



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, NOVEMBER 10, 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 Wednesday, November the 10th, Item 2, replies to the Commissioner's Address. Mr. Curley.

Response To Accusations By The President Of The NWTTA On CBC Radio

MR. CURLEY: Mr. Speaker, I rise on a point of privilege to respond to the inflammatory comments made November 8th by the president of the Northwest Territories Teachers' Association, on the CBC radio noon program, in which Mr. Reid predicted that the report of the special committee on education will result in layoffs of school support staff, such as secretaries, janitors, government liaison officers and field service officers. On behalf of the special committee on education, I would like to condemn what I can only call scare tactics on the part of Mr. Reid, and assure the people who work in the schools in the Northwest Territories that the education committee report does not recommend layoffs. In fact, the report is aimed at hiring more people to deliver improved educational services to regions and communities. An analysis done by the special committee shows that the reallocation of existing levels of funding to create the proposed 10 divisional boards, at projected staffing levels, would in fact create an additional 38 support positions -- more than are now in place.

The special committee on education is concerned about these irresponsible comments, because Mr. Reid has used the term "layoffs" to describe his fear that the creation of divisional boards will result in reduction on union memberships. However, the special committee on education has said many times that we favour more resources, not less, being provided to education, and we favour continuation of territorial-wide bargaining for all employees of divisional boards. I would like to take this opportunity to commend the president of the Northwest Territories Public Service Association for his understanding of the committee report, and for responding publicly today by putting such fears of layoffs to rest.

---Applause

I would finally say that if CBC wish to accurately and responsibly inform the public about this report, the co-chairmen of the special committee on education are available at any time. Thank you, Mr. Speaker.

SOME HON. MEMBERS: Hear, hear!

---Applause

MR. SPEAKER: Thank you, Mr. Curley. Item 2, replies to the Commissioner's Address.

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

Mr. Kilabuk.

Mr. Kilabuk's Reply

MR. KILABUK: (Translation) Mr. Speaker, thank you for the opportunity. I hope my comments in reply to the Commissioner's Address make sense. Ladies and gentlemen, my colleagues, Mr. Speaker, we have come over to the session, and we have to come over here and get help -- also from the interpreters. First of all, I would like to say that Lynda Sorensen was making a good speech when she made her reply to the Commissioner's Address, and that Tagak Curley and Lynda Sorensen were working as a team sometimes -- and sometimes they oppose each other very much -- but, going back to her reply, and also the vacancy beside Tagak Curley, maybe she can move over there to sit down.

Mr. Speaker, I would like to make some comments regarding housing -- or make them to the Housing Corporation -- that we have adequate housing. However, the Housing Corporation in the Northwest Territories, when they provide houses to the people, it seems as if they are not co-ordinating with the people. Sometimes there is a problem when a person goes up to the Housing Corporation. The problems that are brought forward by the people to the Housing Corporation -- they do not really take action when they get back to the office. Anywhere I am, I am always concerned about this; that the Housing Corporation does not take account of the complaints of the people. The Housing Corporation of the Northwest Territories does not seem to be working with the Inuit people, even though it is run by the Government of the Northwest Territories. The Housing Corporation should be working closely with the communities, and we could probably achieve things instead of opposing each other. Maybe we could come up with a better solution to the problems we have if we started working together. The reason is that most of the communities in the Northwest Territories, when they order supplies to renovate houses, they have not been able to get the supplies, because they do not have enough money budgeted for that; and I feel that the Northwest Territories Housing Corporation should be looking into this more, because when the housing associations make a request for supplies, they are being ignored. What I am saying now is not particularly pleasant to the Housing Corporation employees, but I have to say it. I am not pointing out a particular person. The problems that we have in the Northwest Territories are far more important than what we have now, because, particularly in Baffin, there are a lot of housing problems, and there is a long list of people requesting houses. We have at this time probably 70 in line -- this is from the Pangnirtung Housing Association. The requests of the people -- you can probably recall it, that there are a lot of things that have not been passed on. This may not be very pleasant to the Housing Corporation, but I have to bring it up.

