



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

MONDAY, NOVEMBER 8, 1982

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Monday, November the 8th. Item 2, replies to the Commissioner's Address.

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

Mrs. Sorensen.

Mrs. Sorensen's Reply

MRS. SORENSEN: Thank you, Mr. Speaker. First, I must apologize to the House. I have been away for the last few days.

MR. FRASER: Where were you?

MRS. SORENSEN: I have been taking part in some very important business...

MR. FRASER: Awhhh.

MR. MacQUARRIE: It is a matter of life or death, actually.

---Laughter

MRS. SORENSEN: ...that of the national Liberal Policy Convention. Order, please. Mr. Speaker, if I am less than articulate in the remarks that I am going to make, it is because I have this unfortunate habit of working like heck all day and playing like heck all night; and...

HON. ARNOLD McCALLUM: With who?

MR. FRASER: Voulez-vous...?

MRS. SORENSEN: ...that would not be particularly difficult, except, as the "Duke" will attest and will agree to, age does catch up with one at some time.

---Laughter

HON. DENNIS PATTERSON: He is still a young man.

HON. ARNOLD McCALLUM: Just a cotton picking moment here.

MRS. SORENSEN: Mr. Speaker, I am not going to go on ad nauseam about...

HON. GEORGE BRADEN: Good.

MRS. SORENSEN: ...how wonderful Liberals are...

SOME HON. MEMBERS: Sit down, sit down.

MRS. SORENSEN: ...and I am not going to make a pitch for my colleagues who have not yet joined the team to sign up, nor am I going to say that the Liberal party clearly represents the best party in Canada today...

---Applause

...but what I am going to do is share some...

MR. MacQUARRIE: She is going to tell the truth, in other words.

---Laughter

MRS. SORENSEN: ...share some observations with you and with my colleagues today.

MR. FRASER: Sit down.

---Laughter

Representation At The Liberal Convention

MRS. SORENSEN: Ladies and gentlemen, I think we desperately need to undertake an education program of southern Canadians. It is urgent, and I think we have to plan that strategy quite quickly. Our delegation at the conference included 36 Liberals from the Northwest Territories, 10 Liberals from the Yukon, and a number of -- although they were not part of our delegation, native people from the northern parts of the provinces, who attended the workshops that we were heavily involved with, and tended to vote with and support us. We presented three priority resolutions, and 20 workshop resolutions, and our delegation -- and if I do say so myself -- was very well organized. It was very passionate, was very articulate, and it was representative; but, time and time again, we had people coming up to us who said -- particularly about the constitutional issues which we raised, concerning the extension of boundaries and the creation of new provinces, and our lack of being a part of the amending formula -- time and time again, people came up and said, "We did not know. How could they do that to you? Tell me more about it. I want to hear more about it. Come and speak to us." "Come to BC." "Come to Alberta." "Come to Ontario." "Come to Quebec." Quebeckers, federal Liberals, said, "Your situation is similar to ours, and to the passions that we feel about not being included in some of the things that are happening, and not being fully represented in the constitution. But come and tell us about it, because we do not hear about it. We did not know that you were shafted when that constitution was put together..."

MR. FRASER: "Shafted" is the word.

MRS. SORENSEN: "...to include section 42(1)(e) and (f)." Now, what I am saying is that those of you -- and I know there are a few...

MR. FRASER: Very few.

MRS. SORENSEN: ...at least one who belongs to the Conservative party in this House, and at least one other who belongs to the NDP -- what I am saying to you is that at your policy conventions -- if you have them; I am not sure whether you do or not -- but, at those policy conventions, I ask, Mr. Speaker, that you present, as we did, some of the northern issues, and present them in motion form, and bring them to the floor of your convention, in the way that we did. What you are going to find is the same thing we found: that southern Canadians are not knowledgeable of our situation -- and yet, they want to hear about it. If you present it in the way that best reflects the northern point of view, you are going to get support, as we did. All of our resolutions passed, and they passed with good debate. They passed in plenary, and they passed in workshop.

Mr. Speaker, I am not going to dwell any more on the convention. I have lots of other things that I could say, particularly about how proud I was of the delegates who represented the NWT. They worked very hard, but they had a good time too. Time and time again, I had members of the press who did come up to me and say, "Where have you people been? You are so well organized, and you are really taking over the workshop, and taking over the convention." Although we did not have the numbers, we certainly made an impression, and left an impression with those people in southern Canada.

Representation At the Northern Development Conference

Mr. Chairman, when I arrived home this morning, I had heard about the remarks that the Hon. Dennis Patterson had made in response to Mr. Searle's presentation to the Northern Development Conference, last week. I read them, and I must say that I fully support them. Mr. Searle was a very good friend of mine. His constituency was the constituency that I took over when he decided not to run during the last territorial election. I greatly respected the work that Mr. Searle had done with respect to constitutional development, and with respect to the expansion of this Legislature. In particular, the recommendations that he made, as Speaker, about the expansion of the services to Members -- particularly the need for a research officer, which we now have in place; and for other things that we have put in place directly as a result of the former Speaker's recommendations to the Ninth Assembly.

However, I am extremely disappointed in Mr. Searle, because I really did think he was a great Canadian, I am very, very sorry to say that I am going to have to withdraw that feeling. I am going to have to say that I feel sorry for Mr. Searle, I feel very sorry. The reason that I did not stand up at that conference and comment on the things that Mr. Searle said was that I refused to be a party to them. I refused to give him that credibility by rising and defending myself. Do you know why? Because Tagak Curley was on that same podium with Dave Searle. I was there, and I watched it from the floor. Tagak was about the third speaker after Mr. Searle spoke. I thought, "Tagak will handle it. He will handle him well." He stood up, and the room became very hushed, and Tagak Curley said, "Mr. Chairman, ladies and gentlemen, I am very honoured to be here, because I am an Inuit Canadian." He said, "There is something else that I want to say, I would like to introduce you to a very good friend of mine, and a colleague. Her name is Lynda Sorensen. She is a Member of the Legislature, and she is a hard worker," and then he proceeded to speak about the involvement of native people in economic development, and with the economic development corporations in the North. He began to speak about the myths that exist, in the South, and among the various industry and government people, about what this Legislature has been attempting to do, and about what the people of the North have been attempting to do, and he said, "Let us lay that to rest. I want to assure you now, that what the people of the North are not saying is 'No development until land claims,' but only that northerners want to participate, and that is the theme of this conference," he said, "partners in progress." He said, "I am here as your partner; but I want to gain too, and I want my people to gain, and I want my people to take part in the jobs and the business opportunities, and be happy and proud that they have development in their area."

Mr. Speaker, I did not have to rise and chastise Mr. Searle. We did it, and we did it responsibly and articulately, and we did it at the conference through Mr. Curley, and I must say that, although Tagak and I fight a lot in this Legislature because we have different principles sometimes -- or differing points of view -- we were a team down there, as was the Minister of Economic Development, as was the Minister of Energy and Renewable Resources, and as were the other people. Mr. Parker was brilliant, he was absolutely brilliant, because he fought back on a lot of the issues and said, "No, this is the situation." We were a team down there. We were demonstrating to those southern people involved in industry and government that we are growing up, and we are growing up fast, and we are well organized, and we are proud, and ready to speak for ourselves.

Representation In The Canadian Constitution

Mr. Speaker, Mr. Searle said something else, and I would like to quote it, because I was very insulted by what he said. He said, "Leadership, with some exceptions, lacks maturity and judgment, but is totally committed, with a revolutionary zeal." The following is the part that I take great exception to: "There is no real appreciation of Canada, nor any dedication to the greater good, beyond the community, or a racial, tribal group." Mr. Speaker, those comments were the real reason that I have lost all of my respect for this once great Canadian, because, had he been here in the North, helping us with the things that we have to do, he would have known that this Legislature debated and supported the Canadian constitution in this House. We were the only Legislature at the time that came out in support of our federal government; and when the federal government and the provincial governments in that 24 hour backroom deal, removed aboriginal rights from the constitution, and we discovered that there were sections 42(1)(e) and (f) in that constitution, we did not condemn the federal government by a motion. We did not say, "That is not our federal government." We packed our bags, and we went to Ottawa. We did the responsible thing; we lobbied our federal government. Even you, Mr. Speaker, spoke in favour of aboriginal rights. You took a position, and you helped us, and I would say, although Mr. Sibbeston is not here, that when you did that you demonstrated to the federal government that you were an NWT person, and that you were fully supportive of the things that we were doing. I think Mr. Sibbeston had better take note of that. I have more comments to make on the remarks that he has made against you, as well.

Toward Responsible Government

I think that we have, as a Legislature, demonstrated time and time again that we are ready to take on more responsibility and so I say clearly to the federal government, because we have so demonstrated, it is now time for that government to move ahead into this next stage, which is to further devolve the Commissioner's responsibility to our elected people, to remove those departments from the Commissioner's responsibility and give them to us, where they rightfully belong and remove the Deputy Commissioner -- make it obsolete; make that position obsolete. That is no reflection, Mr. Pilot, on you, no reflection at all. You have been a very able servant of the people of the North...

---Applause

...and you have been a very able servant of this government, but I think you will agree, because you are a great man, you are a great statesman, that it is time for that position to be done away with, and I know Mr. Parker agrees that it is time for him to move into the very legitimate role of a lieutenant governor and so I call upon Mr. Munro and Mr. Prime Minister and the cabinet and the people of Canada to let us take that next step -- move us toward responsible government, because, Mr. Speaker, I know we are ready.

Difficult Role Of Speaker

Mr. Speaker, I said that I wanted to make some remarks about the comments that have been made by the honourable Member for Mackenzie Liard about your Speaker's position. I have no comment to make on what you said in Hay River with respect to aboriginal peoples and division but I do have a comment on how difficult your role must be in this Legislature and I really appreciate the work that you have been doing on our behalf.

---Applause

I find myself faced with how can we help you in your role? What can we do, as a government, as a consensus government, to make it more easy for you to survive, because what I feel is that probably your constituents -- because for the most part you do remain silent because of your role -- probably your constituents feel from time to time that they are not represented and that makes it very difficult for them and very difficult for you. The only reason that you have not spoken out as often as probably they expect is because you have to, at all costs, attempt to remain neutral. We, as a Legislature, have put you in a position where we have said from time to time you may speak in the Legislature on behalf of your constituents and yet, at the same time, we expect you to rule on issues that are very emotional and very crucial, on issues that are clearly native and non-native dominated. I know that you must find that very difficult, particularly when such issues of division are raised and issues of a means test for post-secondary assistance and other issues which we have had very emotional debates on.

So I find myself finding that there are probably four different things that we could do: we could keep you as you are, which is clearly not acceptable at this point in time; or we could look toward electing a Speaker from the whole of the NWT, whose constituency would be the whole of the NWT and who would clearly be there, in the chair, representing the Speaker's Chair -- the impartial Speaker's Chair, but he or she would be in an elected position. Now the first thing that comes to mind is, would that not be expensive? How could that person campaign across the North? So, that is clearly an important reason to look with trepidation upon moving in that direction.

Secondly, we could say to you, Mr. Speaker, you are our Speaker and you will have no MLA responsibilities. You will not speak in the Legislature as an MLA, because you must remain impartial, but is that fair to your constituency? Certainly in party politics that is what happens, but then the party sees that the constituency from which the Speaker comes is assisted or the party in power does take care of the constituents and so the people know that the Speaker, while he or she is impartial, the people know that they are clearly seen to be important.

We could also, I suppose, leave you as you are, and I said that that was an impossible situation, so, Mr. Speaker, what I am saying is that we really need, as a group of people here who are interested in helping you out, to discuss this and take it apart, look at the situation with compassion and with a little bit of sense and come to a decision on how we are going to help you in this very important role that you play for the Legislature.

Mr. Speaker, I would like to speak about other issues, particularly the need for a second senator in the North, particularly the need for a third MP, because clearly it is very difficult for the two MPs that we have now to represent this wide and vast area, but I know that you are probably tired of me, so I will sit down and I would like to say once again that I am sorry that I was not here for the beginning of the education report and that I will try to make up to it for the House. Thank you very much.

---Applause

MR. SPEAKER: Thank you, Mrs. Sorensen.

MR. PUDLUK: Very good timing, very good timing.

MR. SPEAKER: Replies to the Commissioner's Address. Mr. MacQuarrie.

Mr. MacQuarrie's Reply

MR. MacQUARRIE: Mr. Speaker, it is a pleasure for me once again to reply to the Commissioner's Address, as the Member for Yellowknife Centre. I do not know how much longer I will serve in that capacity, of course. We are on the home stretch now in the Ninth Assembly. Our time is running out. We have less than a year to go and you may recall, Mr. Speaker, that the honourable Member for Keewatin South -- and I am sure it was simply in the interests of democracy -- Mr. Curley is well-known as a democrat and particularly his democratic handling of the Eastern Arctic caucus -- I am sure it was in the interests of democracy that Mr. Curley is already marshalling candidates to run against me in the next election.

---Laughter

HON. DENNIS PATTERSON: Are you moving to Keewatin?

---Laughter

MR. MacQUARRIE: I was considering it. I had quite a number of other pleasantries to exchange but, unfortunately, since Mr. Curley is not in the House they would lose their impact and I will skip them...

---Laughter

...but perhaps moving back to the Keewatin is a thought, Mr. Patterson. At any rate, as the Member for Yellowknife Centre, I would like to welcome back all of the members of the Liberal party, who were attending the policy convention in Ottawa last week. It is good to see them back again, so that we can get on with our business. I understand they were down there dealing -- as one eminent member of the delegation was quoted as saying on television, anyway -- that they would be pulling together in these tough economic times to deal with what she called -- and I quote approximately -- these present liberal hardships.

