



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

FRIDAY, NOVEMBER 5, 1982

MEMBERS PRESENT

Mr. Appaqaq, Mr. Arlooktoo, Hon. George Braden, Hon. Tom Butters, Mr. Curley, Ms Cournoyea, Mr. Evaluarjuk, Mr. Kilabuk, Mr. MacQuarrie, Hon. Arnold McCallum, Mr. McLaughlin, Hon. Richard Nerysoo, Hon. Dennis Patterson, Mr. Pudluk, Mr. Sayine, Mr. Sibbeston, Hon. Don Stewart, Hon. James Wah-Shee

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Friday, November the 5th. Item 2, replies to the Commissioner's Address.

ITEM NO. 2: REPLIES TO THE COMMISSIONER'S ADDRESS

Replies to the Commissioner's Address. Mr. Evaluarjuk.

Mr. Evaluarjuk's Reply

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I would like to express my thanks, first of all, to all of the MLAs, and also to our interpreters. We have been going through a really bad stage this year. I really regret that Jeanne Brezinski had to pass away and also I regret that William Noah had to be retiring. I very much regret that he had to resign, and we cannot help it. It is not as if he had passed away and we could not meet him again sometime.

Also, I would like to say the Inuit MLAs from Baffin region, especially in this session -- and we have mentioned this already and you will be hearing it again -- will be pointing out the same items that we have pointed out before. This is not the first time you heard it; and also, I guess, you will be getting tired of hearing this but as MLAs we do not want to stop supporting our people.

In this session, I will be just pointing out the same items that I have been pointing out before, and you will be smiling about the items that, as mentioned before -- and you heard it again -- and I am not going to feel bad about it. That will be one of the many things that will have to be dealt with. Also, I would like to mention the budget. Inflation is going up in the world and I am aware of this, and I would like to mention that I would like to make an agreement about those people who get smaller salaries, also I would be disagreeing about those people who make more money than the ordinary people. I am talking about six per cent -- and for those people who make so much money a year, and they are happy about it just because they get higher raises than the other ones who get lower pay.

Talking about finance, if we are going to deal with this very cautiously -- just trying to look at people in the same way, and without using any pretensions for their raises, and I guess we could use the money better that way. The federal government could have a better operation. There are people who only make \$20,000 a year, and maybe some people make \$40,000 a year. Those people who make \$20,000 get lower raises, and those people who made \$40,000, they would get raises for \$2040 -- maybe that, approximately. If we are aware of this, just by looking at those people who get lower raises, I guess they could get the same percentage in raises. Not just by looking at people like this as what he is supposed to get; and, I guess, we could raise them the same rates. I guess we have to be aware of this -- just by looking at the inflation, what we are looking at right now. I mention this, and I would like to agree with those people who get the lower salaries; and for those higher salaries I will be disagreeing about them. For those Ministers who are making higher money and for Commissioners' workers, they are more happy, because they are getting higher pay for each year. I would like to mention that. That is the first comment I have to make.

Banning Of Seal Hunting

Also, I would like to talk about MLAs in the Northwest Territories and about the sealskins overseas -- about banning the seal hunting. It was mentioned that they wanted to ban the seal hunting, and as we are the representatives of the Northwest Territories we should try to do something. Also there has to be some financing for this, just to help out. The Inuit people are the people who have lived on this for so long and also, I guess, we should try to represent the Northwest Territories -- to go overseas to talk about the banning of seal hunting. We should try to help our own people, because they have this traditional way, and our native food -- that is what we are living on, and also, they try to make a living on them.

I would like to mention for those unemployed people, talking about carvings, this is going very slow too. Also the co-ops are going bankrupt. What should we do? As MLAs, we are representing the northern people; we should try to think about what we should do. For those people who are just living on carvings, if they cannot live by their carvings, then, I guess, they could turn to social services. That is the way it is now and it is not likely to change in our future. Also hunting equipment like guns may be unavailable; and I guess we have heard about this. The Prime Minister mentioned that pension plans and family allowances will be cut off -- and I guess that will be done -- but we have to look to our future in this world. If it is not going to change, and we are aware that everything will be changed, and also hunting equipment will be unavailable, I guess we should try to be aware of these things. If we are going to be aware of these in this House, why do we not put aside the other things, and think about what we should do from now on? Let us not talk about clothing and ties -- or whatever -- in the House. Why do we not talk about the priority things that have to be done, rather than the decor and the native dress of the House? We should be aware of this.

---Applause

Additional MLAs Not Needed

Mr. Speaker, maybe I should not say this, but we have never mentioned it before, and I guess it is going to be pointed out today for the Executive Committee. If they want to have 25 MLAs, I want you to know I am not going to be supporting this. My reason is in 1953 there were 15 of us, and before that it was less than that; and, as MLAs, we were very few. At that time, we could really communicate. Transportation was hard, telephones were scarce, and in the Baffin region there was one MLA representing the whole Baffin region. As I mentioned about transportation and telephones, they were really hard back then. They had a hard time -- those former MLAs.

If we were to manage our money in better ways, it will be less expensive. I just wanted to mention this; it has not been pointed out. I know that we are allowed to say anything we wish to say in this House. I just wanted to make mention of that. I am not supporting this idea that we should be adding more MLAs. If we were working on this, Nunavut, our land -- if we were to separate Nunavut like before -- if we are aware of this, if we are going to be Nunavut, I do not think MLAs should give more people to support this. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Mr. Evaluarjuk. Orders of the day, replies to the Commissioner's Address.

Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Arlooktoo.

Question 26-82(3): Markham Bay Outpost Camp

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. The person I wanted to ask the question to is here. He is the Minister of Renewable Resources. As you all know, in my constituency we have a new outpost camp. It is called Markham Bay. It is near Frobisher Bay. Maybe the Executive Committee can deal with the new outpost camp, because they are not allowed to get any polar bears. The outpost people cannot get a tag to get polar bears. Maybe Renewable Resources can find out about this as soon as possible and deal with it accordingly. The new outpost camp's leader is Henry Evaluarjuk. Thank you.

MR. SPEAKER: Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I will deal with the issue as quickly as I can.

MR. SPEAKER: Then you will take that as notice and give a written reply. Thank you, Mr. Minister. Oral questions. Mr. Curley.

Question 27-82(3): Housing Corporation Representative In Keewatin Region

MR. CURLEY: Thank you, Mr. Speaker. I have a question to the Minister responsible for the Housing Corporation. In view of the strong concerns of the small businessmen and construction contractors in the Keewatin region with respect to his technical representative in the Housing Corporation and in view of the unethical practices this man has had during the last few years, will the Minister indicate to this House whether he intends to replace him or transfer him or fire him?

MR. SPEAKER: Mr. McCallum.

Return To Question 27-82(3): Housing Corporation Representative In Keewatin Region

HON. ARNOLD McCALLUM: Mr. Speaker, I recognize what the Member has indicated regarding the difficulty in the Keewatin. I think that the steps that have been taken by the Housing Corporation just within the past one or two weeks will more than satisfy the concerns that had been raised by the Member and other people. There has been a shuffle of persons within that division of the corporation and the individual the Member is referring to has been assigned new responsibilities.

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

Supplementary To Question 27-82(3): Housing Corporation Representative In Keewatin Region

MR. CURLEY: Yes. Does that mean, then, that I must accept the unethical practices of the government employees who continue to give preference to awarding of contracts to the companies with which the officers have relatives? Does that mean that we ought to accept the misusing of Housing Corporation supplies, where this man has been known to give extra supplies to friends? I know and I can give you evidence of that. Does that mean that the Housing Corporation accepts these kinds of practices and will not take any kind of action against these kinds of individuals?

MR. SPEAKER: Mr. Minister.

Further Return To Question 27-82(3): Housing Corporation Representative In Keewatin Region

HON. ARNOLD McCALLUM: Mr. Speaker, no, not at all that we would accept it. If the Member has particular charges to level against the operation of the Housing Corporation, then I would suggest that he makes those in writing. I am not indicating to him that we would continue any kind of malpractice within the operation of the corporation. If there are particular instances where he has a definite accusation to make and has backing of it, I certainly will look into the operation in that particular area, if I can get the particular information on a factual basis from him, but no, I am not indicating you are supposed to accept anything that is in malpractice. I do not think that the corporation has condoned any kind of malpractice or abuse of government funds and of public funds at all and we are not condoning that. If there are particular charges the Member would like to make against an individual then I think he has the knowledge and he knows how to go about that to do that and he can make them to me, and I will look into it and cause an inquiry to be set up if, in fact, I believe the charges warrant such.

MR. SPEAKER: Supplementary, Mr. Curley.

Supplementary To Question 27-82(3): Housing Corporation Representative In Keewatin Region

MR. CURLEY: Yes, Mr. Speaker, the last supplementary. I have information and I have been assured by the vice-president of the Housing Corporation that you, in fact, are aware that this man has been awarding contracts to a Winnipeg firm in which he has a son-in-law in the company. I would think that is one of the evidences, which the vice-president of the corporation has already.

MR. SPEAKER: I am not sure whether that was a question or a statement, Mr. Curley. The Minister indicates that he has no reply. Oral questions.

HON. ARNOLD McCALLUM: Mr. Speaker, I agree that there was no question. He made a comment.

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

Item 4, written questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Written questions. Mr. MacQuarrie.

Question 28-82(3): Regulation On Wood Cutting In The NWT

MR. MacQUARRIE: Thank you, Mr. Speaker. A question for the Minister responsible for Renewable Resources. Will the Minister indicate what quantity of wood is now being cut annually in the NWT for firewood? What regulations are in place to govern cutting in various areas? What program of reforestation is now in place or is soon intended?

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

Question 29-82(3): Regulation On Polar Bear Hides

MR. PUDLUK: Thank you, Mr. Speaker. This is going to be addressed to the Minister of Renewable Resources. Any person with a general hunting licence and polar bear tags can kill a polar bear. Will the Minister responsible for Renewable Resources advise if it is up to the person to decide whether to use the skin for personal use or to sell the skin? Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. Written questions. Mr. MacQuarrie.