Legal Aid In The Baffin Region

Getting to another point, Mr. Speaker, I would like to make a comment about the court cases that are being held over in Baffin. The people need support from the lawyers, and I have seen that in Baffin, my colleague on my left has been a lawyer for the Baffin area. Perhaps the Department of Justice and Public Services will be looking for certain persons to help, or to assist, the people in Baffin region. These departments are not looking after the people. Perhaps if you could try to look for a person, or hire a person, to help the people over there -- and it is very important that there should be a person -- when a person has to go to court and just has no lawyer. When a person goes to court, they could be taken directly to a correctional institution and the family is not informed as to what is happening. They are taken right from their communities to the correctional centre and it has been brought up in our community, and I have been informed by my people that this is a very large concern of the people. The parents have not been informed of where the accused is going or whether he is going to stay in town. This is a serious matter and we really should try and find a lawyer in our region. At this time we know Inuit who cannot find an Inuk lawyer, but we can find a lawyer who is qualified if we want to. I just bring this matter up, with regards to justice.

Problems With Economic Development And Tourism

Mr. Speaker, the next matter I am going to bring up is a little different. With regard to Economic Development and Tourism -- this is going to be good in a way, but not too good in another way. Economic Development and Tourism have created a lot of employment in the Northwest Territories and there are a lot of tourists coming in, and this has helped a lot of individuals, but there are some problems in regards to Economic Development and Tourism. Maybe the Minister responsible for Economic Development and Tourism is aware of these problems. There is a sport fishing camp near Pangnirtung. A lot of tourists come to the area for sport fishing. These sport fishermen are great in number. Another sport fishing camp is trying to be run by three people and this camp seems to be recognized. At this time the other sport fishing camp is closed. The three individuals concerned have really tried to get the fishing camp going. The three people that were trying to buy this fishing camp even sold their houses so that they would have everything that is required at the camp. They probably got close to around \$10,000 together to get this camp going, even though Economic Development has helped the three individuals.

From Frobisher, the economic development in our area -- we have thought about this for a long time, not only for just a short time, as to how we can solve this problem and how we can find a proper way of doing things. My colleagues and myself and the fishermen are gradually thinking that maybe we should sue the Department of Economic Development for not doing what we want. Maybe we will take them to court, so that you will recognize what we have been needing for a long time. We have been requesting assistance, not only from Economic Development, but from the whole NWT government, but nothing has ever been done. I wonder how Economic Development and Tourism can solve this problem. I have a copy of the letter that was sent to me by Economic Development and Tourism and I will be able to pass it on to the House during the session. I am sorry that what I have been talking about is not too welcome, because whatever we discuss, it may hurt many more people but we are here to try and solve the problems that we have in our regions. We always like to do things in a proper way.

Moving on to another item, Mr. Speaker, I would like to discuss a different subject. With regard to this matter, I will be requiring support from the House concerning the sealskins that are sold in the Northwest Territories, because Greenpeace are really trying to cut this off for us -- selling sealskins. I really want this matter to be carried out. The main reason is that the things that we buy in the Northwest Territories -- gas, clothing, equipment -- the cost is increasing all the time. To be a real Inuk, if at all possible we should go back to the olden times, because today inflation is incredible. However, this is not possible now, and knowing that in our earlier days we did not have all these problems and we were able to survive. I really want support of this matter with regard to sealskins.

Now, Mr. Speaker, I will move on to another subject. There are things about which we have to be educated in the Territories. There was an individual who started building his own house -- and I believe this is one of the things that was done in Pangnirtung -- I feel that the Inuit are able to do whatever they please, if they have the money to do it. They do not have to be white people, they have been living in the Northwest Territories for a long time and they do know what they want to do within their land, Nunavut.

Mr. Speaker, I will be getting on to another subject. I would like to talk about some of the matters we have been discussing concerning education. I really feel very confident and am very happy that we are discussing the Education Ordinance, because we have to be looking forward to the future. There will be a lot of new things that will be happening in the future and we have to be discussing these. The kids we have now will be marrying white people -- white women, or Metis, or whatnot -- and vice versa, I really do not know what will be happening, but this is what is going to be happening. I was in Greenland some time ago, and this is really happening now -- an Inuk being married to a white or a Metis or whatnot. With regard to the Education Ordinance, it will be of great significance to our children. I just wanted to bring this matter up, so that you can keep in mind -- but some day in the future you will have an Inuk son-in-law or a white person daughter-in-law or Metis granddaughter, or whatnot. I just wanted to bring this matter up. So this will come about. I am grateful to be sitting in the House representing my colleagues, to bring the matters up so they can be discussed and something be done about the matter. I would like to see a lot of other things that we want carried out.