---Laughter

It was a little slip and the newspeople unkindly picked it up, but, you know, there may be a lot of truth to it.

---Applause

MRS. SORENSEN: Who is the prominent member?

MR. MacQUARRIE: Oh, I will not mention names, Mrs. Sorensen, of course. The message that I get from the media about that convention was that there is really nothing wrong with party fortunes that a little bit of optimism will not cure. Well, I guess that remains to be seen. I hope that is not also their total cure for the economy.

---Laughter

I recognize that one of the major characteristics of many of the delegates at that conference was their ambivalence with respect to the leader. They just were not quite sure how to act with respect to the exalted leader and I am told that there was one woman delegate -- and I am afraid that I cannot vouch for the authenticity of this story -- but I am told that there was

one woman delegate who approached him after his opening remarks and said, "Mr. Prime Minister, I so admired the speech that you just made. Could I please have a copy of it?" and he said, "Well, I regret that I do not have a copy of it. There was not a copy made." She said, "Well, could I have notes?" "Well, I did not speak from notes, you see." "Well, could I get a tape of the whole speech?" "Well, I do not think they recorded it." The woman was really obviously disappointed and so the Prime Minister said, "Please, my dear, do not be too upset. I am having an aide gather together and reconstruct some of the speeches that I have made off the cuff and they are going to be published posthumously." And the delegate is reported to have said, "Oh dear, I hope that will not be too long, then."

---Laughter

MRS. SORESEN: Notice how closely he watched our convention.

MR. MacQUARRIE: I was very interested in it.

MRS. SORESEN: Uh huh! Why not join the team, Bob?

MR. MacQUARRIE: The team? I think I have better things to do with my time.

---Laughter

MRS. SORESEN: Yes, no or maybe, eh?

Willingness To Move Away From Polarized Positions

MR. MacQUARRIE: Mr. Speaker, at the time of my last reply in Inuvik I felt that I had to speak out against hard-line positions that I had heard taken prior to that session by both natives and non-natives with respect to the constitutional question. I am now encouraged, since that time, by events that have occurred and I speak particularly of the second western constitutional conference that was held here in Yellowknife. I was very gratified by the approach that was generally taken and by the progress that was made. I say that not because I think the route of compromise is always the right route -- it certainly is not. I say that unequivocally. It certainly is not in many cases -- but in the political arena, where there is no easily discernible right or wrong and where there is an obvious polarity, I think that negotiated compromise simply becomes necessary to any resolution. There is simply no way that any party can get all it wants. I have said that before and deeply believe it. So it is good to see that there is some willingness to move away from polarized positions and to try to come together in some understanding. If we manage to do that there is no doubt that we will win a kind of stability that is going to be conducive to growth on many different fronts in the Northwest Territories and in constitutional matters. I hope to see that spirit continue.

I want to turn next to remarks that were made in a couple of the replies from other Members last week. One of them does also deal with remarks that were made at a Northern Development Conference by Mr. Searle. Poor Mr. Searle. He is taking a lot of flack. I am not going to be unduly defensive about what he said. I certainly defend his right to say whatever he said and I even recognize that some of the criticism that he directed this way could be legitimate. I am content to leave a judgment about what he said to the public of the Northwest Territories and eventually to history. But there is one little part to which I would like to take exception, and that was his remarks about the unity committee.

---Laughter

---Applause

Factual Errors In Mr. Searle's Statements

As one of the proud parents of that report, Members will recognize that I am a little touchy about that subject. My concern is not so much about his evaluation of it because, again, that is a question of judgment, but I just feel that there were certain factual errors that I ought to correct.

MRS. SORESEN: Absolutely.

MR. MacQUARRIE: I suspected that he had never read it and I noticed in reading his remarks, for instance, that he did not even get as far as the title, because the correct title of the committee was the Special Committee on Unity -- "on" unity.

MRS. SORENSEN: Right on.

MR. MacQUARRIE: It was to examine the question of unity from many different aspects and its aim was never specifically to promote unity, but to see whether the conditions existed for trying to realize it. So there is a big difference there and not the irony that he suggests in his speech with the eventual result. Indeed, it is obvious that he did not read it either, because there is no recommendation in that report to divide the Northwest Territories. There was a recommendation that there should be a plebiscite held, particularly in the Eastern Arctic, to see whether, in fact, the people in that area did want what their leaders supported, namely, a division of the Territories. In fact, there was even a recommendation calling for the establishment of a constitutional development committee to try to win unity in the western part of the territory, if there was to be division some day; and if that plebiscite said, "No, there should not be division," there was provision for it to incorporate people from the Eastern Arctic as well. So I just wanted to clarify that. I also want to say that I think the committee did some fairly important work, with some long-term implications; and it was all done for a cost -- so the Clerk Assistant tells me, of \$26,453.

MRS. SORENSEN: Hear, hear!

MR. MacQUARRIE: Which, I suspect, would possibly be about half the price that it would have cost if we had engaged the honourable Mr. Searle as a counsel to the committee.

---Laughter

HON. DENNIS PATTERSON: Hear, hear!

MR. MacQUARRIE: With respect to his other remarks, I really cannot understand where he got the idea that we are becoming well-to-do by all of the committee work that we have established, and all the committees we have, unless he perhaps saw me with a big cigar in my mouth wheeling around in my two-toned limousine. That might have given him that impression. At any rate, I want to urge this Assembly not to establish any more committees during the life of this Assembly. If the indemnities package were to become too lucrative, I might find that I have to run against Mr. Searle in Yellowknife Centre next time, as well, and it seems that I already have enough competition.

Implications Of Motion 2-82(3)

Joking aside, this House certainly is not immune to criticism. If Mr. Searle, in a future speech -- or someone else, in a future speech -- chose to state that this House sometimes lets itself be led by the nose by aggressive representatives of native associations, unfortunately there would be concrete evidence to support such a conclusion. Last week's Motion 2-82(3), on aboriginal rights, is a case in point, I say. The country is now in the process of defining aboriginal rights for entrenchment in the charter -- or, in my terminology, which is slightly different, the country should now be trying to determine, given all of the circumstances that exist, how its aboriginal people can be treated justly over the long term. There is a need to define aboriginal rights. Given section 35 in the charter, we cannot avoid defining aboriginal rights, nor is it ever my intention to try to avoid it -- I do not wish to avoid it -- and, in the process, because we have been invited to participate in that process, this House is going to have to take a position. I am not opposed to that, but what I do say is, there is no all-fired hurry to do so, as was portrayed by Mr. Curley and Ms Cournoyea last week.

We really do not need to have a position before the end of February. This House is not a necessary element in the whole process, in the preparation of native positions for that First Ministers' Conference. Contrary to Ms Cournoyea's implication, this House, and myself in particular, cannot, in one small way, stand in the way of native associations preparing themselves for that conference. They are entirely at liberty to do so at any pace they wish to go. But I do say that, in that process, if they wish to have the support of this House -- and it seems to me that that is what they are looking for when they bring a motion to the House -- if anybody brings an issue to this House, looking for support, then I certainly expect -- and I was alarmed to see that other Members apparently do not expect -- that whoever is looking for that support will take the time to explain to the rest of us why we ought to give that support.

I was told that I should not ask questions because ICNI, Inuit Committee on National Issues, was in a hurry, and was working hard to develop a position, and I agree that it has been working hard. I would be the first to concede that, in my opinion, the Inuit are about three steps ahead of everybody else in doing political homework. There is no question about that in my mind at all, but I do say that this Assembly's interests are not identical to ICNI's interests. Ms Cournoyea's and Mr. Curley's might be -- but this House's interests are not. I do know that it is possible for skillful politicians to finesse positions, but I say that if people are not really ready to accept them, and feel something has been put over on them -- as I believe many Canadians feel, with respect to federal government initiatives on language and the constitution -- that such people, although finessed, will remember and will resent, to the detriment of long-term solutions, long-term understanding, and stability.

I know that some Members downplay the importance of that motion that we faced last week, but I do not agree that it was not important. If it was only -- as some people tell me -- a motion that called for supporting aboriginal rights in principle, I say we did that last year. We went to Ottawa to do it, and I do not regret having done it. That part has been done, so it must be more than that.

Well, some other people say that it was just a question, whenever we do define those rights, of seeking further entrenchment in the constitution, and I say, if that is the case, why did not the motion just say that, because, if it only said that, I would have supported it as well. But I say, the fact is, the motion went beyond that. It went to the point where it is beginning a specific definition for what aboriginal rights are, and that is a fundamentally important issue that is going to have widespread implications for hundreds of years to come in this country. Because of that, I am still astounded that I could not even get a seconder to put that motion into committee of the whole so that we could have a more thorough discussion and clarification of what it was that we were being asked to assent to.

Preparation Of Government Position For First Ministers' Conference

The passage of that motion has obviously already given direction to our government in preparing its position for the First Ministers' Conference, and I suggest, that is why it was introduced and passed hurriedly. Notwithstanding the fact that it was passed, I trust -- and I wonder whether I should trust -- I trust that, at the very least, the draft position taken by this government eventually will be brought to this House for thorough debate, before it becomes the official position taken to the First Ministers' Conference, and I must say to the Executive Committee, that I deeply believe that, if the Government of the Northwest Territories position eventually is merely a carbon copy of native positions, that the government's credibility and effectiveness will thereby be undermined. I really believe that this government has the chance to mediate, at that conference, between the hard-line positions that will probably be adopted by premiers and by the extreme positions that will quite naturally be taken by native associations, because of the nature of that single conference. I say that if the government does not handle itself well, that we will lose that opportunity of effective mediation, and that will be to the detriment of the native people, in the Northwest Territories and elsewhere.

Another item that I would like to turn to is also the comments that were made by the honourable Member for Mackenzie Liard with respect to the Speaker's position. I could say, briefly, that where there is no party system, such as here, and where the Speaker is a Member of the Assembly, like the rest of us, I simply absolutely defend that Member's right to be free to take any position that he thinks justified...

HON. DENNIS PATTERSON: Hear, hear!

MR. MacQUARRIE: ...at any time that he is not in the chair, and particularly at a meeting in his own constituency...

---Applause

...and I do not think that system necessarily needs to be changed in any way. The only time, in my opinion, in this House, that a question of confidence should ever arise with respect to the Speaker is if there is any hint at all that the person in that position might be manipulating the rules for some advantage. Having raised that point -- I did not wish to refer specifically to our Speaker, but I think I cannot avoid it, I am obliged to make some remark, having raised that point -- and I would say that, in my opinion, regarding the present Speaker -- in every case there is no hint of such manipulation, but that always we are presented with thoughtful and fair adjudication.

SOME HON. MEMBERS: Hear, hear!

---Applause

MR. MacQUARRIE: And if, sometimes, Mr. Speaker has ruled against my points of order, I would in every case ascribe that to honest error, and not to malice.

---Laughter

No, very sincerely, I would say that I really ascribe it to Mr. Speaker's much better knowledge of the rules than my own, and that is why he has varied from my points of order.

Distinction Between Role Of Members And Their Office

I would say that in this consensus House, though, it is important for all of us Members, and for the media particularly -- and it is not that I wish to give a lecture to the media, because I realize I was facing the same entrapment -- carelessness about how we designate Members. For instance, last week, I heard that "the Minister of Education" attacked CBC. When I thought about it, it was not the Minister of Education at all. It was the Member of the Legislative Assembly for Frobisher Bay.

HON. DENNIS PATTERSON: Thank you.

MRS. SORENSEN: Hear, hear!

---Applause

MR. MacQUARRIE: An important distinction...

HON. DENNIS PATTERSON: Thank you very much.

MR. MacQUARRIE: ...and I must say that the same mistake was made by the press at the meeting in Hay River. It is not in a critical way I say that, because I must say that, up until these recent events, I have been making the same careless error myself. I think all of us must distinguish carefully -- Ministers and Mr. Speaker.

Turning to a couple of other matters that I think have to be addressed by this Assembly and by the government, I notice from Friday's News/North that one of the senior bureaucrats in the Department of Indian Affairs is cool toward our new resource development policy, and I must say that I have already been approached by some of my constituents who are cool to it, as well. In both cases there is a citing of duplication of effort, and I think we have to have a serious look at that. We must ensure that we do not erect a bureaucratic maze that developers cannot find their way through, even those we might choose to encourage.

Federal Development Policy A Travesty Of Democracy

I would also say, however, that the Department of Indian Affairs must recognize that the initiative taken by this government is born out of frustration. I would say that it is a travesty of democracy on the part of the federal government in, first of all -- well, I do not want to use the word "usurping", but at any rate asserting right of ownership of all non-renewable resources in the Northwest Territories when clearly across the country that is something that belongs to people wherever they live, but in having done that, then insisting upon exercising unilaterally all the rights that commonly go along with ownership, that is, insisting on the sole right over go and no-go decisions. Even the manner, for instance, of them developing a land use planning regime: we are told by Mr. Faulkner in that article that the federal government is already doing this, but it is doing it without direct participation of this government, to my knowledge, and that is unjust.

Suppose we set aside this matter of who really owns the resources. Suppose we were to concede that they really own them. Does that mean, then, that we should have to give up all our rights about other decisions that pertain to them? Those resources are our future, and surely democracy demands that the elected representatives of the people of the Northwest Territories have a direct and significant say in the use of those resources. The development of those resources will impact us socially and environmentally, and surely no argument about who owns the resources can set aside the obvious democratic demand that the elected representatives of the people of the Northwest Territories have a direct and significant say in the development of those resources.

