it was just rhetoric, I suppose that would be one thing, but the truth is that we will be engaged in trying to resolve a constitutional settlement in the Western Arctic and those words betray an attitude which, without question, if it is not altered, will stand in the way of successful constitutional resolution in the Western Arctic. That attitude is one that challenges the idea of Canadian sovereignty. It is founded on the belief -- and I think a misguided belief -- that a viable alternative for the Dene is a sovereign, autonomous, independent nation and I say that that is a misguided belief, that because of numbers and location, that is not a viable alternative at all.

#### Dene People Proud To Be Canadian

Just given the reality of world politics, if the Dene were not subject to the authority of the Government of Canada, they would be subject to the authority of the government of the United States or the government of the Soviet Union. That may be regrettable, but it is a fact of real politics. So, I think it is important that the question of Canadian sovereignty in that area not be open to question at all, that is not an issue, and not only is that belief misguided, but I feel that it is a belief that is not representative of many Dene. Certainly, through the contacts that I have, I find that for most Dene the Canadian identity is not an issue at all, that besides being Dene, these people readily recognize themselves as Canadians and are proud to be Canadians, yet that attitude that is expressed by Mr. Erasmus challenges Canadian identity and Canadian sovereignty.

The reason that is particularly important with respect to constitutional development is because it then tends to colour the approach to constitutional development in the Western Arctic, and I say that that is why we see advanced as Dene proposals for constitutional development certain elements which are simply not acceptable as public government proposals. If we are going to have a public government in the Western Arctic, it must be recognized that there

are perhaps Inuvialuit, perhaps Inuit and whites and Dene, all going to live together and, therefore, there are certain elements that have been proposed by the leadership of the Dene Nation which simply will not be acceptable to these other groups. If the fact is not recognized and accepted, it will stand in the way of constitutional development.

Some of those issues revolve around who shall negotiate changes in the institutions of government, who shall have access to the revenue of that government, will there or will there not be special institutions of government to protect particular groups of people, and a variety of matters like that, which I will not detail now, because we will deal with those things at future constitutional conferences. But I say that many of those things will not be acceptable to other people who would be subject to the authority of a public government. Yet in saying that, I am not saying that there cannot be certain measures that take account of the great variety of peoples that would be living here and, indeed, if we did not try to take account, then we would not have successful resolutions.

#### Options Open To Resolution Of Constitutional Problems

So, without those particular provisions you still have an opportunity for what is gained through an aboriginal rights settlement in the way of lands and compensation and ongoing treaty rights. In addition to that, there would still be an opportunity for -- as Mr. Sibbeston would like to see -- modifying the style in the Assembly, so that it reflects the culture and values of this northern region; there is the opportunity for the official recognition of native languages; there is the opportunity for the restoration of native place names; there is the opportunity for regional or cultural governments, if you like, with authority over matters that are important to regional people; there are means to ensure participation in government bureaucracy by native people; there are means to try to improve the responsiveness of government to local people, and, indeed, we have been trying to do that with respect to the education recommendations; and there may, perhaps, be some opportunity to ensure minimum cultural representation in public governments. So, all of those options are open in the matter of trying to come to terms with the problem of constitutional development and to me the question has to be asked: Is that not enough? I believe that only those who are afflicted with an idealistic and impossible dream of a sovereign Dene Nation could possibly say, "No", but if a combination of those things is enough, then I say let us drop the idealistic claptrap and get on with the process of bringing what can be brought to reality, to reality, so that we can deal effectively with the economic and social problems that are rising all around us.

#### Some People Resist Change

I do not say there is intransigence only in the Dene camp. I said there were extremes of ideology and certainly in the non-native community such an extreme is found as well. We find some people in the non-native population who seem to be totally insensitive to the fact that they are living in a very special and complex social situation, who seem to be resistant to change and insistent on the status quo, not only this status quo, but a status quo that exists somewhere else in Canada. Such people threaten to bring down the power of the most high -- which these days is the federal constitution and the charter rights -- threaten to bring down the power of the most high if there are any modifications at all made to what they consider to be the whole of democracy. It seems that some of these people would like to resolve a very complex social situation while wearing blinkered helmets and boxing gloves, and I do not think that is going to work.

It seems to me that both extremes are picking and choosing the principles of democracy that will support their side and ignore the rest. On the other hand, the Dene are picking the principles of self-determination and consent of the governed, and they say, "That is what democracy is; that is the whole of

democracy, and we insist on that being applied in our situation." In the case of non-natives who are challenging -- such as Terry Daniels, who intends to start a new party, such as Mr. Billingsley in town, who I believe has initiated a move to challenge a decision on residency that we made earlier -- their position seems to be that democracy is equality of right and mobility rights, and that is the whole of it.

Well, I say that that is nonsense. You simply cannot pick and choose your democratic principles. They are all a part of the democratic package. None of them is God-given. All of them were established by men, ideas that men had for the betterment of man, and I think all of them are subject to reasonable modification when you bring them into the crucible of life and have to come to terms with the reality of some social situations. You simply cannot pick and choose.

On the one hand, non-natives have to get used to the idea that in fact there are native people here who have lived here from time immemorial who want to retain an identity, not that they chose whimsically but that nature has given to them, and that they do not intend to retire somewhere else -- this is their home -- and that they have common interests and would like to resolve them in common. That is one side of the equation, but native people are going to have to get used to the idea that there are non-natives who are born here and who have no other home, or non-natives like myself who have come here from elsewhere in Canada but believing that we have every legal and moral right to be here, and do not intend to go anywhere else.

#### All Elements Must Be Applied

So there are those realities, and it is difficult to reconcile them, but we are certainly not going to be able to do it successfully without taking account of all of the principles, all of the information. To do otherwise, as some parties in this seem to want to do, is like trying to solve a mathematical equation by leaving out some of the numbers. You might think it is going to be easier solved, but you do not get the answer in the end. Every element has to be applied.

So, in face of this very complex problem, I really hope that the ideologues and the demagogues on both sides will not win out. I really hope that the majority in all camps in the Northwest Territories will simply refuse to allow themselves to be led by the extremes. I deeply hope that it is the more moderate who are cognizant of the complexity of this total situation and sensitive to one another's needs who will win out in the end, that it is they who will win success if it is to be won at all.

I really hope that the participants who come to the next constitutional conference -- and that may be in September -- will come with new attitudes and new approaches, attitudes of conciliation, approaches that recognize the reality of the situation, and that are willing to be sensitive to the needs of all. I hope that that is the case so that we can see some significant progress in constitutional development in the West before this Ninth Assembly ends, because if we do not then I think things will only get worse and not better.

That is all I want to say on that, but I suppose I do not want to end on a downbeat particularly. I would like to say that I have enjoyed my stay in Inuvik very, very much, and I wish it were longer. I would like to be here until Tuesday or Wednesday, but I am afraid that is going to be impossible. Thank you to the town of Inuvik and the people who have helped make our stay pleasant. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Mr. MacQuarrie. Replies to the Commissioner's Address. That appears to be all the replies for this morning.



Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mrs. Sorensen.

Question 88-2(2): Female Applicants For Deputy Minister Position

MRS. SORENSEN: Thank you, Mr. Speaker. My question is for Mr. Braden. Mr. Braden, earlier this week, Mr. Butters, the Minister responsible for Economic Development and Tourism, gave this House an undertaking to raise the issue of going to open northern competition for the position of deputy minister of Economic Development and Tourism during the next Executive Committee meeting. In addition, Mr. Parker, who is responsible for Personnel, stated that perhaps he would support an open northern competition during that same discussion at the Executive Committee meeting. Now, Mr. Braden, given the fact that you are the Minister responsible for the Status of Women, and given the fact that there are certainly qualified women in the North and, indeed, within the civil service, who could fill this opening, I wonder if you can give this House an undertaking that you will support an open northern competition in the interests of seeking and encouraging female applicants for this important and vital position in our civil service?

MR. SPEAKER: Mr. Braden.

HON. GEORGE BRADEN: Mr. Speaker, I will take that question as notice.

MR. SPEAKER: Oral questions. Mr. MacQuarrie.

Question 89-2(2): Government Position On Constitutional Conference

MR. MacQUARRIE: Thank you, Mr. Speaker. A question for the Leader of the Elected Executive. The other day the honourable Member for Keewatin South asked what was happening with respect to government planning in the area of aboriginal rights. I would like to ask the leader what is happening with respect to the other areas of planning for the constitutional conference which is now less than a year away. Specifically, for instance, there is an opt-out possibility. Is the government assessing the possibility of wishing to opt out in certain areas, or examining whether it even has the right to do so? There are all the areas of family law, education and so on that may be discussed. Are we making preparations there? Also, are we making preparations to ensure that we will have a good case to try to persuade provincial premiers and the federal government to remove the objectionable section 42(1)(f) from the constitution?

MR. SPEAKER: Mr. Braden.

HON. GEORGE BRADEN: Mr. Speaker, I will be providing a statement on the subject under Item 4 of the agenda.

MR. SPEAKER: Oral questions.

Item 4, questions and returns.

ITEM NO 4: QUESTIONS AND RETURNS

Are there any written questions today? Are there any returns? Mr. McCallum.

Return To Question 13-82(2): Cost Overruns Due To Delay In Delivery Of Building Materials

HON. ARNOLD McCALLUM: Mr. Speaker, I have a return to written Question 13-82(2), asked by the Member for the Western Arctic on Thursday, May 13th, regarding cost overruns on the delay of material to building sites. A review of the project schedule for completion in November indicates that cost overruns may

occur on public housing units in Aklavik and Tuktoyaktuk, being the work being done by Ed Smith Construction Co. Ltd., and staff housing in Sanikiluaq, the work being done by Noral 49 Ltd. These cost overruns are not all due to delivery delays and are currently under negotiation with the contractors and legal services. A final settlement may be in the order of \$150,000.

Return To Question 14-82(2): Tenders For Rehab Program

I have a further reply to written Question 14-82(2), asked by the Member for Yellowknife South regarding the tenders for the rehab work that has been done in the Northwest Territories. In summary, the Northwest Territories Housing Corporation tenders for 1982 rehab supply:

Tender numbers and description of materials are included in an attachment. The total value of the tenders was \$5,723,735.10 of which 98.3 per cent went to northern suppliers, 6.2 per cent to southern suppliers. I will indicate the individual tenders. I will also, of course, identify the suppliers, and indicate that no supply tenders remain for the 1982 rehab program.

The Northwest Territories Housing Corporation has recently awarded the 1982 rehab supply contracts as follows:

To Briere Sons Inc. of Frobisher Bay, the principal officers are Art Briere, Helene Briere and Mac Briere, the tender number was 13605, electrical supply f.o.b. Montreal. The value was \$87,050.05. Canadian Appliance Manufacturing Company of Edmonton, Alberta, the principal officer is a Mr. Blundell, the tender number was 13469, appliances f.o.b. Winnipeg. The value was \$20,677. Contempora Steel Ltd. of Winnipeg, Manitoba. The principal officer is Mr. Edwards, the tender number 13466, roofing supply for metal roofing system f.o.b. Winnipeg, the value of \$95,410.

Equinox Industries Ltd., Winnipeg. The tender was for tankage, sewer holding tanks, f.o.b. Winnipeg; the value was \$52,562.50. Iberville Lumber of Montreal, soon to be incorporated in a joint venture in Frobisher Bay, for hardware, nails, paint, hinges, etc., f.o.b. Montreal. The value is \$60,646.34. Igloo Building Supplies Ltd., Hay River, the principal officers, Donald M. Stewart and Donald R. Stewart. There were a number of tenders that were awarded to Igloo. The total amount is \$3,379,175.70. Johnson's Building Supplies Ltd., Yellowknife. The total value is \$291,628.

Northern Purchasing and Expediting Ltd., Rankin Inlet. The total is \$598,944. Ranger Homes Ltd., Hay River, \$716,900. Top Electric, in Yellowknife \$39,150. Don Wright Hardware, in Hay River, \$107,184. Yellowknife Plumbing and Heating, \$148,843.

So of the total \$5.7 million then, \$5.4 million went to northern business, \$355,000 went to southern suppliers.

AN HON. MEMBER: Hear, hear!

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

HON. ARNOLD McCALLUM: I have a further reply, Mr. Speaker, to a Question 70-82(2) made by Mr. Curley on May 20th, regarding staff housing policy, and the responses I will be making are not meant to cover all aspects of our housing policy for personnel but are presented as a summary of the major elements of the policy.

In the past, the policy has been that all indeterminate employees were eligible to apply for staff accommodation. The government attempted to supply housing appropriate to family size, but did not guarantee that housing would be available. Our new staff accommodation policy, dated September 17th, 1981, is as follows:

The Government of the Northwest Territories supports the development of private housing markets in communities throughout the Northwest Territories. To that end the Government of the Northwest Territories will assist all employees by providing a standard accommodation allowance for employees providing their own accommodation, and where costs of housing exceed those in Yellowknife, provide a household allowance. The Government of the NWT will continue to provide housing to employees in those communities where no private housing market has developed and, for a limited time, to new employees or employees being transferred from one community to another within the Territories.

The communities of the Northwest Territories have been assigned three categories. Level I communities are Yellowknife, Fort Smith, Hay River, Pine Point, Fort Simpson and Inuvik. Level II communities are Frobisher Bay, Norman Wells, Rankin Inlet, Cambridge Bay, and all communities on the Dempster and Mackenzie highway systems. All the remaining communities in the Territories are assigned to level III.

While the government is moving toward Yellowknife market rents in level I and level II communities, it will continue to provide the present level of subsidized accommodation in level III communities.

The government now provides a monthly allowance to employees providing their own accommodation. This allowance will be increased when market level rents are assessed. In addition, a "household allowance" will be paid to employees providing their own accommodation in communities whose costs are higher than Yellowknife costs.

At the present time, all staff base rent is calculated on the square metre formula throughout the Territories, which is \$26.76 per square metre usable space per year for houses, plus utilities on a square metre formula, or paid directly to the supplier. The base square metre rent for apartments is \$23.47.

Effective in November of 1982, Yellowknife market rents will replace the square metre formula in level I communities, plus, in Fort Providence, Fort Resolution, and Rae-Edzo. Effective August 1st, 1983, Yellowknife market rents will apply to the balance of the level II communities. Level III communities will continue using square metre formula with normal rental increases.

As the economic rent varies with each location and individual accommodation unit, it is not possible to provide an overall percentage of economic rent paid. However, as an example, the average three bedroom house in Yellowknife has a market rent of \$800 to \$900 per month, with the occupant paying for the utilities directly. A rough estimate for utility costs is \$250 per month. Average rental charged by government to its employees would be approximately \$300 per month for the average three bedroom house. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Any further returns? Mr. Braden.

Minister's Statement On First Ministers' Constitutional Conference

Further Return To Question 60-82(2) And Return To Question 89-82(2)

HON. GEORGE BRADEN: Thank you, Mr. Speaker. As this House is aware, the Canadian Constitution Act, 1982, requires that a constitutional conference of first ministers be held within 12 months of patriation; that is, by April 17, 1983. Elected representatives of the Territories will be permitted to attend the discussions of particular items on the agenda of the constitutional conference, subject to the direction of the Prime Minister.

The constitutional act also provides that aboriginal rights will be one of the agenda items of the conference. The federal Minister of Justice has indicated that the conference will also discuss certain issues regarding the division of powers between the federal and provincial governments, regarding the reform of



the Senate and the Supreme Court of Canada. As the Members of the special committee on the constitution are aware, the Northwest Territories continue to have major concerns over sections 42(1)(e) and (f) of the Constitution Act, which refer to the establishment of new provinces and the extension of provincial boundaries into the Territories.

In preparation for the constitutional conference, the government has commenced work in the following areas: Under the sponsorship of the special committee on the constitution of Canada, a draft position paper has been developed within the Executive, outlining the concerns of the Legislative Assembly for the implications of section 42 on the future constitutional development of the Northwest Territories. Copies of this position paper have been distributed to Members of the special committee. Subject to the approval of the committee, the paper will be released to both public in the NWT and the rest of Canada prior to the constitutional conference. The paper will also be distributed to provincial premiers and ministers.

#### Agenda To Include Matters Affecting Aboriginal People

Subsection 37(2) of the Constitution Act provides that a constitutional conference shall have included in its agenda an item respecting constitutional matters that directly affect the aboriginal peoples of Canada, including the identification and definition of the rights of those people to be included in the constitution of Canada and the Prime Minister of Canada shall invite representatives of those people to participate in the discussions on that item. It is hoped that the constitutional conference will afford the necessary opportunity for aboriginal leaders to define the aboriginal rights through negotiations.

This would be in keeping with the spirit of the recommendation in the sessional paper on aboriginal rights adopted by this Legislature in Baker Lake, in June, 1980. The recommendation states that the Legislative Assembly recognizes aboriginal rights; such aboriginal rights are to be more precisely defined through a process of negotiation between the federal government and the Northwest Territories native people. Research work in this important area is ongoing with our government. It is proposed to continue this work to develop a position paper, which would be submitted to the Legislative Assembly for approval at the fall session. The position paper will be used as the basis on which the territorial position on aboriginal rights will be put forward, directly or indirectly, at a constitutional conference.

With the approval of appropriate funding at the last session, the Department of Justice has been able to recruit a lawyer who will specialize on constitutional matters and will provide legal advice in that area to the government. The lawyer so appointed, who will come on, I am told, very shortly, will carry out research in the areas of aboriginal rights and constitutional law and will render assistance in the development of position papers in matters to be discussed at the conference.

#### Issues Of Priority To NWT Will Be Identified

Now, while we have done some research in various areas, positions have not yet been developed regarding the issues, the division of federal/provincial powers and the reform of the Senate. The problem in this area is to determine exactly what issues will be discussed at the conference and then to identify which issues will be of priority to the Northwest Territories. It is expected, however, that as plans for holding the conference advance, this information will become more readily available to us. It is fair to say that while some work has been done in this area, a great deal needs to be done as well. Appropriate priority will be allocated to this function so that the NWT is able to put forward a well-prepared and effective presentation at the constitutional conference on matters that are of importance to the Northwest Territories. Thank you.

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

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

HON. TOM BUTTERS: Mr. Speaker, yesterday the honourable Member for Yellowknife South asked regarding a housing study under way by my department and I would assure her that the study is now near completion. We are anticipating it will be completed by the end of June and made public at that time.

MR. SPEAKER: Thank you. Returns. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Speaker, I have three returns.

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

A return to written Question 86-82(2), asked by Mr. Fraser, on May the 20th, in regard to the sewage system at Norman Wells. I am aware of the Water Board's concerns. The situation at the moment is that we are operating the water and sewage system at Norman Wells under an authorization issued to the Government of the Northwest Territories by the Water Board in 1978, in accordance with the Northern Inland Waters Act. The authorization is due to expire in 1988. We intend to apply to the Water Board for a licence on behalf of the hamlet council, as soon as we know what improvements, if any, are required to our present system. We shall not have that information until later on this summer, when a detailed site-specific study of the Norman Wells situation will have been completed. I want to assure the Member that we intend to conform to the letter of the law in accordance with the Northern Inland Waters Act.

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

I have another reply to written Question 84-82(2), asked by Mr. Fraser on May 20th, in regard to the hamlet council of Norman Wells. Although I was unable to attend the meeting held in Norman Wells in April, other representatives of my department and of this government were in attendance, including the Hon. Tom Butters, Minister of Finance, and Joe MacEachern, regional director. As a direct result of that meeting, a summation was made to the Executive Committee concerning recreational needs in the community. I am pleased to announce at this time that the Executive Committee has given its approval in principle for funding up to \$30,000 to provide for 85 per cent of the cost of preparing designs and working drawings, and cost estimates to upgrade and expand the Norman Wells community hall.

---Applause

Officials in my department will be meeting with the community to initiate this work. I do not feel, therefore, that it is necessary for me to have any further discussions with the hamlet council, at least until after the design work has been completed and cost estimates are known.

Further Return To Question 6-82(2): Residency Requirement For Fort Resolution Municipal Election

Mr. Speaker, I have a return to oral Question 6-82(2), asked by Mr. MacQuarrie on May the 13th, in regard to the Fort Resolution election. This return is further to my oral response made to Mr. MacQuarrie's question on the 13th of May referring to the Fort Resolution election.

Since my oral response, officials of the government have been in contact with the representatives of the band council and settlement council in Fort Resolution. I am now able to confirm that the residents of Fort Resolution are presently engaged in the process of combining the band council and the settlement council for the purposes of providing community government. It is proposed to hold local elections in the community to determine the officers of this joint council.

There is also to be an agreement between the community and the government giving recognition to the joint council. Officials of my department will work very closely with the residents of the community in assisting them with the formation of this proposal.

In respect of the residency requirements for electors in Fort Resolution, I am advised that the community has adopted a five year residency position on provision for electors. I am hopeful, however, that with proper advice from the officials of my department and good legal advice, the residents of the community will reconsider their decision. It would be premature at this stage, therefore, for me to indicate what law or other authority permits the allowing of a five year residency, since I believe that the community will reconsider this very important matter. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. The House will recess for 15 minutes for coffee.

---SHORT RECESS

MR. SPEAKER: I call the House back to order. Returns. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. It gives me pleasure to announce that the Executive Committee has given full and final approval for the immediate construction of an automotive trades building adjoining the high school in Inuvik.

---Applause

This building will be completed in time for this fall's school year, and will enable high school students from this region to obtain pre-apprenticeship and pre-employment training in automotives. Thank you.

---Applause

MR. SPEAKER: Thank you. Are there any further returns today? I understand you have a written question, Mr. McLaughlin.

