



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

9th Session

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**Pages 179 to 215**

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

# LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, NOVEMBER 9, 1982

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Tuesday, November the 9th.

Item 2, replies to the Commissioner's Address. There do not appear to be any replies today.

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

ITEM NO. 3: ORAL QUESTIONS

Mr. Butters.

Question 41-82(3): Status Of NCPC Power Plant In Inuvik

HON. TOM BUTTERS: Mr. Speaker, might I ask the Minister responsible for emergency measures whether there is any updated information with regard to the fire that occurred in the NCPC plant in Inuvik a couple of days ago?

MR. SPEAKER: Mr. Braden.

Return To Question 7-82(3): NCPC Fire Affecting Inuvik Power Supply, and

Return To Question 41-82(3): Status Of NCPC Power Plant In Inuvik

HON. GEORGE BRADEN: Thank you, Mr. Speaker. In response to my honourable colleague's question, I received the following report. An NCPC team has completed an assessment of the damages and their structural engineer is currently developing plans to replace the portion of the old power house which was damaged by fire. To date, local contractors have been employed to complete temporary repairs to the damaged building. The work is now complete, and the building, I am told, is operational. All generators and boilers which supply the heat are running and the situation appears to be well under control. I am told that none of the equipment was seriously damaged in the fire.

Finally, Mr. Speaker, in respect to Ms Cournoyea's request the other day for the substantiation on the use of Tuktoyaktuk power, a response is being prepared.

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

Question 42-82(3): Response To Motions 39-82(1) And 40-82(1)

MR. PUDLUK: Mr. Speaker, I do not know where I am going to address this question. On February 26, 1982, I introduced Motion 39-82(1), New TV Antenna for Resolute Bay, also Motion 40-82(1), Local Radio Station in Resolute Bay. I never got any response on those two motions. I do not know who could answer that question. Thank you.

MR. SPEAKER: I imagine that will have to be taken as notice to check the records, Mr. Patterson.

HON. DENNIS PATTERSON: Yes, Mr. Speaker, I am speaking for the House as far as the Department of Information is concerned, and I would like to take that question as notice and reply as soon as I can. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Item 4, questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Mr. Appaqaq.

Question 43-82(3): Interpreter Service For Elderly Inuit In Southern Hospitals

MR. APPAQAQ: (Translation) Thank you, Mr. Speaker. I have a question for the Minister of Social Services. It was asked by my constituents in Sanikiluaq. I was asked to raise this question with regard to the older Inuit going out for hospitalization in Kingston, Ontario. Most of the patients cannot communicate to the staff and this becomes a heavy burden to the older Inuit. When they cannot be treated in Moose Factory, they are sent out to Kingston, Ontario. My question is, would it be possible for the Department of Social Services to hire an Inuk interpreter to escort the older Inuit patients? The Inuit interpreters would not have to be paid on a high-range scale, just so long as their accommodation, travel and meals are covered by the Department of Social Services. I would like a solid reply on this matter for the sake of the older people. Thank you very much.

MR. SPEAKER: Thank you, Mr. Appaqaq. Written questions. Mr. Curley.

Question 44-82(3): Housing Corporation Supply Contracts

MR. CURLEY: Thank you, Mr. Speaker. I have a question to the Minister responsible for the Housing Corporation. How many of the Housing Corporation's total resupply contracts were tendered from Keewatin district during 1979, 1980, 1981 and 1982? Where, and in what amounts, and who were the tenders awarded to? How much of the Housing Corporation's building supplies was awarded to Henzel Lumber from Winnipeg in each of these years? How many supply contracts were awarded directly to Henzel Lumber without tendering of the contracts, by the Housing Corporation, during 1979, 1980, 1981 and 1982?

MR. SPEAKER: Thank you. Written questions. Last call, written questions. Are there any returns for today? Mr. Tologanak.

Return To Question 18-82(3): Housing Emergency Situation In Yellowknife

HON. KANE TOLOGANAK: Thank you, Mr. Speaker. I have a return to oral Question 18-82(3) -- that is from Mr. MacQuarrie on November 4th.

The Department of Social Services Yellowknife district office receives approximately five requests per month which could be categorized as a legitimate request for emergency accommodation, that is, from residents of Yellowknife, as opposed to requests from transient persons who have arrived in this community without engaging in any planning whatsoever.

The department once rented a unit in the YWCA for emergency accommodation purposes, but this did not prove to be a satisfactory arrangement. The individuals who utilized this facility were not very responsible and, as a result, the unit often had to be extensively repaired. Another practical problem with this type of arrangement is that individuals and/or families would move into these units and, because of the lack of alternate rental accommodation being available, the individuals would be unable to move out of them to make way for emergency needs. At the present time, the department utilizes hotel accommodations for those who have no other alternatives available to them. This certainly encourages quick resolution of some of the difficulties. Although it is not the most satisfactory arrangement, it probably is the most cost effective answer for the city of Yellowknife. Several of the requests received at the district office concern families who wish to split up. In several instances, they are obliged to stay together until alternative accommodation becomes available.

There are some factors which this government could address in endeavouring to ease the accommodation situation in Yellowknife. Some persons living in subsidized rental accommodations through the Yellowknife Housing Association have an income level which would allow them to move into the

private rental market. It is my understanding that there is no mechanism available which enables the Yellowknife Housing Association to move those persons out who have gone beyond a certain income level. The Social Services staff have also seen persons whose power bills in these units exceed \$200 per month; this contributes to the financial problems of some tenants.

The Department of Social Services has also been exploring ways in which women, especially those with dependent children, can be given the authority to retain their accommodation in those instances where their husbands are abusing them. All too often, it is the women and children who end up leaving the unit and seeking emergency accommodation, rather than the male partner who is probably in a better situation to find and afford alternate accommodation. What is really needed in Yellowknife is a supply of rental accommodation greater than that which currently exists. This obviously is beyond the scope of my department's mandate. Thank you, Mr. Speaker.

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

Return To Question 24-82(3): Winter Road To Fort Norman And Fort Franklin

HON. ARNOLD McCALLUM: Mr. Speaker, I have a reply to written Question 24-82(3), asked by the Member for Mackenzie Great Bear, Mr. Fraser, regarding the winter road to Fort Norman and Fort Franklin.

Winter roads to Fort Norman and Fort Franklin are anticipated to be open by the end of January, 1983. Construction is dependent on weather and the availability of ice over critical crossings. Therefore, historically, construction cannot commence until late December. The intention of the Department of Public Works is to have the winter roads open as early as possible. The section of road north of Fort Simpson to Wrigley will be opened and maintained by Rod's Contracting of Fort Simpson as an extension of their existing highway maintenance contract. The other sections of winter roads are presently being publicly tendered, so it is not yet known who will construct the winter roads. Tenders close as follows for the noted sections: a) November 9th: Fort Norman to Fort Franklin and Fort Norman to Little Smith Creek; b) November 10th: Wrigley to Little Smith Creek; and c) November 12th: Norman Wells to Fort Norman.

MR. SPEAKER: Are there any further returns today?

Item 5, petitions.

Item 6, tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. Curley.

Notice Of Motion 10-82(3): Reduction On Increase To Territorial Staff Rent And Utility Costs

MR. CURLEY: Mr. Speaker, I give notice that on Friday, November 12th, 1982, I will move the following motion, seconded by the Member for Yellowknife Centre.

Now therefore, I move that this Legislative Assembly recommends most strongly to the Executive Committee that the previously announced rent and utility cost increases applicable to government employees occupying staff accommodation be reduced to the six per cent and five per cent levels identified in the government's restraint policy announcement of September 22, 1982, effective on the date of their respective implementation; and further that this Legislative Assembly recommend to the Executive Committee that these reductions of cost increases to six per cent and five per cent apply specifically to the following: a) staff accommodation rental rates, effective November 1, 1982, in Yellowknife, Hay River, Fort Smith, Pine Point, Fort Simpson, Inuvik, Fort Resolution and Fort Providence; b) the announced 12.5 per cent rental increase for Government of the Northwest Territories staff accommodation in communities other than those identified in a) above to be effective January 1, 1983; and c) the announced 32.5 per cent increase to the per square metre per annum electrical charges to be effective January 1, 1983.

MR. SPEAKER: Thank you, Mr. Curley. Notices of motion. Last call, notices of motion. Mr. McLaughlin.

Notice Of Motion 11-82(3): Cancellation Of Sitting On Remembrance Day

Mr. McLAUGHLIN: Yes, I would like to give notice and at the appropriate time I will ask for unanimous consent, that this Assembly not sit on November 11th, and further that this Assembly sit from 1:00 p.m. to 6:00 p.m. on Saturday, November 13th.

MR. SPEAKER: Thank you. Are there any further notices of motion? Item 9, notices of motion for first reading of bills.

ITEM NO. 9: NOTICES OF MOTION FOR FIRST READING OF BILLS

Mr. Butters.

Notice Of Motion For First Reading Of Bill 22-82(3): Supplementary Appropriation Ordinance, No. 1, 1982-83

HON. TOM BUTTERS: Mr. Speaker, I give notice that on Friday, November the 12th, 1982, I shall move that Bill 22-82(3), An Ordinance Respecting Additional Expenditures for the Public Service for the 1982-83 Financial Year, be read for the first time.

MR. SPEAKER: Thank you. Notices of motion for first reading of bills. Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 7-82(3), Electoral Boundaries Commission. Mr. McLaughlin.

Motion 7-82(3): Electoral Boundaries Commission

MR. McLAUGHLIN: Thank you, Mr. Speaker.

WHEREAS the Northwest Territories Act (Canada) empowers this Legislative Assembly to determine its own number of Members, up to a maximum of 25;

AND WHEREAS certain existing electoral districts may be too large or too populous, or contain too many settlements to be adequately represented by one MLA;

AND WHEREAS an increase in the number of MLAs would permit better representation of the electorate, and would provide additional Members to serve on the Executive Committee and on standing and special committees;

NOW THEREFORE, I move, seconded by the honourable Member for Central Arctic, that the Executive Committee introduce the necessary legislation at this session to allow the Commissioner to immediately appoint an electoral boundaries commission to study the existing size and number of electoral districts, and to present its recommendations regarding any changes before the next session of the Assembly;

AND FURTHER, that the Executive Committee be requested to introduce legislation during the winter session, 1983, to implement the recommendations of the electoral boundaries commission.

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

MR. McLAUGHLIN: Thank you, Mr. Speaker. I think that when the Assembly is allowed by the Government of Canada to have 25 Members that it is important that we take advantage of all the democratic tools that are given to us for self-government in the Northwest Territories, that we also take advantage of the fact that the last Assembly was, I think, very wise to make only 22 electoral districts, which allows us to make up for any minor problems that resulted and any changes and shifts in population that might have occurred. There are particular ridings, for example the Yellowknife South riding, which has had a large shift of population moving into it, which need adjusting. Also, there are problems with having an Executive Committee made up of seven Members in a small House. In a way it is like having a minority government party seeking support wherever they can find it. I think it is important that there should be a proportionately larger number of Members who are not on the Executive Committee of the House. The standing committees have had to duplicate several Members in order to have enough people. I also think that there are some real concerns with two or three of the ridings in the Northwest Territories where several communities are represented by one MLA. I would like to seek the support of the rest of the Members in the House in helping this Legislature deliver better representation for the people of the Northwest Territories.

HON. DENNIS PATTERSON: Name one.

MR. SPEAKER: Thank you. As seconder, Mr. Tologanak, would you like to speak at this time?

MR. McLAUGHLIN: There is one, Mr. Patterson.

#### Distinct Dialect Differences In Central Arctic Riding

HON. KANE TOLOGANAK: Mr. Speaker, when I first became a Member for the Central Arctic, commonly known as the Kitikmeot region, the people in my area, in the Central Arctic region -- many of you know it comprises of six or seven communities, which are spread across the Central Arctic, north of this city and between the Mackenzie and the Keewatin and the Baffin and below the High Arctic -- the people in the region speak different dialects, two distinct different dialects. Basically between Pelly Bay, Spence Bay and Gjoa Haven, they speak a distinct Eastern Arctic dialect and those people in Cambridge Bay, Coppermine, Bathurst Inlet and the small communities in between do have another dialect as well. If I was able to today demonstrate to you what the two different dialects were I would require another interpreter to be properly understood by everyone present in the House. There are not many people who can speak both dialects in the Central Arctic. There are not many people who could speak the two different dialects and who may aspire to present them in this House when we have difficulty in understanding what is happening. The necessary funds we may be provided as ordinary Members may allow us at times to hire our own interpreters, but it is always not easy to find those people in those two different dialects. This House, as well, has difficulty and the government itself has difficulty hiring people in my dialect in the Central Arctic.

As a result of all the concerns the people had in the Central Arctic, the people have expressed through several different ways -- through individual settlement council or hamlet councils, through the regional organizations -- that they would like to see a second MLA representing those communities because of language and transportation problems, basically Spence Bay, Pelly Bay and Gjoa Haven to be one Central Arctic riding, and then the other communities to represent the western part of the Kitikmeot region, as it is called. I do not want to add any more than what I have said, but I would urge that the Members support this motion. It has the support of the people in the Central Arctic. It has the support of the community leaders, the regional organizations and I have all the necessary minutes and documentation that I received from the various communities and I will table those tomorrow. Thank you, Mr. Speaker.

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

#### Time Limits And Logistical Problems Involved

HON. DENNIS PATTERSON: Mr. Speaker, I think this is a very important motion and I think there are a number of very important questions that this House must discuss before we decide what we will do with this motion. I think it is in the public interest that these questions be asked and answered by the movers of this motion -- such questions as, first of all, how does a territorial electoral boundaries commission work? How much time is it going to take it to do its job? Is it humanly possible for all the people of the Northwest Territories -- not just the people in Mr. Tologanak's constituency, but all the people of the Northwest Territories, including the people in Sanikiluaq, the people in Grise Fiord, to be consulted prior...

MR. MacQUARRIE: And Yellowknife.