Question 30-82(3): Interpretation Of Section 16(1) Public Service Ordinance

MR. MacQUARRIE: Thank you, Mr. Speaker. A question for the Minister responsible for Personnel. Will the Minister responsible for Personnel indicate how the Department of Personnel interprets the phrase, "the best interests of the public service", in subsection 16(1) of the Public Service Ordinance? Will the Minister provide statistics showing what percentage of the public service staff remain less than one year in a position before moving to another position with the Government of the Northwest Territories? Less than two years? Statistics for the past five years. Is there any specific policy discouraging such appointments before a reasonable time has elapsed?

MR. SPEAKER: Thank you. Written questions. Last call for written questions. That appears to conclude written questions. Are there any returns for today? Mr. Braden.

Return To Question 17-82(3): Pangnirtung Hunters Charged For Going Over Quota

HON. GEORGE BRADEN: Mr. Speaker, I have a return to Question 17-82(3), asked by my colleague from Pangnirtung. In response to the honourable Member from Pangnirtung in respect of his question dealing with possible charges against hunters of narwhals in his constituency, Mr. Speaker, I have had certain inquiries made overnight and have been informed that no charges have been laid to date. It appears that more narwhals were taken than the fisheries quota allowed by the federal Department of Fisheries. A federal fisheries officer visited Pangnirtung recently to investigate the killing of narwhals in the community. It appears that hunters went out simultaneously in two parties to hunt narwhals and it was not until their return to the community that they realized that they had exceeded their quota.

Mr. Speaker, my department will make further inquiries in respect of the possibility of any charges being laid against the hunters and will ensure that wherever appropriate, full legal aid services are provided to ensure that the hunters are properly defended should the matter proceed to court. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Are there any other returns? That appears to conclude returns for today.

Item 5, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. I would like to table Tabled Document 8-82(3), a position paper on the special committee on education's recommendations, submitted by the president of the Northwest Territories Teachers' Association.

MR. SPEAKER: Thank you, Mr. MacQuarrie. Tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

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

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 4-82(3). Mr. McLaughlin.

Motion 4-82(3): Extension Of Sitting Hours, Carried

MR. McLAUGHLIN: Thank you, Mr. Speaker.

WHEREAS there is much business to be considered at this session in a relatively short period of time;

AND WHEREAS it is therefore desirable to increase the number of sitting hours during this session;

NOW THEREFORE, I move, seconded by the honourable Member for Keewatin South, notwithstanding Rule 3 of the rules of this Assembly, that during the present session additional sittings be held on Wednesdays and Fridays from 9:30 a.m. to 11:30 a.m.

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

MR. McLAUGHLIN: Thank you, Mr. Speaker. The motion was made at the request of several Members who indicated that we would not leave any unfinished agenda items if we were able to have the additional four hours in the morning to sit, during the week.

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

MR. CURLEY: Question.

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

---Carried

Motions. Motion 5-82(3), Mr. MacQuarrie. That has already been dealt with, I believe. No, it has not. Proceed, Mr. MacQuarrie.

Motion 5-82(3): Extension Of Replies To Commissioner's Address, Carried

MR. MacQUARRIE: Mr. Speaker:

I MOVE, seconded by the honourable Member for Pine Point, that, notwithstanding Rule 34, the period for replies to the Commissioner's Address be extended, so that such replies may be presented throughout this session, and the appropriate item be shown daily on the orders of the day.

MR. SPEAKER: Your motion is in order; proceed, Mr. MacQuarrie. Does the seconder wish to speak? To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: All I would say, Mr. Speaker, is that I have no problem supporting the motion, but I really believe it is time our rules committee changed the rules, because we do this every session, and I am getting tired of it.

---Applause

MR. SPEAKER: Unfortunately, we do not have a chairman of that committee any longer, and until such a time as we have full documentation as to his resignation we cannot do anything. We are waiting. When these documents are in, we will have a new chairman, and we hope to get that board back on the road. Are there no further comments on that motion? Are you ready for the question? All those in favour? Opposed if any. The motion is carried.

---Carried

Motion 6-82(3). Mr. Evaluarjuk.

Motion 6-82(3): Baffin Region Education Society Witnesses

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman.

WHEREAS the recommendations made by the special committee on education are important;

AND WHEREAS at the spring session in Inuvik the Legislative Assembly deferred the report, due to the fact that the residents of the Northwest Territories were not well informed or understood about the report;

AND WHEREAS the Baffin Region Education Society worked hard on the report;

NOW THEREFORE, I move, seconded by the Member for Baffin South, to invite three representatives of the Baffin Region Education Society to appear as witnesses before the committee of the whole, at the Assembly's expense, so they can bring up their concerns.

Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Evaluarjuk. Technically, this motion is in order. I would point out to the House, however, that the budget of the Assembly is not such that if everyone were to make a motion, that we could accommodate everybody, because our budget is not large enough to do that. The Clerk advises me that there is sufficient money to look after this particular need, but that is the situation relative to this type of a motion, that money must come from somewhere. It comes from our budget, and we cannot bring in everybody from across the Territories -- but the Chair will rule that this motion is in order, with that comment that money is involved here, and it is not an endless pot. Will you proceed, Mr. Evaluarjuk?

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I believe you understand me correctly. There will be a debate. I am not sure, if you are following the rules -- I understand Members have to debate about this certain item. The real reason is that the western Members have mentioned that they wanted the report deferred before, so, in this case, the Baffin Education Society wanted some more information. I do not mean to say that I can bring somebody over here all the time, but I felt that they worked hard on this, so I wanted them to come in and appear as witnesses.

If three representatives cannot come, we will know that after the Members vote on the motion. We, the people of the Baffin region, we know that there are education societies in the communities, but it has never been the Baffin region people that have come to appear as witnesses. I think they will appoint who they want to bring to the Assembly to bring up their concerns. So that is why I brought up this motion. Thank you.

MR. SPEAKER: Thank you, Mr. Evaluarjuk. Mr. Arlooktoo, as seconder, do you wish to speak now?

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I just want to make a short comment, regarding the Baffin Region Education Society. Perhaps having some concerns of their own, they have come to us, and asked us if we could ask for them to come, but I have no idea how many of them will be coming. We may not have many questions, but we can get into discussions on the Eastern Arctic. We can probably have discussions during consideration of this matter, if some of the MLAs are not clear on this; because, if these people come from Baffin, they are going to give us quite some help.

MR. SPEAKER: Thank you, Mr. Arlooktoo. To the motion. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I had a meeting with the Baffin Region Education Society. There was a motion passed when I was attending that meeting. The motion related to the fact that they wanted to get into the Legislative Assembly during our next session, in this regard. They were very concerned, and there were a few motions passed during that meeting, motions that said they wanted to be in attendance at this ninth session. They really wanted to hear what was being said and what the discussions are during this ninth session. For this reason, I am totally in favour of the motion that is being put on the floor, and I would like to add that people from Kitikmeot, the Central Arctic, and Mackenzie Liard, or even the other communities -- if they can put an amendment to this motion, they can invite some committee members from the communities in regard to the education societies, and even if they invite people from their area I will be in favour of that. If they are not going to get someone here, I am still going to be in favour of the motion. Thank you, Mr. Speaker.

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

Proposed Amendment To Motion 6-82(3)

MR. MacQUARRIE: I would like to move an amendment to the motion, Mr. Speaker. The amendment would read, "To invite one" -- rather than "three", then the next word would be "representative" rather than "representatives", and further on, in the next line, to appear as "a witness" -- rather than "witnesses", and then, at the very end of the motion insert a comma "and to be receptive to similar requests from other recognized educational bodies." So that the whole motion, as amended, would read: Now therefore, I move, seconded by the Member for Baffin South, to invite one representative of the Baffin Region Education Society to appear as a witness before the committee of the whole, at the Assembly's expense, so they can bring up their concerns, and to be receptive to similar requests from other recognized educational bodies.

MR. SPEAKER: Is there a seconder to the amendment? It is seconded by Mr. Kilabuk. To the amendment. I asked if there was a seconder to the motion as amended, and you raised your hand. Do you wish to be seconder?

MR. KILABUK: (Translation) Mr. Speaker, I misunderstood, but I do know what is going on now. I realize I raised my hand; I would like it to be removed.

---Laughter

MR. SPEAKER: I presume it is not your hand you wish removed. I will call again for a seconder to this motion. There does not appear to be a seconder to the motion. The motion therefore cannot continue. Back to the motion. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Simply to say that when I said "Nay" when unanimous consent was asked for the other day, it was not because I do not support the intent. I just immediately thought of the needs of other areas and the expense, and I thought that one person could as easily transmit the concerns as three people could, at a lot less expense. However, if I am unable to get an amendment through, I still do believe that it is most important that this Assembly hear the concerns of people who are directly involved with administering education, and I will support the motion.

MR. SPEAKER: To the motion. Mr. Evaluarjuk, do you wish to close the debate by speaking again, or are you ready for the question? Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Speaker, I just have a very short comment to this motion, because, again, I would like to say that I am in favour of the motion. You probably understand that the Baffin area has really given a lot of consideration in regard to this motion -- for your constituents, and your colleagues -- but the area really has a lot of concerns in regard to education matters. I was asked to bring this up on behalf of the education societies in the Baffin area. They wanted more information, and they wanted to get into further discussions concerning "Learning: Tradition and Change". Thank you.

MR. SPEAKER: Thank you. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Speaker. I am not going to be supporting this motion, because, during our session in Inuvik, we tabled this document because none of the people were informed with regard to "Learning: Tradition and Change". The chairmen of the societies from the

various communities were just getting into a discussion of this report. So we are going into the discussion now, and we speak for the entire Northwest Territories. I do not know if the education societies have -- I believe we are going to have to delay it.

MR. SPEAKER: To the motion. Ms Cournoyea.