Question 90-82(2): Upgrading Of Highway, Border To Enterprise

MR. McLAUGHLIN: Yes, Mr. Speaker, thank you. My question is for the Executive Committee Member responsible for highway construction. In the past I have expressed several concerns about the existing condition of the highway between the Alberta border and Enterprise, and it was communicated to me that some upgrading would take place in 1982. However, I would still like to know what the width of the road will be in comparison with the Alberta highway. Did the department seriously consider twinning the existing road and what those costs would have been? What type of negotiations have taken place with the federal government to get more funding, as the Norman Wells project approved by the federal government will necessitate these improvements? Will the upgrading be done in such a manner so as to allow for hot asphalt paving in the future without having to upgrade again? What precautions will be taken to help prevent the fatal tragedies which occurred during reconstruction between Pine Point and Hay River from happening again? Thank you, Mr. Speaker.

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

Item 5, petitions.

ITEM NO. 5: PETITIONS

Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. I have Petition 2-82(2), Right to Control Catholic Education. It is a petition from the Catholic community of Yellowknife concerning the right to separate education in the Northwest Territories. I will read the petition: "The undersigned support the Yellowknife separate Education District No. 2, and do hereby request and petition the Legislative Assembly of the Northwest Territories to maintain the existing right of the board of trustees of the Yellowknife separate Education District No. 2 to provide and control Catholic education for the grade levels kindergarten to and including grade 12. Dated at the city of Yellowknife in the Northwest Territories this second day of May, 1982." There are approximately 295 signatures, Mr. Speaker.

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

Item 6, tabling of documents.



ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Braden.

HON. GEORGE BRADEN: Mr. Speaker, I wish to table the following draft bills:

Tabled Document 31-82(2), Private Investigators and Security Guards Ordinance; a draft bill for an ordinance respecting the licensing of security agencies, armoured car services, private investigators and related matters. A summary in Inuktitut is provided.

Tabled Document 32-82(2), Transportation of Dangerous Goods Ordinance; a draft bill for an ordinance regarding the transportation of dangerous goods. A summary in Inuktitut is provided.

Tabled Document 33-82(2), Mining Safety Ordinance; a draft bill for an ordinance respecting mining safety. A summary of the ordinance is being prepared -- no applause on this one? Okay.

Tabled Document 34-82(2), Society of Management Accountants Ordinance; a draft bill for an ordinance respecting the Society of Management Accountants of the Northwest Territories. A summary in Inuktitut is provided. My colleague, Mr. Butters, will shortly be tabling a draft bill on a subject under his jurisdiction.

Mr. Speaker, if I could just comment very briefly on what the government is doing here. Yesterday, Mr. Speaker, during Mr. MacQuarrie's motion on the terms of reference of the standing committee on legislation, I sought clarification from Mr. MacQuarrie on the roles to be played by the standing committee, and was assured by Mr. MacQuarrie that the committee saw its function as that of monitoring and analysing legislation as opposed to approving or disapproving the legislation.

Executive Committee's Position On Draft Legislation

Mr. Speaker, I wish to assure you and the House of the Executive Committee's position to co-operate fully with the standing committee on legislation, and wherever possible to provide the standing committee with legislation well in advance of the date when that legislation is to be considered by this House. Generally speaking, Mr. Speaker, the government may from time to time table draft bills in the interest of providing all Members of this House with advance notice of our intentions.

MRS. SORENSEN: Hear, hear!

HON. GEORGE BRADEN: Most important, Mr. Speaker, the draft bills provide the opportunity for those most affected to have input before final consideration in this House. In respect of the draft bills I am tabling today, I will be seeking input as well from Mr. MacQuarrie and others and representatives, for example, of the mining industry, including both management and labour. On other bills, we will be getting input from the management accountants of the Northwest Territories; and finally, those who are involved in the actual transportation of dangerous goods through our Territories, as well as those responsible for their storage and use.

In conclusion, our government sees this action as a positive step toward more public and open government. While tabling draft bills cannot obviously be done in every case, there are clearly those instances where it is in the interest of the government and the Legislative Assembly to have advance notice and to seek public reaction. I look forward to consideration of these bills in the fall session. Thank you.

---Applause

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

HON. TOM BUTTERS: Related to what the honourable Minister has indicated to the House, I wish to table the following documents:

Tabled Document 35-82(2), Apprentices and Tradesmen Ordinance; draft legislation for an ordinance respecting the training and certification of apprentices and tradesmen. A summary in Inuktitut is also provided.

Tabled Document 36-82(2), Department of Economic Development and Tourism, Industry Assistance. This document is really by way of a response to a written question asked by the honourable Member for Yellowknife South during the winter session regarding companies, ventures, organizations and projects that the commerce division of the Department of Economic Development and Tourism has assisted over the past two years, and these are listed on the accompanying pages in the document that I am tabling.

Yesterday, the honourable Member for the Western Arctic asked a question about the Special ARDA agreement and the extension thereof, and I indicated I will seek Executive Committee permission to table the wire received from the Hon. Herb Gray, and I wish to table that wire.

Tabled Document 37-82(2), Telegram from Hon. Herb Gray Re Special ARDA.

As Minister of Economic Development and especially Tourism, I received from the interim president, Bill Lyall, of the Arctic Coast Tourism Association a wire advising me that representatives of Cambridge Bay, Pelly Bay, Holman Island, Spence Bay and lodge operators have met and established this first-ever tourist association on the Arctic coast, and I table that telegram.

Tabled Document 38-82(2), Telegram from Arctic Coast Tourism Association.

---Applause

I also table finally some minutes from the recent meeting from the Inuvik LEA:

Tabled Document 39-82(2), Minutes from Meeting, Inuvik LEA.

MR. SPEAKER: Thank you. Tabling of documents.

Item 7, reports of standing and special committees. Mr. MacQuarrie.

MR. MacQUARRIE: Mr. Speaker, our most recent standing committee on legislation meeting was late last night. We are just struggling to get a report ready. I will ask for unanimous consent later to return to this item in order to table it.

MR. SPEAKER: Thank you. Reports of standing and special committees. Mr. Sibbeston.

MR. SIBBESTON: Mr. Speaker, I would like to give a report of the constitutional development committee but the report is presently being typed, so I will ask for unanimous consent in the next few minutes, perhaps.

MR. SPEAKER: Thank you. Reports of standing and special committees.

Item 8, notices of motion.

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 14-82(2). Mr. Noah.



Motion 14-82(2): Assembly Position On Mining And Production Of Uranium In  
The NWT

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MR. NOAH: Thank you, Mr. Speaker.

WHEREAS the Legislative Assembly of the Northwest Territories has expressed serious concern over the impact of uranium exploration in the Northwest Territories on the people of the NWT;

AND WHEREAS the Legislative Assembly invited expert witnesses on the subject of uranium exploration and its effects at the winter and spring sessions of 1981;

AND WHEREAS the Legislative Assembly did not fully debate the question of uranium exploration at the end of the testimony of expert witnesses, and did not adopt a position on the subject;

AND WHEREAS, in view of continued interest in uranium exploration in the Northwest Territories, it is important for the Legislative Assembly to adopt a position on this matter and to convey that position to the Executive Committee and the Government of Canada so that appropriate controls and conditions can be imposed if mining, exploration and production of uranium is to be allowed to proceed in the Northwest Territories;

NOW THEREFORE, I move, seconded by the honourable Member for Frobisher Bay, that this Assembly resolve into committee of the whole at the fall session of this House to finally determine its position on the mining and production of uranium in the Northwest Territories.

MR. SPEAKER: Thank you, Mr. Noah. Your motion is in order. Proceed.

MR. NOAH: (Translation) Mr. Speaker, I do not have a lot of comments on this motion, but the Members are aware of the motion. I would like to get back to the uranium people, and that is why I moved this motion.

MR. SPEAKER: Thank you. Are you ready for the question?

AN HON. MEMBER: Question.

MR. SPEAKER: Question? Mr. Patterson.

Time For Study Of Testimony

HON. DENNIS PATTERSON: Mr. Speaker, just very briefly and in spite of the wishes of some Members, I would like to say a few words on this subject. The one point I really want to make, Mr. Speaker, is that I think it is very responsible that this motion should be introduced by Mr. Noah at this session, giving advance notice of our desire to debate this question next session, because it means that Members will have an opportunity -- and I am sure they will take that opportunity -- to study the significant testimony that has already been received over a number of hours and days of debate.

So I really rise to support the motion and advise Members that we should have no excuse by the fall for not being fully prepared to take a position on this subject. The information is in. I think we have received very complete and exhaustive testimony on all the various viewpoints and interests that bear on this vital subject. I look forward to informed and useful debate, and I believe that the Government of the Northwest Territories and the Government of Canada can very much profit from any advice we might give, because we are now in a position to make an informed and responsive decision on this issue. Thank you, Mr. Speaker.

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

MR. MacQUARRIE: Mr. Speaker, I can easily support the motion. I agree we have had a great deal of information. I wish simply to indicate that when we do consider it in the fall, I, for one, will certainly want to remind Members -- and hope to deal with it in this way -- that exploration, on the one hand, and mining and the production of yellow cake, transportation, are different elements with different problems. I hope that we will deal with them selectively rather than just in general when we do deal with it in the fall.

MR. SPEAKER: Thank you. Mr. Pudluk.

Difficulty In Understanding Technical Terms

MR. PUDLUK: (Translation) Mr. Speaker, I would like to make a brief statement concerning the motion. When we had the last session in Hay River, I think we met with the uranium consultants. However, they were using technical words, and we could not comprehend them; we could not understand completely what they were saying. Maybe we can invite people who will not be using technical words, and that way I can support the motion. Thank you.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Thank you. Question being called. Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I have just to say, a note, I would hope that from the extensive debates that took place that the Executive Committee would be digesting that from their staff and putting forth some sort of tentative policies that we may deal with out of the contents of the debate so that, probably, we would not have to sit for many, many hours talking about the same things over again. Thank you.

AN HON. MEMBER: Question.

MR. SPEAKER: Thank you. Mr. Noah, do you wish to wind up debate?

MR. NOAH: (Translation) Mr. Speaker, I would like the Members of the Assembly to understand that the people from the uranium agencies are opposing each other, just as we have done here. I know that they will be using technical words in order to confuse us, and if we get confused -- most of the people want to confuse each other. These uranium people will be trying very hard to open a uranium mine. I think it is the same practice in the South. I do not think that we will have to deal with the technical words. We can set that aside, but we will consider the dangerousness of the uranium. Even if they opened a mine in the Territories, it would be very dangerous to the people. This would present a danger to the environment. Perhaps if people were exposed to the uranium, or if the uranium was being transported somewhere, it would be very dangerous to our natural food. I think we will have to consider this very much. I do not think we will have to deal with their technical words. I just want to deal with them to a final agreement, and perhaps there could be a motion introduced later regarding that.

Motion 14-82(2), Carried

MR. SPEAKER: Thank you, Mr. Noah. All those in favour of the motion? Opposed, if any? The motion is carried.

---Carried

Motion 16-82(2). Ms Cournoyea.

Government of the Northwest Territories will be advising the committee and the federal government. I think we will have to prepare some ideas on where the boundaries should be placed; that is why we wanted to establish a committee on the division of the NWT.

If we have a special committee it would be wise to advise the subcommittee to have it negotiate with the federal government, and that would be one of our authorities, and we can make some recommendations and deal with them in this House. In that way, we can make some legislation and prepare for division of the Territories. We can deal with the budgetary system. Since there are so many responsibilities and they are very small, it will involve a lot of funding, and it would be all our sole responsibility to have a subcommittee to deal with the division. We should have a special committee and there should be enough funding for this special committee, and staff. There will be a quorum of 12 Members.

If the subcommittee or the special committee is required to travel, we will give funding to the special committee. I would like some support to this motion. Thank you.

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

#### Committee Is Designed To Give Flexibility

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. This issue of division and that aspect of our constitutional development in the Northwest Territories has really been something that has resulted from the work of this Legislative Assembly, the initiative of this Legislative Assembly, and I think it is appropriate and important that all Members of this Legislative Assembly have the opportunity of participating in planning for the next stage. There is a great deal of planning required to prepare for what we hope will be a positive response from the federal government. This committee is designed to give the flexibility to begin that work immediately and to respond to any responses from the federal government that may require our involvement. I have in mind particularly the possibility that we may be consulted on membership of the boundary commission; we hope we will be consulted -- or the possibility that the federal government might well request that this Assembly undertake certain responsibilities in connection with the boundary issue. This committee, it would seem to me, Mr. Speaker, is a very flexible and efficient way of responding to any requests for involvement on our part between sessions of the Assembly.

I also am pleased to support a responsible approach to planning our budgets and legislation policies and practices so as to prepare for the eventual division of the Northwest Territories. I think that the record of co-operation and respect for all interests in the Northwest Territories that has been shown through the work of the special committee on the constitution, which has similar terms of reference, is an excellent precedent and bodes well for this committee should it be approved.

This subject of division is a matter which affects and has the interest of all peoples of the Northwest Territories, and I am very pleased to support a motion which would see every Member from all parts of the Northwest Territories with an opportunity for input into this planning process. I do not think it should be confined to Members from the Eastern Arctic who perhaps have a special interest in the subject; I think it is appropriate that all Members have the opportunity to participate. So I am pleased to support the motion in that regard, and I look forward to progress on the considerable work that is required to prepare for this historic event.

I think if we go back to the unity committee report in Frobisher Bay, and our recommendations in the fall of 1980, we shall see that this Assembly has already recognized that much planning and thought must be given to transitional measures,

Motion 16-82(2): Establish A Special Committee On Division Of The NWT

MS COURNOYEA: Mr. Speaker:

I MOVE, seconded by the Member for Keewatin South, Tagak Curley, that this House now establish a special committee to be known as the special committee on division of the Northwest Territories, composed notwithstanding Rule 75(1)(a) of all Members of this Legislative Assembly;

And further, that this committee shall have the responsibility of representing in every way possible the interests of all the people of the Northwest Territories with respect to planning and preparing for division of the Northwest Territories;

And further, that this committee shall:

- a) be authorized to appoint a subcommittee to undertake any negotiations with the appropriate federal authorities;
- b) be authorized to make recommendations to this House as to how existing and future legislation, policies and practices of the Government of the Northwest Territories might be amended or developed to reflect the duality of interests between the eastern and western parts of the Northwest Territories;
- c) be authorized to make recommendations to this House on ways in which the process of budgetary and capital planning in the Northwest Territories might be modified in form and process so as to reflect the duality of interests between the eastern and western parts of the Northwest Territories, and prepare for the impact of division in the NWT; and
- d) be authorized to make recommendations to this House on transitional measures which could be implemented to prepare for the division of the Northwest Territories;

Mr. Speaker, there is a typographical error. It reads on the page, "transitorial"; it should be "transitional".

And further, this committee shall:

- e) have access to such persons, papers, and records as are necessary to its business;
- f) be provided with the necessary administrative support by the Legislative Assembly office;
- g) have a quorum consisting of 12 Members;
- h) obtain the funds required to carry out its responsibilities from the appropriations of the Legislative Assembly;
- i) undertake such travel as is required to carry out its assigned responsibility; and
- j) report to this House from time to time.

MR. SPEAKER: Your motion is in order. Proceed, Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I would like to give the opportunity to the seconder of this motion to speak first on the motion, recognizing that I will have to wait until the conclusion for my remarks.

MR. SPEAKER: Thank you.

MR. CURLEY: (Translation) Thank you, Mr. Speaker. I would like to make my remarks in Inuktitut briefly, regarding the motion and supporting it. It means that the Northwest Territories -- on division -- that there will be some responsibilities. There are some agreements between the federal government and the Territories that were made some time ago, and we have to deal with such matters along with division and the resolution of the boundaries. This committee should have some authority to have funding available to it. The



once the vote is concluded, and therefore I think it is appropriate that this committee be established with these terms of reference. It is in keeping with recommendations from this same House. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Patterson. To the motion. To the motion. Ms Cournoyea, you have the floor to wind up the debate.

MS COURNOYEA: Question.

Motion 16-82(2), Carried

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

---Carried

---Applause

Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

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

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

We resolve into committee of the whole, for Bill 1-82(2), Bill 2-82(2), Bill 3-82(2), Bill 4-82(2), Bill 5-82(2), and Bill 6-82(2), with Mr. Pudluk in the chair.

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

MR. SPEAKER: Point of order?

MR. CURLEY: Yes. I just wondered how the bills got ahead of the report of the special committee on education. I have not seen a motion to put them as the first order of business, or any unanimous agreement to do so.

MR. SPEAKER: Mr. Curley, it is the prerogative of the Speaker to put the order of business every day. There was a motion that you had in to recognize the education report as first order of business for Monday, and that was granted, and it was also in for Tuesday and Wednesday, which we did. I have an obligation to see that the business of the House, the essential parts of business, be done as well, while I have a quorum, and it is my prerogative to state the order of business unless directed otherwise by way of motion, which you did previously, but you do not bind the Chair to putting the same thing for every day.

Now, if you do not wish to deal with it, as I instructed, you can ask the chairman to report progress and we turn to the other, if that is your desire. That is the way that you can control the Chair, but you cannot control it in this manner.

We resolve into committee of the whole, with Mr. Pudluk in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE

CHAIRMAN (Mr. Pudluk): This committee will come to order. It is now 11:30 a.m. Let us break for lunch and come back at 1:00 o'clock.

---LUNCHEON RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum. Ms Cournoyea.

Motion To Report Progress, Carried

MS COURNOYEA: Mr. Chairman, I move that this committee report progress.

CHAIRMAN (Mr. Pudluk): The motion is not debatable. All those in favour? Please keep your hands up. One, two, three, four...

MR. NOAH: Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. Noah. To the motion. I am sorry. It is not debatable. Okay, to the motion again. Please raise your hands. Seven. Opposed? Seven to seven.

MS COURNOYEA: Some people did not hear.

MR. SIBBESTON: Mr. Chairman.

CHAIRMAN (Mr. Pudluk): A point of order? It is a tie vote. I have to decide. It is my decision now, not yours. I will vote in favour of that motion.

---Carried

MR. SPEAKER: Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE

MR. PUDLUK: Mr. Speaker, your committee wishes to report progress.

MR. SPEAKER: Thank you, Mr. Pudluk. Then, consideration in committee of the whole of bills, recommendations to the Legislature and other matters. Tabled Document 2-82(2), report of the special committee on education, Learning: Tradition and Change, with Mr. Pudluk in the chair.

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

CHAIRMAN (Mr. Pudluk): Now this committee will come to order. We are on recommendation six. I am going to ask Mr. Clerk to read recommendation six for me.

CLERK ASSISTANT (Mr. Hamilton): Recommendation six. "Divisional boards of education shall, with the approval of the Minister of Education, lower the entrance age to kindergarten to four years."

CHAIRMAN (Mr. Pudluk): Thank you. To recommendation six. Any comments or questions? Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, when the debate closed yesterday evening, I asked whether or not there was any research material available regarding the number of students in the Territories who would possibly be eligible for this service, and, knowing that, then one could get some indication of the extra and additional facilities that are required.

Projected Costs Of Lowering Kindergarten Age

I note that in the projection of costs there is anticipation that there would be some 51 -- and I am going by memory now; I do not have the paper in front of me -- but some 51 more teachers required to provide this service, at some three million plus dollars. I think that, to study that projection, one would have to know the numbers of students that have been identified as being eligible for such a service.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Butters. I do not know if that material is available right now. Nobody has given me notice. Mr. Butters.



HON. TOM BUTTERS: I appreciate that, sir. I just think it should be available somewhere, so that when recommendation six is discussed by the various local education authorities throughout the land, they have that so they can make a realistic decision on the recommendation because, as you will notice, the text under recommendation six relates in no way to kindergarten. I do not think the word "kindergarten" is used, so that material is of no value to anybody when examining that recommendation.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: The reason the committee recommended lowering it to four years old is, as most Members may be aware, there are four year old children presently attending in some of the communities, and it has been a problem because they are not supposed to be there, and the communities wish them to be in school and the committee, as I said before, does not want to remove them.

As far as the costs go, that is one of the considerations the committee had when we said "with the approval of the Minister of Education". In other words, if, for example, in a community only one or two of the four year olds will be coming into the system, it will not, in most cases, cause an additional staff person to have to be hired, but in larger communities, where it might cause staff problems, the Minister might want to delay it until the funding could be found. So that is one of the reasons why we made it with the condition of ministerial approval.

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

Kindergarten Services Permitted, Not Required

HON. TOM BUTTERS: I note that in the draft legislation provided by the co-chairman of the committee, the particular reference to the provision of a kindergarten service falls under the area of a "may" -- it is not a requirement. They are permitted to so offer such a service if parents wish it, but I would be very doubtful, if the parents realized that such a service were available within the ordinance, that any or many communities would not take advantage of it.

CHAIRMAN (Mr. Pudluk): Thank you.

HON. TOM BUTTERS: I wonder also on that point, it says subsection 69(2) -- I will read it. It says: "provide a kindergarten program for children in the division or in any education district in the division, who are five years of age on or before the 31st day of December, unless subsection 69(2) applies". What does subsection 69(2) refer to?

CHAIRMAN (Mr. Pudluk): Are you finished?

HON. TOM BUTTERS: Yes, I am. I just wonder if the co-chairman could advise me what subsection 69(2) refers to.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: I wonder if the Minister is familiar with that more than I am, possibly.

CHAIRMAN (Mr. Pudluk): Mr. Minister.

HON. DENNIS PATTERSON: Perhaps we might be able to go on to something else, Mr. Chairman. I cannot answer that right away.