HON. DENNIS PATTERSON: Yellowknife, too -- agreed. All communities have an interest in this issue, not just the ones where Members say the riding is too large, all communities have an interest in this redistribution, because the motion is proposing that all electoral districts' sizes and population be examined by this boundaries commission, not just the ones that a small committee composed of MLAs who figure that their ridings are too large have recommended, but all 22 constituencies. I would like very much to get advice from the Clerk of this House in committee of the whole as to whether it is humanly possible for a territorial electoral boundaries commission to meet the time limits suggested in this motion. In case Members did not notice the time limit suggested, it would require a territorial electoral boundaries commission to be appointed -- now maybe the Members have already arranged for membership on this boundaries commission, I do not know...

MRS. SORENSEN: Shame, shame!



HON. DENNIS PATTERSON: ...but the boundaries commission would have to be appointed -- well, they better have decided who is going to be on it if the commission is going to do its work by the winter session of 1983. In case the movers of the motion do not realize it, that is barely three months away and it falls over Christmas and it occurs at a time when there is already going to be a federal electoral boundaries commission travelling to the same communities, asking similar questions. Now, I would like to know whether it is humanly possible, first of all, to meet this deadline suggested in this motion and I think we have to discuss this in committee of the whole to get the answers to these questions. I would like the advice of the Clerk to be given to the public of the Northwest Territories. The advice has been given by the Clerk in caucus and ignored by the Members who have moved this motion, but I would like the public to know the logistical problems associated with this motion. I would like to know what it would cost, as well. I would like to know what the financial implications of adding three Members in a time of restraint are. I would like to know what the boundaries commission would cost, because they are going to have to charter a helicopter if they are going to do their work thoroughly...

MRS. SORENSEN: Do not give people representation if you have not got the time.

HON. DENNIS PATTERSON: ...in a couple of months. I did not hear that catcall, Mr. Speaker, so I will not respond to it.

---Laughter

MRS. SORENSEN: Too much money to give people equal representation.

MR. SPEAKER: Please. Order in the House, please. Mr. Patterson has the floor.

HON. DENNIS PATTERSON: I am not going to even speak to the motion at this point, but I would urge Members, and particularly Mr. MacQuarrie, who chastised us, I think somewhat properly, for not giving thorough debate and consideration to an important motion that arose last week.

MR. MacQUARRIE: How magnanimous. Now I really appreciate it.

HON. DENNIS PATTERSON: No, you know, I have a lot to learn from...

---Laughter

...from Mr. MacQuarrie and, you know, I might have handled myself differently had I...

MRS. SORENSEN: Sounding more like Searle every day.

Motion To Refer Motion 7-82(3) To Committee Of The Whole, Carried

HON. DENNIS PATTERSON: I would like to appeal, particularly to Mr. MacQuarrie, but also, in the public interest, we should discuss this in detail in committee of the whole, because there are some major implications to this motion, Mr. Speaker, and so I now move that we debate this motion in committee of the whole. Thank you.

HON. GEORGE BRADEN: The first order of business after education, right?

HON. DENNIS PATTERSON: As the first order of business after the education report.

MR. SPEAKER: I have a motion on the floor. Is there a seconder? Mr. MacQuarrie. To the motion.

SOME HON. MEMBERS: Question.

MR. SPEAKER: Question being called. All those in favour of the motion to put it in committee of the whole after the report of the special committee on education, hold up your hands, please.

MRS. SORENSEN: See how democratic we are.

HON. DENNIS PATTERSON: I do not dispute it.

MR. SPEAKER: Against? The motion is carried.

---Carried

Motion 7-82(3) will be placed in committee of the whole as one of the first items of business after the completion of the education report. That appears to conclude the motions for today. Mr. McLaughlin, did you have another motion you wished to make today?

MR. McLAUGHLIN: Thank you, Mr. Speaker. I would like to ask unanimous consent at this time to deal with my motion regarding November 11th and November 13th Saturday sitting.

SOME HON. MEMBERS: Agreed.

MR. SPEAKER: Unanimous consent being requested. Are there any nays?

MR. SIBBESTON: Nay.

MR. SPEAKER: Is there a nay? Mr. Sibbeston has refused unanimous consent. That then, I believe, concludes the motions 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

Special Services, Recommendations 30 To 36

CHAIRMAN (Mr. Fraser): I call the committee to order. We are dealing with Tabled Document 1-82(3), the report of the special committee on education, and we are dealing with section five, special services, recommendations 30 to 36. We are on general comments, and Mr. Butters, I think -- I believe it was Mr. MacQuarrie that asked the last question last night. Do you want Mr. Butters to proceed?

MR. MacQUARRIE: Yes, let him proceed.

CHAIRMAN (Mr. Fraser): Mr. Butters.

HON. TOM BUTTERS: Thank you, Mr. Chairman. I think that the committee's report and recommendations, while the report contains a number of very positive new initiatives, I think that the committee is to be especially commended for singling out and identifying this area of special services as one in which the Northwest Territories has not responded to a demonstrable and grievous need in the education field.

I do not share the same concerns as my colleague for Yellowknife Centre in requiring to see research which would support the recommendations and the proposals that are contained in this section. I think that one has to only walk into any community and look at the very great amount of work that has to be done in educating those youngsters who have somehow been ill-served or poorly served or unserved by current educational programs. I feel that our jurisdiction probably has the greatest requirement for special services in Canada. I think that other jurisdictions are ahead of us in this area, and specifically I feel that our sister province of Newfoundland, whose economic and cultural and political situation is very analogous to ours, has moved considerably to resolve the problems and the difficulties that are occurring in this area.

I would like to just ask a couple of questions, though, on this section. On recommendation 31 I wonder if someone might define for me who would be included in the definition of "children with special needs". I tend to think we may be misled into looking at a very narrow spectrum of youngsters in requirement for such special needs. I was wondering whether the definition that has been envisaged by Members of the committee would be a more extensive -- and I just wonder whether the committee in its examination of this area of need took the time or was able to review the work that is being done and has already been put into place in Newfoundland? I say this because I certainly was not aware of the progress that that jurisdiction has made in the area of special services and special education until I had the good fortune to visit that

province some two years ago. I was amazed at the number of teachers who have been designated to provide services in this area. So I guess I am wondering, as a supplementary question, if Members of the committee did examine the Newfoundland situation and did feel that the manner in which the education department of that province is addressing the problem is the way to go, whether or not we too should be establishing and developing special education teachers, and whether such establishment would influence or affect the current pupil/teacher ratio in our schools?

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

Services In The Communities For Children With Special Needs

MR. McLAUGHLIN: On the question of should children stay in the communities, following some of the comments yesterday we have made contact with Ron Neufeld, who did the work with us in this area, and just to repeat some of the stuff we covered yesterday and give some of the details related to children staying in the communities for these special services, wherever possible this is the best situation, but there will be exceptions. There is a lot of research which indicates community living is superior to institutionalized living, and the trend now is to institutionalize only the very severely handicapped. On the related questions of how can the teachers manage, well, they can manage if the support is there, and this support has to come through training, workshops to enable the teachers to cope with students with special needs, and the use of resource specialists for consultation and advice who can work with teachers.

When we were working on this suggestion of divisions, we suggested a minimum of one resource specialist per division, but based on the student population would probably be the best way: maybe, for example, one per 1000. It was our idea, that if you had two of the smaller school divisions close to each other, then for example one resource person in Inuvik could serve both Inuvik and the Beaufort for this type of situation. Regarding teacher aides or classroom assistants who could work individually with special students in the classroom where possible, but can also pull children out of the class in order to work with them separately when it is needed, this is going on in, I know, Pine Point and Hay River right now. They started out with voluntary people and the Minister has provided some small amount of funds to help out with this in the last few years.

With the related problems in costing that you are suggesting would be in addition to what we do now, although individual teachers can identify children in their classrooms who need additional help, they need the help of experts to recommend a treatment. Costing is difficult in that aspect of how much you need in the way of specialist resources. You also have to remember that one of the most difficult things that we found in special services up here is the difficulty of identifying students with problems, because of the language barrier that exists, especially with younger students.

As for formulas, the formula in Manitoba is; for mildly handicapped students, approximately \$3000 per year, because mildly handicapped students can make use of existing materials with some adaption; and then, severely handicapped students, about \$6000 per year. Individual boards' allowance for a special needs consultant is what will be the primary reason for the \$6000. Extra resource people can work at the centres for teaching and learning, for example, and be called upon by the areas where they are needed. It should also be noted that it costs up to \$150 per day for people in institutions. Thank you, Mr. Chairman. I think that covered most of what Mr. Butters asked, and if there are a couple of others I will try to get them.

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

HON. TOM BUTTERS: Well, I regret, he covered nothing that I asked. He answered questions that were asked yesterday. I will just repeat my questions. Would he then provide a definition of the words in recommendation 31, and the words are: "Children with special needs"? Give me a definition and some examples of children with special needs.

The second questions was: Was an examination made of the Newfoundland situation and the program which is currently in place in that jurisdiction, and if the Newfoundland solution was to be accepted, that is special education teachers designated as they are in that jurisdiction, would such a designation affect the current pupil/teacher ratio that exists in our schools? Those were my questions.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. Anybody else want to try? Mr. Curley.

Policy Of Commitment To Provide Services

MR. CURLEY: Thank you. Mr. Chairman, I think, before we get into the nitty gritty details, administrative and all the necessary questions of that kind -- before we intend to make any such improvement to the services that have been overwhelmingly neglected, I think, in terms of the communities' right to assist and help those people with handicaps, disabilities -- before we get into that, we must make some sort of a commitment as to whether or not this government or the Department of Education is willing to provide special services through the schools, in the community. That was sort of an emotional area when we consulted with the communities, because it is one area where people were reluctant to really come out until we started to compare the kind of services that were available in southern cities, which this government very well has been trying to pursue.

At this moment, we seem to have a policy that those disabled students do not belong to the schools in our communities. You know, they do not deserve to be given special consideration in terms of extra expertise or special resource people on the government pay roll, or special attention in terms of individualized plans for the disabled student to be provided through the regular part of the school in a community. We seem to accept that fact, that they do not deserve that kind of treatment in the school, because it is going to be costly, it is going to mean money, you are going to have to find somebody, you might take some part of the teachers' time away from the other highly intellectual, intelligent students. So we seem to have taken that posture. The NWTTA might say, "Look, we are not going to be able to teach our children if we start spending more time on these kinds of people."

What I am trying to say is, should we make a commitment to try and provide a better service and more resources for those people who have never had that privilege before? I think that is all we are asking in that recommendation.

Then, I believe, when it gets down to implementation, which the Minister is going to have to be responsible for, we are going to find out whether or not it will be humanly possible, or financially possible, to provide what we have at least attempted to ask for in the recommendation. We know we could never get 100 per cent service in the NWT; we likely never will for a long time yet. I think the most important thing is: Is this Assembly prepared to make a commitment to those people who have been physically handicapped, who need special attention? I think that is what we are trying to do. If you are asking a detailed question, I think the Minister is going to have to help us in that, because, after all, he is the one who is going to have to set up a program if that eventually gets through. I think, Mr. Chairman, that is all I can add right now. Thank you.

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

Broad Definition Of Special Needs

HON. TOM BUTTERS: A supplementary -- through the courtesy of your Chair, if it might be addressed at the Minister of Education. My understanding is that the government currently does have a program for assisting the handicapped and the disabled student with special needs. I understand that, although that may not have been as extensive as we may have wished, it has served relatively adequately. But it seems to me that where we have fallen down is that funds from that program have been siphoned off for other children in our communities who may not have a physical handicap -- or some other quite discernable handicap -- but be handicapped by way of a home environment, or some other situation. I believe that in many cases these funds, from that program, and especially the funds that have been spent south of the lake, have been diverted to those types of students. That is why I was asking whether the definition of children with special needs was being broadened here, beyond the physically and the mentally handicapped, to include those students who might be socially disadvantaged or whatever term one may wish to use to describe the type of student and individual I think we are all aware of.

So I am saying that I believe -- the Minister can confirm -- there is a policy or a program for the physically and mentally handicapped, but as yet there has been no policy developed for the youngsters in this other general category, who are probably experiencing just as much difficulty as the ones that were identified under the existing program.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I will try to answer the question. I would hope, eventually, that each and every child would be considered a child with special needs, and that ultimately an education system might look at developing what are called individualized programs, or individualized plans, to suit the particular needs of each child in the system. I think that this is the way education is going, and I think, in the long run -- I am personally convinced that the notion of an individual plan for each child is what we could, in a utopian education system, hope to develop. I guess there are educational philosophers and writers who have suggested precisely that, and I have a feeling that is what Mr. MacQuarrie was saying should be done at least in the early years up to the age of nine, in the submission he made to the special committee on education. At any rate, this report does not go that far. It recommends individualized programs and services for children with special needs be developed, and that we look at a broad range of students with special needs -- including the very bright, including the children who can fit into the school system but who have special needs because they might come to school with a first language other than English, they might be socially disadvantaged.

#### Significant Number Deserve Special Attention

I think the notion of the report is to broaden our aid to so-called special education students, and I agree with Mr. Butters that the current activities of the Department of Education see too much emphasis on the graphically handicapped or disabled student. By that I mean we are, I think, probably looking after the severely handicapped and the severely disabled students through a special committee, and we often end up sending them to specialized institutions, at great expense. I think we are probably looking after the severely disabled, or the students with extraordinary needs, quite adequately now. The problem is to broaden our attention to a much wider category of students -- and I know there have been studies done in the Northwest Territories which indicate that there are quite significant numbers of students who deserve special attention -- for example, there are an awful lot of students who have hearing disabilities, which is a considerable educational handicap, and I do not know that we are adequately looking after students in that category. What I see the report saying is, if at all possible, services for children with special needs should be provided in their own communities, and I think the vehicle is these individual programs or individual plans.