I would think that, if that is the federal government's response, that our government should begin using what has been put in place to go one step further and to say, "If you do not like us doing what we feel we must do, then we demand the opportunity to have our political representatives sitting at the table where final decisions are made about resource development." I think that is particularly important in the Beaufort area where the Beaufort gas has produced a BEARP. We should not have just to go to an environmental assessment review panel and tell them what our concerns are. We should have some right directly to say what is going to happen and is not going to happen there, and this is especially important now that the federal government has a direct financial stake in the development. In this situation one wonders if we can rely on them for objective consideration of social, environmental impact concerns.

I think that this kind of direct and full participation at the go or no-go level is even more important with respect to the proposed Slave River hydro development. It is not so much, when I say that, that I am concerned about the specific impacts of that hydro development, but I am concerned about the precedent that will be set for decision making with respect to the use of water from the major rivers that flow in the Northwest Territories. One has to wonder if the final decision about that project will be made simply by the federal government and the Government of Alberta, and that there will be some sort of apportionment agreement which the federal government thinks is fair to us, say based on the water apportionment agreement on the Prairies, with the Saskatchewan rivers. I do not think that is adequate at all. I do not think we can accept that. We must have elected representatives part of the body that makes the decision as to whether it will go; if it does, how it will go.

I say this is particularly important because if some people have certain concerns about the Slave River development, there are even greater concerns about the proposed Liard River development, and whatever pattern is set in the first will be followed in the second, and I sat and listened to a presentation from BC Hydro in which they outlined the impact, and so help me, all I heard was significant and serious impacts, possibly, to transportation and ways of life in the Northwest Territories, and not a single benefit likely to come to the people of the Territories, and we simply cannot allow that situation to occur.

Housing Situation In Yellowknife

Turning to a couple of local matters, I have to mention, again, the housing situation that exists in Yellowknife. If anything, it is seriously worse than it was last year. We have a severe shortage, and on the one hand it is leading to higher rental rates, which I heard about from some of my constituents, but on examining that even further it was not so much the higher rates they were concerned about but the lack of service. They were not getting what they were paying for. Just as one example, for instance, in some places they are told they cannot have washers and dryers, that that service is provided by the landlord, and yet they find that that service may be out of operation for a month or a month and a half, and they do not seem to be able to do anything about it at all. I am aware that there is already a motion passed in this House calling for some changes to the Landlord and Tenant Ordinance, and certainly I will be pressing the government to move along with that, and be suggesting certain changes that ought to be made, as well.

Another impact from the housing situation is that there are many, many double-ups in this city; families living together, absolutely unable to find housing, or else living in accommodation that does not have sanitary facilities or is not properly fitted for winter living, or something else. It is a very serious situation. I was going to detail a particular case I have been trying to work with, a person who is in dire straits, and who, unfortunately, I have not been able to help. The Helpline has not been able to help; Social Services have not been able to help; the Yellowknife housing authority has not been able to help -- and this person with her two young children, who can ill afford to do it, will be leaving Yellowknife at the end of this week, giving up a job, to try to find some place to live, in Edmonton or elsewhere.

The situation is really serious, and I would like to impress that on colleagues on the Executive Committee. Perhaps a couple of Members who have been able to find accommodation when they come to Yellowknife, to the session, in an apartment or in a house, in another case, will not think the situation is serious, but I am telling you there are a lot of people earning their living here and trying to live here who cannot find any place to live.

I urge the government to do what it can to try to rectify that situation. I recognize it is not easy. There are things like the question of possible division, the possible closure of one of our mines, the high interest rates, that are discouraging entrepreneurs from building rental

accommodation, and when I urge the government to try to consider things such as underwriting or guaranteeing the use of units, I recognize it is not easy for them to do that either. I just ask that you examine once again the situation and see whether anything can be done.

Southern Employment Centres Should Be Informed Of Housing Situation

I would also urge the government -- I am not sure which Minister -- to contact employment centres elsewhere and social agencies elsewhere and tell people unless they have a place to stay not to come to Yellowknife...

MRS. SORENSEN: Hear, hear!

MR. MacQUARRIE: ...because there really is no place to stay, and that message has to get out. I am told of other cases where people show up at a minister's residence -- a church minister, this is -- maybe they should show up at the Minister's residence, capital "M". Anyway, they show up at church ministers' residences; no job, no place to stay, no money, just simply they are having hard times in the South and they hear that maybe things are better up here, and so they wind up in Yellowknife and we are simply not prepared to handle them. Without question, we are not prepared to handle them. So that message must get to the South somehow, so that we can relieve some of the misery -- this case that I was going to tell you about is misery for that woman and her children -- so that we can prevent that if at all possible.

Housing Co-operative

One small break I see in the housing situation is Borealis Co-operative Limited, of which I am a member, and proud to be a member. There was an official ceremony just on Saturday, at which time the project officially got underway, and with the building of that there will be a little relief in the housing situation in Yellowknife, but those who are in the know tell me that it will not be really significant, considering the size of the problem. With respect to co-operative housing, when I first heard about the idea I mentioned it immediately to my colleague for Frobisher Bay, who obviously mentioned it to some of his constituents. I would urge other Members to have a look at the concept, too, because I think for the North it may very well be a type of housing that more northern communities should consider getting into.

Guaranteeing Employment For Our Students

I must also mention again the problem of returning students, who have taken all or almost all of their education in the Northwest Territories and then return here and find that they cannot get employment. Again, when I pointed this out to one of my colleagues, he agreed and said, "Yes. You know there are countries in the world where, when they have invested so much money in the education of one of their young, will not even allow that person to leave the country, or insist that they be paid back again." We have an investment in these young people, and we should be looking to get the return on that investment. This House has often complained about the transiency of many people, and perhaps justifiably so. Well, we are now reaching the point where there are some families who are obviously committed to long-term living in the Northwest Territories -- and perhaps to living here forever -- whose children are starting to come back to the North to look for work, and they are unable to find it. I know that our government simply cannot guarantee every student a job nor, do I think, should we try to, but I really believe that we can go out of our way to try to see whether we cannot fit them in somewhere, and to give them a little bit of experience, and to give them certainly preference to new hires from the South.

I have asked a question about it. It is being looked into now, I hope, but I serve notice that I will be continuing to press for special consideration for these students, even where their qualifications do not exactly match the kinds of jobs that are available, because I believe they are intelligent people, they are pretty well trained, they are adaptable, and they could fit in and do a good job for us.

Government Scholarship Winners

In the last little section, I want to deal with a few personal things. I would like to congratulate, first of all, Juanetta Peddle and Pat Dowler, two of my young constituents, whose averages out of grade 12 last year were higher than 80 per cent, and who were among the first to be eligible for the \$500 scholarships available under this government's scholarship program.

---Applause

I congratulate them particularly because I have always admired intelligence and scholarship, and I remember many times as a teacher being in awe of the brightness and commitment of a lot of the young people that I taught. I also, though, wish to congratulate the Minister of Education, who had a large part to play in bringing about this scholarship program. I hope these young people will take good advantage of it -- in the best sense -- and that it will encourage the kind of effort that I know the Minister had hoped it would encourage by establishing the program. Thank you, Mr. Minister.

Unjustified Criticism Of Public Servant

A reference in the honourable Member for Keewatin South's remarks made me think of this. Too often in this House we have heard criticisms of public servants, and I have no doubt at all that sometimes they are justified, in the odd case. I have no quarrel with that, but I cannot help feeling, when I hear certain criticisms -- although I never know the full details and cannot really say so -- that people are sometimes vilified for doing their jobs. To me it sounded like that was what was happening last week when the honourable Member for Keewatin South was criticising a housing official. I am not sure, but it sounded to me -- and I reread the transcript -- that the person was being criticized for doing his job, for doing what this Assembly asked him to do, and what the local housing authority asked him to do, and that kind of criticism is not justified.

Mr. Curley thought the person should not be doing what he was doing -- that is, being zealous in trying to collect the rent -- because Mr. Curley said he knew of some people who owed \$6000 on rent that were still sitting comfortably in their homes. Well, if he were here, I would want to say to Mr. Curley that that is precisely why we passed the motion in this House. I know there are many people, and certainly many in my constituency, who would resent the fact that there are people sitting in their homes who could pay and owe \$6000 and are still sitting there, because these people are paying their bills every month and believe that others who can pay should be paying them as well.

Commendation Of Mr. Stien Lal

At any rate, apart from that particular question, it made me think again about public servants and at this moment I would like to commend one especially. There are many competent, dedicated public servants who are faithful to this government and who are providing a quality service day in and day out. I would like to recognize all of those people by calling attention to one and publicly commending one whose integrity and ability are without question of the very highest order. I first recognized these qualities when I came into contact with this person after being elected and they were qualities which were finally brought to the public's attention at the time of the second western constitutional conference. I am referring, of course, to the deputy minister of Justice and Public Services, Stien Lal...

---Applause

...who to his good-natured annoyance is often called Mr. Stien, but at any rate, the reason I point to him -- and I hope I have not unduly embarrassed him by doing so -- but the reason that I have pointed to him is because I happen to know that he recently turned down an excellent personal career opportunity that few in his profession would have been able to resist, in order to remain with us in the Northwest Territories. I for one am very grateful that he decided, instead, to remain here in the North and to continue to work for this government.

---Applause

As I said, through paying tribute to Mr. Lal I would like to commend those many other excellent people who serve this government, not the least of whom are our own staff members and the Interpreter Corps from the Department of Information.

---Applause

It is my hope that we will be able in some small way, before the term of the Ninth Assembly is finished, to repay some of these dedicated public servants in some small measure, at least, by restoring to them in some measure those political rights which have been denied to them...

HON. DENNIS PATTERSON: Hear, hear!

MRS. SORENSEN: Hear, hear!

MR. MacQUARRIE: ...by a blanket action of conservatism.

---Applause

I would like also to pay tribute to William Noah, who has indicated his intention to resign from this House. I have known Mr. Noah for close to 16 years and I have always found him and recognized him to be an intelligent, honourable and principled man and this House and his constituents will surely miss him.

Finally, Mr. Speaker, I want to remember with sadness the passing of Jeanne Brezinski on October 18th, not only because she was a former employee of this Assembly and a constituent of mine, but most importantly because she was a good friend, whose vitality and I guess what I can only kind of describe as sort of cheerful grumpiness I am surely going to miss. Thank you, Mr. Speaker.

---Applause

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

MR. PUDLUK: (Translation) Mr. Speaker, will we have coffee first or do you want me to proceed?

MR. SPEAKER: I think you could proceed. If you are going to run much longer than 10 minutes, well, we can break for coffee, but we have 10 minutes. Go ahead.

Mr. Pudluk's Reply

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I want to thank the officials and my colleagues. I am sorry that I was a little bit late. I was not able to be here on November 2nd, when you first started. It is always bad weather back home at this time of year and, of course, I did not miss the bad weather. That was the reason that I was a little bit late.

First of all I would like to express some thoughts about William Noah. I miss him already. He had some concerns himself about uranium. He had a great deal of concern about uranium and he was unable to be given proper information about uranium. For that reason, I am going to miss him being here, dealing with uranium issues. Also, I want to say thank you to the Minister of Economic Development for writing me a letter. I am going to give two names that I consider eligible for the medallions. I want to say thank you for those to the Minister of Economic Development.

I am a little bit confused about which one to discuss first. I am not in very good form today. Right now I want to discuss the problems of the communities concerning the ships. There are two mines, Nanisivik and Little Cornwallis Island -- the routes of the ships have to be examined by Transport Canada. The routes that they want to follow and the schedules that they want to follow are not being followed already. They do not arrive on time. Pretty soon there are going to be ships going up there to Nanisivik and Little Cornwallis Island -- on November 11th. We are not too concerned with November 11th, if they arrive on that date to haul minerals, but it is a problem when they arrive in the spring, around June. When they are arriving in June it creates a problem, especially for the hunters. This ship is going to be coming in the winter, and it is going to be coming as an experiment, to find out if they are going to have any impact on the hunters and if we find that there is no problem in the fall we are going to tell them to keep their schedules in the fall. We will see if the hunters feel there is no problem caused by their presence. The wake of the ship freezes up right behind it, but if they start coming up in June to take on mineral cargoes the ice will not freeze up in the ship's wake, because it will be springtime. I want this to be recognized by Transport Canada.

I would also like to touch on the airports that we have in the North. In communities where there are adequate airports there is no problem, even with changes in the weather, because there is no difficulty in clearing off the airstrips. However, we have a very big airport in Resolute Bay, which is constantly being used by aircraft and it has to be used in cases of emergency, but right now there is going to be some work done on it, starting from 7:30 a.m. until 5:00 p.m., so that there will be no other hours set after 5:00 p.m. for cleaning up the airport or looking after the airport or to deal with an accident if someone would have to be taken to a hospital in an emergency. The small aircraft will not have the possibility of departing from that airport when there is no clean-up or maintenance occurring at the airport.

Also, I would like to express the idea that Transport Canada will have to look after that problem and also that jets, like Nordair -- if they have to come to Resolute, they can look after that airport right away, but the small aircraft are located in Resolute Bay and I think that is going to cause problems in the future. For example, if there was an emergency case, then I think that would cause a lot of problems.