Position Of Elected Members To Voice Concerns Of The People

MS COURNOYEA: Mr. Speaker, the motion in itself has its merits; however, I cannot support the motion because I had similar requests in my constituency -- that people wanted to come and listen to the debate that was taking place on the education committee report. I referred to them that, if we had done that, then we would continue to spend a great deal of money bringing people to these sessions. The Canadian Broadcasting Corporation has a job to do in transmitting the information that is going out from this Legislative Assembly. I feel that the expense and the doors that we will open in order to accommodate all of the other people who feel that they should be treated equally would be a decision that would be very difficult to make, as, when do we cut it off? When do we make a decision that we, as an elected group of people, are doing our job in our community, and transmitting the knowledge and bringing to this Assembly the concerns that the various bodies elect in our communities have toward any business that is conducted in this House? So therefore, Mr. Speaker, I cannot support the motion.

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

HON. DENNIS PATTERSON: Mr. Speaker, I know that this would appear to set some kind of a possible precedent, but I would like to say that I think there are some special circumstances which this House might consider in the case of the Baffin Region Education Society. Firstly, that they are the longest operating regional education authority in the Northwest Territories -- I realize that Rae-Edzo was established originally as the first independent and unique society of that kind, but this group is a regional group, and they have, I know, gathered some very valuable experience which I think could be particularly useful to this House in considering this report. Secondly, they have done an exceptional amount of work on this report -- and I can even say, particularly serious consideration -- perhaps more serious and more detailed than I have seen in any other region in the Territories in my travel. They have had two full sessions of all local education authority chairmen, lasting several days, in which the report was discussed in great detail, and they have also had workshops of their executive committee.

As well, they are very far away, and I recognize that it is possible for anyone to be invited to appear as a witness while the report is being considered in committee of the whole, from the floor, and it would certainly be possible, for example, to have some of the educational interests that Mr. MacQuarrie referred to invited at that time; and I have the president of the NWTTA in mind, for example. So I think we can profit particularly from this group appearing, and, while I do recognize that this may be seen as a precedent, I think there are reasons why we can justify inviting a group who live so far away, and who are so concerned about this report, and have worked so hard on their position. I think we can say that they are exceptional, and deserve an exception to our general practice. Thank you.

MR. SPEAKER: Thank you. To the motion. Mr. Curley, I believe you indicated you wish to speak. To the motion. Mr. Curley, do you wish to speak?

MR. CURLEY: (Translation) Thank you, Mr. Speaker. Yes, a letter was presented from the BRES, and it was well-written; and, also, the board of directors had a chance to write that, and we are aware that the Baffin Region Education Society should have the power to work -- and I guess we could look at the letter again. It will be better if they would have more power, if they could write what they wanted to do. Also, just looking at that letter, in some words, and their concerns -- and it is not even a report. It was written more like a policy that could be dealt with in this House. I do not think that we could deal with those in the House. I cannot really vote for this either way, and I want you to understand. If we would be able to say -- if we wanted to represent -- to start the motion, and we should understand about those letters from the Baffin region. In Inuvik we mentioned -- I do not think we are going to be able to set out other solutions -- we have already visited them, the individual communities, like in Inuvik -- if they were to pass this resolution, and we will be able to deal with them. If it is not going to be this way, I do not think we are going to go anywhere, and all those recommendations -- we have not even dealt with them all. We had a letter from Bob MacQuarrie yesterday about the NWTTA's president, and I met him before, and he was really supporting this. Also, before, when the education society met in Keewatin, he was still supporting this; and, just by looking at his letter right now, it is the other way around; and he was really against those recommendations; and, I guess, Bob MacQuarrie has a complaint about this, he mentioned that to me, he mentioned that he was going to move against it.

MR. SPEAKER: Mr. Curley, please, you are speaking to the motion -- would you please limit your remarks to the motion? That is what you are speaking to. You have done a pretty wide swath of both sides. You are speaking to the motion -- whether to accept three members coming in or not, and you should restrict your remarks to that, please.

MLAs Should Present Concerns Of Constituents In The House

MR. CURLEY: Yes, Mr. Speaker, I am not sure whether my remarks were interpreted correctly. I am just trying to say to you that, Mr. Speaker, I believe the responsibility of the MLA is to represent their constituency, and represent these particular concerns, as legislators. If the Members in the House feel that they cannot express the views of the constituents and must invite them at every opportunity, I would say that they have to re-evaluate their role in the Legislature, in this House, because we did indicate very clearly in Inuvik that we would want the MLAs, individually in their regions, to collect those concerns and present them to the House. So on that basis, Mr. Speaker, I am going to abstain from the motion.

MR. SPEAKER: Thank you, Mr. Curley. To the motion. Last call, to the motion. Mr. Evaluarjuk, would you like to wind up the debate?

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I cannot really say much more about this motion. I do not know exactly what is going on right now. Was it amended? I guess it did not have a seconder. I wonder if you are really aware about the finance. I do not care if this motion could be amended. I want a representative from BRES; they are the ones who asked if they could be invited out to this House. They mentioned that they wanted to get a Keewatin representative too, and he mentioned that he was not supporting this motion in either way. He does not have a say.

He does not have a say how come he cannot support this motion. It was brought about by BRES representatives that they wanted to get an indication of this and we could not really talk about this before as MLAs. Now it was pointed out by the BRES representatives and they had been working hard on this and they know more than we do. I guess it would be a nice way if we could get a representative from there. I want to know if this Keewatin -- I could say that if I were from Keewatin I would say if I were against it, and I would just say I am against it. I am not supporting it. This is from my constituency, not from me. I was told to mention this. Thank you, Mr. Speaker.

MR. MacQUARRIE: Recorded vote, please.

Motion 6-82(3), Defeated

MR. SPEAKER: This concludes the debate, then, on Motion 6-82(3). A recorded vote has been requested. Mr. Clerk, will you record the vote? All those in favour of the motion, please stand.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. MacQuarrie.

MR. SPEAKER: Those opposed to the motion, please stand.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Appaqaq, Ms Cournoyca, Mr. McCallum, Mr. Wah-Shee, Mr. Braden, Mr. Nerysoo, Mr. McLaughlin.

MR. SPEAKER: Abstentions, please stand.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Curley, Mr. Sibbeston, Mr. Sayine, Mr. Butters.

MR. SPEAKER: Would you bring me the results, please, Mr. Clerk?

MR. MacQUARRIE: Please give me a copy of that report. It must be very interesting.

MR. SPEAKER: The results of the ballot; there were six yeas, there were seven nays, four abstentions. The motion has been lost.

---Defeated

I understand that Motion 7-82(3) has been incorrectly placed on the agenda for today, that that item does not come up until the 9th.

Item 11, introduction of bills for first reading.

Item 12, second reading of bills. Mr. Curley.

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

MR. SPEAKER: Yes, a point of order.

MR. CURLEY: The information that I have with respect to Motion 7-82(3), it is correctly recorded, introduced; date of notice, November 3rd, date for introduction, November 5th. I have not heard from the mover of the motion that he would defer it until November 10th. I would think that the information presented in Motion 7-82(3) is correct as stated.

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

MR. SPEAKER: Mr. McLaughlin, will you straighten the matter out? This is your motion.

MR. McLAUGHLIN: Yes. If you look on page 118 of the transcript, I definitely said the 9th.

MR. SPEAKER: The transcripts indicate the 9th. There was some error made somewhere. The mover says it is the 9th. Do you agree to drop it at that?

Item 12, second reading of bills.

ITEM NO. 12: SECOND READING OF BILLS

Mr. Nerysoo.

Second Reading Of Bill 15-82(3): Wildlife Ordinance

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I move, seconded by the honourable Member for Rae-Lac la Martre, that Bill 15-82(3), An Ordinance to Amend the Wildlife Ordinance, be read for the second time. The purpose of this bill, Mr. Speaker, is to amend the Wildlife Ordinance by repealing the sealed firearm provisions for camps and wildlife sanctuaries; to include the eggs of wildlife in the definition of wildlife; to make it unlawful for a person, other than a resident, to hunt without having a licence on his person; to prevent any person from wasting certain wildlife; to allow hunters to remove sex organs from the hide; and to authorize the use of forms of licences, permits and other documents approved by the superintendent.

MR. SPEAKER: Thank you. To the bill in principle. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Speaker. I would like to express the same kinds of concerns as I had yesterday, but I realize it would be out of order, so I will not express them today.

---Laughter

---Applause

MR. SPEAKER: To the principle of the bill.

AN HON. MEMBER: Question.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? Bill 15-82(3) has had second reading.

---Carried

Mr. Braden.

Second Reading Of Bill 16-82(3): Mining Safety Ordinance

HON. GEORGE BRADEN: Mr. Speaker, I move, seconded by the honourable Member for Rae-Lac la Martre, that Bill 16-82(3), An Ordinance Respecting Mining Safety, be read for the second time. The purpose of this bill, Mr. Speaker, is to provide for mining safety in the Northwest Territories.

MR. SPEAKER: Thank you, Mr. Braden. To the principle of the bill.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? Bill 16-82(3) has had second reading.

---Carried

Second reading of bills. That then concludes second reading of bills. Is there any other business with regard to bills that you wish? Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, might I have unanimous consent to go back to first reading of bills?

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Unanimous consent being requested to go back to Item 11, introduction of bills for first reading. Are there any nays?

ITEM NO. 11: INTRODUCTION OF BILLS FOR FIRST READING

Proceed, Mr. Butters.

First Reading Of Bill 18-82(3): Public Sector Compensation Restraint Ordinance

HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Yellowknife North, that Bill 18-82(3), An Ordinance Respecting the Restraint of Compensation in the Public Sector of the Northwest Territories, be read for the first time.

MR. SPEAKER: All those in favour? Opposed, if any? Bill 18-82(3) has had first reading.

---Carried

Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, I wonder if I might have consent to give second reading at this time?

SOME HON. MEMBERS: Agreed.

---Agreed

REVERT TO ITEM NO. 12: SECOND READING OF BILLS

MR. SPEAKER: Agreed. Proceed, Mr. Butters.