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

MR. McLAUGHLIN: Yes, Mr. Chairman, if we could come back to that. Some of the other information we have is that we were specifically asked that there should be kindergarten entrance for four year olds in Tuktoyaktuk, Coppermine, Eskimo Point, Baker Lake and Inuvik. The four year old population in the Territories

is approximately between 900 and 1000 four year olds and when we looked into this matter and we checked out other jurisdictions, experience elsewhere has shown that less than 50 per cent of parents will send four year olds to school if they have a choice. The 450 to 500 four year olds who might go to school will be distributed throughout approximately 65 schools and can, in many cases, be added to the present enrolment without significant staff additions. You should remember that kindergarten is only a half day program, too. Thank you, Mr. Chairman.

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

Four Year Olds Too Young For Kindergarten

MR. NOAH: (Translation) Thank you, Mr. Chairman. Regarding recommendation six, these four year olds -- I understand that kindergarten age should be five years old. Four years old is a bit young. It definitely is too young. I have a concern. Sometimes the weather is very bad, the cold weather, and it would be putting pressure on their parents, trying to make them go to school when the weather is bad. Single parents have to go to work in the morning and it would create a problem and a great concern to such parents. In my community there are always blizzards and it is dangerous, with all the snowmobiles and trucks driving around, to have the little kids going to school or coming home from school. I think it would be a big worry for parents to have four year olds going to school under such conditions. Maybe the people who recommended this are not thinking of the dangers and the problems that could arise. I think it would be more convenient if these children would go to school at the age of six. At this point they are a little more grown and they have some understanding of how to go to school. Then he or she would have no problem and there would be less pressure.

Furthermore, when you are riding a skidoo or a truck you sometimes cannot see small children. It will always be a concern to us, in the communities where there are always blizzards, to have to take children to school every day. If the children cannot be taken to school, they will start to miss school. Sometimes they are given a certificate for their attendance. I think that is what they are called in English, "certificates". If a small child does not receive such a certificate he might wonder what is the point of going to school.

When children get to be around six years old -- a four year old is too young, too small to go to school. I know this, because I have a child of my own and I know what I am talking about. It is not an ideal situation to have this recommendation six approved.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Yes, I think I can answer Mr. Butters' question now. The copy I had did not have the relevant page, but I found it.

Subsection 69(2) referred to in the draft tabled ordinance would allow the Executive Member responsible for education, at his discretion, to prescribe a lower entrance age, but not less than four years and that qualifies the right of the board to establish a program for children who are five years old before December 31st. In other words, it can be varied by the discretion of the Executive Member, and that subsection 69(2) in the draft ordinance is found on page 48. Thank you.

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

MR. McLAUGHLIN: I think Mr. Butters was also interested in what the current wording is, and it is: "Subject to the approval of the Executive Member, a superintendent may include a kindergarten program in any school in his superintendency." Thank you, Mr. Chairman.

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

Informal Programs For Younger Children

MR. MacQUARRIE: Thank you, Mr. Chairman. I have no questions in this area. I would like to make a brief comment. I am opposed in principle to bringing children of the age of four into formal schooling. In fact, in my own brief to the special committee on education, I asked that the entry age to formal schooling be raised from what it is. I feel that younger children should have informal but organized programs -- cultural, linguistic, recreational; they should have a little on the values of education, socialization, and an acquaintanceship with the community and that sort of thing, I feel, even while they are five, six and seven. So I cannot agree to this lowering. As a matter of fact, the way it is suggested, I would say that it is educationally unsound, particularly if there is not a planned program and staff allocated to handle it. It simply will not be successful in that case. If you have children coming in who do not have a program designed to suit their level of maturity and people to deliver it effectively, then, instead of it being successful, in fact you will have children who, on their first entry into the school, will be faced with some frustration or boredom or whatever, and it certainly will not be a good introduction to schooling. I had thought for a while that perhaps there could be allowances made where parents wish this, but I think that imposes an unfair burden on the principal, trying to decide each time in each case who should get in and who should not get in. So I just generally do not like this recommendation, and I must say that it is the first one in the list which, when the matter arises finally, I can say unequivocally that I will oppose that idea.

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

MR. McLAUGHLIN: I would just like to make a short comment on that. The committee itself ran over all these problems, and there are two things that have to be made clear. The reason we said that boards of education "shall" lower the entrance age to kindergarten to four years is that these divisional boards will have more than one community in them. If one of the communities wants to have it, we do not want the other communities to be able to prevent them from having it, so that is why. The board will have to allow the individual community to do it if they want to, if they petition the Minister and the Minister approves it.

The community will also have to prove to the Minister that they have a decent plan of what they are going to do with four year olds, and if we ever get into the situation where some of the larger communities want to take this up and have whole classes of four year olds, then obviously we are looking at maybe having a pre-school program and not the kindergarten program we have at the time; and that might happen to us. We were asked in some of the public hearings in Hay River and some of the other communities -- I cannot remember which ones, specifically, but definitely in Hay River and I think in Yellowknife -- to start a pre-school program in the education system. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation six. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, he answered part of my question. If the communities are going to be treated that way, it is all right with me. I asked David Nickerson as to exactly how it is, and he told me he went to school when he was four years old, when I asked him how he got to be so educated. He replied that he was four years old when he started school. That was my main concern, children going to school at the age of four or five. But have you considered when the children are aged four or five, learning their traditions first at home, from their parents? Have you made any recommendations as to whether a child should learn at home first, before sending him to school? That is my question, and I am satisfied with what you have, because it is dealing with education, because one of you mentioned that if a child goes to school at the age of four or five, he learns a lot quicker. Also the high drop-out rate in our school system is a concern, and I know that a lot of little kids that age really want to go to school.



Somebody mentioned that they might be in danger because of being run over by vehicles. That should not be that much of a concern because only the larger communities have all that many vehicles, and the smaller communities do not have that many. I would like to get more information on that, concerning the children going to school at the age of four or five. To me, the recommendation is okay. I just want to know from you what you have thought about this recommendation.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

Attendance Optional For Four And Five Year Olds

MR. McLAUGHLIN: Thank you, Mr. Chairman. There are two things the Member brought up. One is the age. As far as we are concerned, the present ordinance does not force five year olds to go to school, and we do not want to force four year olds or five year olds to go to school, so it is up to the parent whether the four or five year old would go to school. It would also be up to the local education committee as to what type of language was used in the instruction in the kindergarten programs for the four year olds or the five year olds.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation six. Mr. Evaluarjuk.

MR. EVALUARJUK: Qujannamiik. (Translation) I do not have any questions on this recommendation. It seems to be okay as far as I am concerned. I have heard, and I think the special committee on education also heard, that the children wanted to go to school at the age of four or five, and it was expressed to the committee Members when they went to the settlements that the parents wanted the children to go to school at the age of four or five because they are very active at that age. It does not state in the recommendation that it is compulsory, and whoever does not support this recommendation, I can tell you that you can go back to your constituents and consult your people as to what their reactions are. We can find out in October from you after you consult with your constituents as to whether you have any problems with this recommendation. It was stated that you can go to your constituents and come back in October to find out exactly what they thought about it. I am pretty sure that we are going to hear about it being discussed in the October session.

As far as I am concerned it is okay. I have a son who went to school at the age of four. Even though it does not say in the law that kids have to go to school at that age, the teachers seemed to like him being in school. They did not want to send him home, so they just let him stay there. As long as children that age want to go to school, I feel that they should be able to, if they want to. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation six. Are there any more questions? If not, we are going to move on to recommendation seven.

Recommendation Seven Of Report Of Special Committee On Education

Any questions from the floor? Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I wonder if some Member would indicate to me, from where would these people come? These appointments of people to this secretariat for learning, are they to be appointments of educators from the North? Are they to be appointments of people from the North like we appoint people to some of the other boards that we have, giving them regional representation for which this Assembly has on many occasions chastised the government? I would like to have some idea of where these people are coming from to be involved with the secretariat of learning, that I understand will plan and co-ordinate responses to demands for learning of every kind within the Northwest Territories. Are you going to take educators from the North? They will all be involved with teaching. Are you going to take people from industry? Are you going to get regional representation? Just what does the Minister or what does the committee -- maybe it is not fair to ask the Minister -- but what does the committee envision in the make-up of this particular secretariat of learning?

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

MR. McLAUGHLIN: I think the best way to describe this is, we obviously have a recommendation elsewhere in here that the Arctic college would have all the post secondary education and trades-type vocational courses under it, but if we did not do that, for example, the Minister of Economic Development and Tourism would have those programs; so if a person was going to have a secretariat for learning right now, the committee would say the Minister of Education should be on it, the Minister of Economic Development and Tourism should be on it, and whoever is responsible for Personnel should be on it, because there are on-the-job training programs in there.

High Profile Co-ordination

Our intention was that the secretariat for learning would be in the Executive department of the Northwest Territories, and the reason is that we do not think that there is a high enough profile given to education, especially in the area of co-ordination. We have heard from industry and different people who work in the different departments that everything is not together under one roof, and this would be one way of achieving that. The objective is that the Minister of Education would chair this committee, and they would have a small staff of two or three people working for them within the Executive department of the government. Thank you, Mr. Chairman.

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

MS COURNOYEA: I believe on the second paragraph on page 57 it states that: "The secretariat for learning will be composed of members appointed by the Executive Committee and chaired by the Minister of Education."

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

HON. ARNOLD McCALLUM: Mr. Chairman, I read that. I can read. I do not know whether the committee who made the recommendation envisaged having the Executive Committee appoint educators or appoint people from within the regional representation. We have examples of corporation boards of directors, as well as other particular groups in the Northwest Territories, that have regional representation, and I have heard it said in committees such as this that we should get rid of them and we should get somebody better on them. So if you are going to lay something on the Executive Committee, surely you envisage whom you are going to get. I would think that it would attempt to get educators to co-ordinate, because you are dealing with education. I am afraid you are going to have all the educators involved with many of the other boards and involved with teaching.

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

MR. McLAUGHLIN: There are presently several people at high levels in the Department of Education, Economic Development and Tourism and Personnel who would be suitable to fill these positions, and for one position, I would imagine that the deputy minister of Education would probably be the secretary to this committee.

CHAIRMAN (Mr. Pudluk): Thank you. To recommendation seven. Mr. Butters.

HON. TOM BUTTERS: Just to say I think the co-chairman can see the area for confusion. There is nowhere in the supportive material that suggests the secretariat would be composed entirely of civil servants, and this is what I understand him to be saying. It is a secretariat along the lines of existing secretariats which have been developed within our government. If he turns to Appendix H you will find that the secretariat is not even indicated at all, and Appendix G shows the secretariat, but it is also almost in the same general

block as the Minister's advisory council, and we know the Minister's advisory council is made up of people who are not necessarily civil servants, in fact who are outside of the government. So I think that now that he has clarified that the secretariat is composed of government people, I think that is helpful, and that should have been included in the information supporting the recommendation.

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

Secretariat Composed Of Executive Committee Members

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I believe that, if this recommendation is approved, that a consideration in the mind of the committee was to try, within the Executive Committee itself, to rationalize the various departments that have education type of responsibilities, particularly Economic Development, but also such areas as Personnel and Local Government, for example, which have significant training programs, and I would see the composition of the secretariat for learning as primarily Members of the Executive Committee itself. Thank you.

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

MR. MacQUARRIE: Thank you, Mr. Chairman. A question at this time, rather than a comment, just for clarification. It appears that it would be a body to plan and co-ordinate responses. I am just wondering, what can it deliver? What authority would it have to compel responses, and from which bodies would it compel those responses? Is it entirely a secretariat that would provide advice to the Minister, who then, if he felt the advice was good, would attempt to compel the responses? The reason I ask is that, I think the establishment of such a body clearly needs to be justified well, or we simply have one more bureaucracy.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. There are presently high level administrators in our government dealing with education programs in the Government of the Northwest Territories, and our idea is to put this under one roof, and hopefully use the same people who are doing this work in the existing departments. It was our intention that, under the present system, you would probably involve the four existing Ministers of Education, Economic Development and Tourism, Personnel and Local Government, where learning and education is presently taking place in our government. We have heard from companies, and we have heard from federal people involved in programs that the territorial government puts on using federal funds, telling us that when they come to see the government, it is pretty hard to figure out who to see because you have to deal with the Department of Economic Development and Tourism if you are an industry company doing...

MR. MacQUARRIE: Point of order.

CHAIRMAN (Mr. Pudluk): Point of order. Mr. MacQuarrie.

MR. MacQUARRIE: In the interests of saving time, that is not answering the questions and I understand that part of it. The question is: Will this body have any authority to compel responses? Supposing that it identifies there is a need for drillers in the Beaufort Sea area, and these are all coming from the South, is it simply a body that will tell that to the Minister, who will then do something about it, or will it be a body that, for instance, would directly contact the Arctic college and say there ought to be this kind of program in the college? That is the question.

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



MR. McLAUGHLIN: That is exactly where I was going to.

MR. MacQUARRIE: Oh.

MR. McLAUGHLIN: If a large company operating in the Northwest Territories -- well, we want to make this clear. You people said you wanted this clear, and I am trying to make it clear.

HON. ARNOLD McCALLUM: You have got to be kidding.

MR. McLAUGHLIN: As long as you are confused by facts, Mr. McCallum, I do not know what we can do.

HON. ARNOLD McCALLUM: Forget it. Forget it. You could not stickhandle that well.

CHAIRMAN (Mr. Pudluk): Shut up, Duke.

---Laughter

MR. McLAUGHLIN: An example I was leading up to making is if one of the corporations doing a large development project in the Territories identified a need for trained northern people in their project, these are the people they would deal with, and this is where they would say, "We need some help. If you want us to hire northerners, this is what their qualifications have to be. This is how many we need. How can we help you to deliver them?" Then this Executive secretariat committee would be in a position -- because it involved all the people on the Executive that have to deal with these issues -- to get something done and get something done fairly quickly.

CHAIRMAN (Mr. Pudluk): Thank you. Are there any further questions on recommendation seven? If not, we are going to move on to number eight.

Recommendation Eight Of Report Of Special Committee On Education

"A Minister's advisory council shall be established." Are there any questions from the floor? If not, we are going to move on to recommendation nine, on page 58.

Recommendation Nine Of Report Of Special Committee On Education

Are there any questions from the floor? Mr. MacQuarrie.

MR. MacQUARRIE: I just feel with respect to that question, the matter of transferring direct administration of schools in the Northwest Territories to divisional boards -- which I am not opposed to -- the question arose in my mind though as to what would be left to the department and I would prefer to have seen, not just in the body of the report, but a specific recommendation that deals with what areas of responsibility the Department of Education will still have.

In respect of that, that is the area where I would like to see something about standards and core curriculum. I know the word "monitoring" is found in the body of the report somewhere, but in my own opinion, that word is not sufficient. It seems to me that the department has to have some effective means, whether it is an inspectorate division of school, whatever -- I do not know -- some means for ensuring that if the Minister is not satisfied with a program and the standards, that there is some means which he has of ensuring that the program and educational standards are maintained at an acceptable level. So, if we deal with this recommendation specifically in the fall, there is no doubt at all that I would move an amendment, to ensure that the department retains some responsibility for that and if we are not dealing specifically with the recommendations, I will attempt to make sure that the legislation is such that

the department's role is clearly specified in those areas. I just wish to note now that at one point in the discussion, I believe, earlier this week, the Minister of Education said a core program and standards is the responsibility of the Minister and the department and I would just like to make sure that that will be spelled out very clearly.

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

MR. McLAUGHLIN: This recommendation specifically refers to the direct administration of schools and does not deal with the department itself. I realize nobody can expect any of the Members here yet to have thoroughly gone through what the committee tabled in the way of suggested legislation for a new Department of Education, but I am sure that once Mr. MacQuarrie and other Members have had a chance to look through that in some detail they will realize that your concerns are covered in that new ordinance.

This specific recommendation is talking about the administration, and the administration of schools in the new boards. The department's role would be eliminated to the same extent that it is eliminated in Yellowknife, where you have a public school board. So in other words, the local education committees will govern the schools; the direct administration. The administrator will be the superintendent that the board hires, and that is how the schools would be administered in each of these new divisions. Later you will see the committee's recommendations, further into the report, dealing with curriculum, etc.

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

Possible Concern Of Federal Government

HON. TOM BUTTERS: I just wonder if the chairman could advise me whether or not he has some indication of how the federal government might be viewing this recommendation? The reason I say that is that, as you know, the federal government did turn over the administration of education to the NWT, or to the Commissioner, some time ago and I feel that they did so with some concern for the people of the North and would wish to monitor that the education being provided in the North was adequate and up to national standards. Does he feel that there might be some concern on the part of, say, the federal government, which provides us with the funds to provide these services, for a further devolution of that administration to 10 divisional boards? Has he discussed this devolution with anybody yet at the federal level?

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

MR. McLAUGHLIN: I will say two things on that. The first thing is, that one of the first things the federal government was involved in up here was education. It is one of the oldest things that government has dealt with in the Northwest Territories and we have devolved already local government -- they run the communities in the Northwest Territories -- and the education system is something that is really sort of an older animal of the federal government, which has been turned over to the territorial government and so personally I cannot see why the government would be concerned about it. They certainly did not complain that school boards were created in Yellowknife and I do not see that they would have any concern about school boards created in the other communities, because they had the opportunity, if they did not want that to happen, to disallow the present ordinance, which grants individual communities the opportunity to become school boards. Because they were not against that, I do not think they will be against this.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation nine. Are there any further questions? If not, let us move on to recommendation 10.

Recommendation 10 Of Report Of Special Committee On Education

Mr. Clerk, would you read it for me?

CLERK ASSISTANT (Mr. Hamilton): Recommendation 10: "The Education Ordinance shall be amended to enable the implementation of the recommendations of the special committee on education."

CHAIRMAN (Mr. Pudluk): Thank you. Are there any questions on recommendation 10? There are not. We can go on to recommendation 11, page 62. Mr. Clerk.

Recommendation 11 Of Report Of Special Committee On Education

CLERK ASSISTANT (Mr. Hamilton): Recommendation 11: "The Minister of Education shall establish two centres for learning and teaching."

CHAIRMAN (Mr. Pudluk): Are there any questions from the floor? Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I have a couple of questions here. I have the text surrounding the recommendation, but I would appreciate an explanation of the basis for having two centres of teaching and learning, rather than one.

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

MR. McLAUGHLIN: When we held our public hearings, there was a great demand that more northern curriculum, particularly language curriculum, be developed, and so we felt that we have basically two different native cultures in the Northwest Territories that need curriculum developed for them. The curriculum in the English language for maths and sciences and anything is available to us, and people in the communities were quite happy with curriculum that is being delivered to them at present, in my community or Yellowknife for example, using the textbooks and curriculum that are available in English through publishing companies in southern Canada or published, possibly, by some of the provincial governments for their jurisdictions. So, we thought with the two different native cultures being distinct, that we needed one located in the eastern part of the Territories and one located in the western part of the Territories and I can assure you that the committee certainly did not overlook the fact that there is possibly going to be a future division of the Northwest Territories and that it would certainly be advantageous to have two existing centres for learning and teaching.

The other program that we want to have in there, other than curriculum development, is the teacher education program and I will admit that during this discussion the committee wondered whether or not one of our major education programs for teaching people from the North should be there or whether it should be part of the Arctic college. It was a hard decision for us to decide where to put it, but we realized that the graduates from these TEP programs are, for the large part, going to have to be the people that help us develop the curriculum we need in the native languages. So maybe if courses were being put on for them to develop this curriculum in those institutions, it might be a good idea to have the TEP programs and the native students in TEP centres being combined with the curriculum development centres. So, we have made this recommendation and we realize that there has to be some question about that, but we finally came to the conclusion it would be better to have the TEP program with the centres for learning and teaching and for curriculum development. Thank you, Mr. Chairman.

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

Development Of English Language Curriculum

MR. MacQUARRIE: I was not challenging the idea of establishing the centres at all. I rather like the idea, as a matter of fact, but your answer confirms what I read in the body and that is that these institutions will have a distinct



cultural orientation and so I ask whether the committee at any time considered the third, or non-native culture; that is, the establishment of a centre for teaching and learning which would have its primary consideration with the development of curriculum materials and so on in that area or, alternatively -- that is probably not a good idea, to establish a third one -- alternatively then, to ensure that the third culture is not forgotten in the operation of these institutions.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. In my answer I emphasized the fact that we thought, with the two different cultures in the East and West, the Dene and the Inuit, that it would be advantageous to have the two separate learning and teaching centres, but I did not intend to make you think that there would be no English language curriculum developed there. For example, if one of the school boards wanted to have curriculum developed on the history of the Northwest Territories, if people on these boards decided that the books that are manufactured in English in the South do not give a really good history of the Northwest Territories, the type of history that they would like taught in their school, which would involve both the native northerners' view of the history of the Northwest Territories -- say the Yellowknife school board, for example, wanted to have a history of the Northwest Territories curriculum developed for their junior high school for grades seven, eight, nine and 10, and asked that this be done, it would be one of the jobs done by these institutions.

As far as staff in these institutions goes, the people that would work there would be some of the existing curriculum development people presently working in the department and, also, we thought that for particular programs, the learning centres would want to contract people from other areas of Canada to do specific tasks, if the expertise was not available in the Northwest Territories.

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

MR. MacQUARRIE: Yes. That answer then raises the next question that I have and that is the question of priorities. While I like the idea of these centres for teaching and learning, when I read the material surrounding them it is never at all clear under whose authority they come. They have boards, the deputy minister of Education, superintendents of the divisions and the principal, but on the other hand, they seem to be required to respond to demands from divisional boards. What in fact is the situation with respect to that and if it is demands from divisional boards, how can you see priorities established? You did say earlier that, for instance, the Yellowknife school board might ask for the development of a particular history curriculum. How is it determined where that fits into the priorities of the program, the curriculum development program of these centres?