Air Transportation Costs In The High Arctic

While I am talking about the airports, I would like to express some concerns about Nordair Ltd. On November the 2nd, a Frobisher Bay person who is a member of a board, expressed his appreciation that you have no problems, but you have to praise Nordair, and he was praising Nordair, but I have a totally different opinion personally about looking at inflation -- and also, the rates of Nordair are going up. It is also very hard for businesses who have to put out freight, with what the freight rates cost us. There is a total of 860 miles from Frobisher Bay to Resolute and 1280 miles from Frobisher to Montreal. The only problem is that we have to pay the freight by the pound and it is all equal. From Frobisher Bay to Resolute it is

\$1.20 per pound for the cargoes, but even though there is a greater distance from Montreal to Frobisher Bay it is just the same price, \$1.20. It is a problem for Grise Fiord and Resolute Bay residents.

We are also aware about the prices going up in the fuel costs and they are concerned about that. However, our price for fuel in the High Arctic is no bigger than in the Montreal area. We have no other transportation whatsoever, we have no trains, no buses, the only transportation is aircraft, when there is going to be some travelling done in our area; and even if a person wants to travel to other communities, he or she has to go by aircraft; and, because of that, I had some concerns about these problems, and I brought them forward to you.

I would also like to make a comment about the divisions that are going to be proposed. I am not quite happy that they are proposing three boundaries -- the federal government, the ITC, and also the Dene Nation. I am quite satisfied about the Dene Nation's proposed boundary, but I am opposing the federally-proposed boundary. The Grise Fiord and the Resolute Bay people would also like to be in the Nunavut area. However, the federal government -- if it is going to be implemented, we will not be on the Nunavut side. So I am going to write a letter to the federal government; and I do believe you will be seeing it in a very short time.

Necessary Changes To Vehicles Ordinance

I would like to make a point for the Vehicles Ordinance, and it is merely toward the territorial government. There should be some clause put into the ordinance regarding the three-wheeled Hondas. The three-wheeled Hondas are mostly used by the older people now; and if the three-wheeled Honda has 200 ccs, it should be regulated for use on roads. Some of the communities are aware of the regulation, or the ordinance. Whenever a person is applying for a vehicle licence -- he would go to the older people, and they are examined by the RCMP, whether they are able to hold a driver's licence. The person would have to have a driver's licence if they were going to purchase a three-wheeled Honda, and, even then, the person cannot drive a real vehicle -- and the person can use the three-wheeled Honda for hunting, or for moving about the community; and, that way, if they are going to be using that, they should be holding a driver's licence. That has caused some problems in my community, and there were no persons going to the JP court or whatever, but they had been made aware of that problem -- that they should have a driver's licence. If it is possible, I think we will have to amend the Vehicles Ordinance. Perhaps we could meet with the legal aid people and see what would happen about putting in a clause for a three-wheeled Honda ordinance.

In conclusion, I would like to talk about wildlife and also about fisheries. I would like to say that I have not been very happy about these. When there was an incident in two of my communities, regarding the laws or the regulations -- first I would like to ask a question, or bring up a question; and I will be representing the High Arctic residents. Why are they putting in regulations for things that are to help our living or aid us? Why are they putting regulations in there? Maybe Yellowknife is simpler. Why are they introducing laws or regulations without informing the people? We, the Inuit, cannot make any regulations or ordinances toward the southern foods; and, because of that, we should be aware ahead of time. I would like to point that out to the fisheries -- or perhaps the territorial government would look after that; I think it would be able to. Then, we have so many problems with the federal Department of Fisheries and Oceans, and there are some small amount of officials working up there in our communities; and, because of that, there are many problems arising for people that -- Fisheries and Oceans when they draft a by-law or a regulation, especially when they are not even present up there. So, when they do not inform the people, and when a person is unilingual -- that person would have a problem understanding the regulation.

I would like to express my regrets to Nanisivik and Arctic Bay for the fact that I could not visit them this summer. I wanted to go to these communities, but I did not have time. I will be visiting them in the future.

Maybe, last of all, what the Member for Mackenzie Liard mentioned, that the Legislative Assembly should be changing. I can see a small difference now that there is a change in the position of Mr. Speaker, and also of his Clerks, and his Law Clerk. It seems like, when we are looking out from here, they look like priests. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Mr. Pudluk, the honourable Member for the High Arctic. The House will now recess for 15 minutes for coffee.

---SHORT RECESS

The Chair recognizes a quorum and calls the House back to order. Item 2 on the orders of the day, replies to the Commissioner's Address. Are there any further replies to the Commissioner's Address for today? There is not. Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Ms Cournoyea.

Question 31-82(3): Lot Preparations In NWT Communities

MS COURNOYEA: I have a question to the Minister responsible for Housing. Would he please indicate the number of lots that have been prepared for this year, and in what communities?

MR. SPEAKER: Mr. McCallum.

Return To Question 31-82(3): Lot Preparations In NWT Communities

HON. ARNOLD McCALLUM: Mr. Speaker, I can indicate, by district, to the Member an approximation of the number of units that were prepared last year for construction this year. I do not have at the present time the particulars of each community, but last year we were going to attempt to prepare 82 lots for construction this coming year. Because these are public housing, and because we did most of them in the West under rural and remote home ownership plans, such as the Small Settlement Housing Assistance Grant, these units are primarily done in the East and in the North. In the Baffin district, there were 43 slotted for there, 24 in the Keewatin, 10 in the Inuvik district and five in the Yellowknife district, and they were primarily in Detah. I cannot, then, give any further than that, although I would be prepared to provide a community-by-community response to the question.

MR. SPEAKER: Thank you, Mr. Minister. I take it that you are taking this as notice and will come back with a further reply during the session sometime if it is available.

HON. ARNOLD McCALLUM: Mr. Speaker, if the Member wants it detailed as to the particular communities, then I will provide it. If what I have told her about the districts that have been allocated these units, if that is satisfactory, then I will not come back with any more.

MR. SPEAKER: Thank you. Ms Cournoyea.

Supplementary To Question 31-82(3): Lot Preparations In NWT Communities

MS COURNOYEA: Mr. Speaker, I was interested in the number of lots that were prepared in the various communities. Last year we were told that the housing was going to be delayed for one year, and the year that the housing was delayed for, there would be a number of properties or lots prepared in the communities while we were facing a delay in the housing, and I would appreciate that information.

MR. SPEAKER: Thank you. Then the Minister will take this question as notice. Oral questions. Ms Cournoyea.

Question 32-82(3): Housing Design For 1983 Programs

MS COURNOYEA: Mr. Speaker, I have another question to the Minister responsible for Housing. Could he indicate what housing design has been set for the 1983 building program?

MR. SPEAKER: Mr. Minister.

HON. ARNOLD McCALLUM: Mr. Speaker, I would have to take the question as notice and provide an answer at a later date. I am not sure whether in fact a decision has been made, and if it has been made, then I do not know of it as yet.

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

Question 33-82(3): Liard River Diversion Project

MS COURNOYEA: I have one more question, Mr. Speaker. It is a question to the Minister of Renewable Resources. Could he indicate what the status of the Liard River diversion project is?

MR. SPEAKER: Mr. Nerysoo.

Return To Question 33-82(3): Liard River Diversion Project

HON. RICHARD NERYSOO: Mr. Speaker, I am not aware of a diversion project on the Liard River. However, we are aware that there will be at least a suggested dam construction. I guess further information on that can be provided to the Member, but no decision has been made to proceed with that particular project at this time.

MR. SPEAKER: Thank you. Ms Cournoyea, a supplementary.

Supplementary To Question 33-82(3): Liard River Diversion Project

MS COURNOYEA: Mr. Speaker, the supplementary is, has there been a date given for how long the project will be delayed, and, Mr. Speaker, perhaps my phraseology in the question really was to ask the question about the status of the Liard River as it relates to the BC Hydro project, and has there been a delay in the date?

MR. SPEAKER: Mr. Minister.

Further Return To Question 33-82(3): Liard River Diversion Project

HON. RICHARD NERYSOO: Mr. Speaker, I am unaware of a delay in the sense of any construction, because no date has been indicated to me as Minister or to this government.

MR. SPEAKER: Thank you. Oral questions. This appears to conclude oral questions. Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Mr. Evaluarjuk.

Question 34-82(3): Fish And Wildlife Equipment

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I have two questions for the Minister of Renewable Resources, and I will give them both together. Fish and wildlife equipment, such as boats, snowmobiles and gasoline, that are provided by the government, have been a problem to the people in Pond Inlet. The people want to use this equipment for search and rescue purposes. The equipment is hard to get hold of for the hunters' and trappers' association board of directors. The hunters' and trappers' association wants to be more responsible by maintaining the equipment so it can be used for what it is intended for. Would the Minister responsible please look into this matter and respond to this request before the conclusion of this session?

Question 35-82(3): Polar Bear Quota At Pond Inlet

Will the Minister responsible for Renewable Resources consider increasing the polar bear quota to 10 polar bears? The population of polar bears in this area has increased to the point where they are becoming a nuisance, often foraging into food set aside for the people of the community. I would appreciate the Minister's response to this request before the end of this ninth session.

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

Question 36-82(3): Matonabee School Hookup To Fire Alarm System

MR. McLAUGHLIN: Thank you, Mr. Speaker. Why, after 18 months of complaint by the town of Pine Point officials and myself to Members of the Executive Committee and other officials, is the Matonabee School in Pine Point not yet adequately hooked up to the town fire alarm system -- so that more than just an internal alarm sounds? Was the approximately \$6000 interlock system hooked up despite advice that it was obsolete? What will be done now that the interlock does not work and the replacement part cannot be obtained? Did the electrical engineer tell the

contractor not to interlock the ventilation fans so they would automatically shut off when the alarm goes off? Now that the fire chief in Pine Point wants this done, what action will be taken to ensure the interlock is remodified or replaced so that the fans can be hooked in and external alarms hooked in so that the fire department can be alerted if there is a fire?

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

Question 37-82(3): Extension Of Polar Bear Season

MR. KILABUK: (Translation) Thank you, Mr. Speaker. Would the Minister responsible for Renewable Resources consider extending the season on polar bears? The residents are not asking for an increase in the quota, but would like to know if they can hunt the polar bear from October to January. Would the Minister respond as to how this matter can be solved? Is it up to the community or the government? Would the Minister please respond to the matter before the conclusion of the session?

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

Question 38-82(3): Housing For Cape Dorset And Lake Harbour

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I have a question for the Minister responsible for the Housing Corporation. The residents of Cape Dorset and Lake Harbour would like to know how many houses will be provided for them in 1983, and they would like to know as soon as possible. Thank you.

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

Question 39-82(3): Cape Dorset Search And Rescue

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. The residents of Cape Dorset asked if they could be provided with search and rescue equipment, such as boat and snowmobile. Would the Minister responsible provide me with an answer as soon as possible. Thank you.

MR. SPEAKER: Thank you, the honourable Member for Baffin South. Written questions. Mr. Arlooktoo.

Question 40-82(3): Inuktitut Teaching Materials

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. Would the Minister responsible for Education look into the following matter. This question was raised by one of the teachers in Lake Harbour. The teaching material in the school is not written in Inuktitut and the school teachers have to prepare day to day teaching material in Inuktitut. It is very hard for them to prepare teaching material on a day to day basis. They would like to be provided with Inuktitut teaching material in the school, written in Baffin dialect.

MR. SPEAKER: Thank you. Written questions. Are there any returns for today? Mr. Braden.

Further Return To Question 9-82(3): Calm Air Accident In Eskimo Point

HON. GEORGE BRADEN: Mr. Speaker, I have a return to oral Question 9-82(3), asked by my colleague, Mr. Curley. It concerns an accident at Eskimo Point. I would advise that an inquest into this matter has been set for December 16, 1982. A number of witnesses to this inquiry do not reside in the Northwest Territories and consequently subpoenas have already been issued by the RCMP. The police investigation is not quite complete as they are awaiting development of photographs taken at the scene. I am also advised that the RCMP member who conducted the initial investigation is away from Eskimo Point on a court matter but is expected to return at the end of November. I am sure, sir, that the inquest will be conducted thoroughly, given that a bit more time is being taken to gather together the required information.

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

Item 5, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mrs. Sorensen.

MRS. SORENSEN: Thank you, Mr. Chairman. I would like to table Tabled Document 9-82(3), "Policy Resolutions", which were submitted and passed at the National Liberal Policy Convention held November 5th, 6th and 7th in Ottawa. Among the 314 resolutions, the NWT Liberal Party sponsored 23, covering constitutional issues, the economy and social policy.

MR. SPEAKER: Thank you, Mrs. Sorensen. On tabling of documents, if you will just give the title of the document you are tabling. We do not want any context. Tabling of documents. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I wish to table Tabled Document 10-82(3), a trilingual brochure entitled "Nunavut: A New Government for the North, A New Partner in Confederation", prepared by the Nunavut Constitutional Forum. Thank you.

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

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. Evaluarjuk.

Notice Of Motion 9-82(3): Request For RCMP At Hall Beach

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. I would like to make a motion. Whereas the residents of Hall Beach have asked for RCMP to be posted in their community for quite some time now; and whereas they have made this request whenever the Baffin Regional Council met; and whereas the residents of Hall Beach, by plebiscite, prohibit liquor in their community, and now are allowed to order liquor; now therefore I move, seconded by the Member for Baffin Central, Ipeelee Kilabuk, that the Commissioner and the Minister of Justice and Public Services meet with the superintendent of the RCMP and request housing to bring the RCMP to Hall Beach as soon as possible.

MR. SPEAKER: Thank you. Notices of motion.