Second Reading Of Bill 18-82(3): Public Sector Compensation Restraint Ordinance

HON. TOM BUTTERS: Mr. Speaker, I move, seconded by the honourable Member for Yellowknife North, that Bill 18-82(3), An Ordinance Respecting the Restraint of Compensation in the Public Sector of the Northwest Territories, be read for the second time. The purpose of this bill, Mr. Speaker, is to impose limits on increases in compensation in the public sector of the Northwest Territories.

MR. SPEAKER: Thank you, Mr. Butters. To the principle of the bill. Are you ready for the question? Are you ready for the question?

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? Bill 18-82(3) has had second reading.

---Carried

I wonder if I might have the concurrence of the House to vary the agenda slightly and proceed with Item 14, third reading of bills and Item 15, assent of bills, prior to going into committee of the whole for today? This is to deal with that bill with regard to elections, the Council Ordinance.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Agreed.

---Agreed

ITEM NO. 14: THIRD READING OF BILLS

Mr. McCallum.

Third Reading Of Bill 21-82(3): Council Ordinance

HON. ARNOLD MCCALLUM: Mr. Speaker, I move, seconded by the honourable Member for Rae-Lac la Martre that Bill 21-82(3), An Ordinance to Amend the Council Ordinance, be read for the third time.

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

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour? Opposed, if any? The motion is carried. Bill 21-82(3) has had three readings.

---Carried

I wonder, Mr. Clerk, if you could ascertain whether the Commissioner is ready for assent to this particular bill?

ITEM NO. 15: ASSENT TO BILLS

COMMISSIONER PARKER: Please be seated. As the Commissioner of the Northwest Territories, I assent to Bill 21-82(3).

Mr. Speaker, while I am here I would like to prevail on you for just a moment more to make a presentation of three books. Would that be in order, Mr. Speaker?

MR. SPEAKER: Yes, Mr. Commissioner. Proceed.

Presentation Of Books By Dr. J. Dewey Soper

COMMISSIONER PARKER: Thank you very much. Mr. Speaker and Members, I do this because I would like to take this opportunity to mark the passing of Dr. J. Dewey Soper, who was a gentleman who was a naturalist and a writer, and who carried out a great number of explorations and trips on Baffin Island and throughout the Northwest Territories in the 1920s. Dr. Soper recorded the life of the people of that time and he recorded a tremendous amount of information about birds, animals and the flowers and growth of the area of Baffin Island. This is information that is important to all of us, regardless of our racial extraction or the place where we have come from. Fortunately, before Dr. Soper died, the territorial government assisted him, with others, to produce yet one more book of his recollections and I believe that his drawings and the information that he has recorded on the people, birds and the animals of Baffin Island are particularly interesting. In a symbolic way, to mark the passing of Dr. Soper, I would prevail upon you to permit me to present a copy of his book, which is entitled, "Canadian Arctic Recollections, Baffin Island, 1923-1931" -- I would like to present a copy of this book to each of the Members in whose areas he travelled. I regret that it is not in Inuktitut. However, it is a valuable reference book and I think the Members and other Members in this House might find it interesting. Dr. Soper died on Tuesday, at the age of 89, having lived a very full and a very interesting life. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Returning to the orders of the day. Item 13, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.

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

Tabled Document 1-82(3), report of the special committee on education, with Mr. Pudluk in the chair. We will resolve into committee of the whole.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER TABLED DOCUMENT 1-82(3), LEARNING: TRADITION AND CHANGE IN THE NORTHWEST TERRITORIES

CHAIRMAN (Mr. Pudluk): This committee will come to order. Now we break for coffee. We will take 15 minutes, no more than 15 minutes, okay?

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum now and, before we go on to the business, I would like to say a few words. There was a motion yesterday that we start at 9:00 o'clock this morning until 1:00 this afternoon; and if we do have a quorum we are going to go on until 1:00 o'clock. I believe the Liberal party is going to leave around noon hour but if we have a quorum we are going to continue until 1:00 o'clock. Thank you.

Recommendations One To Six And Nine

Now, the education report -- and we are going to be dealing with recommendations one to six, and nine. We are still on general comments. Are there any more general comments on recommendations one to six, and nine? Mr. Butters.

HON. TOM BUTTERS: By the way of procedure, again, Mr. Chairman, I do not have the sheet provided me by Mr. McLaughlin and Mr. Curley yesterday, regarding the way we would debate the recommendations, but I did not find recommendation eight in there. Where does that fall? What grouping does eight fall under?

MR. McLAUGHLIN: It is on the back page, first item.

HON. TOM BUTTERS: Thank you.

Recommendations 11, 14 And 15

CHAIRMAN (Mr. Pudluk): Any more general comments? Okay, this committee would like to go to the second section, recommendations 11, 14, and 15. General comments. Nay, Mr. MacQuarrie?

MR. MacQUARRIE: Yes, I am trying, Mr. Chairman, to get organized.

CHAIRMAN (Mr. Pudluk): I am going to count to five.

MR. MacQUARRIE: Mr. Chairman, the question that arises -- I had already, in Inuvik, expressed concerns with respect to recommendations 13 and 14. Indeed, it is this section that has the greatest concern, generally, from me, and I had expressed concerns with respect to 13 and 14 in Inuvik. I need not repeat those here, and will not, but with respect to recommendation 15 I would have a couple of questions at this time. Recommendation 15 says, "The Department of Education shall regard research into curriculum development as a funding priority."

They do talk about the creation of materials, and extensive research into curriculum development, and I am aware that that is a very costly proposition, when you begin to do fundamental curriculum research. I suppose my first question is, has the committee made estimates of the possible costs of the development of curriculum, if it were to be carried out in the way that it is suggested here, on requests from divisional boards and through the centres for learning and teaching?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. When the committee made this recommendation, it was really reacting to both what we heard in public hearings and also to several motions made in the Assembly by several Members -- and possibly even Mr. MacQuarrie, I am not sure -- about trying to get more funds for different things in different schools and their communities. A lot of those requests were particularly to have curriculums developed that taught students in the Northwest Territories about the Northwest Territories and about their own areas, and developed a curriculum in their own language. The Government of the Northwest Territories, through the Department of Education and the Department of Information, is making great steps right now to help in some of these areas, and that is going to be, hopefully, one of the sources of funds. The other thing which we have impressed upon some of the federal people -- and we got a response in this area from Mr. Munro, when he was in Yellowknife, that they would take a look at this again -- is the funding of education and the basic agreement between the territorial government and the federal government, which apparently is not something that is hammered down on a piece of paper right now. It just developed as a sort of unwritten agreement, and by the practice which is being carried out between the two governments right now as to what the funding will be.

Substantial Funding Required

The committee realizes that when you take this and the other recommendations in here which are asking for things to be done better than is being done right now, or asking for things to be done which are not being done right now, we are asking for a substantial amount of money.

Estimates have ranged, for the total of anything from, I think, five to 15 million dollars a year for a three to five year period, in order to accomplish all these things initially. Then, after that, hopefully a lot of the curriculum that is developed will be able to continue to be used but, for the initial work, we realize that there is a substantial amount of money required. We as a government, I guess our Minister of Finance, is going to have to make a Treasury Board submission. We have tried to impress on the Minister of Indian and Northern Affairs, and other federal officials, that if we really believe that the people, native people of the Northwest Territories, should be able to maintain their language and culture in a similar fashion as the people in Quebec are allowed to keep their language and culture -- then a much bigger effort has to be made in that area than has been made in the past by the federal or the territorial governments.

The specific details, and the amount on this one thing, I do not have right now; but the estimates we have had, like I say, in total, is a substantial amount of money. We are going to have to do some hard bargaining with the federal government and try to get this money.

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

MR. MacQUARRIE: The total amount seemed to be between five and 15 million dollars a year, over a period of three years; or, over three years?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Yes, the estimates have ranged, depending upon who has been doing the estimates and in what depth, of anywhere from five to 15 million dollars total, over a three to five year period.

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

MR. MacQUARRIE: Thank you, Mr. Chairman. Certainly the aim of tailor-made materials for a northern curriculum is a very desirable one, but it is bound to be very, very costly and I believe, probably not fully realizable, because of not only the cost, I guess, but the expertise that would be involved in developing those materials. I notice also something else which would be of concern to me, and that is some of the statements surrounding recommendation 15 seem to indicate that teachers will play an active role in developing curriculum and curriculum materials. Just as someone who has taught school for many, many years, I sincerely believe that if you are a committed teacher -- and the majority are -- that teaching, itself, is a full-time job. It is more than a full-time job. You are working evenings and weekends as well. To add a duty of curriculum development on top of that is unrealistic -- something will suffer if teachers are expected to play too large a role in that process.

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

Teachers Already Involved In Curriculum Development

MR. McLAUGHLIN: Thank you, Mr. Chairman. The thing that has to be realized is that, in actual fact, in the field the teachers and the classroom assistants who are dedicated to the profession right now are having to make up this curriculum. If you have a classroom of students who do not speak English and you are trying to teach English as a second language, there is no curriculum, but efforts have been made and are being made and something has already been accomplished by the Minister of Education to take existing curriculum from Greenland and to translate that into our languages. The school board in northern Quebec, which serves the Inuit communities in northern Quebec, has curriculum, some of which is very high quality, in glossy, bound-type books. We have had those made available to us at our meetings and a lot of that is the type of material which they have said they would loan us in our jurisdiction. We could use the basics and have it translated where necessary. So, the fact is people are trying to do something right now if they are dedicated and realize there is no existing material. We are saying it should be a funding priority to do this and there is no doubt that it is needed. I think Mr. Curley maybe has something to say, too.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Do you have a further reply, Mr. Curley? No. Mr. Butters.