Now, just to raise a matter Mr. MacQuarrie mentioned yesterday, I do not see any reason why an individual plan could not be done on a student. It could recommend: "There is no way this student can be accommodated in a school or in a community." I think it is certainly accepted that there are students who must be institutionalized, but what the advisers to the special committee are saying is that firstly this is very costly. It can cost well over \$200 a day, as a minimum, to institutionalize these children. Secondly, there are a decreasing number of spaces available in southern institutions, because there are pressures from the provinces, and they look after their own first. Thirdly, with the proper training of teachers and the proper training of community resource people, we can look after these children in their own communities, with a decent program, at much less overall cost. I think this is what Mr. Butters is asking about, and I would say, in response to him, yes. I see these recommendations as aiming at a broader range of students with special needs, and I see them as making perhaps better use of existing allocations. So that instead of spending two, or three, or sometimes even four or five hundred dollars daily on students, we can spread the money much more effectively in communities, at the community level. I hope that helps to answer the question.

I agree that there is a need for a definition, and it may help the Member with the question to consider the proposed definition presented by the committee in the draft ordinance that was tabled. It is section 103.1 of the draft Education Amendment Ordinance, and I think I might be able to find that definition now, to assist the Member, or at least put some flesh to this recommendation. Maybe you will give me a minute to try and look this up, Mr. Chairman? I cannot seem to put my finger on it right yet.

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

#### Students In Residences In Larger Centres

HON. RICHARD NERYSOO: Yes, Mr. Chairman. I would like to indicate that the ideas that have been recommended with regard to special services, I would have to support. The one question that I would have, is with regard to special services, particularly to what some of the Members of the committee referred to as "institutionalized". I think that, in reading the document, there seems to be a portion of institutionalized students who have been left out, and those are the students that live in residences -- moving from one community to a larger centre. Many of the

students that do move do require additional support, additional help, to in fact ensure that the kinds of courses that they are taking, or the kinds of programs that they wish to get into, are adequately provided. I think that there is a need to identify somewhere in the special services area, and I think that may be the responsibility of the Minister -- to identify a way in which we can help those students who do move from one community to a larger centre -- particularly in situations like the Baffin region, where they are moving to Frobisher Bay, or students that move from the Kitikmeot region to Yellowknife, or from the surrounding Beaufort-Mackenzie Delta to Inuvik. I think there is a real need to help some of those students not only get adjusted, but to in fact ensure that the program outlines that have been developed are appropriate to their needs; and I think that, in some way, that has to be addressed.

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

#### Special Needs Not Defined In Draft Ordinance

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I notice in the draft Ordinance to Amend the Education Ordinance the committee proposes that the Commissioner would make regulations defining special needs students and special services. I suppose that does not help the Member at all; but I do think that allowing the government the flexibility to expand on this definition as resources become available would likely give us the kind of flexibility to do the sort of things Mr. Nerysoo is talking about. I agree that, really, every student should be considered as special, and certainly these young students who come from very close families, who have to go away to school, do have special needs, and we should try and address them with extra counselling services, etc., but the short answer is that the committee does not seem to have defined special needs but rather recommended that it be dealt with in regulations. Thank you.

CHAIRMAN (Mr. Fraser): General comments. Recommendations 30 to 36, special services. Mr. MacQuarrie.

MR. MACQUARRIE: When I said, near the close of yesterday's session, that I would find it hard to support the section unless I had certain research, I meant two of the more significant recommendations in this section; namely that it would be a policy to meet the needs of special needs children in the communities -- and there did not seem to be a distinction as to which special needs students would be included in that -- and, moreover, that these students would be integrated into regular classrooms. Those are the two areas about which I have serious concerns. I, on the other hand, certainly do support the idea that there are a lot of special needs students whose needs are not met at the present time, and that one of the complaints of teachers and parents is that funding does not seem to be available to meet those needs. What I am saying is that, in so far as marginally slow learners are concerned, and gifted children, I think both of these can be handled in regular classrooms, and their needs can be met in communities. The problem is that, in the past, sufficient resources have not been allocated to do this adequately; and so what happens is, wherever it is attempted, it is not done well, because of a lack of resources being available. The problem that Mr. Butters raised with respect to this is not just a matter of detail, as Mr. Curley suggested, but that indeed if you were to allocate special teachers to meet that kind of special needs, and included it in the general pupil/teacher ratio in the school, you would find that what is happening is that the class sizes for all of the other teachers keep getting larger and larger -- and that is not an insignificant matter. It is related to the principal of this policy.

#### Problems Of Services In The Community For Seriously Handicapped

Setting aside for the moment, then, marginally slow learners who have difficulty understanding things, need remedial work and special help, and gifted children who find that the ordinary school program is simply not adequate to absorb their interest and to challenge them sufficiently -- and I had already said I do think that that needs to be supported better than it is -- then we have those who are very seriously handicapped, and that is where the question arises. Is it really better to keep those students in the community or to take advantage of educational opportunities elsewhere where there are programs and equipment especially suited to their needs?

Now, maybe I am jumping the gun here, maybe that will be done -- you know, on a pupil-by-pupil case load, as these matters come up -- but I would like to just read a little something from the Yellowknife Education District No. 1 brief, which was tabled in Inuvik. One statement says, "We question that all students with handicaps that are low incidence high cost can always be served best in their home community and we wonder if we can realistically hope to fully provide 'equal opportunity' for all. The recommended funding for special education is the plan used

in the province of Manitoba." I believe the superintendent for the Yellowknife system comes originally from Manitoba and she is very familiar with that system. The brief says, "Is it the intent of the special committee that the monitoring of program delivery to further support funding would also be done as it is in Manitoba? Is the term 'special education' intended to include a broad list -- for example, severely emotionally disturbed, autistic, severely hearing impaired, visually impaired, multiple handicapped, psychotic and gifted? Is the committee aware that in one Manitoba division, for example, the grant entitlement for special education is \$527,000, but the personnel cost alone is \$687,000? The effect of the Manitoba funding program has been to raise expectations and heighten demand for special service. An elaborate network of support services, decision makers, and program monitors are inherent in these recommendations as they relate to special education. Will the monitoring function interfere with local decision making?"

Well, at any rate, those are the kinds of questions that occur to me, particularly in that area, where you are dealing with not just people with marginal special needs, but extraordinary needs -- low incidence high cost. Is it to be a policy that we will keep these people in our communities?

Secondly, if they are kept in the communities is it intended that it would be the policy that they would be taken into ordinary classrooms? Those are the two areas that I am particularly concerned about. The implication is always given that I do not care about what happens to these people. I care about what happens to them and that is why I wonder what is best for them really.

MR. CURLEY: Good show.

MR. MacQUARRIE: I do not wear my heart on my sleeve, Mr. Curley.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. I see all three Members want to answer that, so we will take a 15 minute coffee break and then they can decide who wants to answer it.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): Special services, recommendations 30 to 36. Mr. Curley. Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. The committee's intent in recommendation 31 was to see to it that special needs are provided for in the communities, for two purposes. One, right now the mildly handicapped students are getting hardly any service at all and, two, when the parents choose to keep a severely handicapped student in the community at home there is virtually no adequate service for that student. The situation that I think that we could find ourselves in and I believe there have been court cases in the southern provinces already where, first of all, school boards have been taken to court and parents have won their cases, which is their right to keep their children in a normal classroom situation in their own community school. Other situations have arisen in the Northwest Territories, even, where children who are having difficulties, which in this case are not a learning situation, but in social services, where the court has made these children wards of officials of this government to ensure that something is done. In talking to a few lawyers I believe that we are in a situation up here where a parent who insists on this type of service being delivered to their child in their community, in their own school, could bring about a situation where a parent might be successful in a court case and have the Minister of Education made responsible by having a child made a ward of the Minister of Education and stipulate that he has to provide the service to the student in his community.

#### New Trends In Education For Disabled Persons

There are new trends. Members have to be aware that the International Year of Disabled Persons just went by us and there are a lot of initiatives in all the provinces across Canada in the area of education for disabled students to ensure that students can live a normal life and participate with their peers in as normal a way as possible. Education is one of the areas which is reacting in other jurisdictions to this and our intention is that this same thing should be done up here. The policy to draw up individual plans is another way of responding to the same situation, where the child will be guaranteed that a continuous education service will be delivered to him, that it will not fall apart just because one individual teacher leaves the community. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Fraser, general comments.

MR. FRASER: Thank you, Mr. Chairman. I have a couple of questions on recommendations 30 to 36. We are talking about identifying special needs. Where can one draw the line on children with special needs since each has individual concerns and problems in every case? Student/teacher ratios for such staffing changes would not be realistic. How would this be funded?

CHAIRMAN (Mr. Pudluk): Ms Cournoyea.

#### Policy Direction From Assembly

MS COURNOYEA: Just to try to not repeat myself, I think that if we do not have a priority or a recognized situation and the direction of the Legislative Assembly that we are going to attempt to work with the children with special needs, then we can just forget about it and say we have not got the money, so let us just not raise any false expectations in people because we do not have a policy, so why do we not just not do anything?

Now, as for the element of varying special needs -- yes, there are a lot of special needs children and they range over a large scope of concerns, but if you do not have a stated policy within the government of the day, then what are we going to do about it? I know a couple of cases where the local education authority, the principal and the community health committee have recommended to the superintendent of Education to deal with one or two very severe cases and the fact is that those children are still sitting in the community and their needs are not dealt with at this time. I do not know whether there is a funding problem or whether there is not a stated policy, but unless we are willing ourselves, as people who come from those individual communities, knowing there are a wide variety of concerns, to set down a recommendation for this government to follow, then I guess we will never have a priority to deal with those special needs concerns.

Within the federal government the education of native people and how they fit into the system certainly appears to be a priority, because if you have not gone through an institution, then how can you fit into the establishment? So, are we going to address those concerns or are we going to shroud them over with all these fears that we are not going to meet our expectations? Or do we set an objective and give this government direction to deal with it, give the power to the divisional boards to know that if they do have concerns that our direction has been given to



this government to try to deal and make every effort to deal with those special concerns? Some of them, as I stated before, can be very well handled by the teachers having special resources available to them. There are some extreme cases, which has been stated, that would probably never be able to be dealt with in the community, but let me tell you, those special cases right today are still in the community and are not being dealt with.

So what do we do, sit around here creating all kinds of fears of where we are going to get the funding -- how much in exact detail it is going to be? We know it is going to cost some and a little more. Maybe it will be a little less than we think it is, because we have never, never in the Northwest Territories, other than on an ad hoc basis, addressed this concern. That is why we have dropouts in the communities -- because what you expect is every native child to fit into the establishment as though their parents have lived in it for so long that they recognize and know the situation, so the motivation is going to come from home. Many of these special concerns and special needs come from a lack of understanding of where you are going to go in the educational system, where it is going to take you, and from experience, from time to time, where it has not taken you, despite the promises of the new system.

#### Present System Is Not Serving The Native People

Now this section is very, very much and should be very much a priority, because the educational system is not serving the native people and by the statistics themselves you will find that it is not, and the percentages that are coming out of the system are deplorable. Now, are we going to address in principle those special requirements or is it to the satisfaction of a number of people sitting around these tables here to try to put it aside because all the details have not been answered? Or with people who have special experiences within the system, are they going to recognize that there is a need to look at these individual children who are not making it through the system and try to address that from various levels, whether it be giving teachers more resources or dealing with the program maybe a little differently if you have a majority of youth who need a special kind of approach in any given community? These special needs exist and the recommendation is that we should deal with it and it is not being dealt with today.

---Applause

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

MR. FRASER: Thank you, Mr. Chairman. I have another question on recommendation 32. Where it states "legally authorized" does this mean that they would be legally responsible as well?

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

MR. CURLEY: Mr. Chairman, maybe it would help the Member to get his answer if you would elaborate a little bit about what you are really trying to get at. Surely we all understand that the Department of Education is responsible for providing the service and the best possible education for those people with special needs, people who have disabilities. There are many of them in the Territories and in order to get a proper response, maybe you would explain a little bit about what that recommendation would complicate, if it is going to complicate anything. Maybe if you tell us exactly what it is, the kind of problem that will happen, then I or other Members will maybe be able to express and respond to your question a little better. Thank you.

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

MR. FRASER: Yes. Mr. Chairman, I have some concerns -- this is the reason I got out of the chair -- that my constituents were concerned about. They went through the recommendations from one through to 49 and there are not too many questions on the recommendations themselves, but they do have some questions. That question on recommendation 32 -- it says local schools shall be legally authorized to deliver and co-ordinate all services for students with special needs -- their concern is, if they are legally authorized, does this mean that they are legally responsible for the services? I do not know of any other explanation.

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

#### Minister Legally Responsible

MR. McLAUGHLIN: Yesterday, while Mr. Fraser was in the chair, I answered a question fairly similar to that. What it is, is that the Minister, under the present ordinance, is legally responsible. The ordinance says, "...shall deliver these services", and we do not intend to

change that in any new ordinance. It is therefore very likely that the Minister can legally transfer those responsibilities over to a local education committee, but the Minister would still be the person who would be legally responsible for the proper delivery of those, but he could make the local education committee, or the school principal, or whatever, the agent for that job.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Special services, recommendations 30 to 36. General comments. Any questions? Mr. MacQuarrie.

MR. MacQUARRIE: Perhaps I was mistaken when we started dealing with this section, Mr. Chairman. I thought it was on students with special needs, and I am not quite clear yet how, when Ms Cournoyea spoke a moment ago, we were suddenly dealing with injustices to native students. I recognize that the system has not been adequate for dealing with the needs of native students particularly, and that is why there were a whole host of earlier recommendations with respect to program, curriculum and divisional boards. I thought when we came to this section we were dealing with the special needs of children who have handicaps and so on, and I think you will unfortunately find those in every race.

I reject the position that some Members of the committee seem to take; that is, a position that they have a concern with special needs for children and, as a result of that concern, they have recommended a certain approach, and that if someone else dares to question whether that is the best approach their conclusion is that those people must not be concerned -- and that is utter nonsense. Let us grant, for a moment, that everybody has a concern about the needs of these young people.