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

#### Centres Responsible To Minister Of Education

MR. McLAUGHLIN: Thank you, Mr. Chairman. The responsibility will be directly under the Minister of Education. What we are saying is the Minister of Education will be responsible for the Department of Education, responsible for the Arctic college and responsible for these new learning centres. The funding that they get -- I imagine some of it for the administration is going to have to come directly from the Minister, but what we intend to do is provide curriculum development funds to these boards and the boards will then contract the centres for learning and teaching to develop curriculum for them. That way there will be a responsibility for that learning centre to develop the curriculum that the board wants particularly for that board. It is obvious that if one of the boards develops some curriculum that the others like, that it is going to be available to them too, but the board that really wants it would be the one that pays for it in the first place, but of course, once it is published and produced



it would be available to the other boards as well. For example, if the board in the southwest part of the Northwest Territories developed some Slavey or language curriculum for all of its communities and there were some Slavey people in one of the communities, like Hay River, Pine Point or Fort Smith, that would like to put that on for one of their classes or a small group of their students who were in that community, that curriculum would be available for them to use, of course.

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

MR. MacQUARRIE: So I understand, then, and I just want to reiterate that, if my understanding is correct, that clearly these centres are answerable to the board and through the board to the Minister for curriculum decisions. Is that correct?

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

MS COURNOYEA: Mr. Chairman, perhaps just as a word of expedience, if there are questions of lines of authority, in the back of the book, in Appendix G and Appendix H, there are lines of where the relationships fit in. So, from time to time if you relate to that, you will find guidelines there showing the general outline on how it is proposed that these boards and advisory councils fit in. So, that may help in the discussion.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation 11. Are there any more questions? Mr. McCallum.

#### Teacher Training Programs

HON. ARNOLD McCALLUM: Mr. Chairman, I take it what has been developed here or what is being recommended to us is an enhancement of the present two teacher education programs, the one that is in the East and the one that is in the West, but you are not just going to train teachers here and instruct them in the proper methodology. You are going to use the instructors there, along with the curriculum development people presently in the Department of Education, to develop new programs for kindergarten to grade 10, adult education, and these centres of learning will then put these programs into particular schools on a pilot project to test them, to monitor them, then evaluate them and make a recommendation to the Minister -- or they will be recommended then to the Minister to be adopted as a curriculum course. Is that a correct interpretation of what the committee is recommending to us now?

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: The Minister's description of what we want to do is exactly what we are trying to do. I do not see how I can answer.

HON. ARNOLD McCALLUM: I just want to get clarification. Mr. Chairman, then I think to speed up things, it may be that possibly before questions come up on these, the co-chairman should maybe indicate what is being intended or what is being recommended in these recommendations and we would not get into a lot of these kinds of questions. I just wanted to verify that that is exactly what you are setting up. You are setting up an institute of studies that will include teacher training, the present teacher training programs, and the teacher training will continue as it is now to train northern native people. If anybody wanted to go on to teacher training who is not a native northerner, but who is a northern student -- that is, somebody like my son, who would want to go into education -- he would have to then either get it through the establishment of a course at the Arctic college concept or go South to get his teacher education and come back in the North hopefully to teach there. Is that correct?

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

MR. McLAUGHLIN: Right now, and I am sure the Minister is aware, the present TEP programs are set up specifically to provide graduates who are competent in the native languages. So we are not making any recommendations changing the present situation where people who want to get a formal education -- in the several programs that we allow people to go South -- that will not be changed. We are not going to try to force northern people to get their education degrees in the Northwest Territories.

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

MR. MacQUARRIE: Well, just a clarification on that last statement, that you will not force them to. Will you allow them to? That is the question. I have known a couple of students who wanted to attend in Fort Smith and were not allowed to because they were not of native origin. That is the nub of the question.

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

MR. McLAUGHLIN: I am not just sure what the previous Ministers of Education had intended when they developed the TEP programs. My understanding is that the TEP programs were designed to provide graduates who spoke native languages. I am not sure but I believe that if a person who did not know a native language undertook that as part of the course in the present TEP in Fort Smith, they would be accepted, but I do not know what the present policy is. I would assume that if a person was fluent in a native language, even though he was not a native, or as a condition to getting his TEP certificate undertook to take a native language while he was taking the TEP course, I think under the present system he would be accepted into those institutions, but, if not, the committee is certainly not against that type of thing happening.

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

MR. MacQUARRIE: Yes, one brief remark. I will study that more, but it certainly seems to me that we would want to encourage non-native students to take their teacher training in an institute like that and become northern teachers, so I will certainly look further at that. I would hope so.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation 11. Are there any more questions? If not, we are going to move on to recommendation 12 on page 64. Mr. Clerk.

Recommendation 12 Of Report Of Special Committee On Education

CLERK ASSISTANT (Mr. Hamilton): Recommendation 12: "The Minister of Education shall introduce legislation to establish an Arctic college."

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, is it the intent in setting up the Arctic college -- or this concept of an Arctic college -- to have it operate all post-school, that is after grade 10, programs? Is that really the intent, to do that? Are you thinking of trying to get into not just grades 11 and 12, but beyond grades 11 and 12, say first or second year university courses? What range would you have? Are you talking about setting up separate situations for trades? Is this to be a technology institute? Is that the goal that you are looking at? I recognize that I am talking about something down the road. It may be that you are only thinking of putting in grades 11 and 12, but the other courses that are presently in place, such as the certified nursing assistant program, the business administration -- if we could get a dental therapy school of our own -- are these the kinds of programs, the diploma programs? Or do you see that there would be some kind of transference program whereby northern students could get into first year university, second year, and then the transfer year could be arranged with other colleges outside because we do not have any at the present time?

CHAIRMAN (Mr. Pudluk): Thank you. I do not know which one. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, before, when we were in the discussion on the centres for learning, we were talking about up to grade 10. Here we speak of grade 10. The intention is that there are many programs available which may not put a young person in grade 11, but it may be a program such as you speak of, a CNA or another program. The intention is to try to co-ordinate those activities within the Arctic college as a total package. For young people coming out of grade 10, we are trying to put all the programs under a wing where we can say, "Okay, what do we do with these young people?" It may not be that they want to go to grades 11 and 12, but grade 10 does provide them with other opportunities within the government programs, as you outlined. The availability of extension courses, if they fit into university criteria, certainly would be entertained, as many people are asking for that service at present, and what you say is quite correct.

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

MR. McLAUGHLIN: It is definitely the intention of the committee to have grades 11 and 12 in there, and also all the programs which deal with on-the-job training or trades which are currently carried on in the Department of Personnel and in the Department of Economic Development and Tourism.

#### University Courses

In addition to that, we would hope that we could start introducing some university courses in some of the larger communities. In fact I was told by some high-school students in Yellowknife, that sometimes, with the semester system, they have everything done except one course or two courses, and there is nothing else constructive for them to take, so they are literally hanging around Yellowknife for half a year to take one course. They are saying "It sure would be nice if we could take first year university English or, you know, if there could be one or two courses offered so we were not wasting our time in Yellowknife just taking one course." Certainly it would be nice seeing some of the Arts courses, at least, offered as soon as possible, and maybe some year down the road a full first year Arts program, for example, could be offered.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I understand what we are talking about; we are talking about adult education, and you are not, just at the beginning, thinking only of grades 11 and 12. There are other programs, obviously, that you can get into. You have the recommendation from certain places -- for example, Snowdrift people say that even to be classroom assistants, you should have a grade 12, but I know that now they can get in with their GED, their general education diploma, without going through all the formal years.

If I accept, then, what you are saying in terms of it, I wonder if you could rationalize to me how you would envisage the Arctic college -- talking about the licensing of scientists, I think that comes in it as well. How does that come through? Why would you want to get involved at that particular level -- taking over the responsibilities of the Science Advisory Board?

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

#### Science Advisory Board And Licensing Of Scientists

MR. McLAUGHLIN: Okay, in that particular case, we are not suggesting that the Science Advisory Board be disbanded, but that it come under the Arctic college program. We previously had discussions as a Legislative Assembly, and the Department of Education, to have the Science Advisory Board help us out with the science program in education in the Northwest Territories, and I do not



think that process has really been completed or even tackled fully yet, but something has gone on. The people that make up the Science Advisory Board are some of the leading and most distinguished scientists in Canada, and we thought it would be really very valuable to an Arctic college to have them connected with the faculty, you know, and to be maybe honorary faculty members or something like that, with the college. The board presently has the authority of giving out those licences, and we thought that some connection with them to the Arctic college would be of great advantage to the college system.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I think that is a very admirable objective, to have people who are doing research in the North affiliated with an Arctic college. Surely, after all the number of years that we have had people coming in and out of the North to study us, look in things, to make them part of it, but you say here the "licensing" of scientists. I think it is great that you are finally going to get people involved with it, but why would you want to license that research?

CHAIRMAN (Mr. Pudluk): Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, the reason that we would like to be involved with the licensing -- perhaps in your area it is not as relevant, but in this area, scientists are coming in and our priority was always that our people would like to work along with the scientists that are in the field and the research development that they are doing, and as it is now it is licensed separately. There is very little liaison. The ability to have young people involved probably could be very easily identified at that level. We found that the natural knowledge of people should be teamed up with the more academic scientific involvement that is going on here. Oftentimes those two things are separate, and it has been a priority since 1963 in this area, through the hunters' and trappers' association, through the organization of COPE as it formed, that these two things oftentimes can be complementary to each other, which would allow the people here to understand the research that is going on and to be involved with it. But if the licensing is taking place at another level you never know about it and you have no opportunity to really build into that.

#### Involving Young People With Scientists

If you look at the kind of research that is going on presently, and how much money is being spent on research in the North, it is a fantastic, phenomenal amount of money. But you say, "How many of our local people are channelled into those kinds of needs?" We have had some co-operation from time to time, but it has been, you know, sort of on a fighting basis to try to get our people teamed up with the scientists, and to us here, and I cannot speak for other areas, it is very important to know what the scientists are putting forward, as well as to involve our young people, perhaps at a younger age, to team up as part of the licensing process. If we are talking about an Arctic college, we will know where all our young people are, and if we are also involved with the licensing of the research that is going on, we can also be able to recommend and channel from the knowledge of our pupils in the school and maybe channel some of the direction, also, of the studies, according to priorities of research.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin. Further reply?

MR. McLAUGHLIN: Thank you, Mr. Chairman. I am sorry. I misled Members by implying that the Science Advisory Board presently licenses these people. What I was talking about was different universities that come up here to do research; for example, the Science Advisory Board helps find employment for students with those groups, and we would like to see that carried on. If they were connected with the college, it would make it a lot easier for them to find students that are specifically interested in what those different archaeological groups or other groups are doing, and the committee certainly thinks that the licensing of those groups should come out of this area and that connection would be valuable to everybody concerned. Thank you, Mr. Chairman.



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

Administrative Structure Of College

HON. ARNOLD McCALLUM: I just have one final question with this particular recommendation, and I guess it would be in relation to the back up material to the recommendation that I am reading from, page 64, where it says: "The Arctic college will be independent of the Department of Education but it will operate within ...a revised Education Ordinance."

It would still come under the purview of the Minister of Education, I take it. Do you foresee, then, within this, an administrative structure similar to known institutions, junior colleges? Are we looking at the whole administrative structure of a college or a university?

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: Yes, we do, and we specifically asked for legislation to be drafted up for Members to look at between now and the fall to create an Arctic college and, when we asked the lawyer we had working for us to do that, we asked him to look at what type of legislation in the provinces is used to create other colleges. One thing I am hoping that the Minister will do is have the present board of governors of Thebacha College look at their future as a board of governors of the whole Arctic college system.

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

HON. ARNOLD McCALLUM: You mean you have asked somebody to develop a draft proposal for us, that you are going to recommend to us? Otherwise, it is going to be a Private Member's Bill or something, is it not?

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: All of the legislation that we tabled, the four different sets of suggested legislation, was tabled in order to make the administration and MLAs exactly aware of what we are doing. The recommendations are one thing, but how you are going to put them into effect is pretty hard to say until you have actual legislation to look at and that is why we did it, so that the Executive Committee can be sure of what our intent is.

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

MR. MacQUARRIE: Thank you, Mr. Chairman. I would just like to express a few concerns in this area and then ask a question. One of the concerns I will have here, as with school program, is to ensure that standards are maintained. I would want to see something with respect to that in the legislation, not just hoping that the board can provide lifelong opportunities for learning in whatever way and in whatever manner that the board considers appropriate, but certainly, that they will provide education that will enable northern students to take advanced education at academic and technical institutions in the South if we do not have such institutions in the North, and that there would be that binder on them. I would also simply like to ensure that before other standards are in place, that the Alberta standard that generally prevails now is not thrown out until we know for sure that there is a good standard elsewhere.

I will be concerned also about the relationship of the Arctic college board to the Minister. In a response yesterday or the day before concerning this matter, Mr. McLaughlin seemed to indicate that there would be control by the Minister over programs and standards and yet when I read the proposed legislation, the Minister seems almost to be a nonentity. Executive Member is defined and from time to time you see an occasional reference, but certainly not an indication that the institution is responsible to the Minister. I will also be concerned

about the composition of the board and about a statement I see in the proposed legislation that talks about the preference of students. Those are concerns that I will address during the summer and also when we come back in the fall.

#### Status Of Grade 11 And 12 Teachers

The question that I have is with respect to those teachers who are now presently grade 11 and 12 teachers employed by the Government of the Northwest Territories. Their status will obviously change. Would they have assurance that they would be entitled to positions in the Arctic college and then, of course, the question of pension funds would come up again? Would you address that question, please?

CHAIRMAN (Mr. Pudluk): Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I was writing down all the questions Mr. MacQuarrie was asking and I assume you only really want an answer to the final question. We are completely aware of the teacher situation and in terms of the responsibility that this government has toward the teachers, it will be taken into full consideration, with the full knowledge of this committee that we cannot and we will not unnecessarily disrupt what is established. Certainly, if we want to keep good teachers, the Department of Education will have to take into consideration what is the best deal for them. They have their associations and we completely respect their associations and respect the fact that we would have to deal with them in a fair, reasonable and meaningful manner.

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

MR. McLAUGHLIN: Just to add one more thing on that, I imagine that the attitude is going to be the same. We are suggesting territorial-wide bargaining with the NWTTA and I would certainly imagine that the grade 11 and 12 high-school courses would still be taught by teachers with NWT teaching certificates and who would be members of the NWT Teachers' Association, but they would be employed by the Arctic college, which is run by a board of governors, just like the other teachers will be employed by independent divisional boards.

#### Autonomy Of University

I do want to allude to one other thing that Mr. MacQuarrie said. That is that we definitely have tried to follow the traditional situation, where universities have their own autonomy, which is something which is pretty standard in all the free world. I do not think I have to tell Mr. MacQuarrie that history shows that the first institutions a government or junta or a banana-type republic tries to take over, are its universities, and I do not think anyone can convince me that universities should not be fairly autonomous in what they do. It is definitely the committee's intention that the grade 11 and 12 high-school courses will still lead -- at least in the West -- to the Alberta diploma, which they presently get after completing the qualifications in grade 12.

The other thing is the courses above and beyond that, like the courses at Thebacha College in Fort Smith and the other courses we have and may have in the future, which, like in any post secondary education institution in the South, will have to stand on their own merit. Different faculties and different universities are thought to be better than other faculties and other universities and that will no doubt be our situation, too. University has to stand up to its own standards.

The other point is that the Minister will still be in charge of the funds that this college gets and the Minister will be appointing the board of governors to the college, or at least a primary lot, and the Minister will certainly be able to, I would imagine, disband the board of governors if they are operating in a manner which is terribly uneducational or against the better interests of the people of the NWT, though it is a thing you would be highly unlikely to want to do.

CHAIRMAN (Mr. Pudluk): Thank you. We are going to take a 15 minute coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The committee will come to order to deal with Tabled Document 2-82(2), Learning: Tradition and Change in the Northwest Territories. Recommendation 12: "The Minister of Education shall introduce legislation to establish an Arctic college." Mr. McCallum.

Motion To Report Progress, Carried

HON. ARNOLD McCALLUM: Mr. Chairman, I would like to move that we report progress on this and come back to it at a later time.

CHAIRMAN (Mr. Fraser): The motion is not debatable. All those in favour, to report progress? Against? The motion is carried.

---Carried

MR. SPEAKER: Mr. Fraser.

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

MR. FRASER: Mr. Speaker, the committee is considering Tabled Document 2-82(2) and we wish at this time to report progress.

MR. SPEAKER: Thank you, Mr. Fraser. Mr. Clerk, please. We are back on Item 13. Item 13, consideration in committee of the whole of bills, recommendations to the Legislature and other matters; Bill 1-82(2), Bill 2-82(2), Bill 3-82(2), Bill 4-82(2), Bill 5-82(2), Bill 6-82(2), and the 16th report of the standing committee on finance. I would suggest when you get into the committee of the whole that the government indicate which bills they would like to proceed with and this allows them the full scope of all the bills that are in there so that they can deal with them in whatever sequence they desire.

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

MR. SPEAKER: Mr. MacQuarrie.

MR. MacQUARRIE: Mr. Speaker, if I could ask for unanimous consent, just before we go into committee of the whole, to return to Item 7, reports of standing and special committees, so that I can have the report of the standing committee on legislation moved into committee of the whole?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Are there any nays?

---Agreed

ITEM NO. 7: REPORTS OF STANDING AND SPECIAL COMMITTEES

Proceed, Mr. MacQuarrie.

Motion To Refer Report Of The Standing Committee On Legislation To Committee  
Of The Whole, Carried

MR. MacQUARRIE: Mr. Speaker, I wish to present the report of the standing committee on legislation to the eighth session of the Ninth Legislative Assembly of the Northwest Territories, May 21st, 1982. I move that it be put into committee of the whole for discussion at the time the bills come up, seconded by the honourable Member for Foxe Basin.

MR. SPEAKER: There is a motion on the floor. All those in favour? Opposed, if any? The motion is carried.

---Carried



Mr. Sibbeston, we are on this subject now. Do you have a report?

MR. SIBBESTON: Mr. Speaker, I have a report of the constitutional development committee and I would like to see some indication as to whether I should actually simply table the report -- it is a page and a half -- or else Members may wish me to read it.

HON. DENNIS PATTERSON: Just table it.

MR. SIBBESTON: It is a very exciting report, if you hear about all the wonderful things that are happening.

HON. DENNIS PATTERSON: We do not want to hear it. Just table it.

SOME HON. MEMBERS: Table it.

MR. SIBBESTON: I will table the report.

---Laughter

---Applause

MR. SPEAKER: We will resolve into committee of the whole, with Mr. Fraser in the chair, for the bills as outlined.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-82(2), SUPPLEMENTARY APPROPRIATION ORDINANCE, NO. 3, 1981-1982; BILL 2-82(2), FINANCIAL ADMINISTRATION ORDINANCE; BILL 3-82(2), EDUCATION ORDINANCE; BILL 4-82(2), FOREST PROTECTION ORDINANCE; BILL 5-82(2), LABOUR STANDARDS ORDINANCE; BILL 6-82(2), STUDENT FINANCIAL ASSISTANCE ORDINANCE; 16TH REPORT OF THE STANDING COMMITTEE ON FINANCE; REPORT OF THE STANDING COMMITTEE ON LEGISLATION

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

CHAIRMAN (Mr. Fraser): The Committee will come back to order to deal with Bill 1-82(2), An Ordinance Respecting Additional Expenditures for the Public Service for the 1981-1982 Financial Year. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, this supplementary is basically for housekeeping purposes. The Legislative Assembly is being requested to authorize an O and M appropriation increase of \$6,120,000 for the fiscal year ended March 31, 1982. Of this total, approximately \$4,313,000 is required to cover increased salary costs due to collective bargaining and this is approximately 70 per cent of the total supplementary estimate before you. The major balance of the increases is required to cover miscellaneous items approved in principle by the Executive Committee or Financial Management Board during the year. These items were given approval without funding with the understanding that departments would attempt to absorb the increases. If that were not possible, a final adjustment would be made at year end. I believe it is significant to note that while the total cost impact of the collective agreements was some \$6,300,000, departments were able to reduce their requirements to \$4,300,000, a reduction saving two million dollars, through vacancy rates or other measures.

Before I turn the floor over to the standing committee on finance, I would just note a correction to be made on page one, and it is in the Executive program and I refer specifically to the Energy and Resource Development Secretariat. The first figure in that section of \$180,000 as main and supplementary estimates number one and number two I am advised is in there incorrectly. It should be removed. The only item that we are putting forward during this past fiscal year for that secretariat was the \$140,000 before you.

CHAIRMAN (Mr. Fraser): If Members would look up the Tabled Document 29-82(2), Supplementary Appropriation No. 3 1981-82, I think that is what Mr. Butters is talking about right now. It is a little white paper, like this, in the tabled document files. Thank you. Mr. Butters.



HON. TOM BUTTERS: Just to add, Mr. Chairman, that after Mrs. Sorensen provides her report, the Ministers will speak to their own requirements, or respond to questions on their own requirements.

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

16th Report Of The Standing Committee On Finance

MRS. SORENSEN: Thank you, Mr. Chairman. The standing committee on finance has reviewed with the Minister of Finance and Mr. Parker the supplementary estimate number three. Members are reminded that supplementary estimates represent money that has already been spent by the Executive for the most part and we are now providing the authorization for that spending by our vote.

The standing committee on finance recommends that we proceed with the supplementary estimate on a page by page review and that we will have questions with respect to some of the departmental supps and certain Members may also have questions.