HON. TOM BUTTERS: Just on the point of finances, as Mr. McLaughlin noted, I am convinced that there will be some difficulty, maybe a great deal of difficulty, in obtaining funding for a number of the new objectives and new initiatives identified in this report. Now, the difficulty

that we might find will relate in no way to the value, the demonstrable value of the programs and enhancements that are being recommended here. I just wish to indicate that as a result of recent intergovernmental committee IGC meetings in Ottawa -- the economic situation is exactly as you hear across the country -- we are hard up -- and the type of suggestions that we are making here will not be developed, I think, through the usual IGC process. It would be an enhancement to an existing program; therefore, it would go through the auction process and be examined by a committee of cabinet Ministers. So I just would like to say that there is going to be, I think, a lot of hard work to be done to obtain funding for many of the programs being suggested here.

Professional Standards Of Northern Trained Teachers

By way of general comment, I would just like to look at recommendation 11 and possibly request the Minister of Education to assure me that this recommendation, with regard to the training of teachers, reflects the intent of the government to ensure that all teachers who function in our school systems will be qualified to a certain standard of professionalism and required to obtain certain levels of academic achievement. There is some concern, in some areas, that in our training of teachers, and especially in the training of northern teachers, we may not demand of them the same standards that are required of teachers being trained in other jurisdictions. I have told the people that have raised this concern that our approach is that, over a period of time, any teacher who is employed within the system operating in the Northwest Territories would have to achieve a recognized and acceptable standard. I wonder if that reply is adequate and I wonder if it is the correct reply to constituents who have raised this concern?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would say, firstly, that the existing teacher training institutions in the Northwest Territories are both affiliated with universities, who have evaluated their programs and have recognized that training offered at the teacher education program, TEP, will be credited toward a professional degree. So we now offer training that is approved by universities, which thereby meets national standards. I would see no reason why we would in any way depart from that arrangement in any new structures which might be created around the training of teachers.

I might just add, Mr. Chairman, that the Northwest Territories teachers' certification board, which is now active, has expressed views on this issue to me and the result of discussions was that there are now two teaching certificates given in the Northwest Territories; one which recognizes a university degree and recognizes that level of education and training, and another which recognizes training offered by TEP, but short of a degree. One reason why I felt strongly that there should be two types of certificates is that we should encourage our TEP graduates to consider themselves as having obtained qualifications toward a degree and we should encourage them to, at an appropriate point, go on and get the same kind of professional training that can be obtained anywhere in the country. Hopefully, in the future we will be able to offer degrees to TEP graduates without them having to leave the Northwest Territories, but, in sum, Mr. Chairman, I feel that we are already offering training of a standard comparable in the rest of the country through our links with universities and I certainly feel that we should in no way depart from that pattern in the recommendations and I certainly do not see this recommendation as going against that trend. I hope that is a satisfactory answer. Thank you.

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

Appointed Board Of Governors For Arctic College

HON. TOM BUTTERS: Yes. I wonder if I might ask another question on another element of this grouping? I would like to, just again, express a very real concern about the development of the Arctic college and the principle that I think has been overlooked, or maybe ignored, here is the one which has been put forward to us as the major motivating reason for the report originally, which was to devolve as much as possible, and to as great an extent as possible, the responsibility for the education of children to the parents of those children. That was the major objective of the Education Ordinance which was debated in 1977 and is currently in place. It certainly would appear to be the major objective of this report and the divisional boards are being proposed to ensure that that end occurs to a greater extent than the committee believes is now being done. But in developing the Arctic college you are really taking away something that is already in place and that is, in a number of communities -- not all communities now, but in a number of communities -- an involvement in the programs and education of students in grades 11 and 12. It disturbs and bothers me that the board of the Arctic college is a totally appointed group,

arbitrarily appointed by the Minister, without elections. Admittedly, there is representation from education authorities, but it is not an elected body as such. It is an appointed body and I am wondering whether or not that will become a very major sore point in the future, especially with regard to the education programs being provided to senior high-school students.

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

MR. CURLEY: Thank you. Thank you, Mr. Chairman. I am intrigued by the Minister's concern that we recommended appointment of members to the government agency or whatever. He knows very well he practises that, as a Minister, in appointing board members to various government boards. As a former Minister of Justice, he should know that. You know, in all the...

CHAIRMAN (Mr. Pudluk): Mr. Curley, could you get a little closer to your microphone? I can hardly hear you. Thank you.

Arctic College Programs Should Be Available To All Regions

MR. CURLEY: If the Minister wants to recommend that the governors of the proposed Arctic college be elected, I do not think anybody would have any problem with that. We considered the elected representatives from the regions probably could play a significant role in running the affairs of the Arctic college. I disagree in some respects with the Minister saying that this program is already effectively in place. It is maybe so in Yellowknife and Fort Smith, who I know are opposed to spreading the program right across the Territories and I can understand why the Ministers would protect them, because politically it is expedient for them to support only one concept of the college, Thebacha College, but I would go beyond that. I would go beyond my own political interest and expediency in trying to protect my seat for the next election. This program is not universally available in other parts of the region. You know, I wish the Ministers would attempt to be a little more sympathetic to that, because people who do go to Thebacha College, go very reluctantly, for six weeks, for two months, sometimes for three months. You do not have very many applicants coming in from the Eastern Arctic, and now we say, you know, the program is in place and it is working well, but from the other perspective it is not working that well.

I think if you look at all the government programs that are currently run by a number of departments, is that really how we want our higher education run -- by the various departments, different bureaucracies, who do not even have a proper co-ordinator in the government -- Manpower, Economic Development training programs, and some of the programs run by the Minister, adult education programs? The idea may be far from our objective in creating that kind of a program, but I think eventually, whether we have it now or in future, there is going to have to be acceptance that the Arctic college programs should not be restricted only to the members of certain regions, like the southern Mackenzie. So I think from that point of view, if you really assess that without prejudice, without bias, you have no choice but to try to give the same opportunity to other parts of the Territories who really do not have that means and opportunity to have a first choice in taking programs currently provided by the college in Fort Smith.

HON. ARNOLD McCALLUM: Thebacha College.

MR. CURLEY: Thank you.

HON. TOM BUTTERS: Point of privilege.

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

Opportunities For Input Into High Schools

HON. TOM BUTTERS: I have patiently waited to make my point of privilege, because I did not think it was polite to interrupt the Member. In Inuvik, when I spoke to these recommendations, I made it quite clear that I was speaking for myself, because the material had not been made available in the communities. At the present time, I am speaking as the Member for Inuvik, I am not speaking as a Minister -- and he used the words five times. I am speaking as the Member for Inuvik, and I recognize that there is a major problem with the current Education Ordinance, in that, where you have high schools where grades 11 and 12 are provided, the communities which are situated as satellites of those communities, do not have adequate and sufficient input into the direction of those schools. But I think it is something that one should consider -- and I hope you have considered -- that you have removed, as you have in recommendation 12, from parents who now have some opportunities for input into grades 11 and 12, that input, by establishing the Arctic college, which operates all of those schools after grade 10 programs.

So all I am just pointing out is that you are reducing a responsibility that is currently in place and being practised in many communities, and I do not think it is advantageous to tear somebody else's house down to build your own.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Butters. I think it is Mr. Patterson first.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to respond to Mr. Butters' comments and simply say that I agree that the Arctic college board needs to be more representative of local education authorities. I think that the proposed composition of the board was too heavily constituted by appointed persons, and the message I have got from the public in my tours of various parts of the Territories is that the local education authorities, particularly if they are going to see grades 11 and 12 incorporated in the Arctic college program, want to have a pipeline into that board. I think that, either through the proposed association of trustees, which would be a body composed of elected representatives, or by some other means, we have to beef up the elected composition of the Arctic college board, and I think the point is well taken.

I might also say that I do recognize that there is a certain feeling, in areas where there are high schools, that people do not want to give up an authority or power that they presently enjoy over grade 11 and 12 students, and I think that, in those areas, we are going to have to accommodate the status quo and find a way to accommodate those concerns. I think one method that has been suggested -- perhaps by the special committee -- was that, where there are existing high schools, the Arctic colleges could, and should, contract with those schools to offer grade 11 and 12 services, and I think that this is quite likely what we would have to do to accommodate those concerns. I do not think the problem exists in places where there are no high schools, and I would mention that in the Baffin region there was -- not without some controversy -- but there was agreement from the regional education authorities that they accepted the reasons for the inclusion of grade 11 and 12 students in the Arctic college. So I think both those concerns raised by Mr. Butters can and should be accommodated. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. Do you want to reply, Mr. McLaughlin?

Individual Arctic College Campus Boards

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just one other response to Mr. Butters, in the area of the Arctic college. You know, we considered how that college should be governed, that there should be a board, and our first shot at suggesting who all should be on the board got to be like 30 or 40 people. So we trimmed it back to what we thought were essential representatives. That cut back on the number of elected people that would have been automatically on the board, because they represented the separate divisional school boards. What could be done -- something we discussed -- is that each individual Arctic college campus, of the four or five that we are suggesting, which would immediately become campuses in the communities where there are regional high schools with residences right now, that those individual campuses should have a board made up of representatives from the divisional boards that that campus serves. That might solve the existing problem right now with high schools that serve more than one community, and it would also solve the problem you suggest that the proposed Arctic college board of governors would not be a broad enough board made up of elected people. So that is another suggestion that we have had made to us, that could solve this problem.

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

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman. You know, for this Arctic college, I would like to ask a question on recommendation 13. It is mentioned, I guess, on page 172, where it is written, "divisional boards of Education" and "Arctic college". What does that mean exactly? How is it done? The ones at the bottom, the staff of the divisional board of education from each region -- for example, from Keewatin, Baffin Island, Central Arctic -- do they have any authority to be part of the divisional board for the Arctic college? For example, if they were to have the authority to be sitting on the divisional board, for example Baffin Regional Education Society, BRES, would they have any responsibility or authority to sit on this Arctic college? Are they going to have any powers to be sitting? Maybe they are really against that.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Evaluarjuk. Who wishes to reply? Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. Just to answer Mr. Evaluarjuk's comments there -- what I just said to Mr. Butters would mean, if you look at that diagram on page 172, that we are suggesting that you would draw a line of communication or responsibility between the Arctic

college campuses and the divisional boards of education. That would be something that is not on that diagram now, that we would suggest would probably solve that problem. It would also, probably, be advantageous, on that diagram, also to draw a similar line from the divisional boards of education to the block that shows centres for learning, as well.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, in regard to appointment on various boards, I think including the Arctic college, I just wanted to indicate that the Ministers are responsible for appointing various boards. I think usually it depends upon input from the Members of the House. Anyway, for my part, I think there was some insinuation here that Ministers who are responsible for various boards normally approve appointments of people within their own turf, or their own area. I just want to say that, for my part, I do not know of any member from my constituency who sits on any of the existing territorial boards, so that is not necessarily the case. I agree that the appointments on the Arctic college board should have regional representation, right across the Northwest Territories, and I am not necessarily hung up on whether they are elected. I think I would prefer if they were appointed, but ensuring that the college has representatives from the different regions, from the East, West, North and South. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Wah-Shee. Are there any further comments or questions? Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I am not sure whether we are still on just comments of a general nature on the first group of recommendations. Is that correct?