#### Risk Of Failing To Fulfil Expectations

The real question is, if we were to adopt these specific recommendations, will those young people be better off than they are now? What if we adopt a policy and are unable to move ahead with it because of practical difficulties? That maybe should not be a reason for not adopting the policy -- in many cases that would be true -- but, on the other hand, we do run the risk of raising expectations and failing abysmally in trying to fulfil those expectations, because we did not reflect carefully enough at this moment about what we really could manage.

A question I would have, then, is: Ms Cournoyea stated that this has to be a great priority; very well, how does it stack up against the establishment of divisional boards and the centres for learning and teaching and the native language programs and so on? We have been warned by the Minister of Finance that there really are limited resources, and so it will be quite probable that we cannot deliver everything that we might like to deliver that is recommended in this report. If all things were possible, then we would not have any problems at all, but apparently they are not going to be possible. So where does this fit in the education committee's list of priorities, then? Or are they simply going to say that everything is of equal importance?

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

MR. McLAUGHLIN: The present situation is that special services are legislated, but nothing is happening. I quote, from memory, from the Carcajou Report which was, as Members will recall, a study into the services provided out of the Edmonton office to students, where it said that the students that are sent down there for education, the mentally handicapped and other disabled students that are sent down there are "dumped" on the Edmonton office. That is what is being delivered right now. I hate to also use this term, but it seems that the individual has to be a "basket case" before this government responds right now. We do not want to change legislation that says we have to do something, we want to change the policy in order to effect these changes, and we want to try to do it in the communities where it is not being done now.

It is going to take more money. Maybe somebody should instigate a court case against the Minister of Education to make him do this, and then maybe the government will find the money -- and maybe the federal government will find the money. You know, if the service is not being delivered now, and we are recommending that it should be delivered, of course it is going to cost money, and we are going to have to find it. The Minister of Finance, despite his caution, has, as far as I am concerned, done an excellent job -- and so have the rest of the Members on the Executive Committee, of finding money, and reacting when this Assembly is after them to do something.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Before I call your name, the Chair would like to recognize, in the gallery, chief judge of the territorial court, Judge Slaven.

---Applause

Thank you. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. If the ability to speak and not answer a question is the test of a good politician, Mr. McLaughlin is a very good politician.

AN HON. MEMBER: Low blow.

Priorities Among Recommendations

MR. MacQUARRIE: Would you please tell me whether the committee has given any thought to priority among the various sections of recommendations, and, if they have, where does this section fit in that system of priorities?

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

MR. CURLEY: Mr. Chairman, thank you. Mr. Chairman, if the Member is actually serious in asking that question, he should, as a good politician, look at our terms of reference. We were not given that mandate, to "priorize" our findings in the report, because that must remain with the Executive Committee, who, at times, must recommend to the Assembly for supplementary estimates which must be dealt with by this House. They must prioritize them in terms of their budget preparation, which must begin late in the fall, and so on. I would only urge the Member, as a scholar, who respects the institutions of the government and the civil service, that this particular question is really one which involves implementation, which, again, the Minister and his Executive colleagues are going to have to deal with and handle. I think, if the Member is serious in asking us that question, we would create a major debate in this Assembly. I am sure he would not agree with my kind of priority. I would suggest that if he would like to prioritize the report, that he does that at the end of the recommendations, maybe add a few motions if he wishes to include his priorities in this document that we are studying right now. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. General comments. So we move on to adult education, recommendations 12 and 37 right through to 44. Are there any questions, general comments? No general comments, no questions. Now we are going to go on. Mrs. Sorensen.

Comments By President Of NWTTA On CBC

MRS. SORENSEN: Mr. Chairman, yesterday afternoon and this morning on CBC there were some comments made by the president of the Northwest Territories Teachers' Association, that in my opinion were quite inflammatory. The president, in the beginning -- a couple of months ago -- supported the document, supported the philosophy behind the document, and now is saying that if this document is implemented, many, many people, hundreds of people will be laid off. Now, I am very confused. I had not felt that the implementation of this report would bring with it laying off a massive number of people in the Northwest Territories. I think we should give the opportunity to the special committee to respond to those comments in this House.

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

MR. CURLEY: Mr. Chairman, I appreciate the Member reminding us of the statement. I am presently working on a statement which I will likely be reading tomorrow, because I was not here. I was given the copy of the transcripts of the statement, and I am therefore preparing a response to it, which I will do. I will not comment any further at the moment. Thank you.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would like to comment on that in one particular area on which we have had quite a bit of debate already, which covers the administration area and what, in fact, we have looked at in establishing these 10 new school divisions. The present number of people involved in the administration is 56, and we are proposing that there would be 94 people, which is a net change of 38 more positions. I think Mr. Reid is concerned about people no longer being within his union or professional association, but that does not mean that those people cannot join another association -- or maybe there is a possibility that they could remain in his association or join his association. As I said yesterday, we are proposing a Northwest Territories trustees association, and maybe the employees of that association who are not teachers or principals would want to join a union, or form a territorial-wide union to negotiate with that trustees association. Thank you, Mr. Chairman.

Adult Education, Recommendations 12 And 37 To 44

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. Are there any further general comments? Adult education, recommendations 12 and 37 through 44. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, it is some time since I read this section. Can a Member of the committee clarify for me how what are now called "adult educators" in communities would fit into the administrative structure? Would the programs they deliver be prepared by the Arctic college, and would they report to the Arctic college? Do divisional boards, or local education societies, or regional superintendents, have anything to say about the work of these people?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Adult education is, right now, a heavily community orientated concern. When we held our public hearings, it was made clear to us that the small communities wanted to maintain their adult educators. They were very upset that whenever the government decided to slash its budget, adult educators were the first to go, so we have recommended there should be some sort of legislative -- or definitely very strong policy -- guarantees that adult education cuts will not take place like they have in the past.

The other thing is, the adult educators are particularly involved with the communities they are in. In other words, a summary of the history of adult education is that there were demands or concerns by particular communities to fulfil a certain need, and that is what happened, and that is where the adult educators came from. So the committee wants to have the adult educators remain under the authority of the local education committees; they would be employees of the school board. We did consider putting them in the Arctic college, but we felt that that would not give the local control that all the communities that presently have adult educators said they wanted to have.

We also realized that the adult educator, in a lot of communities, helps the local education authority development officers to educate the local education committees as to their powers and authorities. There is a difficult situation there, where the adult educator is the employee of someone who he is giving advice to; but it is not uncommon to hire people to give you advice, so we did not think that was an insurmountable thing to overcome.

Responsibility Of Department For Adult Education

We do also realize that the adult educators have to have some sort of a formalized contact with the Arctic college, in order to make sure they are aware of the programs and of the availability of spaces in the Arctic college for students in the community. The other reason for leaving the adult educator that is very basic and important is that we have said that the Department of Education should be delivering people to a grade 10 level, and even if people do not agree with that and think it should be grade 12, we would not say, as a committee, that just because a person drops out of class, maybe even due to behavioural problems or something like that or an older person who wants to come back into school, that that should no longer be a responsibility of the Department of Education. We want that responsibility for delivering people to grade 10 or 12, if that becomes the case, to be the responsibility of the department. In other words, if a person leaves a formal, daytime classroom, it is still the department's job to get them to grade 10 or 12 in their own community. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Mr. Tologanak.

HON. KANE TOLOGANAK: Thank you, Mr. Chairman. I appreciate the co-chairman's reply on the adult educators being slashed from various communities. The question I want to ask is in regard to the Arctic colleges, and perhaps just a general comment in support of the recommendation. The recommendation states two Arctic colleges for the western and eastern Northwest Territories. The people in my region have always talked about the great distances they have to travel, whether it is for apprenticeship training, whether it is for any other training that they wish to take in order to further their information, or to be able to apply for employment in areas that they may be interested in which will require further training to some degree, so that they can qualify for these positions. One of the things I have to compliment -- which I do not do very often -- is the Housing Corporation's program in regard to the oil burner mechanics courses that have been held at the regional centre at Cambridge Bay, and some of the satellite courses in other areas that have taken place already.

### Location Of Arctic Colleges

I am wondering, was there any kind of location, or is that really left up to the Executive, again, to determine where these Arctic colleges should be set up? I understand that the campuses can be set up in various regions in order for certain specialized training or to upgrade for their apprenticeship programs. Thank you, Mr. Chairman.

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

MR. McLAUGHLIN: The plan envisioned by the committee is that, in order to get the Arctic college physically decentralized and serving the various regions, we would have to have some physical campuses in existence. The capital to be able to do that certainly would not be available to build a lot of new buildings or start the university of the North, which was once proposed. The idea is to take advantage of the communities that have existing regional high schools and residences, which are Fort Smith, Yellowknife, Inuvik, Frobisher Bay and, shortly, Rankin Inlet, that those could become physical structures that could be used by the Arctic college, so that answers that.

The other part of the question is the diversification satellite programs, and programs to take place in communities where maybe all you need is a person to do the instruction; you do not even need a facility in a lot of cases. We would have to take advantage of two things; one, the expertise that a lot of people have in the various communities, in the way of instructors. Even most of our regional directors are former teachers. The other thing is in the Department of Public Works we have some excellent shop facilities all over the Northwest Territories. The use of those could also facilitate this program. The final thing is -- and this is more or less my own idea; I do not think the committee has talked about this in any detail -- that the recent appointment by the Minister of Education of a board of governors for Thebacha College could be the beginning of the umbrella organization which could become the board of directors of an Arctic college. Perhaps that is a direction that the Minister could give that board, to look ahead into the future as being a board for the Arctic college, and of course we have recommended that there should be at least some elected people on that board, not just appointed people. Those are all the comments I have right now.

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

### Bringing Various Programs Together

HON. GEORGE BRADEN: Excuse me, Mr. Chairman. I just have a very brief question that relates to jurisdiction. I suppose my colleague to the left, here, and Mr. McCallum could give you a long story of the problems we do experience from time to time with federal agencies, particularly in terms of adult education or manpower training and so on and so forth, but I notice there are a couple of recommendations in here which, it would seem to me, would have some implications for Canada Employment and Immigration, and perhaps there may be other federal agencies which, from time to time, are involved in adult education or upgrading of some kind. I wonder if the committee could just give me a very brief answer to this question. Did they discuss with any of the federal agencies the possibility of having some of their programs, or some of their responsibilities, managed by the territorial government or, alternatively, a situation where the territorial government would be the agent of the federal government from time to time in delivering various federal programs? I think the concept or the idea of trying to draw them together is a good one. We have looked at it ourselves, internally, and I think this lends a lot of support to the general approach to try to rationalize or bring together some of the various programs that are at work here in the Territories now and will be in the future. Thank you.

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

MR. McLAUGHLIN: I will start, but I think I would like the Minister of Education to help me finish it off. The committee talked about the whole role of adult education and the major role that the federal government plays in it, and concerns we had about the qualifications for a lot of their programs being higher than we have. That is one of the reasons why we wanted to keep the adult educator in the community, and why we want to make sure that somebody is clearly responsible in the community for getting people to grade 10 in the community, because, if there is not someone there, that is not going to happen. We discussed the possibility of trying to convince the federal government they should lower their qualifications in some cases and not be so hard in some of the tests where the language of the student handicaps him from getting into a program because his command of English is not too good but he is quite competent otherwise. So

basically, when the committee dealt with this, the main thing is we feel that there is a tremendous amount of upgrading that needs to be done in the communities to bring people up to the level where they can get into these federal programs, to start with. That is another reason why we have suggested the secretariat of learning, because it will hopefully co-ordinate various departments in government to make sure that such things as sharing facilities could be undertaken, and making use of people within DPW, for example, as instructors could occur, and also to co-ordinate efforts between our government and industry and the federal government. As far as discussing with the various agencies, I would rather pass that one on to the Minister, whose jurisdiction that is.

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

Secretariat For Learning Would Co-ordinate Existing Programs

MS COURNOYEA: That question would deal with recommendations 45 and 46, and it would work in the relationship to where we recommend the secretariat for learning "...which shall take over the several programs now operated by federal departments;" and the statement that the Government of the Northwest Territories clearly has a right and a responsibility to develop its own human resources. Seeing that there was a gap in the whole co-ordination of training, it was seen that the secretariat for learning under the Minister of Education would attempt to co-ordinate those federal programs to work into the present system which we have.

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

MR. MACQUARRIE: Thank you, Mr. Chairman. First, I would ask that my earlier remarks with respect to Mr. McLaughlin's answering questions be withdrawn. They were given as an attempt at humour, and obviously a very feeble attempt, failed, and I apologize for that.

I asked last week whether I could have a look at a summary of the concerns that were advanced by people right across the North in the hearings. I was very kindly given access to that on Friday and spent the afternoon looking through them. One of the things that began to impact on me as I looked through them is that I did not see a single concern that had been expressed at the Yellowknife hearings, but I will assume that that was merely because the system broke down just about the time the Yellowknife hearing took place. At least, I hope it is not a reflection that the committee was not at all going to be bothered with the kinds of concerns that people in Yellowknife had.

At any rate, when I went through them, I did see that there was a lot of agreement on certain kinds of things, and among those were problems with attendance, certainly problems with standards and levels of achievement, and with a grading system that was clear both to students and to parents -- that seemed to be a unanimous concern. I saw there were concerns that there should be cultural education and language education; quite a number of concerns that there should be vocational education even at the level of 12, 13 years of age and upward; and certainly also a concern that there be a good academic program. All of these things seemed to be desired. The criticism has been levelled by the president of the NWTTA -- and by myself, earlier, too -- that I have not always seen that the committee has always actually addressed the specific concerns that were raised by people. For instance, looking at the concern about having different kinds of education, I wonder whether the committee ever considered a streaming system such as they have had in other countries at various times, that at a certain age -- around 11 or 12 years of age -- you begin to channel students into the kind of school work which seems most suitable to their interests and aptitudes and abilities. Perhaps you did, and discarded it; if so, I would be interested in hearing any of the reasons that were given with respect to that.