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

Item 10, motions. There do not appear to be any motions on the paper for today.

Item 11, consideration in committee of the whole of bills, recommendations to the Legislature and other matters.

ITEM NO. 11: 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. Fraser in the chair.

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

CHAIRMAN (Mr. Fraser): The committee will come to order. We are dealing with the report of the special committee on education. We were dealing with the proposed schedule for discussions and the Clerk tells me that we were dealing with section two, development and responsibilities, recommendations 11, 14 and 15. We are still open for general discussion on recommendations 11, 14 and 15. Mr. MacQuarrie.

Development And Responsibilities, Recommendations 11, 14 And 15

MR. MACQUARRIE: At the end of the session on Friday I had asked a question about curriculum. Although I think two attempts were made to answer it, it never really was answered and I see

that neither of the co-chairmen of the committee is in the House right now, so I do intend to put the question again, but there is not much point in my doing it right now, Mr. Chairman.

CHAIRMAN (Mr. Fraser): There we have one of them coming in now. He is right on the ball. We are talking about you. Get in your chair. Proceed, Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. The question that I had put to the committee was, earlier I had expressed a concern about who would be responsible for determining what the curriculum in schools would be. I pointed to a statement in the report that said all curriculum initiatives would go through divisional boards. I expressed a concern about that and the Minister of Education said that he sincerely felt that there would not be a significant change from the situation that we have now, where the Minister determined the core curriculum -- perhaps 60 per cent of the curriculum -- and that the divisional boards would have the chance to determine the other 40 per cent of the curriculum. I said that if that is the case then I will get off this particular topic and declare that my concern is not a legitimate concern, but I did want the special committee on education to say that that is their intent if, in fact, it is their intent. When I read the recommendations, I am not sure. So, as clearly as I can put it, can the committee assure me and my constituents that their intention is to ensure that the Minister will be responsible for a core curriculum, perhaps as much as 60 per cent of the curriculum, and that divisional boards will determine the remainder?

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

MR. McLAUGHLIN: Yes, Mr. Chairman, thank you. The committee's intention is to turn over the funds presently being used for the development of curriculum in the NWT within the department to the boards, and bear in mind that most of the curriculum that is being developed in the NWT is being developed within the NWT for its own use right now, especially stuff being done in the field by teachers wanting to teach English as a second language. This is being done in the NWT right now and that is the curriculum that we are concerned about -- not the standard curriculum which is offered across the Northwest Territories, for example, math courses and science courses which are standard, but in the area, which the Minister indicated, where 40 per cent, approximately, of the curriculum is at the discretion -- that is the type of curriculum that we want to have totally in the hands of the boards.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. Comments of a general nature. Any further comments on 11, 14 and 15? There being no further comments on section two, we will move to section three, language recommendations 16 and 24.

Language Recommendations 16 To 24

MR. MacQUARRIE: Recommendations 16 to 24.

CHAIRMAN (Mr. Fraser): Recommendations 16 to 24. General comments. Section three, language recommendations 16 to 24. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I would like to ask a very brief question. We are all different in each region. Some of the regions are more advanced and some of them are not so advanced. Would these funds be able to be distributed out to each region as soon as the divisional board is established or what is the situation here?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. The intention is that the funds that are intended to be used for the development of curriculum would be transferred to the individual board in each region and those funds would be available for individual local education authorities or the board as a whole to use to develop curriculum for their area or their particular community.

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

MR. MacQUARRIE: With respect to recommendation 16, which says "Each local education authority..." -- that is not divisional boards -- "Each local education authority shall determine the language to be used in its classrooms." That recommendation raises some very serious implications and I wonder whether the committee has at all thought about them. I refer, of course, to the charter of rights which was recently passed and which recognizes two official

languages in Canada -- English and French. Is the committee saying that a situation could arise in some community where Slavey or Inuktitut may be chosen as the language of the school in that community and that parents who might want their children to receive at least the core educational curriculum in either English or French -- presumably in most of the Northwest Territories it would be English and incidentally, I know from concerns that I have read, would include some native people who unquestionably want their children to have that education -- is the committee saying that such parents would not be able to have their children given a core education in one of the two official languages of Canada? That seems to be the implication. I would like it clarified, please.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

Classroom Language Responsibility Of Local Education Authority

MR. McLAUGHLIN: Thank you, Mr. Chairman. The intention of this is to recognize the fact which exists in the Northwest Territories, that there are many communities here where the children arrive at school without any ability to communicate in English and the intention is -- and in all likelihood the First Ministers' Conference in April will probably be dealing with the right of aboriginal languages, so constitutional problems concerning this area will probably be dealt with hopefully in April. But it is a fact that in several communities -- or more than several -- the students come speaking only their own native language and the best advice we have is that it is best for those children to learn the basic concepts, for example kindergarten to grade three, in their own language and then be taught English as a second language, and as they develop the skills in English, then they can take courses in English as well.

The reason we have left it up to each individual local education authority instead of a board is because the languages and the dialects will vary from community to community and, as well, you might have within one board's jurisdiction a small community where the native language is still entirely alive and is, in fact, the language of day to day life in that community. You could have other communities where the language is nearly lost and that a program would probably be put in place to bring that language back in as a subject, so that you have those two wide extremes which could occur in any one of these boards and that is why we have left it up to the local authority. I had hoped the Minister of Education can add something on to this, but I know that in Frobisher Bay in his constituency, the matter of both official languages, French and English, has come to a head on occasion and the government has responded to that to everybody's satisfaction. Hopefully we would be able to do this in even the smaller communities if we had to.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: Mr. Chairman, what I am suggesting is that if this recommendation is accepted -- and I can see the reasons why the committee wants something like this to be done -- but what I am suggesting is that if the recommendation is accepted, that we had better be prepared for an additional cost in those communities, that is, to provide education in English to those parents who demand it for their children, by some means or other. I am absolutely certain that any parent, anywhere in this country, could mount a lawsuit demanding that the public education authority provide his or her or their children with a core education in one of the two official languages of this country and that this government would be bound to do it and, therefore, there is that very practical consideration.

Proficiency In Canada's Official Languages

Beyond that, if I may move to another point, in looking at that recommendation, do I understand that the committee was not convinced that proficiency in English is going to be necessary to all children in this land -- that is, in English or French, but again I say in most of the Northwest Territories that would be English -- for the fullest development of their opportunities as adults? If the committee were convinced, then I cannot understand why it would make a recommendation that is so open-ended. That, I guess, is what I have been suggesting all along when I say surely this Assembly has to impart certain directions and I am persuaded that such an ability in English is absolutely essential to the fullest development of powers and, therefore, while we may wish and should wish to ensure that native language proficiency is also attained -- that is a desirable goal -- is there not research that shows that a certain pattern of becoming bilingual is conducive to the greatest proficiency in both languages and if there is such research why was the committee not guided by it and why does it not make a recommendation in that direction?

So the brief question then was: Does the committee not feel that such proficiency in one of the two official languages is important to all of our children? And, if they do feel that, then what is the best way for us to help our young people become proficient in both the language of the country and their mother tongue?

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Ms Cournoyea, do you want to answer that? Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I realize the concern that Mr. MacQuarrie must have. To clarify the intent of the recommendation 16: when we provided the explanation and the options, if you will note, at that time, in order to give you some kind of guideline on the thinking, the options were underlined at the bottom of the recommendation, and there were four options presented. This really related to the fact that we knew: In no area, would English have to be discarded as an unimportant learning program -- that is part of the program, I believe, that would have to fit into the working schedule set out by the department. However, if you take option one, which is the most extreme -- "A fully bilingual program" and "bilingual" would indicate that, by no means, did we say that only one language would be used -- and the native language could be the priority language used in the school, but we, at this time, do not feel that we can move away from the general educational program that is set by the Department of Education. However, it could be conceivable that a school system, or a community, will decide to use Inuktitut as a priority language; but they would still carry the program on in English. I believe the options presented, would indicate our intent in that.

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

MR. MACQUARRIE: Thank you, Mr. Speaker. Yes, I recognize the body of the material; but I fear that when we vote on recommendations, that body will be lost, the intention will be lost; so I take it that the committee would not be antagonistic to some sort of amendment that pointed out the kind of concern that Ms Cournoyea recognized, and while it is allowing a certain level of authority, that it is to be done within certain guidelines as well. So I will, at the appropriate time, try to ensure that that is the case and I understand that the committee probably would support that amendment.

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

Provision For Use Of Indigenous Languages In Current Ordinance

HON. TOM BUTTERS: Mr. Chairman, on the same point. The current ordinance on the matter of using local, or indigenous languages, in the classrooms, reads thus: "The local education authority shall prescribe the language of instruction to be used for kindergarten, where a kindergarten program is offered, and for the first two years of a school program following kindergarten." I am just wondering how Members of the committee see this recommendation being implemented? How much further than the authority already provided in the current ordinance would the committee see being devolved to the local education authority?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Two things. First, if Members will look at our recommendations 21, 22, 23 and 24, the total objectives -- and our concerns in even making those recommendations -- is to make sure that native students in the Northwest Territories get competent instruction in the English language, and will be able to speak English competently when they leave their schools. Everywhere we went, in public hearings, most of the people told us that they wanted their children to be able to finish school in the Northwest Territories and be able to go to post-secondary institutions in southern Canada. Their concern was made to us, just about everywhere we went, that they wanted their children to be competent in English when they left school. How that objective is reached was the point of debate in most of these hearings, and we sought the best advice that we could in this matter.

To answer Mr. Butters' particular question, the committee wants to leave it up to the different communities as to how far they would go beyond the present kindergarten to grade two situation. We do not see any reason why such courses as history, science, could not be taught in a native language, in order to make sure that the children maintain those languages throughout their schooling. If the native languages are suddenly dropped entirely after grade two, then the students would begin to lose their language.

MR. SPEAKER: Thank you. Mr. Butters.

HON. TOM BUTTERS: Another general question on the same recommendation. I wonder, then, would committee Members not think that that recommendation might be improved if the word "languages" were used, instead of the word "language", which reflects one language only?

I will ask my second question at the same time. Just to make a comment, I would agree with the concern raised by the Member for Yellowknife Centre, when he indicates that there are two official languages designated under our constitution. I think, while the provision of instruction in the French language might be adequate in some communities, it is not adequate in all communities. The programs currently offered have to be strengthened, have to be funded increasingly. I wonder if the Members of the committee might comment on that observation, whether they found, in making their swing through the communities in the Northwest Territories, that there were areas where the instruction in the French language was currently inadequate.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. We will take a 15 minute coffee break, and come back.

---SHORT RECESS

The Chair recognizes a quorum. I believe Mr. Butters asked a question. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I beg your pardon, but if Mr. Butters can rephrase his question again -- I have forgotten what he asked.

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

HON. TOM BUTTERS: Yes, I asked two questions. I wonder whether the committee had considered or would consider amending the recommendation so it would read, "...shall determine the languages", and remove the suggestion that a unilingual school would be possible.

Exposure To The French Language

The second question was: In the circuit made by the committee throughout the Northwest Territories, did they find that there were concerns raised that the French language was not receiving the exposure it should in some of our classrooms, and that some of the students and parents who wanted instruction in the French language were not receiving it?

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

MS COURNOYEA: Mr. Chairman, in regard to changing the context of the recommendations, these recommendations are presented to this Legislative Assembly. If various Members require to make amendments to the recommendations -- this is the reason they are here, in the discussion of the Legislative Assembly. I do not know whether we would do that ourselves, however Mr. Butters is certainly invited to do so if he chooses -- to make those changes to the recommendations.

As for the French component of the teaching, I would like to defer that to Mr. McLaughlin -- myself, I heard concerns voiced mainly in two communities, and the subject of the French language was really not brought up to a high priority, although it had been mentioned within the report that various educational people, particularly teachers, were concerned about how the French language was being accepted in the school system, and the quality, or the inability to reach the quality of teaching that they felt should be within the school.

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

MR. McLAUGHLIN: I was just trying to get some advice to help me answer that question, but I will fit it in later somewhere. The committee, you know, is basically intending to allow for the use of native languages as the language of instruction in the classroom, when the communities want that; and it is certainly understood by the committee that, particularly English, which is the first language of this government and most of the people in the Northwest Territories when it is not a native language being taught -- or spoken in the community -- is what we heard people want to have competency in. It is certainly not our intention to have native students come out of the system not being competent in the English language.

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

Fluency In English Or French Fundamental Goal

HON. DENNIS PATTERSON: Mr. Chairman, I think the main point that needs to be made is that the education committee was advised that fluency in English depends on what happens -- fluency in English, for a native person whose first language is a native language, depends on what happens in the early years. The point that was made by experts who were hired to study this issue for the committee was that the students who learn how to think, how to learn, in the early years, in their own first language, will have a better chance of learning English and attaining fluency, when they come to learn English at the age of nine or 10 or 11. So I see these recommendations on native languages actually not in any way being inconsistent with the goal that Mr. MacQuarrie spoke of now, and presented in his submission to the education committee, that fluency in English -- and I guess I should say, or French -- should be a fundamental goal of the education system, and I agree with that.

As far as the constitutional implications go, I am concerned about that. I would observe that the provision in the constitution that affects this does use the as yet undefined phrase, "where numbers warrant", and therefore I am not just sure to what extent Francophone minorities in the Northwest Territories might press their case for education in French, if they were in a very small minority. But, generally, I would say that I do not see these language recommendations as threatening the right to -- and it would be our duty -- to provide education in English or French, but rather as complementing that obligation. Thank you.