MR. McLAUGHLIN: Second group.

HON. ARNOLD McCALLUM: Well, Mr. Chairman, I would simply want to indicate to you that there has been a great concern in terms of the recommendations of the committee. I know they are recommendations to this House, and recommendations therefore to the Minister of Education. I think that the people in the Territories have had a lot of opportunity to put forth and express their concerns and put forth their viewpoints on the recommendations. I think that the committee itself deserves a great deal of recognition and credit for their work, in bringing forth, specifically in many areas, recommendations -- not the least of which would be the recognition by the committee that there was a need for special educational facilities and resources within the Territories. I do not think anybody would disagree with a recommendation such as that.

Thebacha College Not Confined To South Mackenzie Area

However, in my area, in Fort Smith, there are concerns that have been put forward, and a great number of questions that people there would want to have addressed before they would totally support the changes within the present system as outlined by the special committee's report. First and foremost, if I may, Mr. Chairman, just indicate that people in the south Mackenzie do not consider Thebacha College to be their own. The representatives from that area, myself included, have, on a number of occasions -- that is reported within our Hansard -- indicated that the programs, the courses, and the concept of the college should expand and move into other areas of the Northwest Territories. I know that I personally have said that on many occasions, that Thebacha College is not an end in and by itself...

HON. GEORGE BRADEN: Hear, hear!

HON. ARNOLD McCALLUM: ...that the courses that are now presently there, some of those courses -- not all of them -- could be taught in other areas. There are many other areas in the Territories that would be more appropriate -- to have the courses going on outside of Thebacha College. I think the basis of the college, to expand, and have other areas set up, such as in Tuktoyaktuk and Frobisher Bay, has been the goal of myself as well as other people in the South, the Slave area. As I have indicated, there are a number of concerns from people in my community, from the local education authority, that I would want to bring forward at this time. I do not expect that there should be a dialogue that goes on. I know the recommendations of this report are being made to this Assembly, and then, as I indicated, to the Minister. I would want to assure the Members of this committee that I address my comments so that the Minister, in taking a look at the recommendations of this committee, as well as the recommendations from other areas, and other peoples, and taking into consideration the implementation task force recommendations -- I would want him to give some kind of credence to these as well.

Concerns Expressed By Local Education Authority, Fort Smith

The basic concern of people in Fort Smith lies with what they term the sketchy nature of the report. The recommendations, whilst they are made and in many instances documented, in other instances are not well documented nor clearly explained, and people of the local education authority in Fort Smith suggest and speculate that the end result of the recommendations can be questioned rather than having a clear understanding of the objective of the committee in the beginning.

There are a great number of concerns about the administrative structure. I indicated that earlier in Inuvik. The local education authority was concerned with the administrative structure and they termed it particularly hazy. The regional boundaries that had been talked about, the opportunity for localized input in setting up these divisional boards and the concern about the roles of these committees or divisional boards I think are unclear. The concept of inclusion of grades 11 and 12 in an Arctic college appears to them to be very difficult, but that has been talked about not only here, but also in Inuvik, and I know that the Minister has indicated that in looking at and accepting the recommendations, he will take into consideration those concerns and not try to disrupt what is already there. I know that he has said that and I would expect that he would, obviously, follow through with that purview of all the concerns and recommendations that are made. The education authority in Fort Smith indicates the question of standards of post-secondary institutions is not answered in the report.

There has been a concern raised about separate school education. That in the past has been a concern when there have been changes made to the Education Ordinance. People involved in Fort Smith, at a public meeting about a week and a half to two weeks ago, were concerned that since it was a vital concept to education in the North and it was addressed and has been addressed in the past, why was it not addressed this time? We have already heard from the Minister, obviously, that it may well have been an oversight, but he is not going to again change anything because that is the right of the people to pursue that form of education. So I simply want to, again, impress upon the Minister, when he looks at the recommendations, that this is a concern in my particular area.

The major concern that people have in Fort Smith is the lack of clear-cut answers to the questions that they have raised to the members of the task force, they have raised to Members of the special committee, and they have raised to other education personnel, and have raised with me. With all that, Mr. Chairman, the local education authority in Fort Smith would want to hear what the task force on implementation has been saying and they consider that when the time comes to vote on the recommendations, that the recommendations be considered in their own right before looking at the package as a whole. Now, I bring those concerns forward at this time, rather than tabling a particular document on it. There are other recommendations. I think that the members of the education authority in Fort Smith are under the impression that the special committee is still in existence and I know that it is not. It is here to answer about its own report and the recommendations, but its work, I think, has finished. I will obviously indicate that to the local education authority, that we are now dealing with the report in-house, but again, Mr. Chairman, I want to bring these concerns forward on behalf of the Fort Smith education authority. I would have other particular concerns to raise as we move on into other parts of the recommendations. I commented on most of the recommendations, on the first 12 of 13, in Inuvik and I do not intend to continue to belabour the points that I made at that time. Thank you.

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

Public Hearings Preceding Legislation

MR. McLAUGHLIN: Just a brief response to Mr. McCallum's comments. The whole concept of what we are doing and the way we went about it, was to hold public hearings. We did not do what was done in the past -- make up legislation and then sort of present it as a white paper or draft and get people's reactions. We went and we asked people, "What do you want?", and we made recommendations as to what people up here want, recommendations which reflect what they want, and we have made other recommendations which, hopefully, if implemented will allow them to do what they want with education in the Northwest Territories. The procedure now is that after we deal with this report there is a legislative process and that is why we drafted our own legislation, because we wanted to draft legislation so that nobody could have any doubts about what our intents were when they read it. That is why we drafted the legislation. The general public has got to know that this is the first time this type of process has been followed in

such an elaborate system of public hearings. Always before it has been maybe a draft paper or something on policies and principles, followed quickly by legislation, which might hang around for three months before being passed. In this case we have gone to the extreme opposite and now we are just reaching the point -- after these recommendations are dealt with in this House, and after the motions and the debate arising from them -- of what the Executive Committee Members of this Legislative Assembly are going to use as the basis for drafting regulations and the legislation necessary. The task force is another vehicle, again, where the general public is going to have an opportunity to have a say in how these recommendations are implemented, if all of them, or any of them, or a package of them is approved. I think that is something that should be really made clear by the media to the general public, that we are now at the first step in the process of actually putting things together. Everything that has happened in the past is something that has not been done before by a committee of this Legislative Assembly -- to take that much information in from the field. There seems to be some feeling by the people in the general public and the media that once these are passed, these recommendations, that this is going to be law. It is not. It is up to the Executive Committee to come down with a bill. The task force is going to recommend to the Minister what form the legislation should take. It will not come down as a bill until the Executive Committee drafts it into the House. Once it is approved, the actual effect of the legislation will come out in the form of regulations. So I think that the general public has got to be made aware that that is the process that is starting now and, in fact, we are starting right here at the position where changes in this government have taken place and everything we have done before is something more than has ever been done before.

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

MR. CURLEY: Yes. Thank you, Mr. Chairman. I must thank my co-chairman for responding to that, because I went about explaining to my constituency that this was only the second phase of the whole process, that is going to be pretty profound, I say. I made it clear to my constituency always that the first phase was a political process, that gathering of the concerns of the public, and we, I think, communicate that well, but I also believe and I am convinced that the status quo in the government did not respect that process which we went about, trying to do the best we can to communicate with all interest groups. We made it wide open. How many of you have heard the public announcement that was introduced on radio and TV with respect to those views? We tried to be as democratic as possible with the time frame that was approved by the Legislative Assembly.

Involvement Of The Executive Committee

Unfortunately, we probably did not have that credibility with respect to the Executive Committee and the senior officials of the government. We did not have a diehard member from the administration or other Members of the House. They were invited to take part and sit in the committee, but there seems to be an attempt here to discredit the work of the committee by dealing with the details to the extreme, I think; details that are going to have to be the work of the implementation and the Minister responsible for carrying out the implementation, and the Executive Committee is at this moment neglecting its role as to how it is going to work in implementing those procedures. Surely the Commissioner is going to have to be involved in prioritizing some of the work that the Executive Committee is going to have to consider once the political phase of this process is completed. Right at the moment everybody seems to be keeping their hands completely away from anything and really giving us an extra burden in trying to come out with the second phase. We went about the first phase already, now this is the second phase, in dealing with the recommendations, the third phase is going to be the implementation part -- prioritizing of the funding requirements for implementing the report, in which the Executive Committee, I would think, is going to have to be very involved in formulating.