Anyway, the reason that I raise all of that now in this section is because nowhere in the comments did I see anybody calling for the cessation of public school at the end of grade 10. I did see many concerns that we should be delivering as high a grade level as possible in all communities, but I did not see anybody recommend to the committee that public school education in the Northwest Territories should be from kindergarten to grade 10, and that grades 11 and 12 should be considered to be post-school education, as is noted in recommendation 41.

So could I ask where the recommendation originated, and why the committee feels that that is the right approach to take? In posing that question, it does not indicate absolute antagonism; I am tempted to the idea, myself. I have even asked a question about it in Inuvik, but I would just like a little more clarification as to why the committee feels that is really the best way to go educationally.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. First of all, I have to remark on what Mr. MacQuarrie said about the lack of input from Yellowknife.

MR. MacQUARRIE: In those files.

#### Written Briefs Presented In Yellowknife

MR. McLAUGHLIN: Yes. In those files. The files that we made up -- and all Members should be clear on this -- we used a small cardex system, so that when a person got up and gave us an oral presentation at a public hearing, maybe he would talk about two or three topics, and we broke his comments down to those two or three topics so that we could later send each and every comment that we got from individual people to the appropriate person who was doing research and helping us.

In Yellowknife, at the meetings on September 23rd and 24th, 1981, we had, actually, one of the smallest turnouts of any community to our public hearings. This is actually -- I am not trying to put Yellowknife down -- because they had people there who had obviously organized themselves, and they had obviously had meetings before they came, and they had large, comprehensive written briefs to us, hitting on just about every area of educational concerns in the Northwest Territories. In fact, the minutes of the public hearings which we sent around to Members the other day -- approximately one quarter of the pages in those hearings dealt with the two days meetings in Yellowknife. In actual fact, because the people in Yellowknife organized themselves so well and had good written briefs, those briefs were immediately sent to the consultants. When people in the smaller communities just gave us oral presentations, the time from when they gave us the presentation to when it got to the consultants was considerably longer, because we had to do the minutes, break down what they said, put it in the cardex cards, sort it out and send it to them that way. So I do not want anyone to have the impression that Yellowknife's comments were ignored and were not comprehensive.

#### Curriculum For Grades 11 And 12 Will Not Change

The substance of your question was why we chose to cut off at grade 10, and you said, to end public school at grade 10. Well, first of all I have to say that you can play with words on what public school is, but as far as I am concerned, the courses that are going to be taught in the Arctic college for the grade 11 and 12 students are going to be virtually the same courses taught in the same buildings to the same students. As far as my definition of public education goes, those Arctic colleges are going to be part of the public education system of the Northwest Territories. Also, as far as I am concerned, the teachers that teach what are presently or commonly called the high school grade 11 or 12 courses should still be certified by the NWTTA and they should still have the same qualifications and be members of the NWTTA. I do not see any problem with that at all.

In fact, in the smaller communities, like my own, where the community will not for the foreseeable future have physical buildings which will belong to the Arctic college, those teachers will, in fact, be NWTTA people. They will be employees of the divisional school board. Their hiring and firing will be determined by the local education committee.

So there is no attempt by this committee to change what is presently called grade 11 and 12 curriculum. We do hope, though, that with the introduction of an Arctic college we can respond to several of the briefs, some of which came to us in Yellowknife, that more than just an academic program should be offered at the high schools; that a better job has to be done of educating the students who are not going to go to university and not going to be lawyers and doctors; that we have to do something to give better vocational programs to give these people -- even if they drop out and do not go on to technical schools or take a trade, to at least give them some life skills that they can use in their day to day living.

#### Treating Adults As Children

Plus, we heard from a lot of students, especially when we met in residences, that they did not like being treated like children. They thought they were young adults. We think that this will enhance life for students in grades 11 and 12, in courses which, hopefully, several adults will be encouraged to attend, because we have also heard that a lot of adults do not particularly want to go back to high school or any school and be in the same class with people who, even though they are not children, may be treated like children. In my own community I know they have had all sorts of difficult problems with two or three adults in the community that wanted to take grades 11 and 12 and there were different rules in the school that certainly could not be applied to them. Things had to be accommodated, like allowing them to go to the staff room to have coffee with the teachers so they could have a cigarette and things like that.

So there are all sorts of reasons and one of the other main and most important ones is that if people really believe that we should progress up here and have what used to be proposed as maybe a university of the North and what we are saying should be an Arctic college, if we really want to have an Arctic college and make some advances like those which have been made in the Yukon, in Whitehorse, where you can get a nursing certificate or degree, I believe, or a couple of years credit toward it, and there are other courses offered in Whitehorse, in conjunction with the University of British Columbia, credit courses, if you really want to have that up here and particularly in Yellowknife -- Yellowknife probably more than any other community would be a place where the Arctic college campus might want to introduce academic courses from the University of Alberta or some other institution which would respond to them -- in order for us to make this move to an Arctic college without having to put up a tremendous number of buildings, to do it practically, we have to take advantage of the fact that there are already existing funds, instructors and students in the system that can be made into this Arctic college. We believe that this will enhance the education of those children, the students. The very fact that we create an Arctic college which will, naturally, have contacts with different universities, the University of British Columbia, with some personnel there, and I am sure the Minister has had offers from more than just UBC -- McGill is already participating in our TEP program, if these different universities are involved in the Arctic college program there is no threat to the existing academic grade 11 and 12 programs, but more likely an enhancement for them, because those universities have even offered that they could probably lend or contract staff out to us to teach some of these courses. Thank you, Mr. Chairman.

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

HON. RICHARD NERYSOO: Yes, Mr. Chairman. I just want to ask whether or not during the hearings any suggestion had been made to the special committee on education as to whether or not things like remuneration, allowances, that kind of thing, should be identified for the adult education students and whether or not there was any discussion within the committee itself to maybe review some options for that?

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

#### Funding For Adult Students

MR. McLAUGHLIN: Yes, Mr. Chairman, there was concern in a lot of the communities that the adult education budgets had been cut and that allowances that were given to students in those programs were no longer given out. Those allowances, as most Members are aware, were required for adults to hire a babysitter, for example, in order for them to be able to attend these classes. I can remember some discussions where a few things were lumped together, where they suggested that part of a preschool program should be an effort in the community to co-ordinate the introduction of a preschool program with the adult education courses. So for example, the mothers, who were still taking care of domestic duties, did not have a job and had young children, who wanted to take adult education courses, could take those courses in the morning or the afternoon, while their children were at a preschool program going on in the same school. So those are some of the examples. I do not know if other Members would want to add to that or not, but there was considerable call for the whole re-establishment of the funding of adult education, both with the provision of instructors and the allowances needed by people in order for them to attend the classes.

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

#### Home Management Programs

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman. I am going to ask a question about the home management courses. In this recommendation, are they going to be taken out from the adult education programs, or if they are going to be taken out, are the home management courses going to be part of the school programs? How is this going to be? How about home management programs like nutrition? What is going to happen with those programs?

CHAIRMAN (Mr. Pudluk): Mr. Curley.

MR. CURLEY: (Translation) Mr. Chairman, the ladies who are taking home economics in the adult education programs -- we saw the things that go on in the communities in the adult education programs. When they had enough money they could continue the programs, but when they did not have enough funding they had no choice but to stop the programs. The teachers are supposed to follow the ordinance -- the adult education program, but they have to go ahead with the adult education programs, through ordinances or through regulations. When it is possible, even though he or she is an adult, they should be able to use the programs.



The communities want that, as you said, things like home management courses or whatever courses they are, as long as they are going to be for educational purposes, courses that are going to be useful for the people. That is what we want. That is what we recommend, so we can use these programs. Some of the programs used to just stop because of lack of funding. We did not really go into detail with the Minister, who is going to be responsible for the Arctic college, but we wanted these to be operated by the Arctic college.

CHAIRMAN (Mr. Pudluk): (Translation) Thank you, Mr. Curley. Ms Cournoyea did you want to make a supplementary? (Translation ends) Ms Cournoyea.

MS COURNOYEA: No, it was just to the previous question in regard to the program of adult education upgrading, I believe, in reference to Mr. Nerysoo's question. We dealt with that in recommendation 46 as a response to the many communities who felt very strongly that allowances for adult academic upgrading and prevocational training within the communities was very necessary. In response to a lot of the problems that were given to us, such as the ability to have a babysitter if they wanted to go to school or from time to time people do not have jobs, but they would prefer to go to school -- even though it meant going from perhaps a wage to lesser allowances, they would prefer to do that -- so recommendation 46 was reflecting the concerns that were raised in the community in regard to allowances for adult academic and vocational training.

CHAIRMAN (Mr. Pudluk): Thank you, Ms Cournoyea. Adult education, recommendations 12 and 37 through 44. Before we go any further, let us take a 15 minute coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Pudluk): The Chair recognizes a quorum. Now we are on the subject of adult education, recommendations 12 and 37 through 44. Mr. Butters.

HON. TOM BUTTERS: Mr. Chairman, thank you. Recommendation 40. I wonder if one of the Members of the committee might advise me what is contemplated in the words "many campuses"? Are they looking at one in each of the current territories, or are they looking at six, or just what is being considered here when they talk about many campuses? I wonder whether the suggestion that each campus would specialize in a major program would be self-defeating, in that I thought that one of the reasons for the splitting up of the current Thebacha College operation to the East and maybe later to the Keewatin was to ensure that more post-grad students from those jurisdictions could take advanced education programs in their own general area. I am wondering if by creating different specialities in each of these campuses that you are really creating the same situation as used to occur at Fort Smith, that one has to travel 3000 miles to get an education in the specialty that he wishes -- if it is offered in the Northwest Territories. I guess I just wonder, too, whether the overall program being offered would be weakened if that specialization occurred. Should each of these post-graduate centres not have a standard program to offer to all students?

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

MR. CURLEY: Thank you, Mr. Chairman. I would think, that there would be a separate agency -- if we can call it a board of the Arctic college -- that would be running the whole program, I think there would be consistency with the program offered in the various campuses. Presently, everybody can agree, and reality tells us that there are not that many campuses in the NWT, so I would think that the board of governors and the two principals that would be running the administration of these programs would want to have the consistency in various campuses throughout the Territories, because they would not be run by the local principals in each of the regions, you know -- whereas they would be directly under the administrative -- the two principals that would be put in there to run those programs.

Maybe I misunderstood the Member or his question, but presently you have one program being operated for the whole NWT, but it is not really being applied in other parts of the regions, like Keewatin or Baffin region, so I think this recommendation would give the same opportunity that the people in the southern Mackenzie have. The program being offered throughout the Territories would likely be pretty much the same. There might be some regional variations on the kind of priorities they have, with the technical, vocational aspects. I am not sure. Maybe Bruce McLaughlin would want to add something to that.

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

#### Expansion Of Arctic College Program

MR. McLAUGHLIN: Mr. Chairman, the objective -- and I wish the Member from Slave River were here so that he would feel a little better -- our objective is not to take Thebacha College and divide it all up and move it around to the different proposed campuses. The idea is with these campuses which will become additional facilities, really, as far as the Arctic college situation goes, to expand on that. For example, right now if a person wants to get training in the oil industry, to work on an oil exploration rig, I think you have to go to Leduc, probably, or somewhere south of Edmonton. I believe the oil industry has a school there. Hopefully, we could start something up in the Beaufort area, so that that would be adding on -- what we want to do is expand the Arctic college program to other communities in the Northwest Territories, and at the same time add programs which are presently not in existence in Thebacha College. When we talk about specialties, for example, if we were ever to offer programs in Hay River, obviously commercial fishing might be something that would be considered.

There are some programs, like the TEP program, because you do not need a lot of equipment, like welding machines or something like that, you could offer TEP programs, probably, at every campus, if the request was made upon the Arctic college. I know that in northern Manitoba they held a TEP program there which certified teachers in at least several communities up there, so I think that could be done.

When you are talking about programs, however, like a welding course, an automotive course, where you need facilities, it is obvious that we could not put these programs in every community. So our intention is to expand the present Thebacha College system through the North, which is something they are already attempting to do and doing with some of their satellite programs, and

hopefully having the facilities in existence so that they could do that. It might mean that people are going to have to travel from one part of the Territories to another, even still, because, for example, if Yellowknife takes the initiative -- and I think it is an area which would be most likely to do it -- to start offering first year university programs, like Whitehorse does right now, then people from Fort Smith might want to travel to Yellowknife rather than go to Edmonton for that course. I hope that answers the Member's question.

CHAIRMAN (Mr. Pudluk): Qujannamiik, Mr. McLaughlin. (Translation) As chairperson here, I would like to recognize, in the gallery, some Baffin Region Education Society members, the president and the vice-president, John Illupalik and Peter Baril. (Translation ends)

---Applause

Any more general comments and questions? I have Mr. MacQuarrie next.

#### Public Education In the NWT

MR. MacQUARRIE: Thank you, Mr. Chairman. Returning to an earlier question I put to Mr. McLaughlin about where the recommendation arose to have public school from kindergarten to grade 10, he did not really answer where the recommendation arose from, but I guess that is not really that important. As I said, I could not see that it rose specifically from the current concerns that were raised by people, but in his answer Mr. McLaughlin said that there really was not any change at all, that in his eyes public education was still from kindergarten to grade 12, but I submit that if we approve this recommendation and follow through on it, that that is not quite the case, that in fact we will have created a new image and a new expectation with respect to public school education in the Northwest Territories. What I mean is, for instance, when people say how far do kids go to school in Alberta, grade 12 is the answer. How far do they go in Quebec? Grade 11 is the answer. How far in Ontario? Grade 13. Well, in that same context, when the question is asked about the Northwest Territories, people will say grade 10. Kids go to grade 10.

Now, that in itself is not particularly threatening to me, but I am just saying that there will be a new expectation of what a public school education is in the Northwest Territories. Right now there is sort of an expectation that our young people are not really educated for life until they have gone right through grade 12, and at least gotten a high school diploma, and I recognize that the system is not working properly and unfortunately many of our young people are not managing that. However, I do not think that is because they do not have ability. I believe they do have, and so there is something wrong with the way we are doing things.