I would also like to point out that many of the areas are simply to provide funds for increased salary and wage costs resulting from the collective agreement and that was something that could not be anticipated, although the government knew at the time that it would be somewhat more than the nine per cent that they had calculated or had budgeted for and, indeed, I believe it was somewhere around 14 per cent -- Mr. Butters, am I not right? So that is why the amounts there are significant. I think, Mr. Butters and Mr. Chairman, we could proceed to page one then, the Executive program, under the subject operations and maintenance.

Executive, O And M, Executive Committee Secretariat, Agreed

CHAIRMAN (Mr. Fraser): Are we ready then? Does the committee wish to go to page one, Tabled Document 29-82(2), Executive Committee Secretariat, for \$135,000?

MRS. SORENSEN: Agreed.

CHAIRMAN (Mr. Fraser): Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Energy And Resource Development Secretariat, Agreed

CHAIRMAN (Mr. Fraser): Energy and Resource Development Secretariat, \$140,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Regional Operations Secretariat, Agreed

CHAIRMAN (Mr. Fraser): Regional Operations Secretariat, \$80,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$355,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Finance, O And M, Administration, Agreed

CHAIRMAN (Mr. Fraser): Page two. Finance, operations and maintenance in the amount of \$6000, administration. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Treasury, Agreed

CHAIRMAN (Mr. Fraser): Treasury, \$44,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Comptrollership, Agreed

CHAIRMAN (Mr. Fraser): Comptrollership, \$193,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$243,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Personnel, O And M, Directorate, Agreed

CHAIRMAN (Mr. Fraser): Page three, Personnel, O and M, directorate, \$29,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Systems And Administration, Agreed

CHAIRMAN (Mr. Fraser): Systems and administration, \$56,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Staff Training, Agreed

CHAIRMAN (Mr. Fraser): Staff training, \$132,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Classification And Compensation, Agreed

CHAIRMAN (Mr. Fraser): Classification and compensation, \$50,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Personnel Services, Agreed

CHAIRMAN (Mr. Fraser): Personnel services, \$324,000.

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, under that section there is some \$269,000 unanticipated funds for volume and price increases associated with travel and removal. Does that signify a great increase in the number of civil servants resigning and leaving or is that directly related to just increased costs for moving and travel expenses?

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

COMMISSIONER PARKER: Mr. Chairman, the shortfall there of \$269,000 was caused because of the unanticipated increases in air fares and other removal costs, such as trucking, and "removal" in the government term means moving people both in and out. Last year, we did have a relatively -- no, I had better say we had a higher turnover than we have experienced for the last two or three years, and this seems to run in cycles. We seem to have between two and three years of relatively low turnover, and then we seem to go through a cycle of a bit higher turnover. I do not really have any explanations for that, but it seems to have been a fact over the last several years.

Total 0 And M, Agreed

CHAIRMAN (Mr. Fraser): Thank you, Mr. Commissioner. Total department, \$591,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Justice And Public Services, 0 And M, Directorate, Agreed

CHAIRMAN (Mr. Fraser): Page four, Justice and Public Services. Directorate, \$100,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Museums/Heritage, Agreed

CHAIRMAN (Mr. Fraser): Museums/heritage, \$100,000. Agreed. Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, I think it is useful to acknowledge here that this is a direct response of the government to concerns that have been expressed by MLAs and by the Executive with respect to the inadequate funds for archaeological and archives programs surrounding the areas where high impact of development is taking place, and we had initially wanted this money to come out of the B level funding, but the government has seen fit to find it within our budget now, and has placed this money into this program, and the committee thinks it is a very worth-while program. I wonder, does the government wish to comment on it at all?

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

HON. GEORGE BRADEN: Mr. Chairman, no, except to say that we recognize that there was a lot of stall on the part of the federal government under their archaeological program, and we were not able to obtain the kind of funding and resources required, so we decided that it was necessary to proceed, and I appreciate the comments of the chairman. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. \$100,000, museums/heritage. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Consumer Services, Agreed

CHAIRMAN (Mr. Fraser): Consumer services, \$50,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Court Services, Agreed

CHAIRMAN (Mr. Fraser): Court services, \$216,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Legal Services Board

CHAIRMAN (Mr. Fraser): Legal services board, \$125,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie. Legal services board.

MR. MACQUARRIE: Thank you. Could I just ask why there are additional funds for Maliiganik Tukisiiniakvik and native court workers? Are there not budgets established at the beginning of the year with our regular estimates? What additional funds are required during the year?

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

HON. GEORGE BRADEN: Mr. Chairman, the \$53,000 for MT is made up of a 14 per cent increase in salaries for MT staff. You will recall, Mr. Chairman, that the Member for Frobisher Bay and other Members pressed very strongly for some adjustment in the salaries paid to the MT staff. We have also, in that \$53,000, provided for some measures to develop training of paralegal workers, including basic legal education. We determined that it was necessary to provide funding to cover basic O and M cost increases, in light of the fact that no inflationary cost increases have been allowed since the main estimates of the 1982-83 budget. Finally, there is a fee change by the lawyer now located in Frobisher Bay to provide legal services to the Baffin region.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. Legal services. Mrs. Sorensen.

MRS. SORENSEN: Yes. In the standing committee on finance, it has been raised that there is perhaps a need for a review of the salary paid or the method of payment for the justices of peace, and I wonder if that is planned by the government?

CHAIRMAN (Mr. Fraser): Mr. Braden.



HON. GEORGE BRADEN: Mr. Chairman, I do not really think that would come under the legal services board. That is what we are on at the time. The point that the Member raises should have been dealt with under court services. I just want to indicate, Mr. Chairman, that we are under legal services board, and if you want to go back to court services I will answer the question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. Do you wish to go back to court services?

AN HON. MEMBER: Agreed.

CHAIRMAN (Mr. Fraser): Is it agreed by the committee that we go back to court services to answer a question?

SOME HON. MEMBERS: Denied.

CHAIRMAN (Mr. Fraser): I only hear one "yes" and two "nays", so we will go to legal services board, \$125,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston.

MR. SIBBESTON: I declare an interest in this vote, because I do derive funds occasionally from within this allotment.

CHAIRMAN (Mr. Fraser): Is that the legal services board, Mr. Sibbeston?

MR. SIBBESTON: Yes.

0 And M, Legal Services Board, Agreed

CHAIRMAN (Mr. Fraser): Thank you very much. Legal services board, \$125,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Legal Division, Agreed

CHAIRMAN (Mr. Fraser): We go to legal division, \$9000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total 0 And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$600,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Government Services, 0 And M, Supply Services, Agreed

CHAIRMAN (Mr. Fraser): Page five, Government Services. Supply services, \$200,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$200,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Health, O And M, Administration, Agreed

CHAIRMAN (Mr. Fraser): Page six, Health, O and M. Administration, \$107,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed?

---Agreed

O And M, Territorial Hospital Insurance Services, Agreed

Territorial Hospital Insurance Services, \$669,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, Medical Services Contract, Agreed

CHAIRMAN (Mr. Fraser): Medical services contracts, \$52,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

O And M, NWT Share Of Health Care Services, Agreed

CHAIRMAN (Mr. Fraser): Northwest Territories share of health care services, \$454,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$1,282,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Social Services, O And M, Administration, Agreed

CHAIRMAN (Mr. Fraser): Page seven, Social Services. Administration, \$161,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Family And Children's Services, Agreed

CHAIRMAN (Mr. Fraser): Family and children's services, \$255,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed.

---Agreed

0 And M, Services To The Aged And Handicapped, Agreed

Services to the aged and handicapped, \$23,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total 0 And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$439,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Education, 0 And M, Administration, Agreed

CHAIRMAN (Mr. Fraser): Education, page eight. Administration, \$967,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Schools, Agreed

CHAIRMAN (Mr. Fraser): Schools, \$992,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Continuing Education, Agreed

CHAIRMAN (Mr. Fraser): Continuing education, \$146,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Vocational Education, Agreed

CHAIRMAN (Mr. Fraser): Vocational education, \$105,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

0 And M, Pupil Residences, Agreed

CHAIRMAN (Mr. Fraser): Pupil residences, \$200,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M, Agreed

CHAIRMAN (Mr. Fraser): Total department, \$2,410,000. Agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed?

---Agreed

Are you ready to go to the bill, clause by clause? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Bill 1-82(2), clause 2, interpretation. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 3, amount granted. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 4, purpose and effect of each item. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 5, lapsing of appropriations. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 6, transfer of money and accountable advances. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 7, coming into force. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Schedule, \$6,120,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Short title?

SOME HON. MEMBERS: Agreed.

---Agreed



CHAIRMAN (Mr. Fraser): Bill as a whole?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Is the bill ready for third reading?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Okay, that completes Bill 1-82(2). Mr. McCallum, the House leader.

HON. ARNOLD McCALLUM: Mr. Chairman, Bill 2-82(2), Financial Administration Ordinance.

Bill 2-82(2): Financial Administration Ordinance

CHAIRMAN (Mr. Fraser): Bill 2-82(2). Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, the purpose of the bill is to introduce major revisions to the current Financial Administration Ordinance and it is primarily to reflect the evolution of financial management in the Government of the Northwest Territories, to highlight the accountability of program managers for financial administration and to reflect current accounting principles for public sector reporting and disclosure.

I think Members will recall that the Auditor General has noted in the past that we require such an updating of our current administration ordinance. It has been in draft stage for some three years now and has had a number of revisions. It has been examined by and commented on by all the program managers in the various departments. It has been examined and commented on by the Auditor General's office himself. It has been examined and commented on by both the standing committee on legislation and the standing committee on finance in this House. In fact, a joint meeting of the two committees occurred in Inuvik some days ago when the bill presented to you here was examined by both those committees. As a result of that examination, there are minor amendments that I will be making to the bill as we proceed and I will draw these to your attention, sir, when we reach the particular provision, and as I say, these amendments have resulted from our discussions with, and the advice received from, the chairmen and the Members of both standing committees of this House. I expect both chairmen of those committees would wish to comment on this bill.

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

Comments From Chairman Of Standing Committee On Finance

MRS. SORENSEN: Thank you, Mr. Chairman. Yes, as Mr. Butters indicated, your standing committee on finance met jointly with the standing committee on legislation on May 15th to review the Financial Administration Ordinance. Again the Minister of Finance was in attendance, Mr. Parker was in attendance and several officials from the Department of Finance were also there. In addition, Mr. Chairman, a joint meeting took place on May 5th between the respective chairmen of each committee, myself and Mr. MacQuarrie, and a representative of the Auditor General's office and a clause by clause review of the proposed ordinance took place with this Legislature's external auditor. The Auditor General's office is satisfied with the contents of the legislation and has no serious concerns or comments. Your committee, however, Mr. Chairman, has recommended an amendment to part III, subclause 18(3). The Minister of Finance has been asked by letter if he would consider that amendment and he has

indicated that it is acceptable to the government and that the government will propose that amendment during the appropriate clause by clause review. Mr. Chairman, your committee therefore recommends that we proceed through the Financial Administration Ordinance and it recommends approval of the new ordinance. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. Mr. MacQuarrie, chairman of the legislation committee.

Comments From Chairman Of Standing Committee On Legislation

MR. MACQUARRIE: Thank you, Mr. Chairman. I will not repeat the remarks of the Minister as to the purpose of the bill and the references by the chairman of the standing committee on finance with respect to meetings that were held on this subject. I will say that during a meeting that was held between a representative of the Auditor General's department, Mrs. Sorensen and myself, Mr. Hayes -- that representative -- indicated that in his opinion the bill was altogether a reasonably good piece of legislation and it provided for adequate reporting and accountability. During consideration of the bill in the joint meeting on May 15th, the following amendments were agreed to: subclause 2 (21) expanded to include the Speaker of the Legislative Assembly; subclause 2(27) amended to correct a typographical error; subclause 18(3) was amended to adjust the requirement relating to the timing of introduction of supplementary appropriations to the Legislative Assembly; the addition of a new clause 21.1 which expands the definitions of "department" to include the officers and employees of the Legislative Assembly, and "department head" to include the Clerk of the Legislative Assembly for the purposes of part III of the ordinance; subclauses 43(1) and (2) to include references, not only to government guarantees but also to indemnities and to indemnifying to correct an omission; and subclause 59(2) was amended to delete reference to the Auditor General of Canada as such reference was considered inappropriate. Subject to these amendments which will be introduced by the government in committee of the whole, the joint meeting agreed to refer this bill to the committee of the whole for consideration.

CHAIRMAN (Mr. Fraser): Thank you very much, Mr. MacQuarrie. Is the committee ready to go clause by clause? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 2, definition. Mr. Butters.

Motion To Amend Subclause 2(21) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: Yes, Mr. Chairman. I would like to move an amendment under clause 2. I move that we revoke subclause 2(21) and replace it with the following: "'Public officer' means any person employed in the public service of the Territories and includes any person employed by a territorial agency, any agent of the Territories, the Commissioner, the Deputy Commissioner, the Speaker of the Legislative Assembly and every Executive Member." I have another amendment later on but possibly we could deal with that one first.

CHAIRMAN (Mr. Fraser): Most definitely we will deal with that one first. To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): All in favour? Down. Opposed?

---Carried

Clause 2 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Have you another amendment on clause 2?

HON. TOM BUTTERS: Yes, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Butters.

Motion To Amend Subclause 2(27) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: I move that we revoke subclause 2(27) and replace it with the following so that it will read: "'Senior financial officer' means a person appointed pursuant to subsection 3(2)."

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

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

---Carried

Clause 2 as amended.

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 3, Financial Management Board and senior financial officer. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 4, powers of board. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 5, power to obtain information. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 6, senior financial officer subject to Commissioner. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 7, responsibilities of senior financial officer. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 8, delegation by senior financial officer. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 9, deposit of public money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 10, fee for services rendered. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 11, repayment of money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 12, special purpose funds. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 13, remission of taxes or penalties. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 14, write-off of debts. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 15, reporting of deletions. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 16, disbursements. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 17, estimates and transfers. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 18, special warrants. Agreed? Mr. Butters.



Motion To Amend Subclause 18(3) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: Yes, Mr. Chairman. I move that subclause 18(3) of the bill be amended by adding the words "to the next session but in any case" after the words "Legislative Assembly" in line six of that clause so that the subclause will now read: "18(3) Authorizations of the Commissioner pursuant to this section shall be deemed to be interim appropriations for the fiscal year in which the order is issued and shall be submitted in the form of supplementary appropriation bills to the Legislative Assembly to the next session but in any case no later than the last session of the Legislative Assembly for that fiscal year."

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. After careful consideration, your motion is in order.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

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

---Carried

Clause 18 as amended?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 19, statement of special warrants. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 20, lapse of appropriation. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 21, record of liabilities. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 22, accounting and expenditure officers. Mr. Butters.

Motion To Add New Clause 21.1 To Bill 2-82(2), Carried

HON. TOM BUTTERS: Mr. Chairman, I move that the bill be amended as follows: That we revoke subclause 22(1) and replace it with the following, so that 22(1) will now read: "In this part, (a) 'department' includes the officers and employees of the Legislative Assembly, and (b) 'department head' includes the Clerk of the Legislative Assembly with respect to the officers and employees of the Legislative Assembly."

MR. MacQUARRIE: Point of order.

CHAIRMAN (Mr. Fraser): Point of order, Mr. MacQuarrie.

MR. MacQUARRIE: I noted, in moving the amendment, the Minister neglected to read the new numbering in ahead of it, that it is clause 21.1, and then the words, "In this part".

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

HON. TOM BUTTERS: That is correct. I did neglect to do that, and I would request that the committee so receive these words as described by the chairman of the legislation committee: "21".

CHAIRMAN (Mr. Fraser): For the record, Mr. Butters, could you read that again, then?

HON. TOM BUTTERS: I do not have the words in front of me. What was it the chairman said? I have lost the number. The bill is amended as follows: by revoking subclause 22(1) and replacing it with the following: "21.1 in this part, (a) 'department' includes the officers and employees of the Legislative Assembly, and (b) 'department head' includes the Clerk of the Legislative Assembly with respect to the officers and employees of the Legislative Assembly."

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. See that that does not happen again.

HON. TOM BUTTERS: I thought I read "21.1" in, but I guess I did not.

AN HON. MEMBER: Shame, shame, shame!

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

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

---Carried

Mr. Butters.

Motion To Amend Subclause 22(1) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: And "22(1) Every department head shall (a) designate one or more public officers of the department or one or more service contractors attached to the department as an accounting officer for the department, and (b) designate one or more public officers of the department or one or more service contractors attached to the department as an expenditure officer for the department, but unless it is the department head, an officer or a contractor may not be designated as both an accounting officer and an expenditure officer."

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

AN HON. MEMBER: Question.

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

---Carried

Clause 22 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 23, accounting for disbursements. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 24, contracts providing for expenditure of public money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 25, implied condition in contracts. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 26, responsibilities of accounting and expenditure officers. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 27, responsibilities of senior financial officer. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 28, prohibiting disbursement payment. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 29, form of disbursement of public money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 30, examination and reconciliation of cheques. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 31, accountable advances. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 32, interest on advances and unremitted earnings. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 33, payment of rebate, refund or commission. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 34, investment of revenue fund money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 35, public property. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 36, working capital advance. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 37, statement of operations of revolving fund. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 38, board of survey. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 39, public property disposal. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 40, definitions. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 41, exclusion. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed



CHAIRMAN (Mr. Fraser): Clause 42, signing of guarantees and indemnities. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 43, guarantees. Mr. Butters.

Motion To Amend Subclauses 43(1) And 43(2) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: Mr. Chairman, I move that the bill be amended as follows: (a) By revoking subclause 43(1) and replacing it with the following: "43(1) Where the total amount guaranteed or indemnified in respect of a debt does not exceed \$500,000, a guarantee or indemnity may be given by the Territories or a territorial agency for a debtor with the approval of the Commissioner upon the recommendation of the board."

In addition (b) by revoking subclause 43(2) and replacing it with the following: "43(2) Where the total amount guaranteed or indemnified in respect of a debtor exceeds \$500,000, no guarantee or indemnity shall be given without the consent of the Commissioner in Council."

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

SOME HON. MEMBERS: Question.

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

---Carried

Clause 43 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 44, report by senior financial officer. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 45, territorial accounts. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 46, tabling of territorial accounts. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 47, control of territorial agency borrowings. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 48, charges for goods and services. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 49, bonding of public officers. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 50, "territorial debt". Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 51, assignment of wages and debt. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 52, limitation. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 53, moneys not accounted for. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 54, liability for lost public money. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 55, offences and penalties for public officers. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 56, offences and penalties. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 57, documents deemed chattels. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 58, debts to the Territories deducted from moneys owed. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 59, regulations. Mr. Butters.

Motion To Amend Subclause 59(2) Of Bill 2-82(2), Carried

HON. TOM BUTTERS: Clause 59, Mr. Chairman. I move that the bill be amended as follows, by revoking subclause 59(2) and replacing it with the following: "59(2) Where, pursuant to this ordinance, the Commissioner is authorized to make regulations and the authority is subject to, at the direction of, on the recommendation of, or with the consent or approval of, the senior financial officer or the board, the existence of regulations made pursuant to the ordinance is conclusive proof that the appropriate condition, direction, recommendation, consent or approval was complied with or obtained as the case may be."

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

AN HON. MEMBER: Question.

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

---Carried

Clause 59 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 60, amendments. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 61, repeal. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 62, ordinance shall prevail. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 63, commencement. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Schedule A. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Can we go back then to clause 21.1? Is this a new clause? We would have to get approval on that. Clause 21.1. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 1, short title. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Now report the bill ready for third reading?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Thank you very much. What is the wish of the House Leader now?

HON. ARNOLD McCALLUM: Mr. Chairman, Bill 3-82(2), an amendment to the Education Ordinance.

Bill 3-82(2), Education Ordinance

CHAIRMAN (Mr. Fraser): An amendment to Bill 3-82(2), An Ordinance to Amend the Education Ordinance. Mr. MacQuarrie. Sorry, Mr. MacQuarrie, we will let the Minister of Education speak to that bill first. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. This bill, which will allow the Executive Member the discretion to declare school years in any school in any education district to be less than the required present minimum of 190 days but not less than 170 days, is a response to direction given by this House at the last session by adopted motion. I have an amendment to propose.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Mr. MacQuarrie, chairman of the legislation committee.

Comments From Chairman Of Standing Committee On Legislation

MR. MacQUARRIE: Thank you, Mr. Chairman. Yes, in reviewing this proposed amendment, the committee recognized that the bill is introduced into the House in response to a motion that was adopted the last session and the standing committee on legislation is very receptive to those responses naturally. During its consideration the committee was advised by the Minister of Education that subclause 1(3) which appears in your books is not required and therefore the committee agreed to its deletion, and I presume that will be the amendment that the Minister has referred to and the committee agreed to the referral of this bill to the committee of the whole for consideration with the above amendment which will be introduced by Mr. Patterson.



CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Are you ready to go clause by clause? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 1. Agreed? Mr. Patterson.

HON. DENNIS PATTERSON: Agreed.

CHAIRMAN (Mr. Fraser): Do you have an amendment to this?

HON. DENNIS PATTERSON: Yes. My amendment is respecting subclause 1(3), Mr. Chairman. Shall I move it now?

CHAIRMAN (Mr. Fraser): You have to move it now. I think there is only the one clause.

Motion To Delete Subclause 1(3) Of Bill 3-82(2), Carried

HON. DENNIS PATTERSON: All right. Mr. Chairman, I move that the education bill be amended by deleting subclause (3) of clause 1 of the bill so that the bill would make reference to only subclauses (1) and (2) of section 62.

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

AN HON. MEMBER: Question.

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

---Carried

Clause 1 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill now ready for third reading? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Mr. McCallum.