Now sometimes you are posing questions -- the Executive Members of the government -- about something which we really could not say how it is going to turn out, because the recommendations have not been approved. Now I am not sure the other Members have all been fair in trying to respond to these concerns, because the Executive Committee Members, I would think, have to be positive and say once this first phase is done the second phase is going to have to go to the Executive Committee, but so far they have been neglecting that part. That means that we do not have a co-operative relationship with the Executive Committee, the Commissioner and the special committee on education, but I would hope that that will be established, that we will have a co-operative relationship with the Executive Committee and the Minister of Education and the committee. So far it has been left to a winner-take-all type of approach and that might be a bit dangerous, but that is the way things are turning out right now. Thank you.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I thought in the few comments I made before I did anything that I had made it perfectly clear that I was not asking questions of anybody. I did not expect anybody to comment on it. I am not trying to delay anything. I was passing on a concern to the Minister. I know full well, and I thank the Member for Pine Point for the very lucid explanation of how things operate in the House, but I knew that before it started. If you want to tell other people that, fine; but you were responding to comments that I made. I did not ask any questions. I did not make anything difficult or say anything difficult about saying we do not want to change the status quo. I brought forth concerns from my particular constituency. I said as well, I have gone through the first 13 recommendations and have made comments on them already. I am prepared to go on again; but, you know, do not throw stones at me and tell me that I am holding things down. Forget it.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McCallum. Is there any further reply or any questions -- and they always can be replied to in committee of the whole.

HON. ARNOLD McCALLUM: You are allowed rebuttals every time, too. Do you want to keep things going on all day long, for months on end?

CHAIRMAN (Mr. Pudluk): I hate working Fridays. Do not make me work, okay? Mr. Patterson.

Report Contains Statement Of General Principles

HON. DENNIS PATTERSON: Mr. Chairman, could I first thank the Member from Fort Smith for those comments, which I certainly will bear in mind as we follow up this debate in the government. I would just like to say generally that I see this debate as being primarily a chance for Members to comment on the principles expressed in recommendations which are, in some cases, quite general in nature, and I think we have to recognize that approval or amendment of the principles will serve -- what I am trying to say, Mr. Chairman, is that as I see it, we are talking about principles which of necessity have not been precisely clarified at this stage. I think the report contains statements of principles which can be direction to the Executive Committee and the Minister and the task force on education, who will then have the task of deciding precisely how those principles should be implemented in every detail.

I think we have to be careful here in this debate not to get too caught up with trying to predict every detail of these recommendations as they will be implemented. Are the teachers going to have as good a pension plan as they now have under the new regime? I would not be able to say, now. I think it is premature to say, now, and I cannot give a definite answer, and I do not think anyone on the committee would pretend to be able to as well. However, as I said in my reply to the Commissioner's Address, I do feel that it is very important that the same process of public consultation and involvement that has led to the creation of these recommendations be carried out through the task force on implementation as we get down to implementing these recommendations. So I would just generally say that I would see many of the questions that are being raised here as questions which we must answer in the course of implementing these recommendations. I see the work of the task force as a particularly good forum for considering these issues, involving interested persons as details are developed. I think also that that is the way that this government should and does operate in preparing and promulgating policies and legislation.

Consultation During Implementation Stage

So I think generally we should try to concentrate on principles in this debate and recognize that this is not the place to discuss every detail at this point, although there will be a time for that, and certainly as long as I have this position, I will feel very much obliged to see that we get the necessary input and consultation built in to the implementation phase. Thank you.

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

MR. CURLEY: Thank you, Mr. Chairman. I would like to just indicate to the committee here that I will be asking the co-chairman to table this particular document appropriately during the formal proceedings here. It is a report of the committee on the organization and boundaries of school districts in New Brunswick, which was conducted in 1980. I would just like to comment on it, because I think it was carried out, possibly, in a less political fashion than we are doing today, possibly because of their nature -- and reasons for conducting it were different; but it is very interesting because they have quite a lot of recommendations that were dealt with by the legislature, and now are in the implementation stage. So I think it would be important to have that document available for all the Members.

I would just like to quote one of the terms of reference. It states: "To conduct a study and make recommendations on the organization and boundaries of school districts, taking into consideration the following factors: geography, demography, language, delivery of educational and administrative services; and to make appropriate recommendations that may become necessary on the membership and duties of school boards as a result of recommendations made in paragraph (a)." The chief administrator of the project was Charles Hughes. So I think that that document will be very interesting, and I am going to give it to the chairman so that he can table it, and this document will be available for all of us. Thank you.

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

MR. MACQUARRIE: Thank you, Mr. Chairman. Mr. McLaughlin indicated earlier that the committee went out to the people and asked "What do you want?" I agree that they did quite a thorough job of that; and that was one reason why yesterday I asked if we could have a summary of the kinds of concerns that people expressed -- the frequency and nature of them -- so that we also could have a clear idea of precisely what the people wanted. Then, of course, the exercise here is to try to determine whether in the view of the Assembly, which, after all, has to finally make recommendations to the Executive Committee -- whether the education committee's recommendations do, in fact, address the kinds of concerns that people expressed.

Right Direction For Change Must Be Imparted

Mr. Curley says that this is only the second phase in the process, and I recognize that it is, but it still cannot be downplayed because it is only one phase, because, after all, it is the most critical phase of all, because this is the phase at which the Assembly imparts a direction to educational change -- many of us agree that some change is needed -- and we want to be very thoroughly sure that when we impart a direction that it is the right direction.

There are certain parts of the report which still leave me unsatisfied that we would necessarily be imparting the right direction if we followed the recommendations precisely. As I said earlier, one of the greatest concerns that I have is in the area of curriculum, the program in the schools. An example of what I mean would be the statement on page 83 -- and I think this is the kind of principle that Mr. Patterson said he would like to see addressed -- on that page near the bottom, it says, "Requests from any direction for any kind of curriculum development should be submitted to a divisional board." So obviously, although that is not a specific recommendation, it is a statement made by the committee and it explains more clearly what they meant by the Minister delegating the authority for curriculum to divisional boards. As I have said earlier, I really feel that it is important, if we are imparting direction, that this Assembly should have established quite clearly and succinctly certain goals with respect to program and curriculum, that thereafter would be responded to by the various agencies that are responsible for developing it. That, from my point of view, at least, is clearly lacking in what is asked here.

The statement is made that initiatives may come from the community, from teachers, from other subject specialists, from political and cultural sources, from the economic realities of the day -- and all of those, I agree, should have input into a curriculum. But I still feel that as elected leaders of the people of the Northwest Territories who have the ultimate responsibility for education, that we should have been taking at least a basic kind of initiative in that area and imparting a direction, and then allowing all of these other agencies also to have full input. When I say that we ought to have imparted a certain direction with respect to curriculum, I meant some clear statements that, without question, we wish to see the young people of the Northwest Territories brought through a school system that encourages a scientific approach to the resolution of problems; that we want to see young people who are, without question, able to fulfil their abilities in our educational system, who are enlightened about the world, or whatever.

Initiatives For Curriculum Development

However others seem to feel that that is assumed already, and so I have not been able to persuade on that point yet, but that still leaves me with a concern that if I see a statement such as the one that I read earlier, that initiative for curriculum development must go to divisional boards, does that mean that that would also be curriculum initiatives that the Department of Education, the Minister himself, might wish to initiate? You know, is that the channel for curriculum development? Will it be those divisional boards that absolutely determine the curriculum in their own areas? If that is the case, that is the kind of concern that I have. Certainly this statement seems to indicate that that is the case. If it is not, I would very much appreciate clarification.

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

MR. CURLEY: Thank you, Mr. Chairman. I personally do not see anything wrong that any requests for curriculum change come from any direction. For instance, in the Yellowknife school board, appropriately any requests for curriculum changes from the community, from the members of the families, and parents, should go to the Yellowknife school board. Or should it come from -- or should it go to the Minister of Education? Would that be a better way? Or would a better way be to send it to the deputy minister of Education? Or should it be the superintendent of Education? What is a better way? I think the Member for Yellowknife Centre should read recommendation 11: "The Minister of Education shall establish two centres for learning and teaching." These centres for learning and teaching would be the direct responsibility of the Minister; they would be his own staff, the staff that he appointed. Each centre would have a permanent staff, each of them may employ specialists on contract for specific projects, each centre's board of directors will include the deputy minister of Education, the superintendents of Education from each divisional board of education within its region, and the principals of the Arctic college.

In the other part of the reference that Mr. MacQuarrie made, he neglected to read the last paragraph, which states that the divisional boards, in responding to a request, could work out a joint project with a particular school, it could direct some of its own staff to work on a special project, or it could negotiate an agreement with a centre for learning and teaching to undertake a project with its own specialists or with consultants it may hire for the purpose. So I really do not see where all that problem lies; or is there a problem? If so, what is wrong with that kind of a suggestion? Is there something wrong? Is a tradition being broken here? Or, if the tradition is broken, how should it be? What is an alternative way of ensuring that the civil service is in control, if that is what we want? Thank you.

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

Core Curriculum Will Not Be Jeopardized

HON. DENNIS PATTERSON: Mr. Chairman, I would just like to say that I do not see us departing very much from the existing system in this area. I think it is not an established rule but an unwritten rule, at least, that our core curriculum across the Northwest Territories accounts for 60 per cent of the activities in the schools, and that the other 40 per cent is something that can and should vary from place to place according to the priorities established by local education authorities. I think that it is this 40 per cent that we are particularly concerned about -- seeing more regional input built into the present system of curriculum development, and I do not see that this is jeopardizing the universality of standards and content in the core curriculum. I think people in all parts of the Northwest Territories are concerned that wherever they go to school, they want to have the same standards as not only students in Yellowknife who people seem to think have a better quality of education -- although I dispute that -- but also the same standards as students in the rest of the country. My own view is that although these questions are well-raised here, it is not anyone's intention to depart from the current regime in that regard. The committee Members may have some comments on that, but that is how I see it. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Yesterday, I indicated that I could make available the minutes of the public hearings, and that I would table them, but I then found out that there were only 26 copies immediately available of the minutes. The secretary to our committee, the Clerk Assistant, Mr. Hamilton, has said that these minutes can be distributed to Members right now -- the ones that we have available. We will look into later whether we will make a decision whether we want to make it a tabled document or not, because it is pretty expensive to run off 100 copies; but they can be made available to Members right now.