I do not find that kindergarten to 10 particularly threatening, especially if we could ensure that if that is what public education is in the Northwest Territories, that at the end of that time we really would have young people who are educated in a general way to the satisfaction of society, and we could say that they are generally educated and ready now to embark on adult life. I think that that is possible, because I for one maintain right now that our present system is not efficient, and if we did handle curriculum and instruction more efficiently, we could do it in less time than what we are doing it in now. There is a lot of fat in the whole system, things that are not really necessary, and that a significant amount of time is spent on. In saying that, I feel that some of the other recommendations are not necessarily conducive to ensuring that we will have efficient curriculum and a very good program during that kindergarten to 10 period.

#### Funding For Various Levels Of Schooling

At any rate, I see at least one practical problem arising out of saying kindergarten to 10, and that is, when students have completed their public education -- that is, the education that is handled by the Department of Education -- they begin then on post-school programs in the Arctic college. Is it intended by the education committee that our grants system would begin at that point, then, since this is a post-school program, that young people, once they have finished grade 10 and then go to the Arctic college, would begin on the grants program? If that was the intention, does that mean that we would have to extend the grants program generally to six years, because the Arctic college would be offering them what is now the equivalent of grades 11 and 12, which would be like a preparatory school, and then when they went to university they would still very well be faced with a four year degree program at university. So the question then is, has the committee given thought to that particular problem that might arise, and then the other point too, is if anyone cares to make comments about the adequacy of kindergarten to 10 as public school education.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The present system, where children get their academic up to grade 12, is entirely funded by the Department of Education. Children who have to leave home to get that education, for example, come from Cambridge Bay to Yellowknife; their costs of transportation, residence and whatever else is entirely funded by the department. The other programs that we would intend to have in the Arctic college, which would include Thebacha College in Fort Smith, when students are accepted into those programs, things such as the residence and the transportation to the program is entirely funded by the government. So that would remain as is and the post-secondary education grant system would begin when students have to leave the Territories to take up those types of programs which are presently offered only at southern institutions.

CHAIRMAN (Mr. Pudluk): Thank you. Also the Chair would like to recognize in the gallery the territorial court judge, Judge Davis.

---Applause

Adult education, recommendations 12 and 37 through 44. Any general comments or questions? Of course. Mr. MacQuarrie.

MR. MacQUARRIE: Well, no one on the committee responded to whether they feel that education in the Northwest Territories -- public education, kindergarten to 10, is -- you know, there is no harm in that and that is what we should be driving for.

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

MR. CURLEY: Mr. Chairman, Mr. MacQuarrie -- here is an opportunity for him to expand his vision of a just society, you know, the kind of society that the people ought to be seeking in the North. Here is an opportunity for him to try that. Maybe the new campus program is where he might be able to put his philosophy into practice, rather than just relying on the old-fashioned southern system of providing an elementary from kindergarten to 12, whereas through this other program you just might be able to succeed in establishing a particular course and the NWT Arctic college could probably carry it out. Name it and you just may have it as a course.

The Minister still is going to have that authority to be able to come to an agreement with any school division to carry out the other academic programs. So I think that is what you are worried about, that all these programs that have been run by the divisions, like Yellowknife with respect to grades 11 and 12, would then be transferred to the Arctic college, but I would like maybe the Minister to assure the Member that he is still likely going to be able to have an agreement with the other school boards to carry a particular kind of academic program, whereas if you look at the other parts of the regions, like Baffin or Keewatin, the best that you could hope for, is to have at least a grade 10 level in your community. Many of the communities throughout cannot even dream of having a high school program, grades 11 and 12. That is beyond their highest hopes, so the best that they could do is to have like a regional type of high school and that regional high school would then be under the control of the Arctic college. I think when you look at it from two perspectives, that you would really be doing justice to the people of the NWT and I think this particular recommendation is really addressing the regional disparities in the NWT. Maybe Dennis Patterson can bring some assurance to the Member that you are still going to have the final authority and overall responsibility for implementing many of those concerns.

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

#### Post-Secondary Schooling To Grade 10

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I think this concept of this new approach to post-secondary schooling is an idea that people may find difficulty getting their minds around, in that we are, in effect, recommending that the school program end in grade 10 and that grade 10 become grade 12 and, as Mr. MacQuarrie says, this has significant implications for the post-secondary grants and bursaries program. I agree, also, that it may not have been directly suggested by the people at the public hearings, but I am personally convinced that this is an innovative approach to a whole series of problems that were presented to us. I must say the special committee on education cannot take credit for having first come up with this idea, because I looked at the "Direction for the 1980s" paper presented by the Department of Education in the 1979 or 1980 annual report and saw that precise recommendation put in there, perhaps for

other reasons. But I am personally convinced that a host of problems, some of which Mr. McLaughlin mentioned, could be dealt with, although I do fully recognize that it will be particularly difficult to implement these recommendations in areas where grades 11 and 12 now exist in a high school setting and where there are community advisory committees or societies who feel they have a very active interest in those programs. It may well be that the proposed program will be implemented in a form recommended by the committee in regions where there are no high schools and that we will have to look at innovative ways of accommodating the existing high schools where they do exist.

Personally I am not just sure how to respond to Mr. MacQuarrie. After having considered this issue for some time, I am convinced that this would be a very helpful and innovative solution to many of the problems we are dealing with, although it will create a number of new problems and it will be a change that will cause some confusion and resistance. I think, again, that this will require a very careful implementation plan and program and full consultation of parties which will be affected. I do not pretend to have all the answers at this point as to how we will overcome some of those concerns, but I have thought about those issues raised by Mr. MacQuarrie and I think that will be a challenge in the implementation phase if this recommendation should be approved. Thank you.

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

#### Programs Offered Must Meet Needs Of Population

MR. CURLEY: Thank you, Mr. Chairman. I would just like to add further to that, that in the preamble to recommendation 40, the middle of the paragraph states that "the principals" -- I would think if we were to accept the idea of having two principals for Arctic college, one of the principals' priorities must be to make certain that the programs offered meet first and foremost the needs of the population they are meant to serve. So, I would think that if they follow on that, then surely they are going to have to take that statement seriously. For instance, a certain region may have a priority with respect to academic standards of the programs that it offers and that might well be the case in a place like Yellowknife region, but in the other parts of the region, they will likely want to carry more of the vocational and technical kind of programs. That is the only further comment that I want to make on that. Thank you.

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

MR. MACQUARRIE: Thank you, Mr. Chairman. It is a problem, obviously, that I will have to wrestle with. I am not sure that some Members understand what my concern is, and maybe if I give a concrete illustration other people will wrestle with it in the same way that I am. Right at this moment, you will sometimes hear people who are in grade 12 say, "I am finishing school this year." People who are in grade 10 do not say that. People in grade 12 say, "I am going to finish school this year." And then someone might say to them; "And are you going to go on to college?" and they say, "I do not know, I have not decided yet. More likely, I will just go out and find a job." Okay, what I am saying is that if we do implement this recommendation, you will find young people in grade 10 saying, "I am finishing school this year", and someone will say to them, "And are you going to go on to college?" and they will say, "Well, I do not know, I have not made up my mind. Maybe I will just go out and work." Do you see now the point that I am trying to make? We will be changing the expectation -- and, again, in saying that, I am not suggesting that I am entirely antagonistic, particularly if we were doing something to really make the curriculum in kindergarten to 10 efficient so that we were sure that our young people, when they finished grade 10, really had gotten a basic education -- but I am not yet satisfied about that, as well.

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

#### Grade 10 A More Realistically Attainable Goal

HON. DENNIS PATTERSON: In response to Mr. MacQuarrie, Mr. Chairman, I would say that the problem of the vast majority of students in the Northwest Territories now -- and I suppose I am not talking about Mr. MacQuarrie's constituents -- is that they are just not making it to grade 12. To be realistic, there is a very poor rate of success of people who enter school, if one treats grade 12 as a successful completion of the in-school program.

I suppose what I might hope might come out of this recommendation, if it is implemented, is that there will be an awful lot more people who will at least be making it to grade 10, because they

will have in the goal of completing grade 10 a less formidable challenge than lasting to grade 12. It seems that one of the expected benefits of this change -- and there may well be disadvantages -- would be the psychological effect that it might have on students who are considering dropping out at grade eight to grade nine -- and they do drop out in frightening numbers, if one looks at the whole Northwest Territories. I think that one of the considerations in this recommendation is, how can we provide students with a realistically attainable goal to at least ensure that they get an education which will allow them to hold a basic kind of a job, or go on to apprenticeship or trades-type training? So, while it does shorten the goal in one sense, I believe that one of the things in the committee's mind was to make the goal of completion of school a more attainable, approachable, visible goal, for the vast majority of students. I hope that answers Mr. MacQuarrie's example -- by looking at it from another approach. Thank you.

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

Enhancing The Academic Program At Sir John Franklin High School

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would just like to add to what the Minister said, because it is important to make Members aware that this concept is not so foreign to what we are doing right now in the Territories. We in the Northwest Territories have adopted the Alberta high school diploma plan; and I know that, in the province of Alberta, you can ask a student in grade 10, "What are you going to do next year?" They might say, "Well, I am not going to stay in this school. I am going to go to Alberta College next year, to take my grade 11 and 12." But they take grade 11, and they take grade 12 -- that is what the courses are called -- and then they can go to university or somewhere else. You can ask a student in Alberta, "After grade 11, what are you going to do?" "Well, I think next year I will go to Camrose junior college, and I will take grade 12 there; and then I will stay there and take first year university. Then I will go to the university."

It is not where you are going, it is what you take that is important. What we are trying to do is change Sir John Franklin into something better than just being a high school. We want it to be a high school and also offer college courses; but the courses we offer in that school, which most of the kids will be taking, especially initially, will be grade 11 and grade 12. I cannot think of any other name that the committee would like to hang on those courses, except call them grade 11 and grade 12 -- and hopefully in Yellowknife -- and I know there are students in this situation, because I know some of them who are not taking a whole year, or a whole term of grade 12 courses, who would probably jump at the chance if they could take first year English at the same time, while they are sitting around here. So I just hope that the general public can get the message that the committee, if anything, will be enhancing the academic program if these recommendations are approved, because we think that, for example Sir John Franklin High School will be a better place for grade 11 and 12 students to go to than it is right now. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. McLaughlin. General comments. Adult education, recommendations 12 and 37 through 44. Mrs. Sorensen.

Responses To Mr. Searle's Comments On Education Committee Report

MRS. SORENSEN: Mr. Chairman, I really do not want to raise Dave Searle's name again, but when he made his speech to the Northern Development Conference in Edmonton, he referred directly to the committee's work, and to the report itself. Because I feel that his comments were quite inflammatory, and because Mr. Searle has a fair amount of credibility in the South based upon his 35 years in the North and his role in our Legislature, I really do feel that we should put some of the questions that he raised, and some of the comments that he made, to rest -- and I would like to see the committee do that.

At the outset, I would say that I very much support the concept of the Arctic college. I think that it is a positive concept. My constituency, and certainly the education districts in Yellowknife are not threatened at all by the concept, and in fact have come out in support of the idea, for the most part. So when I repeat some of the things Mr. Searle said, it is not with the intention of making them my arguments, but simply in order to give the committee an opportunity to lay the myths to rest.

Mr. Searle said that the "whole tenor of the committee's recommendations in the report is to tailor an education system which might suit NWT children for political activism in their community and the Northwest Territories; and it would most certainly," he said, "exclude them,

the children, from the professions and the trades in southern Canada and elsewhere in the world." He further said that "No northern graduates would be equipped or qualified, under such a system, to exercise the choice to live or work elsewhere in Canada." Now, Mr. Searle is talking about my children, and my children may choose to live elsewhere in Canada, as may children who are born in Igloolik or Frobisher Bay or anywhere else, so if Mr. Searle has raised this question, then surely other parents in Yellowknife, and in Igloolik, and in Rankin Inlet, and in Frobisher Bay, may indeed also be raising this question. Mr. Searle also goes on to make a personal comment by saying, "Surely there is something inherently bad about such a system, which totally emphasizes community language, community education, community employment, and no way out, no element of individual choice." I would really like to have the committee respond to those very serious charges and inflammatory remarks. Thank you, Mr. Chairman.

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

MR. CURLEY: Thank you, Mr. Chairman. I am aware of the former Speaker's statement, but personally I do not really believe that I could have any influence in containing his compulsion to make certain accusations about this Assembly. Mr. Searle's views and my views on the political development of the North have never been mutual. Although I am concerned with his statement, I do not think this Assembly should give any credence at all to his behaviour, and therefore I would rather let the issue die -- and if he wants to kill himself with it, fine with me -- but I am not prepared to do that either. I think he will soon find out that what we are trying to do is trying to represent the people as positively best as we can, and I do not think we could influence any of his -- like I said, his behaviour toward -- he is now an expert on the North, and if he wants to remain to be an expert, he soon is going to have to change his attitude to the people of the NWT. I think that is all I can say to this effect, thank you.

---Applause

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

#### Mr. Searle's Comments Not Based On Thorough Research

MR. McLAUGHLIN: I would just like to make a comment directed to Mr. Searle, that obviously he is one of the people who have not read the committee's report, but has only heard rumours and spread more rumours about it, or he could not have possibly said what he did. Everywhere we went, when we held the public hearings, native people told us that they did not want to have second-class diplomas or second-class degrees awarded to native people. They wanted native people, when they finished the school system up here, to be able to leave the Northwest Territories and to get a post-secondary education, and hopefully return to run the government and their communities. I do not know, but maybe Mr. Searle is not aware that we have a terrible drop-out rate in the schools up here, and one of the main thrusts of our program, especially in areas like teaching English as a second language, is to keep these children in school, so that they will have a future for them in the trades and professions that are being developed in the Northwest Territories by resource industry, and megaprojects, so that these people will not have the only thing in front of them in their future as jobs such as hotel room cleaners and taxi drivers. That is what we are trying to do, and if Mr. Searle is really interested in expounding his ideas on the Northwest Territories, particularly education, maybe he should read this report and the debate which surrounded this report in Inuvik and here. Thank you, Mr. Chairman.