Bill 4-82(2), Forest Protection Ordinance

HON. ARNOLD McCALLUM: Mr. Chairman, the amendment to the Forest Protection Ordinance, Bill 4-82(2).

CHAIRMAN (Mr. Fraser): An Ordinance to Amend the Forest Protection Ordinance, Bill 4-82(2). Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Chairman. The purpose of this bill is to amend the existing provisions of the Forest Protection Ordinance under the heading, assistance in fighting fires. The ordinance provides at present that the forest supervisor may conscript able-bodied male persons between the ages of 18 and 60 years for the purpose of controlling or extinguishing fires. Last year, Mr. Chairman, as Members are aware, several communities in the Northwest Territories were threatened by forest fires. There were at that time several 16 and 17 year olds who were willing and able to fight forest fires but due to this provision in the Forest Protection Ordinance, they could not be put into service to fight fires. Before this committee considers the amendment, I would like to emphasize that the amendment refers only to emergency situations where there is a need to conscript individuals to fight the forest fires. It is not proposed to apply this provision in the case of fighting every forest fire.

The second amendment, which is incorporated in this bill, is to remove the discrimination contained in the ordinance whereby such conscription is limited only to male persons. In view of our present constitutional requirements of equality between men and women, it is felt that the provision as it presently stands is discriminatory in nature and should be repealed.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. Mr. MacQuarrie, chairman of the legislative committee.

Comments From Chairman Of Standing Committee On Legislation

MR. MACQUARRIE: Thank you, Mr. Chairman. The bill, as has been already stated but I would like to underline, is to make two changes and the one is that not only males may be summoned to assist in emergency but females as well, and that was not a point of contention in the standing committee on legislation; all Members seemed to feel that that was a reasonable change.

There was a considerable discussion with respect to lowering the age to 16, although I might say at the outset that it became clear to the committee that right at the present time there is nothing that would prevent 16 and 17 year olds from being employed regularly as firefighters during the summer season. They are entitled to seek that employment if they wish and therefore this change relates only to emergency situations where it is felt by certain officials that the aid of a variety of people is necessary and that the age should be lowered to include 17 and 16 year old persons.

The committee had serious concerns in this area because it could allow 16 and 17 year olds to be employed in hazardous areas and some committee Members felt that the ordinance should maybe include provisions requiring employment of 16 and 17 years olds in support roles only if they were summoned, but the committee was informed that such a reference in legislation would likely be deemed to be unconstitutional on the grounds that it would discriminate on the basis of age. So after considerable discussion and certainly in the full knowledge that right at this moment -- as I said, 16 and 17 year olds may be employed to fight fires -- the committee agreed to the referral of this bill as it is to the committee of the whole.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Is the committee ready to go clause by clause?

MR. MACQUARRIE: Agreed.

CHAIRMAN (Mr. Fraser): Agreed? No amendments. Clause 1. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): And now report the bill ready for third reading?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Mr. McCallum.

Bill 5-82(2), Labour Standards Ordinance

HON. ARNOLD McCALLUM: Mr. Chairman, an amendment to the Labour Standards Ordinance, Bill 5-82(2).

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

HON. GEORGE BRADEN: Thank you very much, Mr. Chairman. I have some amendments to make to the bill as presented before you. First, I would like to indicate that in subsection 13(1), we propose an increase in the hourly minimum wage from \$3.50 per hour to \$4.25 per hour. This increase reflects an acknowledgement of increases in the cost of living and the fact that the hourly minimum wage has remained unchanged since the last amendment in May, 1980. By way of comparison, the minimum hourly wages in the prairie provinces in 1981 ranged from \$3.35 in Manitoba -- although I suspect that with the new NDP government that will change -- to four dollars per hour in Saskatchewan and that was increased, I understand, by Premier Blakeney just before he was defeated in election, to \$4.25 per hour. Mr. Chairman, that particular clause remains now and it would be appropriate for me to move my motion to amend the bill as it is presented. These amendments, by the way, are as a result of discussions with the standing committee on legislation.

CHAIRMAN (Mr. Fraser): Do I understand that you have an amendment to this bill? We will let the chairman of the legislation committee speak to this bill first. Mr. MacQuarrie.

Comments From Chairman Of Standing Committee On Legislation

MR. MacQUARRIE: Thank you, Mr. Chairman. The bill as it was presented to the committee would have increased the minimum wage from \$3.50 an hour to \$4.25 an hour and would have deleted a second tier, a lower tier of payments, a minimum wage level, for those under 17. To begin with, the committee generally had no problem at all with raising the minimum wage in view of the cost of living statistics that everybody is aware of. The committee generally felt that was desirable, but the committee also felt strongly that there were sometimes very good and sensible reasons for keeping a lower minimum wage for under 17 year olds. Without going into detail, instances were pointed out where young people, not necessarily in very formal settings, are employed to do a variety of things, sometimes also charitable in nature, and that if there were no differential that this might very well dampen that kind of thing which in most communities and which by most people is generally seen to be a desirable thing. I may say that the government had recommended the dropping of the two tier system partly because it felt that, again, to retain that on the basis of age might, under the new constitution, mean that that second tier was unconstitutional and indeed it might yet prove to be, but our committee felt very strongly that since most agreed that the two tier system was desirable,

we should retain it and if at some future date there is a case in the courts that demonstrates such legislation is unconstitutional, that that would be the time to change it rather than now. As a result of these discussions, the government agreed to reconsider the bill and to bring in amendments and I may say that the amendment that will be put before the House is agreeable to the standing committee on legislation.

CHAIRMAN (Mr. Fraser): Thank you very much, Mr. MacQuarrie. Are you ready to go clause by clause? Is it agreed? Clause 1. Mr. Braden.

Motion To Amend Clause 1 Of Bill 5-82(2), Carried

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I am sorry I misled the House, but I have to move that clause 1 of the bill be amended by deleting the proposed subsection 13(1); that is, taking the subsection 13(1) out altogether, and replacing it by the following: "13.(1) Subject to this part, an employer shall pay to (a) each employee who is 17 years of age or over a wage at the rate of not less than \$4.25 an hour; and (b) each employee who is under 17 years of age a wage at the rate of not less than \$3.75 an hour, or not less than the equivalent of that rate for the time worked by him." So that is one section, Mr. Chairman. The government is also of the view that it is important to give employers and employees substantial notice of the change in the minimum wage legislation to allow them to put into place the necessary mechanisms.

CHAIRMAN (Mr. Fraser): Is that part of your motion, Mr. Braden?

HON. GEORGE BRADEN: I am moving an additional clause. Did you want to vote on the first motion? Okay.

CHAIRMAN (Mr. Fraser): To the motion. All in favour? Down. Opposed?

---Carried

Are there further amendments to clause 1, or is this a new clause that you are proposing?

HON. GEORGE BRADEN: Could you just hold on a second, Mr. Chairman?

CHAIRMAN (Mr. Fraser): We will break for 10 minutes. Do you want a 10 minute break?

SOME HON. MEMBERS: Nay.

CHAIRMAN (Mr. Fraser): Mr. Braden.

Motion To Add New Subsection 13(2), Bill 5-82(2), Carried

HON. GEORGE BRADEN: Mr. Chairman, I would move that we add subsection 13(2), which would read: "This ordinance shall come into force on a day to be fixed by order of the Commissioner". As Mr. MacQuarrie has indicated, the government feels, and the standing committee on legislation feels that it is necessary to give employers and employees some time to make adjustments in their bookkeeping and accounting or their computers, and so forth, so I would move that we add an additional subsection 13(2).

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

SOME HON. MEMBERS: Question.



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

---Carried

Clause 1 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): We now report the bill ready for third reading. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, just to get it straight, on the last one did you call for a vote on the second clause?

CHAIRMAN (Mr. Fraser): There is no second clause. That was clause 1. Subsections 13(1) and (2). I do not think there was a clause 2 in there. Okay. I am sorry. The motion we just passed was to add subsection 13(2), Bill 5-82(2). Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): The bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): We will now report the bill ready for third reading. Mr. McCallum.

Bill 6-82(2), Student Financial Assistance Ordinance

HON. ARNOLD McCALLUM: Mr. Chairman, a new bill, Bill 6-82(2), Student Financial Assistance. The pièce de résistance.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. Bill 6-82(2), An Ordinance Respecting Student Financial Assistance. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. This bill is presented as a result of direction from this Assembly, and is substantially based on principles that were tabled in this House at the last session. I have two amendments to propose, to clause 11 and clause 13.

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

Comments From Chairman Of Standing Committee On Legislation

MR. MacQUARRIE: Thank you, Mr. Chairman. The purpose of the bill 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. In reviewing it, the committee expressed concern about the very extensive dependence on regulations in this legislation. The government's response was that this was necessary to provide the required degree of flexibility. In discussing the legislation, amendments were proposed and agreed to in clauses 11 and 13, and these will be introduced by the administration when the bill is being considered.

In clause 11, a revised wording regarding criteria for eligibility more in keeping with the new constitution was advanced; in clause 13, "the same grant" was substituted for "a grant" for clarity of meaning; and subject to the foregoing, the committee agreed to refer the bill to committee of the whole as presented.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Are we ready to go clause by clause? Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. If I may step aside momentarily from my role as chairman of the standing committee on legislation, I would like to speak for a moment...

CHAIRMAN (Mr. Fraser): You can take my seat, if you like.

MR. MacQUARRIE: ...as the Member for Yellowknife Centre to make general comments on the bill.

Grants Awarded On The Basis Of Race

I must say that although I introduced it as the chairman, that in the standing committee meetings, it was I and not other Members who expressed certain dissatisfaction with the bill. I feel that there is an element of deceit in the bill. It is quite true that the Assembly has already decided that one of the significant principles in the bill will be that grants will be made on the basis of race, and I find that -- at least in my opinion -- that is the sole determiner with respect to grants as between Metis and non-natives. I feel that that is an element of arbitrary discrimination based on race. I have strongly disapproved of that in the past, although I do recognize the necessity of retaining the differential for status Indians or Dene in the North, and Inuit, for which there is a long-standing policy of special assistance on the part of the federal government, and which we are under some obligation to maintain; but I personally regretted very much seeing the Assembly decide to introduce an additional distinction.

While that decision was made in the Assembly, the Assembly decided that that was a legitimate distinction to make; what disturbed me when I saw this particular bill is that you do not see that clearly stated in the bill, although that principle, when it comes to dispensing grants, is unquestionably intended. That is, generally, when regulations to bills are promulgated, in some sense are discretionary on the part of the promulgating authority, but it is clear in my mind that this regulation, which will make the distinction between grants for Metis and non-native students is not discretionary, because it is well-known what the Assembly has already decided in that regard; and in this ordinance, there is very little of substance in the ordinance. All of the meat is in the regulations, and I do understand why such an ordinance

requires a fair amount of flexibility and many things to be left to regulations, but I do personally feel that by not putting that particular principle which this Assembly decided upon into the legislation, the Assembly is thereby shuffling the responsibility for that decision onto the Commissioner and officials of the Department of Education.

I simply feel that if the Assembly in the majority believes that that is a satisfactory basis, a just basis, for dispensing grants, then it should be up-front and open, and place that principle into the legislation itself, and not merely "intend" it in regulations, and thereby take full responsibility upon itself for that decision. I feel that the Assembly is not doing that in this case.

What is being done, I am very well aware, is asserted as affirmative action; that is, special aid to disadvantaged. I would like to say right now that I absolutely fully support the concept of affirmative action for the disadvantaged, but I maintain that the distinction that is made or will be made under the regulations to this ordinance, is not an affirmative action program. The distinction is to be made solely on the basis of race, regardless of other circumstances, and by that I mean that there could very well be a Metis individual who was well-employed, with a very high salary, and on the other hand a non-native who might drive a truck or work as a store clerk and yet, in the dispensing of grants, the offspring of the well-off Metis would be eligible for a very good supplementary grant, whereas the poor non-native would not be eligible for that grant.

That to me is essentially what I disapprove. As I have said earlier, I think that there is need for affirmative action programs and when I see clearly that programs are affirmative action programs, I will support them. So, there is a need in the North -- I recognize that -- to provide special assistance to native students, because when we look at the record of graduation from our educational system it is obvious that special assistance in some way is needed. We are going through the special committee on education's recommendations to try to make a better system; it will cost more money -- to try to make a better system for native students particularly, it will cost more money and I do not begrudge that, and support the efforts in a general way.

#### Special Incentive Grants For Native Students

If it is decided by this Assembly that there should be special counsellors hired for native students to assist them in adjusting to the school environment, not only the public school but beyond, I would have no hesitation in supporting that at all. If the grant system were laid out in a way that there were special incentive grants for native students, I also could support that, but these things are not done. It is just supposed that the existence of a supplementary grant in itself is an incentive and I disapprove of the basis on which it is being given.

In my opinion, this proposed law has a discriminatory intention and, therefore, I think that it is bad law, but as I said earlier, at least if the majority in this Assembly -- and it is clear that that is the way the majority think -- if the majority in the Assembly believe that it is just law, then I would challenge all of you and the Minister to be up-front and put the amendment explicitly in the ordinance and not avoid responsibility by expecting that it will be taken care of in regulations.

One thing I would like certainly to make sure of is that if the ordinance passes and such a regulation is promulgated, that the grant application form will clearly ask the question of racial status and that it will be answered openly and honestly and that our Department of Education officials will not be put in the embarrassing and difficult position of having to find that information out surreptitiously because this government does not have the courage or whatever to fully do what it believes is right.

Having said all of that, I certainly approve generally of a grants system. I will even say that apart from the discriminatory element that grant structure that will be provided for non-native students is reasonably generous and it is not that that I am complaining about. I, therefore, certainly will not vote against the ordinance, but I cannot vote in favour of it either. I will abstain when the vote is taken.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Any further comments of a general nature? Mr. McLaughlin, we will break for 10 minutes for coffee first and then we will recognize you.

---SHORT RECESS



CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. We are dealing with Bill 6-82(2), An Ordinance Respecting Student Financial Assistance, and I have Mr. McLaughlin. Comments of a general nature.

MR. McLAUGHLIN: Thank you, Mr. Chairman. I got mixed up with the guy from Fort Smith, there. It is spreading. I would just like to say that I realize that with the amendment to the ordinance, we will still have probably one of the most generous student grants and bursaries ordinances in Canada. I also am happy to see that students that have to borrow money and return to the Northwest Territories and work will benefit from this program. But I am disappointed that a few of the principles that the majority of the Members seem to accept, as Mr. MacQuarrie said, do not actually show up in the legislation; they are going to be left to regulation.

First of all, I have to say that I fully understand and support the concept that the federal government gives this government money to carry on an education program for native people in the Northwest Territories, and that under the Indian Act, there is no doubt that we should be giving support to the native students who are treaty Indians and Eskimos in the Northwest Territories, the same type of support that the federal government gives them when they are in other jurisdictions. When this whole thing was first initiated, the concept was that people who could afford to send their children to a school, who had the wherewithal, should not benefit from this program. I myself object to that. I think that paying the living allowance to students -- the \$55 a week which they get right now does not go anywhere near matching it, and I do not mind that difference between \$55 and \$105 being what the person probably needs, because I myself contributed almost entirely to my own post secondary education. I think if students have to contribute part themselves, it is going to make them work harder.

#### Discriminating Between Metis And White People

However, the reason Members in this House brought this up was they did not want to see rich people getting grants when they did not need it, but now, through regulations, they are going to be able to make an exception that some rich people will get grants and some will not, and they are doing it on an area which I think is probably even unconstitutional. So perhaps it is wise they did not put that into the legislation, but they might find that when they actually do it through regulation, actually discriminate between Metis and white people, we might find that they will find themselves in court again.

So I am just sort of unhappy that the thrust that the Members took -- and the reason was not to give rich people money -- has decided that Metis people can have it. The definition of who is a Metis is going to be in these regulations. We tried in the last Assembly, some of us, to make exceptions for students who were born in the Northwest Territories, or who lived in the Northwest Territories for 10 or more years, and that failed by a very close vote, just as supporting the Metis passed. I supported the Metis on the understanding that some of the Members had agreed to support students who were born in the Northwest Territories, who lived here more than 10 years; but that did not happen. So I find it very difficult to support something where regulations might allow a Metis who has only lived in the Territories a few years from some southern part of Canada, and then not allow money for long-time northerners, or people born in the North and people who intend to come back to work. So I cannot support the bill because of this, and that is all I have to say.

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

Territorial Government Hiding Behind Regulations

MRS. SORENSEN: Mr. Chairman, Mr. MacQuarrie eloquently pointed out the element of deceit in this bill, and explained very well why this Legislature should be ashamed of its actions. If this bill passes it will allow the territorial government to hide behind its regulations, and in doing so, putting their own civil servants in the forefront; but more so than anything, I think that what this reveals is a clear lack of guts on the part of the Executive...

SOME HON. MEMBERS: Shame, shame, shame!

MRS. SORENSEN: ...and I remember Mr. Braden's words -- somewhat emotional but very pious -- which garnered large and loud cheers and applause from this House when he said -- and I am not quoting him directly, but it was something like the following, that the Metis people have been kicked around in this country far too long, and here we have a chance to recognize them in a special way, and so let us do it.

HON. DENNIS PATTERSON: Hear, hear!

MRS. SORENSEN: Well, Mr. Chairman and Executive Committee -- and in fact I address this to the Executive Committee -- you have the chance to put your words into action. You have the chance to publicly recognize the Metis people in this bill, but you chickened out; and it is true that you will be giving the Metis students their supplementary allowances through regulation, and you will be elevating Metis to a special status -- that of treaty and status Indian and Inuit -- but you have not got the guts to proclaim it in legislation, and is that not just another way of kicking the Metis around? Thank you, Mr. Chairman.

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

One Success Will Make Everything Worth While

MS COURNOYEA: Mr. Chairman, I believe that of all the people that had some action or involvement in the student bursaries, I think that my role in it was significant, and I learned a lot from that; and perhaps the bill does not give exactly and totally what we require and what we had set out to accomplish. However, I am willing to support the bill on this basis, that if anyone in this Legislative Assembly listened to the people who were against any form of affirmative action and identification of a certain group of people, they must know at this time that the Executive Committee must have had a very difficult time in producing legislation, trying to take into consideration the opposition that was thrust toward this government, to myself, to Members of the committee when we were first given this role, to address the issue of financial grants and bursaries. Not discrediting the people who were very much opposed to any kind of identification of certain groups of people -- all we must do is take a look at our school records, and all we have to do is consider just exactly the number of people who are not quite making it. If we have even one success, if this bill tells us one person was able to gain some kind of support that placed him in a position that he became successful and was able to make it through this system, then all the trouble that I went through, and all the abuse that I suffered, and all the questions I had to answer, that one person will be reward enough if he comes through because of the efforts of the Executive Committee. Surely not one of us can sit here and not remember the kind of onslaught that came from every direction when we were trying to deal with this one particular issue. The time has not slipped by and it is not 10 years ago; it is a very short period of time.

I believe in being involved in receiving the kind of submissions that the Executive Committee must have had to struggle with themselves to try to put together a bill that would be acceptable. Now, to accuse the Executive Committee at this time of hiding behind regulations -- surely, finally they put a bill before us; maybe not everything is in there that we expected -- but surely when they were proposing the bill they must have taken into consideration the kind of loud voices that were slung, and the kind of slurs that were put to try to address the issue of the aboriginal people's needs in the educational system.

I would like to support this bill. I will not say what I feel is missing, but I am happy that the Executive Committee and the people who worked on it were able to come up with at least some degree of direction and some bill that we can deal with without raising more of the ire of people who are not willing to deal with the special needs -- too directly -- of native people. So if we can do it indirectly and we have one success, let us measure it to see if we will have that one success, because if we do have one success out of all this mess that we went through -- and the bill does not tell us in detail everything we want it to have -- then I, for one, will say it was worth it, and I support this bill.

---Applause

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

No Intention To Deceive The Public

HON. DENNIS PATTERSON: Mr. Chairman, I would like to take issue with the very strong words used by the Members from Yellowknife to describe actions of the Executive. I believe that the rules of this House, in fact, would require them to withdraw any allegation of deceit, which amounts to calling someone a liar, had they had the courage to specifically name whichever Executive Member they were talking about -- I presume it was me -- when they used this strong language. I would like to state for the record, Mr. Chairman, that there is no intention whatsoever on my part or on those of my colleagues to deceive the public or to let this issue slide past.

For one thing, it has been very well debated in public prior to this legislation being introduced, but the main reason why I wish to defend the allegations that things are being hidden in regulations, Mr. Chairman, is that this is simply a matter of good government practice and, incidentally, the previous Student Grants and Bursaries Ordinance, which this bill, if it is passed, will replace, was in no way different in that respect. It gave general powers to the Commissioner to, by regulation, provide for a system which by its very nature must be flexible. The government must have the flexibility to quickly change the categories of eligibility, the levels of aid, as circumstances change over the operation of the system.

I guess I can also say quite frankly that we are not unaware of the declared intention of certain people to challenge the principles on which this legislation and regulations are based. I would like to respectfully ask the Members for Yellowknife South and Centre if they would really like to see the entire program for native students placed in jeopardy should a court declare certain provisions unconstitutional or ultra vires between sessions of this Assembly, because that could very well happen if we did not have the flexibility to amend regulations to bring them in line with any court ruling. I am not saying for a moment that this government acknowledges that there would be any substance in these challenges. We believe, in fact, that this legislation and any regulations which will support it is entirely consistent with the new Canadian constitution and with principles of justice and equity, but that is another reason why we have to have the flexibility of operating through regulations.