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

MR. MacQUARRIE: Yes. With respect to Mr. McLaughlin's last comment, I do not think it is necessary to have others reproduced. I was particularly asking whether there was a summary of some kind which could be presented to us, but at any rate, with respect to the comments that were made in response to me, Mr. Curley read from another section of the report and indeed, it seems to indicate something different, but I suppose that is why I am a little confused as to exactly what is intended. He raised the question, is there anything wrong, for instance, with the Yellowknife school board being responsible for the curriculum in Yellowknife schools? My answer is, unequivocally yes, there is something wrong with that, and the chairman of the Yellowknife school board was here a few minutes ago, but I do not hesitate saying that, that I do not think the total curriculum of any school should be the sole responsibility of a divisional board.

Continuing Present System

Now, Mr. Patterson later said that right now there is a system where there is a 60 per cent core curriculum and 40 per cent generated by divisional boards. I know that is in place. I accept that. That is quite acceptable to me. What I am saying is that I do not see that the committee is saying specifically that that is the kind of thing that they would like to see continued, and if they say that, then my fear about curriculum is over.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I would like to comment on recommendation 11 where it says the Minister shall establish two centres of learning and teaching. Now, before it gets too far, I do not have any difficulty with that at all. My concern is with these, when you are talking about the centres of learning, I take it that we are talking about the establishment of what has been termed normal schools or normal colleges or teachers' colleges, because I think what is being proposed here is where you will have people get the education in teaching methodology.

The concern that I have here is, are we setting up two centres of learning, one in the East and one in the West, as well as an Arctic college concept? Because I think it has been recommended that the policy whereby Thebacha College was set up should be changed, and it should be changed to set up an Arctic college concept. I think that the comments that the Minister made about people getting a basic training in becoming teachers -- I go along with those. In other words, I do not think that all teachers must have a Bachelor of Education degree to begin teaching. I think that that is an acknowledgment of what -- the reality of what it is. I know many teachers who went through the same thing. I was going to say I can point to Mr. MacQuarrie, but I cannot leave him alone. I did the same thing as well.

Centres For Learning Should Be Part Of College System

I think that that is a commendable approach to it. My concern is that there is already, within what is now a college, a teacher education program. Is the recommendation to be that the centres of learning will not be affiliated, or not be part, of a college system? If the Arctic college concept is an umbrella concept whereby there is a western college and an eastern college, as well as a western centre for learning and an eastern centre for learning, are these two learning centres -- or I call them, for want of a better word, "teachers' colleges", are they to be incorporated within the colleges set up in the East and West, or is it to be all under the umbrella of an Arctic college? It is my understanding that at the present time the teacher education program in Fort Smith is part and parcel of Thebacha College. Is there to be under this recommendation a change in that? If there is to be a change, and I am speaking to the principle, I think that those centres of learning should be part -- not a separate identity, but they should be part and parcel of the college concept. Whatever name is applied to the eastern college, I think the centre of learning should be part of that eastern college, not setting up a separate institution.

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

MR. CURLEY: Yes. Thank you, Mr. Chairman. I think Dennis Patterson might be able to add to my remarks. On the principle of the college -- setting aside the interest groups, pressure groups, or NWTTA's priorities for a while -- should the NWT, as a whole, establish or attempt to establish a universal Arctic college program, okay? I am not talking about this building here, or that building here. Should we accept that there should be a college program? I know there is one in Fort Smith; it is a college. But should we have an umbrella program that would take into account all of the programs that are presently provided by the government, put them under one umbrella, managed and governed by a board of governors? I believe, if we are going to get ahead in developing our educational system and opportunity for young people, not only for one people, one region, that there must be that universal program applicable throughout the Territories. That is a separate post-secondary program, that the board of governors would be responsible for.

Centres For Learning To Be Co-ordinated

But my understanding is -- and I think Dennis Patterson could probably explain it further -- the centre for learning is really responsible for kindergarten to grade 10 program. The reason we recommended two centres was we find it impossible for one centralized group to be considering all the other communities and school divisions that would eventually be established. They could probably co-ordinate. The Minister may want to improve that so that they apply the same criteria and the same curriculum, or the same standards. I think that is why we wanted them to be under the direct responsibility of the Minister -- to appoint the people involved in those areas -- so that there is, at least, the same standard applied. But my understanding is that the centre for learning is not going to be responsible for developing the curriculum for Arctic college program at all -- and he may want to correct me. Thank you.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree with Mr. Curley's interpretation of the recommendations, Mr. Chairman. I would just like to say, in response to Mr. McCallum, that I think he is recognizing, in a very practical way, that the recommendation calls for the centres for learning and teaching to work closely with the teacher training institutions, the reason for that being because teachers are going to have to implement a new curriculum, and teachers in training should have some part in this process, and in evaluating the materials that they are going to be using. This is a useful part of teacher training. So the teacher training institutions are to work closely with the centres for teaching and learning.

Financial Implications Of Location Of Centres

I think what Mr. McCallum is saying is, since the teacher training institutions are obviously going to be part of the Arctic colleges, and since we have two teacher training institutions in the Territories -- and we are not likely to move them -- should the centres for teaching and learning not be located at the colleges, and at the teacher training institutions? I think that, when we come to the implementation stage, if we are looking at costs, and particularly if we are looking at creating new structures with overhead and the rest of it, that this will be very practical and useful advice as to how we can minimize new costs, assuming money is going to be scarce. So I think this is good advice, and makes some sense to me. I hope I understand him correctly, but I can accept that as a likely way we will proceed if this recommendation is approved. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. The Chair would like to recognize, in the gallery, William Lyall. Would you stand up for a second? Thank you.

---Applause

Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, that is the exact thing that I am saying. I am not talking about a pressure group. I think it is recognizing the reality, because in the back of the material that you referred to, that refers to the administrative structure recommendation 11, it says, "...we want to ensure that the development of these services and programs and the training of staff are closely associated with the public they will serve." It says, "Each centre, representing its own regional and cultural interests, will: train teaching staff in the methodology required for the implementation of new programs; design and present teacher training programs."

So I am saying to you, Mr. Minister, when this comes through, notwithstanding that there may very well be other recommendations that you will get, I think that you accept the reality that is there, at present, and to continue it -- and I think you are absolutely correct in your interpretation of what I am saying -- when you are setting up teacher training institutions, recognize that there are in existence now, two of them. They will be part and parcel of the campuses that will be part of the Arctic college concept. Whether they are dealing with kindergarten to grade 10 is immaterial. I think, as well, that the question that I have is that the recommendation is made to establish them and is it the intention of the committee to recommend that they will be established, these centres will be established, by policy; or will they be established as you are going to establish an Arctic college, by legislation? Is it the recommendation of the committee to establish the centres for learning by policy, as was the existing college? Or are you going to, as the recommendation that you make in recommendation 12, establish it by legislation?

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

MR. McLAUGHLIN: Our intention, in talking about it today, has been strictly to do it by policy -- the Arctic college, though, by legislation.

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

MR. MacQUARRIE: Yes, Mr. Chairman, a brief question, and it would only require a brief answer. I had expressed a concern about curriculum. I appreciated the Minister of Education saying that he felt the intention was not to move far from the 60-40 split, at the present time, in the development of the curriculum. I had hoped that a Member of the committee would indicate whether that was the way they saw it as well, and would give that undertaking.

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

MR. CURLEY: Yes, Mr. Chairman, I just wanted to respond to Bruce McLaughlin's response to Arnold McCallum here. I believe that in establishing two centres for learning and teaching, the Education Ordinance, in our proposal, would have to be amended to reflect that change. In our document, he would see the proposed Education Ordinance amendments. You would see, at section 103.2 to 103.7 -- if you want to look at the proposed Education Ordinance amendments which we tabled in Inuvik, that change would be reflected in the proposed amendments to the Education Ordinance.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. Is there no reply to Mr. MacQuarrie's remarks? Mr. Curley.

MR. CURLEY: Mr. Chairman, I think we are going to have to be on our way to the airport. We look forward to continuing on Monday. I should be in Monday morning. Thank you.

MR. MacQUARRIE: Can we not have a brief reply, yes or no, to that question?

CHAIRMAN (Mr. Pudluk): He would like to get a reply.

MR. MacQUARRIE: I would.

CHAIRMAN (Mr. Pudluk): Say hello to Pierre Trudeau for me when you go. Mr. McLaughlin, would you like to reply to Mr. MacQuarrie's remarks?

MR. McLAUGHLIN: You have heard from the Minister that the intention, if you read the area you were looking at, is that all those people should have input, and should have the opportunity to take the initiative to demand that the curriculum should be changed. Well, I think that exists right now, that anybody can ask the department to change the curriculum. Whether they respond or not is something again. We do feel, though, that having the board, with the funds, develop its own curriculum, is the major key to having curriculum developed in the regions that is suitable for the particular regions. So definitely the big change is that our intention is that the board will be given the funds, in their budget, to develop any curriculum that they want to develop. That is, I think, the big change, that they will have the funds to develop the curriculum that they want, so that they are going to get the curriculum that they want.

CHAIRMAN (Mr. Pudluk): Just hold on a second. Some people are leaving and if they do I am going to lose the quorum. What does the House wish to do now? Report progress so we can adjourn the House until Monday? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Pudluk): We will report progress.

MR. SPEAKER: Mr. Pudluk.

REPORT OF THE COMMITTEE OF THE WHOLE OF TABLED DOCUMENT 1-82(3), LEARNING: TRADITION AND CHANGE IN THE NORTHWEST TERRITORIES

MR. PUDLUK: Mr. Speaker, your committee has been considering Tabled Document 1-82(3) and wishes to report progress.

MR. SPEAKER: Thank you very much, Mr. Pudluk. In view of the urgency of some Members to get away, Mr. Clerk, announcements and orders of the day please.

CLERK OF THE HOUSE (Mr. Remnant): The standing committee on rules and procedure will meet at 9:30 a.m. in Katimavik A on Monday, November 8.

ITEM NO. 16: ORDERS OF THE DAY

Orders of the day, Monday, November 8, 1:00 p.m.

1. Prayer
2. Replies to the 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. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters; Tabled Document 1-82(3)
12. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 p.m., Monday, November the 8th.

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