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

MRS. SORENSEN: Mr. Chairman, I certainly understand what Mr. Curley is saying when he says that he does not wish to give credibility to statements that Mr. Searle has made, but on the other hand, I think that it is important that when such statements are made, that we reply to them in a sensible manner and that we assure the parents of the North that these recommendations are still going to be instituted in such a way that they can be assured that their students, if they graduate from the schools of learning, will be equipped to continue on or equipped to enter into a job.

So I would say, then -- maybe I would rephrase my question, and that is, are the standards in the school going to be the standards that I as a northern white middle-class parent can expect, in order that my child can enter university in Alberta and be a doctor or a lawyer or a social worker? I think that is clearly the question. Can the school system in the Northwest Territories expect to produce a child who can go on to university and become a professional?

MR. McLAUGHLIN: I thought Shirley Temple and Sophia Loren were upper class.

---Laughter

MRS. SORENSEN: They do not pay taxes.

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

MS COURNOYEA: Mr. Chairman, for the 47th time, yes.

CHAIRMAN (Mr. Pudluk): Mr. Patterson.

#### Improved Education An Essential Prerequisite To Political, Social And Economic Development

HON. DENNIS PATTERSON: Mr. Chairman, when the interim report of the special committee came out, one of the major issues that was identified at that time was a universal concern across the Territories, standards, quality of education, and I think it was put in that report, "Why is grade nine not grade nine?" We got this all over the Northwest Territories. People were concerned that students in Yellowknife were getting a better education; people were concerned that if they were to transfer, or if their children were to go to university in the South, they would be worse prepared than their Canadian counterparts. As a matter of fact, I believe -- from what I know about education in Canada and indeed in North America -- this concern about quality of education and standards is indeed a North American phenomenon, and the Northwest Territories is not alone in seeing this preoccupation.

I would say, however, in response to Mrs. Sorensen, that this was a very clear message we got, as Mr. McLaughlin said, from all quarters, including the native people, and I hope and believe that the report, and whatever this government does in response to that report, will bear this concern uppermost in mind. I would say the only reason it has recommended that there be regional colleges is not because we want people to be parochial and not have to leave the Northwest Territories, but rather because, with close kinship ties, with I think the genuine attachment that all northern people have to such a beautiful part of the country, if we do not offer educational services for young students anyway in the first couple of years of college or university, many will simply not want to go away, will simply not obtain a further education. It is not because we do not want people to have a wider view of the world or go on to achieve training and employment anywhere in the world. It is simply that we recognize that young people, young Northwest Territories students, do not want to leave home to go to high school if they can possibly avoid it, and, particularly in the early years, will not go to college unless there is an institution fairly close to home. I think it is because we still preserve, in the Northwest Territories, values of home, family and community that the rest of the country is struggling to find again.

So I cannot understand these charges that were made about the report, and as for the allegation that the committee report is designed to encourage political activism -- as I said in my reply to the Commissioner, I think we should recognize that improved education of all citizens in the Northwest Territories is an essential prerequisite to political, social and economic development, and if that is political activism then I am all for it. Thank you.

---Applause

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

#### Views Of People Involved In Administration And Delivery Of Education Necessary

MR. MacQUARRIE: Thank you, Mr. Chairman. I am a little slow on the uptake sometimes, and when you recognized me earlier by saying, "Of course", I recognized that you were putting out a message, I guess, that maybe I am talking too much, but I will not apologize at all for trying to do a thorough job on what is a most fundamental matter in every society, and which touches families in every part of the Territories. We ought to be willing to do an exhaustive job, and if other Members are not asking questions, well, that is their problem, but it is not going to stop me from asking mine.

It was said by Mr. McLaughlin that parents right across the Northwest Territories said, "We do not want second-class education for our students." Okay, agreed. They expressed specific concerns. Agreed. The question that confronts us now -- and I say it again -- is, are your



recommendations, that is, the recommendations of the special committee on education, going to accomplish that? Are those recommendations going to meet the kinds of concerns that people have?

Now I for one really would like to hear from people who are involved in the administration and delivery of education. The other day representatives from the Baffin asked that this Assembly receive representatives from the Baffin Region Education Society so that they could say how they feel about what has been recommended, and unfortunately that was voted down, but despite that there are two representatives here from that Baffin Region Education Society, and I for one believe that it is very, very important to hear their comments about the recommendations that have been made. Because they are involved directly with education, they have a better idea, I am sure, than any of us, exactly what the implications would be of a lot of them. So I am simply serving notice now that at an appropriate time I will be asking in committee of the whole for reconsideration of that matter, in the event that they have come this long distance anyway, and I will be asking that they be allowed to appear as witnesses in the committee.

---Applause

CHAIRMAN (Mr. Pudluk): Thank you, Mr. MacQuarrie. Any more general comments on adult education, recommendations 12 and 37 through 44? Thank you. Now, section seven, secretariat for learning, recommendations seven, 45, 46, 47. Are there any general comments and questions? Thank you.

Section eight, minister's advisory council, recommendation eight. Mr. Butters.

#### Minister's Advisory Council, Recommendation Eight

HON. TOM BUTTERS: Recommendation eight. I wonder whether the Members of the committee feel assured that these many bodies and groups that are advising the Minister might not be providing him with conflicting information, conflicting recommendations, and rather than assisting him, will confuse him or mislead him with a welter of bad advice or confusing advice or conflicting advice? You have appointed boards, you have elected boards, you have professional bodies, and I would say that you have too many, really, to provide adequate and realistic direction.

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

MR. McLAUGHLIN: I cannot help but say that that is kind of like saying the Minister of Local Government is ill-served by the fact that the community councils and town councils in the Northwest Territories are elected, that they formed the NWT Association of Municipalities, and that is bad that he should get that advice; that the government should not have a Highway Transport Board, or a Public Utilities Board, because the Executive Committee might get conflicting advice, other than what they get from the administration. I cannot see the point of that at all.

Our objective is to give the people of the Northwest Territories an input into education, and it is pretty standard all across the country that universities and colleges have boards of governors, that education in all the provinces -- kindergarten to 10 and beyond -- are governed by elected boards in those communities, and that ministers have people to advise them both within their department and also on occasion outside of their department. Personally, I envision that what is going to happen is this task force on implementation, which has already been appointed, will in all likelihood turn into the minister's advisory council once the implementation job is done, and that the regional advice that the government needs will come from the NWT association of school trustees which we are proposing. Thank you.

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

#### Cost Of Implementing Minister's Advisory Council

HON. DENNIS PATTERSON: Mr. Chairman, I have heard from a number of people who are concerned about the costs of implementation of this report, and, although we should be very concerned about costs, I do sincerely believe that this is a problem which will have to be fundamentally addressed by the government once the Legislative Assembly makes its recommendations, and really a problem of implementation rather than consideration of the debate at this point in time.

However, it has been pointed out to me that this Minister's advisory council looks like one of the less essential recommendations if the matter of raising funds becomes a problem. I would have to say that I think I agree, that it would be one of the lower priority recommendations, not that the Minister's advisory council would not be most valuable to me or any Minister, but that it is probably something that could be done without, although I would agree with Mr. McLaughlin that this is the hallmark of every mature education system in the country, these kinds of councils to provide the lay input in the operation of the department -- provincial departments of education are well-used by the ministers.

I do have to say quite candidly, however, that I think in the Northwest Territories, where we have a huge geographical jurisdiction but a relatively small human population, that I think it is quite possible for an active Minister to keep himself abreast of public and lay concerns with or without a council. So I would just say generally that, while I think this is a good recommendation, I would not defend it to the death, particularly if it became too costly. I do think, however, that in the long run -- particularly as the Northwest Territories grows -- where difficulties of access to a Minister become increased by population, then this kind of a sounding board for public opinion would become more important in the future. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Recommendation eight. Minister's advisory council. Any more general comments, questions? Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Mr. Chairman, Recommendation 8, the proposed Minister's council would meet quite often, and even though they are meeting quite a number of times, and there is not too much funding, maybe they would be a very effective council, and they might not want to be a council any more. There has been a council -- not for education, but for another area -- for example, the government employees. They are a very effective council; because they are not making that much money, they do not want to be a council -- and these councils would have a lot of responsibility and a lot of work. Would this be like a full-time job? The advisory council -- how is this set up?

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

MR. CURLEY: (Translation) Recommendation eight -- it says it is not urgent. It is up to the Minister, if he wants to appoint an advisory council. The council would just be advisory. We are not thinking of the amount of time they are going to meet, or the number of times. If they want them to meet so-and-so often, they can. They are just going to advise the Minister, they are not in the ordinance, and we do not even know what kind of responsibilities they are going to have -- like Dennis Patterson said, it is not urgent, and he wants to have more information. He says that it is not urgent. I do not think that it is urgent. If he wants to appoint an advisory council, he is the one, you know, who is going to be running the council. Like Dennis Patterson said, it is not going to be urgent for the government right now. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. Recommendation eight. Any more general comments. No? Okay, let us go to the task force on implementation. Recommendations 48 and 49. Are there any general comments and questions? Mrs. Sorensen.

Task Force On Implementation, Recommendation 48 and 49

MRS. SORENSEN: Just with respect to the task force on implementation, it is my understanding that there already is such a task force, and I wonder if the Minister of Education could explain what the status is of that task force, and what are the things that it has accomplished to date?

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

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I did explain earlier in this session that the task force on implementation had been appointed in late July, and I believe I introduced the members of that task force to the Assembly. They have met three times now, and have given me a report that recommends which areas of the education report can and should be proceeded with immediately, and which areas of the report require legislative change and therefore should be dealt with through a legislative amendment. The task force has raised certain issues that will have to be dealt with if certain recommendations are to be implemented, and it has prepared a detailed work plan over the coming year, until their mandate ends in August of next year, which identifies certain tasks which must be accomplished in order to properly analyse and implement these recommendations -- subject, always, to the advice of the Legislative Assembly.

As I had mentioned earlier -- and I think there is general agreement from Members -- while I did not want the task force report to be tabled on day one and thereby, perhaps, prejudice Members' thinking on the report, I do think it would be appropriate, and I am prepared to table the task force on implementation report for Members' consideration and guidance following this general discussion and prior to our detailed motion by motion consideration of the recommendations. So I am planning to table their report once this general discussion is over and before we begin the detailed consideration of the recommendations. I would, again, like to stress to Members that the government and certainly myself, feel that it is the advice of the Legislative Assembly which will provide the major direction to this government. I think the task force has had a bit of a difficult task in having to try to anticipate what this Assembly might recommend prior to this debate really being finalized at this session. So, with all those -- I guess, caveats -- I will look forward to getting Members' reaction to the task force report, which I would be tabling -- it looks like quite shortly. Thank you.

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

#### Tabling Of Task Force Report

MRS. SORENSEN: Mr. Patterson, I find it quite interesting that you would have withheld that task force report from us on the basis that you did not want to prejudice the Legislature's thinking on the committee's report. It has always been my understanding that this Assembly is very open to anything that anyone has to say on the recommendations, and is not prejudiced by any information that it receives, and will always make the decision based on as much information as is available. So I would be very critical of that decision, and would ask that you table it immediately, and then that we have some time to consider that report before we go into voting on the recommendations. I, for one, value input from experts. I do not always take their advice, because there are other reasons for taking a position than just expert advice, but I think that we would be remiss as a Legislature to have you table the report and go immediately into the recommendations. So, Mr. Chairman, I would ask if the Minister of Education would table it today, so that I could at least have 24 to 48 hours to review it and digest what it has to say. Thank you.

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

MR. CURLEY: Thank you, Mr. Chairman. I would strongly, strongly, strongly -- very strongly oppose any attempt to have any report from the task force that would attempt to precede the Legislature's special committee's report to be dealt with. They are the creatures of the committee. They were not mandated to come up with a report preceding the report being dealt with, and if that happens, I am going to have to ask for the resignation of the deputy minister, I would ask him to be relieved from the chairmanship of the task force, because I see, and I have information, that he is not always open to some other Members of the committee.

So, if you want that committee to become political, you go ahead and do it, but it might be pretty costly, and I will oppose any attempt for the Minister to table the report of that group prior to dealing with recommendations, because we are dealing with the constituent-interest stuff now. You are defending the civil service of Yellowknife, you are defending the civil service such as the deputy minister who is the chairman, and if you want them to get political, that is exactly what you are going to be asking for. So far, the debate in this House has not been consensus. It has been very political, and I have been trying to keep it out of the strictly political interests and interest group discussion, but I am not an old guard, I am not a red neck, I do not have much influence as far as the civil service and the headquarters is concerned. The teachers -- NWTTA would likely be very pleased too, particularly the prince-in-waiting, you know, would likely be very excited to hear any attempt that has slowed down in dealing with the concrete recommendations of the report. So I would caution any Members that attempted to see the appointed committees become politically involved. I think it would not be in the interest of the people of the NWT nor to the effective functioning of this committee right now, which is well under way in dealing with the recommendations.

I think we could possibly answer some of the recommendations that are being dealt with by the task force right now. One of the things that the government has not followed through is the drafting legislation and tabling legislation to effect some of the possible changes as directed by this Assembly, from Inuvik -- that has not taken place. So I think to try and expect that the task force would do better would be really just a smoke screen, to try and delay the work that we are carrying out right now. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. Maybe Mr. Patterson would like to further reply. Mr. Patterson.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I had taken some advice from the task force themselves, who did not want to see their report tabled in advance of at least significant discussion by the Legislative Assembly and I value that advice. They recognize that they are a body -- with one exception -- who work for the Department of Education and they did not want to appear to pre-empt the political process and I accepted their advice as being given with the best of intentions. I also consulted my colleagues on the Executive Committee and until Mrs. Sorensen arrived a little late in the session, I had taken advice from other Members of this House and thought we had come to an understanding. I also mentioned that the report had to be translated and I believe the translation has been done, but I am not sure the necessary copies have been made. I thought we had an understanding the other day, that once the general discussion was over but prior to detailed recommendations, would be an appropriate time to table this report.