An Affirmative Action Program For Aboriginal Peoples

I would also like to take this opportunity to assure the Member for Yellowknife Centre that, indeed, the ordinance will be administered fairly and the forms and procedures involved will in no way attempt to disguise the fact that we are establishing here, for the first time in Canada, an affirmative action program for aboriginal peoples, which does not perpetrate the odious distinction between status and non-status Indians and I for one, Mr. Chairman, am proud of this. I would not want to hide this. I think we are making history in this country.

---Applause

MRS. SORENSEN: If you are proud of it, put it in legislation.

HON. DENNIS PATTERSON: I sincerely hope, Mr. Chairman, that the lot of aboriginal students from the Northwest Territories and their success rate in the system will begin to approach the success rate enjoyed by non-native students in the Northwest Territories. That is what this program is all about and I agree with Ms Cournoyea that even if one student, by virtue of this program, is able to succeed and achieve post-secondary education that he or she might not have been able to take advantage of otherwise, that all these expenditures will have been worth while. I guess only time will tell about the wisdom of this legislation, but I am very hopeful and optimistic. We can only go one way in improving the lot of aboriginal students in the Northwest Territories, Mr. Chairman, and I think this is a giant step forward in that regard. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Is it the wish of the committee to go clause by clause? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 2, interpretation. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 3, student financial assistance boards. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 4, powers and duties of boards. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 5, student financial assistance review board. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 6, powers and duties of review board. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 7, loans. Agreed?

MR. McLAUGHLIN: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.



Canada Student Loans

MR. McLAUGHLIN: Yes. I would just like to ask the Minister -- in the loans section on clause 7, presently students that do not qualify for the existing grants and bursaries who cannot afford to go, get loans under the Canada Student Loan fund. This section here, is this intended for students that qualify for our grants and bursaries program? In other words, they get the tuition, the books and the air fare, but they do not get the living allowance if they are not native students. Is this section intended just for those people that qualify for the grants section, but cannot afford to go to university, they have to borrow money? Does this apply to them only or does it also apply to ones that do not qualify for our grants and bursaries system all together?

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Mr. Minister. Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, the loan program will be available both to students who qualify for the basic grant but who might need extra aid, but also for students who have been residents of the Northwest Territories for at least two years, as well. I might add, Mr. Chairman, that students who fit the criteria of the Canada Student Loan plan would continue to be able to apply under that plan as well.

CHAIRMAN (Mr. Fraser): Thank you. Mr. McLaughlin, supplementary?

MR. McLAUGHLIN: A supplementary for more clarification. I am concerned about the ones that do qualify to get the air travel, the tuition and the books, but also need a loan. Would the criteria be the same as used under the Canada Student Loan plan or will there be regulations making different criteria? Or will a student just be able to say, "I need a loan", and get it and then have to pay it back? How will he have to prove that he needs a loan? That is all I am worried about.

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

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Chairman. The criteria for loan applications will be based on need. We certainly do not want to give loans without being satisfied that the particular student might actually be in need of that aid. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. Supplementary, Mr. McLaughlin?

MR. McLAUGHLIN: I still just need an answer on what the criteria will be. Will you use the criteria that are presently under the Canada Student Loan fund for these students that apply for our basic grant, but do not qualify but need to borrow money for living? What criteria will you use to determine if they get the loan and how much the loan should be?

CHAIRMAN (Mr. Fraser): Mr. Patterson.

HON. DENNIS PATTERSON: Yes. The loans could be up to \$3200 per year for a student without dependents, who receive the basic grant only and the criteria would be similar to the criteria of the Canada Student Loan plan.

CHAIRMAN (Mr. Fraser): Clause 7. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 8, funding. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 9, form of assistance. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 10, appeals. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 11, regulations. Agreed?

Mr. Patterson.

Motion To Amend Paragraph 11(1)(1) Of Bill 6-82(2), Carried

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. In order to more specifically state the authorization granted to make regulations and perhaps in keeping with some of the concerns that have been expressed by Members, I would now move that paragraph 11(1)(1) of the Student Financial Assistance Ordinance be amended by deleting the present paragraph 11(1)(1) and replacing it by the following: "Prescribing criteria for eligibility for any form or category of student financial assistance may include, but is not limited to, the extent and nature of the applicant's residence and schooling in the Territories, the provision of affirmative action programs for the descendants of a tribe or race of aboriginal peoples that have historically inhabited the Territories, the academic qualifications of the applicant, and the extent and nature of the residency in the Territories of the applicant's parents and guardians."

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

AN HON. MEMBER: Question.

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

---Carried

Clause 11 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 12, repeal. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 13, transitional. Mr. Patterson.

Motion To Amend Subclause 13(1) Of Bill 6-82(2), Carried

HON. DENNIS PATTERSON: Mr. Chairman, this amendment resulted from a helpful suggestion by the standing committee on legislation. I move that subclause 13(1) of the Student Financial Assistance Ordinance be amended by inserting the words "the same" in line seven of the clause, after the word, "receive", and by deleting the word "a", so that the clause would read: "...be, shall receive the same grant under this ordinance for that course of studies..." etc.

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

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Patterson, to the motion.

HON. DENNIS PATTERSON: This grandfatheres the present students who are in the system for one more year, and at the same level of aid. That is the reason for the amendment, to underline that it is the same level of aid as in the old system.

CHAIRMAN (Mr. Fraser): Thank you very much. Before I call the question, Mr. MacQuarrie, chairman of the legislation committee, do you have anything to say?

MR. MacQUARRIE: To the amendment? Yes.

CHAIRMAN (Mr. Fraser): To the amendment.

MR. MacQUARRIE: That amendment was approved.

CHAIRMAN (Mr. Fraser): Thank you. Ready for the question?

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): To the motion. All in favour? Down. Opposed?

---Carried

Clause 13 as amended. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Schedule. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Clause 1, short title. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): Bill as a whole. Agreed?

SOME HON. MEMBERS: Agreed.

AN HON. MEMBER: Recorded vote.

CHAIRMAN (Mr. Fraser): A recorded vote is called. Mrs. Sorensen.

Taking Away From White Students

MRS. SORENSEN: Before you call for a recorded vote, I would just like to make a very short statement in reply to both Mr. Patterson and Ms Cournoyea. I find their comments, quite frankly, steeped in rhetoric. Status Indians, Inuit, Metis and white students, under the old system of the Student Grants and Bursaries Ordinance, were eligible for a very generous living allowance. Now,

under this new system, only status Indians, Inuit and Metis will get this generous living allowance in the form of a supplementary allowance. The white students will not receive it. Now, how this new system is going to accomplish what it is that we want to achieve -- and that is native graduates -- when it did not achieve it before, when they were getting the same kind of dollars, is beyond me. What is needed is a change in our education system and an in-depth look at why students are not completing their grade 12 in that system, not a move to take away from the white students the allowances that they had received.

So what it is, in fact, is clearly a move to take away from the white students what amounted to a generous allowance, but simply because this Legislature did not think they should have it. I think that we should call a spade a spade, Mr. Patterson; that it is nothing more than that. The Metis students, the Inuit students and the Indian students got an allowance under the old system, and a very generous one, and they still did not go to post secondary school, and we still did not get the graduates out of the universities, so getting graduates has nothing to do with what you are trying to do now. This is not an attempt to get these students into school, into universities. It is clearly to take away from the whites.

AN HON. MEMBER: Hear, hear!

MRS. SORENSEN: So that is what I regret about it. It is tearing down things to make them equally bad.

AN HON. MEMBER: Recorded vote.

CHAIRMAN (Mr. Fraser): The bill as a whole, and a recorded vote is requested. Mr. McLaughlin, the bill as a whole?

MR. McLAUGHLIN: I too would like to repeat for the record what I said in previous sessions, that I am in favour of affirmative action programs for people that need help. I would vote right away for a program that spent hundreds of thousands of dollars, even millions of dollars, to get native students from grade seven to grade 12. Where there are good programs in existence, in communities where native people are, they are making it. In my community, we have graduates from grade 12 who are natives, most of whom moved there from Fort Resolution. People in Fort Resolution have even indicated they want to start sending their kids to Pine Point after about grade six or seven, to make sure they finish school.

So it is finishing school that is important, not this post secondary grants thing, so I do not want anybody to think that I am against native students or native students getting a generous deal, and I think a lot of money needs to be poured into that program, but this legislation certainly does not have that in its intention at all. It will not ever help one student, because it is not doing anything for native students that it was not doing before. It is increasing the living allowance from \$55 to about \$105 a week for a single student, but that is not going to make the big difference to people that are dropping out of school in grade six, seven and eight. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you very much. Mr. Patterson, the bill as a whole.

#### Improving Educational System For All Students

HON. DENNIS PATTERSON: Mr. Chairman, I do not want to spend more hours than we have already spent on this subject, but I would like to very briefly refute the suggestion that this is a bad program, that the white students -- as Mrs. Sorensen says -- are being deprived. Nowhere else in this country are students guaranteed free transportation to and from the educational institution, including a free trip home at Christmas, free tuition, and we know that this



benefit will likely become increasingly valuable over the years, and interest-free loans for students who may require financial assistance, repayable by returning to the Northwest Territories -- I think this is a challenge that many of our students will gladly accept. We also have established, Mr. Chairman, a summer employment program to provide, through the government, opportunities for employment for students who may wish to work in the summer to help put themselves through school.

I would also observe, Mr. Chairman, that if the native people of the Northwest Territories and the non-native people of the Northwest Territories had per capita incomes on the average that were equal, perhaps it might be true that it would be unfair to provide a more generous level of aid to native, aboriginal persons, but that is demonstrably untrue, Mr. Chairman, although I do admit that there may be exceptions here and there. The average Inuk family, in my constituency, is very much in need of financial aid if their children should be able to get through school, and at a greater level than others. I do certainly recognize that we have to work toward high school graduation of native students before this program can actually fully benefit them, but I believe that is the challenge that was sought by the special committee on education and that is a very great priority of this Assembly. We have debated recommendations which we hope will improve the level of success of all students in the school system, and I hope that this ordinance and the recommendations resulting from that study by this House will collectively greatly improve our educational system for all students. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. The bill as a whole. Mr. Sibbeston.

#### Rich White People Benefiting From Present System

MR. SIBBESTON: I was just hoping to go through this without having to say anything, but some of the things that Mrs. Sorensen and Bob MacQuarrie have stated really anger me, because I do not think that they are justified in saying what they did. The bill here, and the whole attempt to change things was started a number of years ago. I was involved in the initial request to make the changes, and it was spurred on by the fact that I got a list of all the students that were attending university and vocational institutions in the South. When you looked at the list, there were very few native people attending, and of course there were many white students who were going and taking advantage of these programs. It was not the poor white people that had students -- white parents, poor parents that had students go south. It was invariably the rich, the high class people of the North who had good government jobs, who were making \$40,000, \$50,000, \$60,000 a year, whose children were taking advantage of the program.

It seemed unfair, because at the time there was a shortage of money for education in the lower levels of school -- in Simpson, they could not even afford toilet paper -- and that was part of the reason. We decided to try to change the program to somehow or another encourage more native students to go to university. If you think it is fair -- if, as Mrs. Sorensen says, all you are trying to do is knock down the white people -- sure, we are trying to knock down the rich white people. That is what we were trying to do, and I think you have to agree that it is fair. Why should Mr. Butters or Mr. Parker, who is making \$60,000, \$70,000, \$80,000 a year, on top of that have this government pay their kids' education in the South?

Native people are not taking advantage of the program, and the poor white people are not taking advantage of the program. That was why we thought we should change the system to make it more fair and have more money available for the lower levels of education, and also deal with the unfairness of this system. This system, as I see it, provides a system where native people will be given generous sums of money to go to school in the South. You wonder why. Well, I say it is because of the fact that native people in the North here have aboriginal rights. That is another reason.

People like Mrs. Sorensen are the first to say that, "I agree with aboriginal rights as long as it does not mean anything." Sure stand on your chair and try to look good, look like a good Christian, or look like you are a real fair person; but as soon as it means something, then you are the first to bitch about it. So I say to people like Mrs. Sorensen, and a little bit to Mr. MacQuarrie -- he is a little bit tainted with this situation here today -- that I think they are being unfair, that they are trying to paint a picture that white people are being treated so differently -- but I think people should remember it is just the rich white people that we are trying to disbenefit from all the fantastic amounts of money that their parents make and they, in turn, get..

I support the bill because it recognizes not just the status treaty Indian people or the Inuit people; it for once recognizes persons of Dene ancestry, aboriginal people who have lived here in the North, and these changes were asked with the hope that there will be more native people go to technical schools and universities in the South. It is not as if the white students are being so terribly deprived in that they are not going to have any sums to go south; if there are white students that go south and they come back, loans will be forgiven, so they may end up with as much as native students. I would think it is an encouragement for them to come back, too. So I just did not want to say nothing because -- I just say that people like Mrs. Sorensen anger native people who are trying to make things and improve things for their own people.

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

Present Grants And Loans System Very Generous

MR. MACQUARRIE: Thank you, Mr. Chairman. First, in response to an element of Mr. Patterson's argument, there was no need to tout the generosity of the program since I -- at least for my part -- because I agree that even for non-native students, the program is generous; and if you feel that that is what we are complaining about, then you do misunderstand the argument. When the matter initially arose -- you see, I find now that the best light is being put on what has happened. There is no doubt at all that when the issue initially arose, it was directed at non-native people, and at that time, and still, if this Assembly had decided not to make the distinction arbitrarily between Metis and whites, but to say we have an obligation to status Indians and to Inuit through the federal government, for the remainder of those who are subject to our authority, we will establish a grants program based on need. If that had been done, I can assure you there would not have been the great outcry that you heard. It is probably true that if that had been done, there might have been only one white family out of 100 that was eligible for the supplementary grant and maybe 99 Metis families out of 100 eligible for a grant. Yet that would have been accepted by the non-native community because it was based on a principle that is comprehensible and acceptable that is not simply on the basis of race, and that is what disturbed so many people and still continues to disturb them. It is not the generosity of the grant. I would say that, as my last remark, I concede that the grant and loans system even to non-native people is generous; I will not fault it.

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

MRS. SORENSEN: Well, I would simply say to Mr. Sibbeston, Mr. Chairman, that since he has raised the fact that Mr. Butters and Mr. Parker and their children have taken advantage of the grants and bursaries ordinance under the old system, even as they were earning \$40,000 and \$50,000 and \$60,000 a year, that now what you are doing, Mr. Sibbeston, is replacing yourself in that category. Now your children, as Metis children, will be eligible, and naturally will take advantage even as you earn \$40,000, \$50,000 and \$60,000 a year; so how are you

different? How will you be different, Mr. Sibbeston, than Mr. Butters? You see, I do not understand your argument. I understand the aboriginal rights argument with respect to the undertakings under the treaties that the federal government has made to status Indians and Inuit; and I understand that there are obligations that must be met; but I do not understand your argument and your extreme distaste for the so-called rich whites who have taken advantage of the program when you are replacing in some cases the rich Metis for the same thing. There is no means test that is applied to the Metis under this new program. So if we have a deputy minister who is a Metis and he is earning \$60,000 a year, his children are eligible for the very generous allowance. So your arguments do not make sense to me. Now, if you are arguing that Metis people...

HON. ARNOLD McCALLUM: Point of order, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Point of order. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I think that we are now debating the principle of the bill, and I believe that general comments on the bill are done not at this particular time, and I think the rules clearly indicate that we make opening comments on it. Now, I think that we are just running back and forth. We have discussed the amendments to the bill; you are looking forward to third reading; and we have just regressed. So I think the discussion that is going on now is out of order.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. Point of order. Mr. MacQuarrie.

MR. MacQUARRIE: On that point of order, Mr. Chairman, it is a very interesting point of order as far as I am concerned, because it points out the precise problem that I outlined earlier. The honourable Member is telling us that we should not debate those principles back of it because the bill is general in nature. When would you debate those principles? Because they do not appear in the legislation -- and they do not appear in the legislation because they are in a separate paper somewhere that will be promulgated by regulation.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. The bill should have been discussed in second reading, I understand, and...

MR. MacQUARRIE: Mr. Chairman...

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: Just a point of clarification. I know it is getting late, Mr. Chairman, but this is second reading and that is why we are discussing it.

CHAIRMAN (Mr. Fraser): Yes, I realize that it was. The discussion was getting a little bit out of hand. Mrs. Sorensen was speaking to the bill and Mr. Sibbeston replied to her comments and therefore I let Mrs. Sorensen carry on.

AN HON. MEMBER: Question.

Recorded Vote On Bill 6-82(2), Student Financial Assistance Ordinance, Carried

CHAIRMAN (Mr. Fraser): Question being called and a recorded vote has been asked for. All in favour, please stand. Bill 6-82(2).

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Appaqaq, Mr. Tologanak, Ms Cournoyea, Mr. Noah, Mr. Sibbeston, Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. Butters, Mr. Nerysoo.

CHAIRMAN (Mr. Fraser): Opposed, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. McLaughlin, Mrs. Sorensen.

CHAIRMAN (Mr. Fraser): Abstentions, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. MacQuarrie, Mr. Stewart.

---Carried

CHAIRMAN (Mr. Fraser): Bill 6-82(2) now ready for third reading. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Fraser): This concludes the items referred to committee by the Speaker. I will now have to report progress.

MR. SPEAKER: Mr. Fraser.

REPORT OF THE COMMITTEE OF THE WHOLE OF BILL 1-82(2), SUPPLEMENTARY APPROPRIATION ORDINANCE, NO. 3, 1981-1982; BILL 2-82(2), FINANCIAL ADMINISTRATION ORDINANCE; BILL 3-82(2), EDUCATION ORDINANCE; BILL 4-82(2), FOREST PROTECTION ORDINANCE; BILL 5-82(2), LABOUR STANDARDS ORDINANCE; BILL 6-82(2), STUDENT FINANCIAL ASSISTANCE ORDINANCE; 16TH REPORT OF THE STANDING COMMITTEE ON FINANCE; AND REPORT OF THE STANDING COMMITTEE ON LEGISLATION

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MR. FRASER: Mr. Speaker, your committee has been considering Bills 1-82(2) and 4-82(2) and wish to report these bills ready for third reading. Also, Mr. Speaker, your committee considered Bills 2-82(2), 3-82(2), 5-82(2) and 6-82(2) and wish to report these bills ready for third reading as amended. In addition, Mr. Speaker, your committee considered the 16th report of the standing committee on finance and the report of the standing committee on legislation and wish to report these matters concluded.

MR. SPEAKER: Thank you, Mr. Fraser. Mr. McCallum, are you prepared to proceed with Item 14, third reading of bills at this time?

ITEM NO. 14: THIRD READING OF BILLS

HON. ARNOLD McCALLUM: Mr. Speaker, yes, I would ask that we now give third reading to the bills and get assent to the bills.

MR. SPEAKER: Thank you, Mr. McCallum. Bill 1-82(2). Mr. Butters.

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

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HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Yellowknife North, that Bill 1-82(2), An Ordinance Respecting Additional Expenditures for the Public Service for the 1981-1982 Financial Year, be read for the third time.

MR. SPEAKER: Thank you. Are you ready for the question?

AN HON. MEMBER: Question.

MR. SPEAKER: All those in favour? Opposed, if any? Bill 1-82(2) has had third reading.

---Carried

Bill 2-82(2). Mr. Butters.



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

HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Yellowknife North, that Bill 2-82(2), An Ordinance to Provide for the Financial Administration of the Government of the Northwest Territories, be read for the third time.

AN HON. MEMBER: Question.

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

---Carried

Bill 3-82(2). Mr. Patterson.

Third Reading Of Bill 3-82(2): Education Ordinance

HON. DENNIS PATTERSON: Yes, thank you. Mr. Speaker, I move, seconded by the honourable Member for Kitikmeot, that Bill 3-82(2), An Ordinance to Amend the Education Ordinance, be read for the third time.

HON. KANE TOLOGANAK: Central Arctic.

HON. DENNIS PATTERSON: The Central Arctic.

MR. SPEAKER: The Central Arctic. Thank you. Are you ready for the question?

SOME HON. MEMBERS: Question.

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

---Carried

Bill 4-82(2). Mr. Nerysoo.

Third Reading Of Bill 4-82(2): Forest Protection Ordinance

HON. RICHARD NERYSOO: Mr. Speaker, I move, seconded by the honourable Member for Rae-Lac la Martre, that Bill 4-82(2), An Ordinance to Amend the Forest Protection Ordinance, be read for the third time.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? Bill 4-82(2) has had three readings.

---Carried

Bill 5-82(2). Mr. Braden.

Third Reading Of Bill 5-82(2): Labour Standards Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move, seconded by the honourable Member for Inuvik, that Bill 5-82(2), An Ordinance to Amend the Labour Standards Ordinance, be read for the third time.

AN HON. MEMBER: Question.

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

---Carried

Bill 6-82(2). Mr. Patterson.

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

HON. DENNIS PATTERSON: I move, seconded by the honourable Member for the Central Arctic, that Bill 6-82(2), An Ordinance Respecting Student Financial Assistance, be read for the third time.

SOME HON. MEMBERS: Question.

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

---Carried

Mr. Clerk, will you ascertain if the Commissioner is available for assent to bills, please?

ITEM NO. 15: ASSENT TO BILLS

COMMISSIONER PARKER: Please be seated. As Commissioner of the Northwest Territories, I assent to Bills 1-82(2), 2-82(2), 3-82(2), 4-82(2), 5-82(2) and 6-82(2). Thank you.

---Applause

MR. SPEAKER: Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I would like now, with your consent and the consent of the House, to move back into committee of the whole to continue discussion on the report of the special committee on education.