CHAIRMAN (Mr. Fraser): Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, to pursue the reasoning of the Minister with regard to first language, and second language. I am sure he is aware, as are all the Members of the special committee on education, that it was just that concept that underlaid the provision that is in our current ordinance that the language of instruction be in the native language, indigenous to the area, in kindergarten and the first two years of instruction. That concept was the major moving force in developing that legislation. I do not know whether the committee now feels that the provisions currently included in the ordinance do not go far enough to satisfy that objective -- but, as I just pointed out, that that was the reason the legislation was changed some five years ago, to accommodate that concept.

The second thing I would ask the Minister, is that "where numbers warrant" does not necessarily apply to Francophones. The concerns that were brought to my attention were brought to me by Anglophones who recognized that, in Canada today, if you are seeking a career in the civil service, if you are seeking a career in the military, you must be bilingual to progress, to develop a career path which is going to be satisfactory. So the concerns with regard to teaching the French language, were made known to me, in the main, by Anglophones, and for the reasons I mentioned. So that I would expect that "where numbers warrant" would be numbers of parents, and not numbers of a particular linguistic group.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. General comments. Mr. McLaughlin.

Learning Three Or Four Languages In Schools

MR. McLAUGHLIN: Mr. Chairman, the committee did receive concerns at some of the public hearings, for example, in communities where there were very few people speaking the native language -- that they could possibly use cultural inclusion funds to teach French, and I believe that is maybe happening in some communities right now. So the problem was brought to our attention, and in discussing this with the people, we had developed our language recommendations -- it was always brought up that the possibility of native students learning more than just English is certainly possible, and examples were made of countries like Holland, where students in most schools, by the time they are finished, are competent in Dutch, German, English, and French. So it is certainly possible that all this can be done. The fact that both French and English are the official languages of Canada, and we are a territory and probably more directly related to the federal government than any of the provinces are, that certainly it might be expected, under the constitution, that our government would deliver French more than would be expected in some of the western provinces.

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

Funds For Development Of Native Languages

HON. TOM BUTTERS: Might I just make a brief comment on -- or ask a question on recommendation 19? I wonder whether or not that recommendation in any way conflicts with the recommendation that

we have gone over, which is recommendation 15. It would seem to me that funds for research required for the development of native language programs, will be in short supply as it is, and I am wondering whether that research might not better be done by the process alluded to, or referred to, in recommendation 15, than as it is suggested here in 19. Would the divisional boards have the resources to carry out the necessary research to develop these particular programs?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: In recommendation 15, Mr. Chairman, "The Department of Education shall regard research into curriculum development as a funding priority", it is still the committee's intention that those funds, in that case, would also be made available to the boards.

CHAIRMAN (Mr. Fraser): Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, I am a little confused in regard to the statement that Mr. McLaughlin made in regard to languages. Why is it that the Northwest Territories would be expected to be more of French territory? I thought it was the other way around. I thought that the priority was going to be given to the development of native languages, particularly aboriginal languages, so I am not clear in regard to giving French a priority.

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

MR. McLAUGHLIN: Mr. Chairman, I was not indicating any desire that French should be given a higher priority than native languages in the NWT. All I was saying is that because the constitution says French and English are official languages and the fact that the NWT has the status of a territory rather than a province, it might be more likely sort of forced upon us by the federal government to provide French instruction and French courses to French civil servants which end up in the Northwest Territories. Just due to the fact that we are a territory rather than a province, that pressure could be put upon us.

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

Local Education Authorities To Determine Working Language

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. The native people -- perhaps most of the people in my community would like to have priority -- to have a language priority. Perhaps some of them would agree to teach their kids English as a second language. Who would be responsible for implementing this? When there are too many communities not in agreement -- let us say that if Lake Harbour, for instance, wanted to have one certain language and the majority of the people in Frobisher Bay wanted another language, how would you deal with that problem? I would like to find out. Thank you.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. That refers to recommendation 16 and the committee had the same approach to this as we did to the age for kindergarten. We wanted to leave that up to each local education authority in each individual community to make that decision for themselves. In other words, Lake Harbour would be able to make that decision for their community and they could not be overruled by the Baffin regional education board.

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. General comments. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you. To clarify a question, perhaps, that Mr. Wah-Shee asked a little while ago, some two years ago I tried to alert this House to some serious implications that might arise for the Northwest Territories if a charter were entrenched. At that time I did say that one of the very things that may someday come to pass is a compulsion in the area of French and I would like to say to Mr. Wah-Shee that that may very well go beyond French in our classrooms. It may very well touch this Assembly. At that time I said there were two letters to the Commissioner at that time, before there was a charter, demanding that this institution, which is set up by the federal government, deliver its reports and so on in the French language. I fear that if someone puts that to the test today, that we may be operating trilingually in this House before we know it and finding a great deal of additional burden in cost.

At any rate, back to education and language specifically, I notice that there is, in the body of the report, a reference to language subcommittees in each community. It seems to indicate in the body of the report that these language subcommittees can determine for divisional boards exactly what language will be taught in each community. Again, I would hope that that is subject to the earlier qualification that we talked about with respect to the need for competency in English.

Funding For Development Of Native Language Instruction

In this area of funding generally, a specific question, was it the board's intention that special funding would be made available, for instance, to the Yellowknife public school board if they wished to introduce some native language instruction into their program?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Okay. While discussing this concern, in communities like mine and Yellowknife and I guess Hay River, where a majority of the population are non-native, there is still in some of those communities a significant native-speaking population that could and probably will put demands for these courses on those communities. Hopefully, the various boards and communities that have curriculum developed for them in the native languages are going to be able to share that curriculum amongst them. In other words, if one community develops a program using the Arctic college or the centre for learning and teaching to develop curriculum for them, that is obviously going to be available to the other communities too, so there might not have to be particular funding to develop curriculum. But there may, in fact, have to be funding for classroom assistants for communities like Yellowknife, Pine Point and Hay River, where the native people in that community place a demand on those education committees to have some native language instruction in the classes.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: In addition, would there be even further funding if, for instance, the Yellowknife school board felt that it was desirable for its students at some point along the way to learn some Slavey -- that is, people whose first language is not a native language and yet they feel it might be desirable to give kids in this town an opportunity to learn a native language? Is that intended here, too, that that kind of funding would be available?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

Programs Dependent On Available Funding

MR. McLAUGHLIN: That came up on at least three or four specific occasions that I can remember particularly and I do not remember any Members of the committee who were not in favour of non-native people learning the native languages in the communities where they lived. I do not know if the funding would be available or not, but once again it comes down, as Mr. Butters says, to how much funding is available. We are recommending things be done and we are hoping that both the territorial and federal governments can respond to this demand for funds. You know, I keep having to remind Members that right now the ordinance says that the Minister shall -- and this is quoting the ordinance pretty closely -- shall deliver special services and education to children that are handicapped, and we in fact know that that program is woefully inadequate to meet its needs. So I just want to remind Members that even though the law may say you are supposed to do something, funds often cause it not to be done or not to be done well.

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

MS COURNOYEA: Mr. Chairman, in discussing the language program section, we are basically trying to address a problem that was expressed over and over again in terms of native students and the ability to learn, the ability to comprehend and the deep concern in the community for identity and desire to retain their language. One of the problems that we see on an overall basis is that if individuals do not have any real connection to their own society, other things take place that push the young people out of the school system. What we try to address in the language program is an area where people can identify most closely to in terms of their own identity and what is important to them and also, at the same time, recognize that there were various levels of concern in comprehension and the ability to understand what is going on as they move along.

Now, I would say that the Department of Education, in determining funding -- we all know that the funding requirements for this very essential part of development of native students within the system is going to be difficult to come by, but I would think that the priority has to be given in the problem areas, where children are having a great deal of difficulty. Surely most of the Members must understand and must know the problems that young people have in understanding this changing system and oftentimes that relates to language. How you express yourself in English and the components you use in expressing yourself in English and the relationship to various subject matters within the educational system is very different than the divisional requirements or the divisional way of putting over an idea, putting over a problem, expressing why certain things are done to try to get to the core of understanding. So the language program was mainly to address the native language issue.

As a Member of the special committee on education, one of the things that I see over and over again is the relevancy of the educational system to an individual. How does that relate to him and how can we best overcome that? Certainly in our area, in the Western Arctic, we found that from time to time a lot of people lost contact with the system because of how things are perceived and how things are delivered to those young people who are trying to learn and get involved with the system. When you really look at the subject matter, it goes to the fundamental issue of how that is being presented and the language requirements. I would assume in French and in English that these people have gone through a process in society for many, many years and they are relatively the same. They have had years and years of struggling to reach their superior state, as it exists now. All we feel is that if we are able to understand, you know, why we must also reach that superior state, it has to be addressed according to what people understand within the different regions of the Northwest Territories.

Levels Of Understanding Vary Among Divisions

The issue of French, I believe, is no different than the issue of English; and I believe there are many, many people in Canada who are going to make sure that their rights along those lines are going to be respected. You have many, many friends in the South, and many, many friends within the charter of rights, or in the constitution of Canada. I do not believe that we will ever know whether what we are doing is 100 per cent acceptable to the rest of the people of Canada. I believe we have to try our best to address the issue of native students, their identity -- they see it within the school system, at the various levels that it can be approached -- because the different divisions are at various levels of understanding on why they are even going to school. Surely we can address that from where they are at.

I can never answer all of Mr. MacQuarrie's questions about how we fit into the constitution of Canada when we try to do anything we have to do at our level. We try our best. But I also have to say that the rest of Canada did not really take us into consideration when they were looking after their own needs, in putting a situation into place that was very difficult for us to operate in. The main objective, I think, in the language development program, is to allow that process to take place. The various issues on French -- perhaps we can deal with it another time and place, because it already is in place at a higher level. I do not believe that any divisional board is going to have a very easy time in getting any of the four options within their area. I believe it should be encouraged as much as possible, with the fewest problem issues being forced upon the people, so that they can get involved with the system, and the children can feel an affinity to the school system, that it is closely related to them, and that is, in dealing with the language, the idea that we tried to put across, and this merely relates to the issues of native language.

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

Possible Conflict In Recommendations

HON. RICHARD NERYSOO: Thank you, Mr. Chairman. I guess I have a bit of a concern with the way in which recommendation 17 relates to recommendation 16, because on one hand it is indicated that the local education authority will determine its native language, and on the other hand it says that the divisional boards should run workshops to explain and demonstrate the language programs to the communities and to the teaching staff. I think there is a bit of a conflict there, in the sense that you have actually indicated that the school, in fact, may not respond as quickly as soon as you want it to but that the language that they do choose will be taught in the schools. And I think that if you are going to suggest that the divisional boards run any type of workshops at all, it is going to have to be the actual local educational authorities that determine the workshops, and how those workshops are going to be run. So I think there is a need to make some changes in that recommendation.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would like the Minister to help me with this answer, but I will start it off. The object of recommendation 17 was to answer concerns that we as a committee had after holding the public hearings. When the matter of languages in the schools came up, people had questions. Could you learn English and the native language at the same time or, could you even retain the native language while you learned English? If you started off instructing only in the native language, and then switched to English, would that be a better program or a worse program than having the children come to school and make them learn English right away, and not even allow them to speak their native language? So we have basic questions like that, which we of the committee, when we first came out, certainly did not have the expertise amongst ourselves to answer. and we had to ask our researchers questions like "Do all people learn languages the same way?" If the basic construction of one language is totally different from another, how difficult is it for a student to learn that second language -- in this case English? We did not know the answers to those questions. I would like the Minister maybe to give Members a little bit more information as I think he is more current than I am on the status of one of the research projects we have Mick Mallon doing.

But what we are trying to do in this recommendation is to demonstrate to people in the communities that yes, children can learn both languages at once, and to help teachers who have lived in the Northwest Territories for a considerable amount of time and are dedicated to teach in the Northwest Territories but do not have any formal training from university in teaching English as a second language. We are trying to make sure that they go to workshops, and that those workshops are run with the proper resource people and the proper equipment, or proper visual demonstration, that is needed to show those teachers and those parents that yes, these programs can work, so that they will be confident of them. If the parents and the teachers are not confident in a program that is introduced in a school, it will not work. So that is basically what the object of that recommendation is. I would appreciate it if the Minister could maybe give Members a little bit more information on the action research that we have Mr. Mallon, in Frobisher Bay, doing for us.

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

Local Education Authorities Must Make Informed Decisions

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I will try and reply. I think generally that this recommendation results from concerns expressed in a number of public hearings that it is fine to give the local education authorities the discretion to choose the language of instruction, but this is a complicated issue, and we should not expect lay people to make these decisions without some advice and help as to what the implications of those decisions are. I think -- as I see it, anyway -- this is a part of the development work that would have to be done in the process of implementing recommendations 16 and 17, and many other recommendations where responsibilities are given to local education authorities. They have to be able to make an informed decision.

As far as the teaching staff is concerned, the education committee had initiated an action research project designed to demonstrate through film how teachers might become more sensitive to the issues of teaching people for whom English is a second language. This film, which is under way but not complete, will also show how a teacher might work with a classroom assistant, who would be fluent in a native language, to deal with children whose first language is not English in an effective way in the classroom. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Mr. Nerysoo.