#### Allegations Against Deputy Minister Of Education

One final thing I would like to say -- and maybe this can only be put to rest when the task force report is tabled -- is the deputy minister of Education -- and I have heard a number of allegations made against him by Mr. Curley in this session and have really not responded -- but the deputy minister of Education follows direction from me and if the Member for Keewatin South feels that the deputy minister of Education is not acting in an appropriate manner in chairing the task force, then he should be directing his criticism at me and he should be calling for my resignation not that of a...

MR. MacQUARRIE: That is right, Mr. Patterson.

HON. DENNIS PATTERSON: ...not that of a civil servant who has no opportunity to answer back.

MRS. SORENSEN: Good for you!

HON. DENNIS PATTERSON: So, you know, it may well be that Mr. Curley's fears will be calmed when the task force presents its report, but I will just say further that Mr. Lewis has been asked to act as a neutral chairman and although that is a difficult order, I think he has carried out his duties quite well and I think that the report will bear that out and it sounds like I should table it shortly to end all this speculation. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Patterson. Mrs. Sorensen. Mr. MacQuarrie. Recommendation eight.

#### Common Interest To Obtain Good Educational System

MR. MacQUARRIE: Yes, with respect to the task force on implementation, I recognize the delicate position that the people who prepared it are in, and it is not my intention to make it a political document. I assume that other Members have the same purpose as myself, which is to try to ensure that when we finish this whole exercise we have as good as possible an education system in the Northwest Territories. What we are undertaking is massive, in some ways it is overwhelming, and I am struggling to comprehend it all and to master it all. For my part, I simply welcome the enlightened comments of other people who have direct concerns, and that includes people who examined the recommendations, those people on the task force on implementation, and it includes such groups as the Baffin Region Education Society. I cannot see why anyone should be afraid of hearing as many points of view as possible. I have no prior knowledge of what is in the Baffin Region Education Society report. Perhaps everything they will say will be a put down of the kinds of concerns that I have raised. I am willing to risk that. I want sincerely to hear these comments and I put the task force on implementation's report in that same category. At some point I would like to hear what they have had to say about it and I will not make a political thing about it. We are all interested in getting a good educational system.

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

MR. CURLEY: Yes, I would agree that the Member from Yellowknife would be open to anything that would delay dealing with the recommendations, particularly the possibility of implementing the recommendations. One way to do that is to open the doors of this committee of the whole to invite witnesses of any kind, so we would eventually maybe start to do exactly what he wants.

What he wants to see is that there be no change in the status quo and his kind of generation that has ruled the educations for centuries -- for one century -- not even that, anyway, but I use that expression -- to this particular stage -- that we do not change -- that the best possible thing that the government and the civil service can contribute to the people of the North is that there be no change, that we remain with the present status quo of the Department of Education, that we have one school board for 50 or more communities throughout the Territories.

I would say that in attempting to open the doors to interest groups -- how far does Mr. MacQuarrie want to keep the interest groups from appearing here? We invited them throughout the last two years to make their briefs, to present their briefs and their concerns and if he wants to open another kind of a public inquiry, maybe he should think of another grand title; maybe the kind of an ideology and philosophy that he wants to impose on the people of the NWT. It could be one that he could conduct an inquiry into and hold public hearings about, because so far as I am concerned, you know, we are going to carry on with a Canadian kind of society, which is what we are trying to do, which no doubt will be carried out for the next generation, building from that foundation, and we are trying to do that through this education system. If Mr. MacQuarrie can propose specifically as to how many interest groups that he wants to invite, there could possibly be an agreement, but just to leave it wide open, to invite anybody, to me I do not think is acceptable any more.

HON. GEORGE BRADEN: Hear, hear!

MR. CURLEY: We will not probably want to agree to any of that kind, because Members of the Legislative Assembly are elected to speak for their constituencies and I think it has been doing pretty good as a proxy for the NWTTA. Thank you.

CHAIRMAN (Mr. Pudluk): Okay. Thank you, Mr. Curley. General comments on recommendations 48 and 49. Mr. MacQuarrie.

#### Views Of Recognized Educational Bodies

MR. MacQUARRIE: I would simply say, Mr. Chairman, that the kind of personal allegation that is made holds no water with me, and I hope it does not with other Members as well, and in order for me to be able to make decisions, I want not only to know what my constituents are saying about the proposed recommendations but, because we are going to establish a system that will affect the whole of the Northwest Territories, I am interested in hearing what recognized educational bodies from other parts of the Northwest Territories are saying about it. Mr. Curley could speak all day and all night and not persuade me that there is anything wrong with wanting to hear them.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. MacQuarrie. I wonder if I should -- okay, for the last time, Mr. Curley.

MR. CURLEY: Mr. Chairman, if you want the chairmen to respond to the statement like this, I think you should give it an open door. This Assembly established a special committee two years ago to inquire and to consult with the public, and if Mr. MacQuarrie could not understand what the purpose of that was, to consult and listen and speak to the people, he should have said that two years ago, and be a Member of the special committee. Now is a little late for him to try and say to us now, look, he likes to listen and see exactly what people have to say from all across through the Territories. I think that is why I suggest to him that he is going to have to inquire, another kind of inquiry, so that he can consult with them, maybe on a different issue, because if you want to try and open the door for another few years or months, I do not know whether or not this is the process that he should be using. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Curley. Recommendation 48 and 49. Mrs. Sorensen.

#### Cost Of Implementing Recommendations

MRS. SORENSEN: Mr. Chairman, recommendation 49 says that "Significant funds shall be available to the Department of Education for the implementation of these recommendations, and these funds shall be under the control of the task force on implementation." I wonder if I could have an indication of how much each recommendation or each group of recommendations is going to cost? I find it very difficult to accept a recommendation that has a lot to do with finance -- since I am the chairman of the standing committee on finance -- without knowing how many dollars we are talking about and what funding agencies we will have as a government to enable us to carry out the implementation of these recommendations.

CHAIRMAN (Mr. Pudluk): Thank you, Mrs. Sorensen. Who wants to answer that question? Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, this is one of the tasks that the task force on implementation has identified. Thank you.

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

MRS. SORENSEN: So there has been no identification by the committee, of the dollars that it will take to implement the recommendations. Is that correct, Mr. Patterson?

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

MR. McLAUGHLIN: Bandyng about the different figures -- you know, we have heard figures within our own committee of saying that the department would have to have an additional five to 15 million dollars a year to implement these things over a three year period of time, because a lot of it is new. Apparently the Executive Committee had a study done on this and it said a lot of money would be required, but we found holes in that study.

The thing is that these recommendations are going to cause changes in legislation, and after the legislation is passed the changes in regulations and the way the regulations are put to work in the field are going to determine how much money is spent. A lot of this stuff, we believe, can be done by transferring some funds from one department to another. The administration changes will not take very much more money if all we do is create the 10 new divisions, and if we do not add on the special services people that we recommend that are not in existence, and if we do not add on other services -- we are strongly recommending to the government that some things be done that are not currently being done, and it is going to cost money. There are questions as to how much. So when the government comes down to implementing these recommendations, the task force is going to have to refine them down to what is practicable and what is available, but definitely our government has to make a case to the federal government to get this extra funding that is needed.

So to talk about the funding is very difficult, because we are recommendi g that things be done, which everybody would like to see done. We are not stupid, we know that these are going to cost money and that if we do not get the money they are not going to get done. So to start arguing about the costs at this stage, I think, is wrong, but when we get to the stage where the government starts proposing legislation which we know, if we make it into a law, that the law cannot be carried out because of a lack of funds, then I think we have to start saying "Why bother passing that particular law?" At this stage, however, we are trying to recommend to the rest of the Members of the Assembly a bunch of improvements to the education system which we think will either directly or indirectly solve some of the many problems brought to our attention in the public hearings. Even if we approve these recommendations and even if the legislation is put into effect, some of these programs will not be carried out if the federal government does not make funds available to us or we cannot find the funds within our own government to do them. So I think to talk about the cost now is really not very productive.

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

#### Legislature Must Be Fiscally Responsible

MRS. SORENSEN: Well, Mr. McLaughlin, it is the taxpayer of the Northwest Territories and the taxpayer of Canada that is going to have to foot the bill for our education system, and so, as a Member of the committee, saying that the discussion of the costs and the dollars involved would be non-productive -- I just find that unacceptable. The discussion of how much something costs at any time is imperative to whether you support it or not. Otherwise all you are doing is saying nice things to your constituents, the things they might want to hear, but things that you may never have the opportunity of carrying out, and that is the worst kind of politics there is, because it is being deceptive and cruel to the people you represent. So let us talk dollars and cents; we have been called this morning on the radio -- this Legislature and the committee and the report -- have been called "fiscally irresponsible". The most important thing that this Legislature should demonstrate at this point in our evolution is fiscal responsibility.

So I would say that if the committee cannot respond to my questions concerning the cost of each recommendation or each series of recommendations, then I must turn to the Minister of Finance and say, is the Minister of Finance aware of the report? Has he studied the report? Does he

have a report for this Legislature on how much the thing is going to cost? Because I for one, although I find the report and its recommendations absolutely acceptable from an education point of view and from a parent point of view, and from a person who is interested and concerned about education in the North -- find it absolutely and totally acceptable -- but I still have a tremendous amount of concern about the cost. Now surely the Minister of Finance has that same concern. I would expect, then, that he has done a thorough analysis, and what has that analysis produced? Can he tell this Legislature what it has produced? Thank you, Mr. Chairman.

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

Identifying Financing For Implementation Of Recommendations

HON. TOM BUTTERS: Mr. Chairman, the recommendations of the special committee on education are currently before the Legislative Assembly. They are currently being examined before a subcommittee of that Assembly. The specific recommendations are still to be considered and possible amendments made to them. To determine or make any projection on what will come out at the end of this process is presumptuous at this time. There has been a preliminary projection made of some costs in some areas and that has been made generally available. However, I think that those figures are very soft figures, until we know exactly what we are talking about by way of recommendation. My expectation is that the task force, too, will be addressing these matters.

With regard to the costs, I spoke three or four days ago, during the Member's absence, and I indicated to the committee at that time that I was concerned about the costs and warned Members that these recommendations to be implemented would cost money which this government does not have at the present time. I am repeating myself for the honourable Member. It would be required that we take the additional requests for money through the federal auction process. Members of this committee heard me say that and they know that I do have concerns with regard to finding adequate financing.

CHAIRMAN (Mr. Pudluk): Thank you, Mr. Butters. Maybe Tagak Curley would like to further reply.

MR. CURLEY: Thank you, Mr. Chairman. I appreciate the Minister of Finance's response, because I can see that Lynda Sorensen is making more political mileage here, because she is the chairman of the finance committee and in her committee you just do not do things unless you identify in exactly what terms and what figures -- this is what her particular committee is all about, but we are dealing with a major principle...

MRS. SORENSEN: It is called being responsible, Tagak.

MR. CURLEY: Lynda, I wish you had been sitting. You have not taken part in any of the discussions at all. You had an open invitation during all of our deliberations. Not once did you take part in it, other than the public hearings.

MRS. SORENSEN: I was not on the committee, Tagak.

MR. CURLEY: The only time you appeared was when it was politically convenient for you to appear and that was consistent. When it was politically expedient, then you do appear and make comments. We are dealing with the broad principles directing the Department of Education to eventually follow. Maybe they will not get passed through the House and therefore it would be presumptuous to come up with an exact figure. Once that is done, I would think that a more independent group, not a political group, is going to have to advise the Minister whether or not some of the recommendations would be able to be carried out in year one, two and three. We recommended that the task force is going to have to prioritize some of them. Some of them will likely not cost money to effect legislative change. Surely, some of them will, but depending on what the Minister and his staff are really prepared to do in the first year and second year. I, as a politician, did not want to get nitty gritty and I made that point many times. I said to the committee in our deliberations -- I said, "Look, we should stay clear of any specific detailed items which the staff and the civil service is there to carry out for us, because that is their job and the Minister is going to have to take the responsibilities." I did not want to get involved in trying to take over the implementation side of the question, because I do not know whether some of the recommendations are going to be put through or adopted, which will reflect the kind of costs that Mrs. Sorensen wants to do. It might mean that that whole report might be taken back to the finance committee for financial analysis. That would be another good project, which might be politically expedient to transfer to the finance committee. Thank you.

---Applause

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

MRS. SORENSEN: Well, Mr. Chairman, on behalf of my constituents I must say that I object to two things. I object, number one, to the fact that the task force report on the implementation of these recommendations has been withheld from me. I feel that I should have had that task force report and, number two, I cannot get any information, either out of the government or the committee, on the cost of this and I am sorry, but that is the way that we should be operating -- with all the information at hand. So, I must object and I do so on behalf of my constituents.

CHAIRMAN (Mr. Pudluk): Thank you, Mrs. Sorensen. The Chair recognizes that the hour is now 6:00 o'clock and I want to report progress.

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Mr. Pudluk.

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

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

MR. SPEAKER: Thank you, Mr. Pudluk. Mr. Clerk, announcements and orders of the day, please.

CLERK OF THE HOUSE (Mr. Remnant): Mr. Speaker, there will be a meeting of the special committee on education at 7:00 o'clock this evening in room 211.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, 9:30 a.m., Wednesday, November 10.

1. Prayer
2. Replies to the Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Standing and Special Committees
8. Notices of Motion
9. Notices of Motion for First Reading of Bills
10. Motions
11. Introduction of Bills for First Reading
12. Second Reading of Bills
13. Consideration in Committee of the Whole of Bills, Recommendations to the Legislature and Other Matters: Tabled Document 1-82(3); Motion 7-82(3)
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 9:30 a.m., Wednesday, November 10th.

---ADJOURNMENT



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