MR. SPEAKER: Thank you. Consideration in committee of the whole of bills, recommendations to the Legislature and other matters:

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

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

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

Recommendation 12 Of Report Of Special Committee On Education

CHAIRMAN (Mr. Fraser): The committee will come to order. We were dealing with recommendation 12: "The Minister of Education shall introduce legislation to establish an Arctic college." Any questions? Mr. MacQuarrie.

MR. MacQUARRIE: Yes, it is a little response to the co-chairman Mr. McLaughlin's statement just before we concluded discussion this morning. I felt that in responding to me at that time he was doing something akin to what he had done yesterday where he referred to the traditional autonomy of universities, which I quite clearly understand and did not need the reference but I appreciate it anyway, but then immediately afterwards he blithely assured us that grade 11

and 12, as we know them, now would be part of the program and once again I say you cannot have it both ways. If they have autonomy, if they have the authority to establish the programs, then however well-meaning the co-chairman might be right now, he is not in a position to give us that assurance and so I am concerned that we nevertheless attempt to get that assurance before legislation is implemented.

With respect to the reference about autonomy of universities, I would simply remind the co-chairman that the establishment of the Arctic college would not be the establishment of a university. I would remind him that we would expect it apparently to continue delivering a school program -- which, I would have to remind the co-chairman, if it were not delivered properly, would actually prevent our students from reaching those autonomous institutions such as universities and technical institutions in the South. So what I am saying is that our legislation will have to, in some way, ensure that although it is generally an autonomous board, that there are certain obligations imposed on them with respect to ensuring that our students will be able to get to advanced institutions in the South if we are not able to establish those institutions in the North.

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

HON. TOM BUTTERS: Yes, Mr. Chairman. I just would like to put on the record for all the people, for the LEAs, who will be studying this document in the months ahead, to be sure that you acquire from the Clerk's office a copy of Tabled Document 8-82(2), An Ordinance Respecting the Establishment of the Arctic College, because you really need that document if you are going to understand what it is that the committee is recommending. I am quite sure that the Clerk of the Assembly would be happy to send out that draft to all those LEAs that wish to study it and I would recommend they do.

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

MR. McLAUGHLIN: Mr. Butter's comments -- it is definitely the intention of the committee that the task force which we recommended be established the other day -- in a formal motion we proposed in the House -- that would be one of the jobs that task force would undertake. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Any more questions on recommendation 12?

Recommendation 13 Of Report Of Special Committee On Education

We will go to recommendation 13. "Divisional boards of education, centres for learning and teaching, and the Arctic college shall have the power to establish their own priorities, programs, and schedules of implementation." Recommendation 13, any questions? Mr. MacQuarrie.

MR. MacQUARRIE: No, I just was not quite ready and I did not want it to go by in case there was something in this spot. I have nothing, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Fraser): No questions on recommendation 13. Mr. McLaughlin.

MR. McLAUGHLIN: Just one comment that may be going along the line of what Mr. McCallum asked for. You should be aware that in there it does not say, "shall have the power to establish all their own priorities, all their programs and all their schedules of implementation". Once again, the committee does not want these boards to go and do whatever they want in all areas. There will still be some areas where the Minister will be demanding certain levels of curriculum, etc.

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

HON. TOM BUTTERS: I think that that caveat or that qualification is important enough to put in the recommendation. It sounds like you are giving them a blank cheque to set their own standards and develop their own education programs. In the text obviously, you refer to the Minister but I am concerned that so frequently the role of the professional educator and the Minister seems to be diminished and downgraded. I just wish you would have included in there the fact that they do not have a carte blanche.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. What the committee has generally tried to do in our recommendations is make policy statements which legislation can be built around and we have not in our recommendations tried to describe all the legislation and all the regulations that are necessary to operate the Department of Education. Had we done so, though, we would maybe have thousands of recommendations here because that much detail would have to be done. We have tried to draft legislation to reflect what we think is needed in the way of legislation, but to go into the detail of regulations and as a few of us said before, we are politicians; we are not professional educators. We had advice from professional educators who told us, "If this is what you want to try to do, this is how you can try to achieve it." So we have made these recommendations to change the general policy in the Territories but we are counting on the wisdom of the Executive -- and I am sure we will get it, there being two former Ministers of Education and now a third Minister of Education all on the Executive at the same time -- I am sure that they, the administration, are going to be able to give us legislation which will make sense in trying to deliver these recommendations.

Recommendation 14 Of Report Of Special Committee On Education

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Are you ready for school programs? Recommendation 14. Mr. Butters, are you still on 13?

HON. TOM BUTTERS: No, I am on 14.

CHAIRMAN (Mr. Fraser): Recommendation 14.

HON. TOM BUTTERS: Again, it bothers me for the same reason. The recommendation says "shall delegate..." and it is a demand on the Minister "...responsibility for program and curriculum." Delegate what; the administration of program and curriculum or the development of program and curriculum? What is it? It would appear to me from the text that it is the development of program and curriculum. "A divisional board and its local education authorities shall, together, decide what they want their children to learn"; not what their children have to learn to meet certain academic standards and educational standards and technical standards. But I guess I am becoming alarmed at the permissiveness which you seem to be devolving onto communities and onto parents.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Again I will repeat a thing similar to what I said before and make the example that we intend that the Minister shall give funding to these separate boards to develop curriculum in areas where they need to develop their own curriculum. For example, Slavey language curriculum for a certain board, and some of the communities for other boards, that board would determine what it needed, which grades it wanted. If it wanted to go kindergarten to grade one, or kindergarten to grade three, they would have the funding to



develop that curriculum for the grades they wanted and in the subjects they wanted and they would contract with the funds that they had. That way they would have control over what they wanted to do in those areas, they would contract the learning centres or other places to develop that curriculum for them. What we are trying to say is that if in a junior high school social studies program, for example, the people in the Baffin might want to have a course developed on the history in the Baffin to teach their grade sevens and then later in grade nine or 10 their social studies history course would deal with the history of the whole Northwest Territories. The people in my area might want in grade seven to have a social studies course which taught first the history of their region in the Northwest Territories and then later in grade nine or 10 have a general course on the history of the Northwest Territories. So that is the kind of thing we are trying to do here.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Mr. Noah, on recommendation 14.

#### Different Inuktitut Dialects.

MR. NOAH: (Translation) Thank you, Mr. Chairman. I have a question to the Minister on recommendation 14. We, the people in Baker Lake speak one dialect of Inuktitut but it is different from the other dialects in the Keewatin region. The dialects spoken in other communities in that region are sometimes very different one from another, and people in one community who speak Inuktitut do not always understand the Inuktitut spoken by people in another community. This may become a problem if the Minister makes recommendation 14 into law, because there are many different ways of speaking Inuktitut. Sometimes it is very hard for people in the region to understand each other, even though they are all speaking the Inuktitut language. What is going to happen if recommendation 14 is implemented? This means that the control of language is going to be given to the divisional school board, and that will create a problem, because the dialect I speak in my community is not the same as the dialect other people speak in other communities, even though all these communities will be included in the same educational division.

The Minister has to consider this fact about Inuktitut, because different dialects of Inuktitut can really create a problem if the recommendation says that program and curriculum will be assigned to the divisional board. What is going to happen when people in different communities in the same region cannot understand the same form of Inuktitut, but the divisional board starts teaching and using only one kind of Inuktitut? The people who do not understand that form of Inuktitut are going to have a problem because not all of them will be able to understand the same dialect. Also, not every dialect spells words in the same way in Inuktitut from one community to the other, and if they start to print books which have one form of the written language in them, people who do not read the words the same way will not be able to understand what is written in the books. I am concerned that these differences will create a very big problem for the people. Also, there are different words in different dialects for the same thing, and in one dialect one word may be different from the word in another dialect for the same thing. How is it going to be possible to take the written and spoken forms of Inuktitut and still have everyone in the region understand it? I do not think this is going to be possible, Mr. Chairman, and it is going to become a big problem.

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

HON. DENNIS PATTERSON: I think that in the long run, we will see the Inuktituk language developing a standard writing system, and perhaps this may result in less distinction between one dialect and the other. I think this would take a very long time. I agree with Mr. Noah's concerns, and I am confident that

any new legislation respecting language and local input into language of instruction would continue to follow the direction established with the present ordinance, which is unique in Canada, in making the decision about the use of the language of instruction in a particular school the decision of that community. I believe that now the challenge on us is to make sure that those communities have sufficient resources and aid so that they can make informed decisions on the implications of various languages -- choices that might be available to them. However, I am sensitive to the concern about having the wrong dialect imposed between one community and the other, and I am not sure that these recommendations would go against that concern. I hope that satisfies the Member.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Mr. Noah, a supplementary.

Danger Of Losing Inuit Legends

MR. NOAH: (Translation) Yes, Mr. Chairman, I would like to say something further. There is more that I want to explain about what I was just saying. The problem is that we have many dialects, and that some of the dialects are now spoken by only a very few people. Many of these people are older and they only know their own language. This is not always understood by other people. Some of these people have a great deal of knowledge and information which is going to get lost when they die. They know about things like Eskimo legends and they have a lot of knowledge about many things. All of this information is going to get lost. The Inuit legends are going to disappear, because the language of some of the older people -- there is no way of writing it down, and if it does not get written down, it will disappear. We cannot write it down because sometimes there is no one who knows how to do this and maybe it will not be understood by other people if they do not know the dialect. It would be very bad if we lost all our Eskimo legends because the people who know them die and they cannot get them understood by other people who do not speak the same dialect as they do. What I want to know, Mr. Minister, is whether something can be done to keep us from losing all this knowledge because of difficulties with the Inuktitut language. What can be done? This was my concern. Thank you, Mr. Chairman.

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

HON. DENNIS PATTERSON: Yes. Thank you, Mr. Chairman. I understand the Member's concern a little better now, and I am very pleased that he asked that question, because during his opening Address to this very session, Commissioner Parker announced the establishment of a very significant community language development fund, which is designed precisely to take emergency action to deal with those concerns that the Member raised. Under this program which has been approved in principle, significant amounts of money will be made available to communities which meet certain reasonable criteria to undertake programs to preserve, discover, identify all native languages in the Northwest Territories. I would say that one of the things that we will be wanting to encourage is the gathering of materials that might soon be lost forever with the death of some of our very wise and experienced elders. I would even go so far as to say that if this is a concern in your area, that I would be pleased to provide you with information on how your education society or another community group might seek aid to do precisely what you are discussing. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Supplementary, Mr. Noah.

MR. NOAH: (Translation) Yes. This is the last one. Thank you for allowing me to make a supplementary comment, Mr. Chairman. I thank the Minister for answering. I do not have a further question, but I want to make a comment.

These elderly people, the ones who used to live in igloos in the old style, they know sickness, they know weather, they know danger, they recognize what is not dangerous. They can see what kind of a person a person is when they see him the first time. We will regret it if we do not take any action toward collecting the information left by the elders. We will regret it if we do not start to take action. These would be an excellent source of curriculum for education. Thank you very much for letting me make a supplementary comment.

CHAIRMAN (Mr. Fraser): Thank you very much. Mr. MacQuarrie.

Assembly Responsibility To Promote Education

MR. MACQUARRIE: Thank you, Mr. Chairman. To me, this is the crucial recommendation, the one that indicates that, "The Minister shall delegate responsibility for program and curriculum to the divisional boards of education." I have no qualms at all with administration of education, and no qualms at all with a good portion of program being under the authority of divisional boards, but Mr. Chairman, despite the verbal assurances of the co-chairman, I refuse to adopt a struthious posture, with my bum in the air and my head in the sand, and allow a complete abdication of what I feel is the responsibility of this Assembly toward promoting the well-being of the larger society and toward promoting education for general enlightenment. Incidentally, I used the ten dollar word upon the challenge from our venerable court reporters.

I see at the top -- this clarifies the recommendation. I see at the top of page 54, in the version that was handed out at the end of our last session -- that is where I have made all my notes, and that is why I will refer to that one -- the statement is made that: "A divisional board and its local education authorities shall, together, decide what they want their children to learn. Together, they shall decide which programs and which processes of program development are their respective responsibilities."

And, a little further on: "In keeping with our conviction that the community must have maximum possible control of education, we consider that the divisional boards of education should not make any decisions about programs in any school without first consulting representatives of that community's educational authority." So in a sense curriculum responsibility is devolved even a little further than divisional boards, and that sort of thinking has brought about the statement, and I quote, of the committee: "Official policy for curriculum development must recognize substantial differences among the many communities and varied regions of the NWT."

I say at the outset, again, I have no argument with that, but that is not the whole of the matter. I really believe that it is not only origins but ends that ought to determine curriculum, and that while divisional boards will unquestionably be very knowledgeable about their own past and the past of the children who are in their schools, and the present circumstances, it will be so that they may not be fully experienced with respect to alternatives that are open to people, and to future needs and so on.

While the position that the committee has taken certainly will help to take account of the differences that exist, and the special needs that arise, I say again -- because, as I said, this is the crucial one to me -- that in some way we must ensure, too, that our educational system does recognize our similarities as human beings, the common needs that we have, the common interests and common goals, and I say that policy for curriculum must recognize that as well -- not "alone", I am not saying "alone" -- but it must recognize that element as well. I worry with respect to the kind of statement that is made in the recommendation, even if it is not the intention, as the co-chairman has said, because I do worry about a kind of parochialism in schools, and that to me, as a teacher of many years, is not what education is all about -- a kind of inward-looking approach.



Need For Comparable Standard Of Education In Each Division

I also fear -- as I said before, but I wish to say again, because it is so important to me -- I also fear that there could be a kind of fragmented curriculum that would have an impact on mobility, and on the matter of a comparable standard of education in each division, so that when students come to the Arctic college there is a reasonable assurance that they have an equivalent education so that the college is not in the position of not being able to respond adequately because it has not had a say in what programs there were in the divisions.

I note, on page 53 of the earlier book, that: "All programs offered in the schools of communities within one of the education divisions shall be subject to the approval of that divisional board..." and I underline the next statement "...to maintain acceptable and equitable standards of quality."

So the committee recognized that curriculum could not be left entirely in the hands of community schools; to try to ensure acceptable and equitable standards, they felt that divisional boards must have the control. All right. All I am saying is that I would like to see an element of that taken a step further so that in the total jurisdiction there is some mechanism to try and ensure an acceptable standard across the board.

So, I simply alert that at some point, whether it is in the recommendations themselves when we deal with them finally or in the legislation, I would want an amendment something like "but shall set minimum guidelines for core curriculum and learning standards in line with the committee's principle" and I find this quoted on page 105 of my book "...in line with the committee's principle that grade 10 is the termination of an education that should prepare a person for life, business or further academic work, and that divisional boards shall observe." So, I am sensitive to the fact that the greatest thrust of this is to try to give as much authority as possible to divisional boards. My concern will be to see that it is not more than is necessary or desirable from the point of view of good education for the young people of the North.

Competency Tests At The End Of Grade 10

A question now: The Minister has said earlier that he did recognize the responsibility of the Minister and the department to ensure the kind of thing that I have just expressed, the kind of concern that I have just expressed, but in looking through the proposed legislation and recommendations and so on, it would not be clear to me upon whom the Minister would rely to ensure that that was the case. Would the Minister clarify that a little and could I also ask whether the Minister would agree that there should be, somewhere along the way, an attempt to define what a basic grade 10 means and perhaps to have minimum competency tests at the end of grade 10, in order to ensure that that is a goal that has been worked toward in all divisions?

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

Monitoring And Evaluating School Programs

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am not sure if the Member appreciates that this draft legislation was prepared by the special committee on education and not by the government. I can only say again that the matter of the need to have not only a territorial standard, but the means to monitor and evaluate the operation of the various divisional boards to ensure that that standard is being met at all times, is recognized as a responsibility of the Minister for Education of the Northwest Territories. I will also say that this same concern was raised to me by my officials in briefing me on their view



of the special committee report. It appears that if the government is to proceed to implement this recommendation, that we simply must find the means to ensure that the Minister has the necessary human resources to carry out that function adequately and it means that the Department of Education will have to have the necessary staff to be able to meaningfully monitor the programs in its schools.

I would say one more thing -- based on my experience so far in this portfolio -- is that the people themselves, the parents of the students in the system, will do quite a good job of keeping the Minister responsible for discharging that important responsibility. I only mention that because just today I dealt with an inquiry from a federal public servant who is moving to a particular community in the Northwest Territories, who really wanted to be satisfied that the standards were adequate. I think there is a sort of natural responsibility that devolves by virtue of the political accountability that would be expected of the Minister for the quality of the system, but that alone is not enough. I fully agree that the Minister has to have the expert aid to satisfy himself and I would suggest, without this being an exhaustive answer, that he must certainly primarily rely on the deputy minister of Education at the very least, whom I would see as the senior professional educator in the Northwest Territories, who would certainly be charged with that kind of a task under the new regime.

#### People Would Accept System Of Entrance Requirements

Finally, in the area of tests, Mr. Chairman, we certainly received a lot of concern about standards in our public hearings. I think the people of the Northwest Territories -- and perhaps this is a trend in North America, from what I hear -- are anxious to go back to basics and would be quite willing to accept the old notion of entrance requirements or departmental exams or that sort of screening process before a student went into grade 11 or 12, that I know I took when I went to Alberta schools. I would personally be quite open to building that kind of a testing system into the education system in the Northwest Territories, because all too often I think we do find that students are disappointed when they are told they have reached a certain level and they might come to Yellowknife or Frobisher Bay and find out they have to go back a year or repeat a year. It is very demoralizing and a source of great distress to parents and students alike and my own attitude is that we should not be afraid of tests. Thank you, Mr. Chairman.

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

HON. TOM BUTTERS: Yes. If we are meeting tomorrow, then I would leave my remarks for tomorrow, but I have a hunch we may lose our quorum, so I would just like to make a couple of comments. In this section they refer to poor attendance. I think they have missed one of the major reasons for poor attendance and that is television. There has been no examination of that modern illness that has descended upon the North. Also, they have not recognized that television, like fire, can be very beneficial and they have not looked at recommendations for teaching through television and tying in computers with that system. Regrettably, we are going to miss discussing, probably, what is the most interesting and the most innovative chapter of recommendations, which is the one on special services. I think that that is a great loss and I hope some arrangement is going to be made for a meeting tomorrow, so we can discuss special services.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. You have to have faith. We are going to report progress, the time being 6:00 o'clock.

MR. SPEAKER: Mr. Fraser.

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

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

MR. SPEAKER: Thank you, Mr. Fraser. I need some direction from the House. I am trying to set hours for tomorrow. If we do not have a quorum after 11:30 or 11:00 o'clock, I will not have a quorum to prorogue. I am going to need to know, certainly by tomorrow morning, how many people are going to be available in the afternoon. So, I will set the hours now as a normal day, but I would like to make sure, before we recess for lunch tomorrow or for the departure of the aircraft, that I have enough Members left that will be here in the afternoon or else the prorogation will have to take place then at 11:00 tomorrow morning. So, keeping that in mind, I will set the hours for tomorrow at 9:30 until -- what time for aircraft would be the most suitable, if there are some suggestions from the floor. Mr. Noah.

MR. NOAH: Yes, Mr. Speaker. Just for your information, I phoned PWA today to see what time I have to get to the airport and they replied around 12:00 o'clock sharp or maybe 12:05 or so. I do not think it is going to take off until 12:30 or 12:50. So, I am available in the morning from 9:00 o'clock until 11:30 or so.

MR. SPEAKER: Fine. Thank you very much. Well, the hours then will be from 9:30 until 11:30 tomorrow and from 1:00 until 6:00 if there is a quorum still available. Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, I am quite willing to stay, Mr. Speaker, in the afternoon. However, I would not like to turn up at 1:30 only to find that there is not a quorum, because I would like to, as well, be home with my family. So, I would like an indication right now about which Members are going to be on that 12:30 flight, so we can make our plans tonight.

MR. SPEAKER: All right. So that we do not get into any confusion, will those Members that will be available all day tomorrow for sittings, please stand so that I can count them? Stand. That is not a quorum. So I think, then, in view of that, we might as well decide at this time that we will sit tomorrow from 9:30 until 11:00 a.m., at which time we will prorogue.

AN HON. MEMBER: Agreed.

MR. SPEAKER: Is that agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Now, announcements. Ms Cournoyea, I understand that you are trying to get a meeting of some sort together. It came out under the signature of the Clerk. Would you like to state your case on that, please?

MS COURNOYEA: Yes, Mr. Speaker, since we passed a motion for the commission on division of the Northwest Territories, I was wondering if I could presume upon the Members of this House to have a brief meeting perhaps of a half hour at the Family Hall immediately after adjournment to discuss possibly the chairman of the committee and four other Members or an interim chairman, so that we can proceed with work on the boundaries commission, if that is possible. I do not expect that the meeting would take any more than a half hour, because I was just thinking that perhaps we should put somebody in place to see that the motion did receive some action, Mr. Speaker.

MR. SPEAKER: Thank you. You may be well advised to hold it right here immediately following adjournment for the day rather than going over to the other hall.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Are there any further announcements? Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, I was just asked by the Inuvik area hunters' and trappers' association, Ingamo Hall board of directors, and the Native Women's Association if the Members of this Legislative Assembly would please join them for dinner at 7:00 o'clock -- and perhaps a few dances. We have some people coming in from Tuk, as well. You do not have to stay all evening, but they would be very pleased to see all of you present, and you do not have to spend the whole evening but they would very much like to see you. They cooked the meal for you.

---Applause

MR. SPEAKER: Thank you. Any further announcements? Announcements and orders of the day, Mr. Clerk.

Orders Of The Day

CLERK OF THE HOUSE (Mr. Remnant): No announcements, Mr. Speaker. Orders of the day, Saturday, May 22, 1982, 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)
14. Prorogation

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 9:30 a.m., Saturday, May 22nd.

---ADJOURNMENT

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