HON. RICHARD NERYSOO: Mr. Chairman, I do not see a problem there. What I do see is the situation where a choice could be made by a community in the middle of a term to begin education in the native language. I think that may be one of the problems that you will have if you do not identify some responsibility for the LEA to ensure that the program that they are teaching fits within the curriculum, or within the program that has been outlined. You could find yourself in a situation where the programs that are being offered by the Department of Education, in the sense of in the curriculum, are in conflict with the program that the community outlines. So I really think that, if you are going to run the program in the way you wish it to run and to be successful, there has to be a responsibility that is given to the LEAs as well, as well as identifying that the program that they are developing fits within the curriculum, or can be revised to fit within the curriculum.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. Any further comments. Mr. MacQuarrie.

MR. MACQUARRIE: Yes, a couple of comments. In response to Ms Cournoyea's comments, I would say, first of all, that if I am pointing out some of the kinds of problems that are likely to arise, I certainly do not do that intending to obstruct, but I feel it is important to be aware of them, so that we do not raise the expectations of people beyond what can be realized and thereby cause them to feel betrayed, once again. Also I do that so that, if they are legitimate concerns we can frame the recommendations in the best possible way, so that they will be most effective. I can also say unequivocally that I am not an advocate for the French language in law where, in areas where that language has not developed -- what you could call a "natural right". That is not my intention at all, for sure. Ms Cournoyea, again, outlined the concern that she and many others have with respect to young native people being fluent in their own language, and having a sense of identity -- and again I say, as I have said before, I recognize that as an important concern, and I am not in any way trying to undermine it. Certainly, when I asked about funding for Yellowknife schools if they should try to develop a native language program, I recognize that if there is limited funding, the priority should be for the purpose that Ms Cournoyea has outlined, rather than for the matter which I asked about. I simply wanted to know if that was an intention if there is funding available.

Responsibility Of Assembly To Give Direction

It seems to me, from listening to the comments of most Members, and reading through the concerns of parents throughout the Northwest Territories, there is definitely a desire that our young people should be finally fluent both in their own language and in English. I agree with that as well, and so the question simply is, how do we effect that? What is the best way to bring it about? If I am asking questions in this area, it is simply because I am not persuaded yet that the best way to bring that about is simply to say that the local education authorities will have the chance to determine language in that division. There are broader implications. If we simply did that, I would say that we, in a sense, would be abdicating our responsibility as elected representatives who presumably have a broader point of view. We would be abdicating, rather, our responsibility to give some direction that will be in the best interests of all students throughout the Northwest Territories.

I notice, with respect to recommendation 20, that it referred to pilot projects developing teaching materials and techniques and I would ask, is there an interim report available on how those projects are faring? Will we have access to it in the reasonably near future?

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

HON. DENNIS PATTERSON: Mr. Chairman, this is not one of the pilot projects that the special committee initiated, so these projects have not been initiated. I guess we are awaiting advice from the Legislative Assembly first. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. Any further comments? Mr. MacQuarrie.

Teaching English As Second Language Is A Practical Necessity

MR. MacQUARRIE: Yes. I would like to clarify something for some of my own constituents and other non-native people. Recently I noticed a letter -- I cannot recall where it was -- that challenged what the committee and this Assembly were doing by talking about English as a second language. The person who wrote the letter felt that somehow that was a put-down and very inappropriate. I would simply like to clarify that it is simply a fact that for many young people in the Northwest Territories, English is a second language and teachers who are experienced in the field know that it is important to have a special approach when you are trying to teach English to people who have another language as their mother tongue and although we may not have done it successfully over the years, that was a concern even when I went to Baker Lake in 1966. So it is not a put-down in any sense. It is simply a practical necessity.

With respect to recommendation 22, "Funds shall be made available to the divisional boards to finance a program to assess the proficiency of native children in English." A commendable goal. But as I have said before, I feel that there are a lot of areas where there are common problems, common interests and common concerns and I feel that not only can you save money, but it would make sense to not, necessarily, allocate all of these things to divisional boards, but for the Department of Education, centrally, to handle that kind of item which has application right across the Territories. That was why I said in one of my earlier comments, to me it will be important to ensure that the Minister has the resources available to him in a central location to deal with those kinds of matters which still will be of common interest to people right across the Territories.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Further comments? Section three, language, recommendations 16 to 24. No further comments.

The Teaching Staff, Recommendations 25 To 29

We will deal with section four, teaching staff, recommendations 25 to 29. General comments. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. If no one else is prepared to speak at the moment, I do have a couple of concerns. Recommendation 25, "Recruitment and selection of teachers and principals shall be the responsibility of the divisional boards of education in consultation with the local education authorities." I had already expressed an earlier concern about mobility, and that still stands, and about the difficulty sometimes of recruiting in certain areas in the Territories, but a different question arises here, then, and that is, is it the intention of the committee that there still would be a central body for certification, who will determine whether teachers are, in fact, qualified to be hired by divisional boards?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. It is definitely proposed by the committee in its discussions that members would continue to be members of the NWTTA. In fact, the situation which arises, in employee-employer relationships between the territorial government and employees and the proposed boards and its employees, might be enhanced in a professional manner if certification by the NWTTA became compulsory for employment in the territorial government and with these boards. Does that answer your question?

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie.

MR. MacQUARRIE: I missed the first part of it, because I was distracted. The second part certainly did not seem to. Were you saying that there would be standards set by the Department of Education in agreement, I suppose, with the NWTTA and that once that standard was set, teachers would be certified only if they met the standard and that divisional boards would only be able to hire from that pool, or were you not saying that?

MR. McLAUGHLIN: Okay.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: As mentioned before by Members of the committee in Inuvik and here, it would be the intention of the committee, anyway, that all the teachers in the NWT would still be members of the NWT Teachers' Association and possibly further, in order to make sure that all the teachers that are hired are qualified -- it would probably be advantageous to the employers, whether it be the territorial government right now or the boards in the future -- that teachers would have to be members of the NWTTA, which would certify them before they could teach in the NWT. Once again I have to repeat because I want to emphasize, nowhere did we hear that people wanted instructors in their communities, teaching their children, who were not qualified and they did not want us to have a TEP program, for example, in the NWT that gave out second-class teaching certificates which would be good enough for the NWT but not good enough for anywhere else. I think that is the best I can do, I think, Mr. Chairman.

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

Teachers' Certification Board Established By Law

HON. DENNIS PATTERSON: Yes, I would just like to add to that, Mr. Chairman. The report of the special committee on education does not address the issue of certification. It talks about teacher orientation and training and all kinds of things like that, but it does not address certification itself. I take it from that that the present regime for certification of teachers -- which I do not mind saying I spent a lot of time and trouble, along with members of the Teachers' Certification Board, revising and updating over the last year -- will remain in place. I do not think there was any question, ever, anywhere, of revising certification standards as a consequence of this report. So, I certainly am confident that the Teachers' Certification Board that is established now by regulation and policy and law will remain in place and will continue to be a requirement for employment of teachers in the Northwest Territories. Thank you.

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

Classes Of Employees In Different Unions

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. I just want to address further the classroom assistants, who belong to a different union altogether. When you are talking about the NWTTA and all members who are in the schools would be members of the NWTTA, then you are looking at division of schools and divisional boards controlling the schools within that region, what about those different classes of employees who fall under two different unions? Has that been addressed? That is my first question.

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

MR. McLAUGHLIN: Concerning the people other than principals and teachers, for example classroom assistants and, I guess, TEP students in training who may be teaching some years and then taking other years off to advance themselves, the NWTTA has indicated that they are supportive of such programs. Any conversations we have had with Mr. Reid have indicated that as long as the program that those classroom assistants or TEP students are in, especially if they are sponsored by universities, like the TEP program in Frobisher Bay which is sponsored by McGill -- that they seem very open to having those people as members of the NWTTA. As for the other employees, the janitors of the school would be one example, they could certainly remain as members of some union of some sort. I think, because they are going to be also employees of the local board, that they might want to maybe have a union specifically dealing with those people across the Territories. But because there would not be a great many of them, I think there is the possibility that the NWTTA could maybe accommodate those employees within their agreement somewhere, but I am not sure. I probably need a legal opinion on that, but I do not think that there is any fear that those people could not belong to some sort of a union-type association. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Tologanak, supplementary.

HON. KANE TOLOGANAK: Well, Mr. Chairman, I am specifically talking about the union status of the classroom assistants. These classroom assistants are presently under the Public Service Association and there is a desire for many of them to go in with the other union. But if this report does get the blessing to go ahead with the necessary changes and the funding is turned over to some divisional boards, where are these poor people who are stuck with the PSA going to stand? Is this Legislature or the next Legislature going to have to deal with this? I have been working on this union status for some time on behalf of some classroom assistants who are very interested in coming over to the NWTTA. It was mentioned the other day that negotiations for teaching staff would be territorial-wide and some of the negotiations within the divisions would be handled in a different manner. I am willing to take just an opinion, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Mr. Chairman, earlier the Minister of Education indicated he might want to call Mr. Chris Reid, who is the president of the NWTTA, as a witness, and I notice Mr. Reid is here. I know that he is aware that the Minister did make that comment and I wonder if perhaps this might be a good time to have Mr. Reid answer a few questions about this specific area today.

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

Clarification Of Recommendation 28

MR. KILABUK: (Translation) Mr. Chairman, on recommendation 28 I think there is a misunderstanding from my constituency. There was some confusion about teaching native language in grades one and two. Are they going to be taught only in Inuktitut, or after a half hour will they be taught in English? How does this recommendation number 28 really read?

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

MR. McLAUGHLIN: I did not get the translation on that, all of it. Could I get that question again, please?

CHAIRMAN (Mr. Fraser): Why did you not say you were not listening? Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I was saying that in recommendation 28 it says grades one and two -- that is what it says. What does it mean? Are the children going to be taught in Inuktitut, or after that will they be taught in English? After they have been taught in English, would they then be taught in Inuktitut? The constituents have been confused about this. What is it really trying to say?

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

Teaching Children How To Learn In Their First Language

MR. McLAUGHLIN: Thank you, Mr. Chairman. The intent of this is to really continue with the program that the present ordinance allows, which is that kindergarten to grade two can be taught in the native language when the community requests it. The program, for example, in Igloodik is working very well, where the students come to kindergarten and are taught through to grade two in their own language. What the experts in this area told us was that the best thing to do with children who can only speak the native language when they come to school is to teach them how to learn in their own language. In other words, teach them concepts like the difference between "over" and "under" and "up" and "down" in their own language, and by doing this in the first two or three years we will be teaching these children how to learn. At the same time, in these first three years, English will be slowly taught, so that as you go from kindergarten through to grade three, more and more English will be taught, because the experts have also told us that the younger the children are, the easier it is for them to learn a new language. In Igloodik this program seems to be working very well.

What we are specifically saying in this recommendation is that the teachers should be fluent in the language, from kindergarten to grade two. Hopefully our TEP program will give us these teachers if we beef up the TEP program and make sure that these experienced classroom assistants that we already have go into the TEP program and become qualified as teachers, so that we will not need classroom assistants in those grades any more.

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

Presentations By Union Representatives Not Relative To Recommendations

HON. DENNIS PATTERSON: Mr. Chairman, I was just going to go back to Mr. McLaughlin's suggestions about the place of classroom assistants. I would just like to note, first of all, that this is now, I think, a matter under active consideration by the Public Service Association and the NWTTA. I will not say that they are fighting over the classroom assistants, but I will say that they are both very interested in the status of classroom assistants. Since this is an issue that has been raised by Mr. Tologanak and others. I think that if we are going to invite Mr. Reid to appear to discuss this issue, we should not do so without giving the president of the Public Service Association, also, a chance to make a presentation but, more important, I do not really believe that this is the appropriate place or time to discuss this particular issue. First of all, it is not a recommendation of the special committee, although it is a matter that may require resolution when and if a new ordinance is presented. I am not sure that it is a subject that is really relevant to any of the recommendations in the report, and I am not sure if this is the time or the place. I said the other day I think we are dealing with the principles here, and not necessarily the details that will be discussed in the implementation stage. So that is my response to Mr. McLaughlin's suggestion. Thank you, Mr. Chairman.

I do not mean in any way to take a position on where the classroom assistants should be. Personally, I think that the classroom assistants should tell us where they would like to be, and I have yet to hear from any classroom assistants either way, unhappy or happy. Thank you.

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

Intent Of Recommendation 28

MS COURNOYEA: I am a bit concerned about the answer to recommendation 28. The reason that was put into the recommendations is in some communities, when a community decides to teach a native language, they hire people who really do not know the language. They have a very poor native language. They use a lot of English words, and therefore recommendation 28 was put in there to say that if communities decide on a language, they cannot have the language taught in the school unless they have a person who really knows the language. That is the intent of recommendation 28.

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

MR. KILABUK: (Translation) Thank you, Mr. Chairman. That is a good clarification. My constituents did not understand recommendation 28. I was wondering if it was intended to go by the age of the student rather than by the grade. My constituents would prefer recommendation 28 to read by the age rather than the grade. We have no grades in Inuktitut.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Kilabuk. Recommendations 25 to 29. Mr. MacQuarrie.

MR. MacQUARRIE: Could I ask Ms Cournoyea just for a further clarification on her last statement? Was she saying that she felt that if a community wanted to have a person who was fluent in the native language teaching those grades that it would be allowed only if there were a qualified teacher who was fluent in those languages, or in Ms Cournoyea's reply did she simply mean the fluency in the language was all that was required, and it did not matter whether they were otherwise a qualified teacher or not?

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

MS COURNOYEA: I did not express any opinion on whether a person was trained in school to be a qualified teacher. Recommendation 28 only referred that the person must know the language fluently.

CHAIRMAN (Mr. Fraser): Thank you, Ms Cournoyea. General comments on recommendations 25 to 29. Ready to go to section five, special services, recommendations 30 to 36? General comments, 30 to 36. Mr. MacQuarrie.

Special Consideration For Teachers Who Train Assistants Competently

MR. MacQUARRIE: Just a little too fast, Mr. Chairman. There was one concern I had on recommendation 29 that I would like to express, which was the last one in the language section. I notice in the body of the report again that classroom assistants should be required to begin

taking steps to become teachers, and that in doing this they would agree to work under the supervision of a trained teacher. That in itself is very commendable, but I will reiterate once again the concern I have that when I look at all the recommendations. I find that teachers are being asked to do a number of things in addition to teaching, such as curriculum development, co-ordinating comprehensive service plans for children with special needs, coping in their regular classrooms with children who have special needs, and then also, perhaps, training classroom assistants to become teachers. When you add all these things together that is a very heavy load because, as I said before, just teaching itself, if you try to do it well, is very demanding.

The specific concern that I have under this is that while it is commendable to have the classroom assistants work with a trained teacher, that I would say not every teacher would be able to do that work successfully. So if we frame the recommendation and the intent is understood, fine, but I would say it would be very important to identify teachers who are able to do this successfully, just as I am sure in the practice of medicine you have some very competent doctors but they are not good at trying to explain to anybody else what it is that they are doing and why. It takes a special kind of person to help another to learn his art or craft. So I would strongly suggest that the kinds of teachers who are very competent doing this be identified and be given special consideration, either in their teaching class load or remuneration or in some other way to enable them to do it effectively.

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

HON. DENNIS PATTERSON: I just wanted to say, Mr. Chairman, in response to Mr. MacQuarrie, that we now do presently have teachers working with classroom assistants in a supervisory training capacity under the field-based teacher education program and they are paid additionally for undertaking these duties. I think that we can probably be quite certain that the NWTTA will ensure that they are also compensated for any other duties that they undertake as a result of these recommendations. I agree that not every teacher should be expected to add these burdens to their already significant workload. Thank you.

CHAIRMAN (Mr. Fraser): General comments. Are you finished with recommendation 29, Mr. MacQuarrie?

MR. MacQUARRIE: Yes, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Could we move on to section five, special services, recommendations 30 to 36? General comments. Mr. MacQuarrie.

Special Services, Recommendations 30 To 36

MR. MacQUARRIE: Yes, the whole area of special services is an important one. As the co-chairman of the committee has already pointed out, there is reference to it in the present ordinance, and yet the system is unable to deliver what it has undertaken to deliver, so the committee is apparently coming on stronger in that area, and have adopted a particular approach with respect to it, but I am concerned when I read it that it may be, again, more than we can possibly deliver financially, more than teachers are able to do in their individual classrooms. The approach that is recommended, I understand from conversations elsewhere, is something that was adopted -- I believe it was in Manitoba, I am not sure but I think that is the thrust of what I was told at one time, but I am not entirely sure that it is practical.

I wonder about the cost of this total approach, and about the capability of ordinary classroom teachers delivering what is being asked. Is there an estimate of costs, with respect to this portion of the program particularly? Why does the committee take this approach, particularly, for instance, providing children with special needs with the services in their own community -- which, again, I have no doubt, is commendable and desirable, if it can be managed -- and also having these children not in special classrooms, but in regular classrooms, with regular teachers expected to take care of them? Can I ask where does that arise, and if any assessments have been done, what is the success of it, and so on?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Probably, more than anything else, I think when we went around through different classrooms you could see that these children who were having, in some cases, severe learning problems are, right now, in those classrooms, and those teachers are trying their damndest to do something for those kids. I would say, probably more than anything else, of all the things

I actually saw this is the thing that probably made me maddest as a committee Member, that even though the law says the Minister is supposed to provide programs, nobody could tell me that these kids are getting the individual attention that they require.

Another thing, it should be pointed out that some of the funding could be an interdepartmental transfer if we set a decent program up, because, right now, if a child can be identified as having a physical or mental disability severe enough that it requires him to go out of the Northwest Territories, funds are made available from Social Services and Health for this, but nothing is given by those departments to a community which wants to have a program within its own community and not send those children out. So there is one area that can be improved right now. I think you will be aware that I have tried to do something about that on occasion, but those two or three departments, I think, have not come up with anything yet on that.

Individual Programs For Children With Learning Problems

The other thing is that the idea of having programs which involve the teacher, without any doubt if she or he is going to be successful, she needs a resource to help or even identify the problem. The teacher might know that the child has a learning problem, but she might not know exactly what it is, or exactly what program he needs, or what he or she can do to help that student; but definitely the teachers in the field told us they want help. They are having to deal with the problems and something has to be done, so we have addressed that. It has been suggested to us that a written plan, an individual program for each student, is what is needed, because you have teacher turnover, and teachers transferring, so that these children's progress is -- the most complimentary thing to be said is that these children are often temporarily lost. If one teacher is working with a child as much as possible and then moves out of the community, does a subsequent teacher follow up on that, know where to begin or even know there is a problem in the first place?

Integration Into Regular Classrooms

The other point I believe you made, about children being integrated into the regular classrooms and not segregated, in a small community, this is a practical problem that has to be met, because there are not as many children as there might be in Yellowknife, where you might have enough children of the same age group that you could put them in a separate classroom. There is also a great question -- I guess a moral question -- that I know has gone to court in the United States, and has happened, I think in Winnipeg, where the parents have said, "Look, I pay taxes, my child has rights, and I want my child in my school, in my community, with children of his own age." Even though the committee was not dealing heavily with that at the time, obviously it is something that is going to come up and be a problem for the department, where they are going to insist that their children, no matter how severely handicapped, should be in the regular stream of the program. There is no doubt that maybe that is the best place, because some of the advice we got is that if you keep segregating children that have these problems, how are they ever, when they become adults, going to deal with other people, if they have never been exposed to other people in their day to day life?

The other thing is, and it has been an issue in several communities recently, in Edmonton, I believe in the Winnifred Stewart School there, because of lack of funding, because they do not have room, these children who would have normally gone there have had to be integrated into the normal classrooms. A few programs I saw on television recently indicated that, even though the schools that took these students in were apprehensive to start with, the teachers that were interviewed and the officials in the school board who were interviewed, found that in fact it was good for both the handicapped students and the rest of the students to have those people in class. It was a good social situation. I cannot say anything more on that than what I have said.

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

HON. GEORGE BRADEN: Thank you, Mr. Chairman. I have two brief questions, which I think deserve brief answers. Did the special committee give any consideration to the legal liability of local education authorities in cases where individuals feel that their rights to special education were not upheld, or where the individual program plan has not been fulfilled? I guess I would be referring to recommendation 32, which indicates that this authority shall be delegated or granted to an LEA, or even a divisional board. In terms of a general question, Mr. Chairman, did the committee consider this?

The second question, and again it is a general question, Mr. Chairman, did the committee consider the need to provide extra support or funding for a home support system, or home care system, for individuals whose needs were previously met in the southern institutions?

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

Legal Responsibility

MR. McLAUGHLIN: On the first question, we realized that the Minister, under the present ordinance, has a clear legal responsibility in this area, and we felt that if this legal responsibility is his he should be able to delegate this responsibility to school boards, and to local schools or even local school officials, like the principal but that the liability would still have to be on him, because clearly under the existing law, that is his responsibility. I am sorry, Mr. Braden, I did not quite get your second question.

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

Support Services For Students With Special Needs

HON. GEORGE BRADEN: Mr. Chairman, assuming that some students who are currently in the South will be back home in their home communities, did the committee give any consideration to the need for additional funding or additional support services that would be required outside of the educational institution in order that these students or individuals with special learning needs or special handicaps would obtain the kind of services that they would require?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: I just want to make it clear, it was not the committee's intention, where parents have made the decision that sending their child to an institution down south is the best answer for their child, to force those people to be in a local program, especially in cases of severe disabilities. Our intention is that when the parents choose to keep the child at home, when outside of the classroom experience it is definitely the parents responsibility, funds should be made available to the education committees locally in order to provide education services. If a situation was that some other special care outside of the classroom would have to be done in the community, that would be a matter probably for Social Services and Health, as it is right now.

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

MS COURNOYEA: Mr. Chairman, a short answer to Mr. Braden on the legality question, a paragraph on page 122 would answer his question, starting, "We therefore recommend that legislation be enacted to define 'equal opportunity'..."

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

HON. GEORGE BRADEN; Mr. Chairman, presumably that legislation would define "equal opportunity" and spell out in the legislation who is legally responsible or who was liable. I thank the Member for her comment there.

CHAIRMAN (Mr. Fraser): Was that a question, Mr. Braden? Just a comment. Mr. MacQuarrie.

MR. MacQUARRIE: I think earlier I did not get an adequate answer on the matter of cost, and I would ask for a little clarification there, but going on from there it says that individual program plans would be prepared. Could I ask, when the committee was thinking about this, who would prepare those? Again, would that be a teacher's responsibility? Who would prepare them, with what support, and what resources?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

Resource Persons

MR. McLAUGHLIN: In the details of our recommendations on administration, we intend that each board would have a resource person for the principal and the teachers, to help them evaluate a child's needs and also to set up a program for them. The actual practical application of the program, we thought, should be the responsibility of the principal, to see that, in fact, the teacher was following the program and that a file would be kept by the principal to be passed on to any subsequent principal to make sure that between the principal and the resource person the continuity would be maintained for that child.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Further on details and costs, we have not determined anything more than what it would cost to have the additional four or five resource people which are not in existence at this time. That would be the cost, trying to get these psychologists and resource people available in the field, something the government has been trying to do and has a great deal of difficulty trying to do.

CHAIRMAN (Mr. Fraser): Ms Cournoyea.

Necessary Resources Not Available To Teachers

MS COURNOYEA: Just in regard to Mr. MacQuarrie's question, when we talked about the costs of bringing in these individual plans, it was very difficult to do so, mainly because many of the teachers in the regions said that, for their own career development and their own involvement, much of the work could be done by themselves. They did express that they were having difficulty with a number of students and it varied from community to community, but the greatest concern was that oftentimes they never had the resource people to help them look at each individual student, and by and large they felt that they could do a lot of that work themselves if they could have the necessary resources to come in and the technical training to come in, would enable them to do the job.

In the hearings and communication with the teachers that I was involved with, the teachers often expressed that they felt at a loss because the resources were not available for them to develop those plans and to also work with them in identifying the various ways that they could approach teaching the problem children, whether it related to a total disability or it related to just a learning problem. Many of the areas in the special needs section very much related to a larger part of the classroom and the special needs were really more identified with learning problems. The teachers felt that they were handicapped because they had not the resources to back them up or identify the problem.

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

Not All Children May Be Best Served In Home Communities

MR. MacQUARRIE: Thank you, Mr. Chairman. When we come back to deal with these, finally, I will find it hard to consent to this section unless there is more information, more information based on research and analysis with respect to two things. Number one, that in fact children with special needs -- and I presume we are talking about children who may be mentally retarded, children who may be severely emotionally disturbed, children who may be suffering from such things as spina bifida or who are autistic, we may be talking about children who are blind -- and I at this moment find it hard to be convinced that in fact many of those children would be best served by keeping them in the communities. Now, I can see a case where parents insist that that is what they want for their children, that maybe we have to make some special arrangements, but as to whether we should make that a policy is something that I am not at all convinced yet.

Just in the case of blindness, for instance, I know that the Canadian National Institute for the Blind runs schools. I know there is a disadvantage in taking children away from their communities to learn there, but in the long run, for an effective life, they may learn things at such a place which will stand them in good stead down the line. I think it is the Norwood School in Edmonton where children who are quadraplegics and autistic and so on receive very good instruction. Just last week I noticed on the television that there is now a centre in Edmonton where many people with severe disability are taught the use of computers, because it is an area where they will be able to probably perform effectively and hold down regular jobs eventually. I would not want to see that kind of education opportunity by policy removed from some of our children.

Equal Opportunity Needs Common Sense

The other area that I am not convinced about yet, as a teacher of quite a number of years experience, is that in fact teachers can manage effectively a regular classroom where they have, in addition, children who are emotionally disturbed and seriously handicapped and so on, and it is a very difficult thing to do. I know that the matter of equal opportunity has been raised, but again I dislike the idea of bandying about phrases like that as though they were absolutes that are inscribed or were inscribed by God at the day of creation. We want as an aim, generally, to give equal opportunity, but that has to be attempted with some good measure of common sense as to the extent that it can be accomplished. The fact is, I would say, as an experienced teacher, that if

you have many children in your class who are very difficult to handle, I do not even think you would really do justice to them, but while you are dealing with them, you absolutely will not do justice to the other 20 students who are waiting to learn. Now, I may be wrong. You may have research that proves me wrong, and I am open to listening to it, but if I do not see it or do not hear it, then I will not be convinced that this section is a desirable section.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. The hour being 6:00 o'clock, we will rise and report.

MR. SPEAKER: Mr. Fraser.

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

MR. FRASER: Mr. Speaker, your committee has been considering Tabled Document 1-82(3), report of the special committee on education, and wish to report progress.

MR. SPEAKER: Thank you, Mr. Fraser. Announcements and orders of the day, Mr. Clerk.

CLERK OF THE HOUSE (Mr. Remnant): Announcements for Tuesday, November 9, caucus meeting in Katimavik A at 9:30 a.m.

ITEM NO. 12: ORDERS OF THE DAY

Orders of the day, 1:00 p.m. Tuesday, November 9.

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

---ADJOURNMENT

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