There are two points that I am not too happy about, one point is the resignation of William Noah for Keewatin North. He has really been trying to pass on the things that the people wanted in the North that he had been trying really hard to get passed.

Lastly, we all know that Jeanne Brezinski passed away. She was our finance secretary-treasurer and she is not able to carry on, now. Thank you for giving me this chance to speak, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Mr. Kilabuk. Replies to the Commissioner's Address. There appear to be no further replies this morning. We will go to oral questions, Item 3 on the orders of the day.

ITEM NO. 3: ORAL QUESTIONS

Oral questions. Mr. Arlooktoo.

Question 45-82(3): Cape Dorset Radio Society

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I just have one question that I would like to bring up. This question is directed to Dennis Patterson in communications. The radio society in the Baffin is not functioning any more because they do not have any more funding. I would

like to know whether the radio society could be given a grant so that they can continue to be on the air. This question is directed to the Minister of communications. The radio society in Cape Dorset is not functioning any more, and I would like to know if they could be given a grant so that they could continue to do so.

MR. SPEAKER: Mr. Patterson.

Return To Question 45-82(3): Cape Dorset Radio Society

HON. DENNIS PATTERSON: Thank you. I believe that question was directed to the Department of Information, for which I am speaking in the House, and I would say to Mr. Arlooktoo that my first reaction to his question is that this is a matter that falls within the responsibility of the CBC, the establishment and on-going support to community radio societies, but I will look into the matter and reply further if there is anything we can do. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. I take it, then, you are taking this question as notice and you will give a written reply. Oral questions. That appears to conclude oral questions for today. Item 4, written questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

No written questions. Are there any returns for today? Mr. Nerysoo.

HON. RICHARD NERYSOO: Mr. Speaker, I have a number of returns, and I would like to remain standing and proceed to present all returns.

MR. SPEAKER: It is quite in order, once you are given the floor, to reply to more than one return.

Further Return To Question 4-82(3): Letter From Saputik Corporation, Payne Bay

HON. RICHARD NERYSOO: This is a return to an oral question asked by Mr. Arlooktoo on November 3rd about Saputik Corporation:

In response to the question raised by the honourable Member for Baffin South, the Commissioner received a letter and a copy of a proposal on October 4, from the Saputik Corporation. The proposal is for the Quebec Inuit to outfit big game polar bear hunts on Akpatok Island. The Commissioner acknowledged receipt of their letter on October 8. As the islands in Hudson, James and Ungava Bays are under NWT jurisdiction, my staff and I are presently examining the proposal in light of overall polar bear management and quota requirements for Hudson Bay and Hudson Strait that are shared with Labrador, Quebec, Ontario and Manitoba. This decision will take into consideration progress by Quebec in implementing a quota system pursuant to the James Bay Agreement, and in particular the interests of the hunters of south Baffin.

The polar bear management program requires that proposals such as this be submitted for consideration to the federal-provincial polar bear management committee. Upon receipt of the committee's recommendations, I will be in a position to make the final decision on this proposal. I am pursuing this matter as expeditiously as possible, and I have replied directly to Saputik Corporation, and will provide a copy of their response to Mr. Arlooktoo.

Further Return To Question 20-82(3): Hunters And Trappers Taxation Problems

Response to an oral question asked by Ms Cournoyea on November the 4th with regard to taxation of trappers:

We have tried repeatedly to influence the federal Department of National Revenue but we have had no success. They appear to be adamant in their intent to tax trappers. However, I will again try to speak or meet with both the Ministers of Indian Affairs and Northern Development and of National Revenue. Perhaps we can have the issue raised in cabinet with the hope that they will at least not require that earnings in previous years be taxed. By only applying their taxation rules from 1981, the burden on trappers would be lessened immensely.

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

Return to an oral question asked by Mr. Arlooktoo on November the 5th, 1982, with regard to polar bear quotas:

In general, polar bear quotas are assigned to individual settlements and those settlements in turn determine which hunters receive a polar bear tag. Presently, outpost camps approach their parent communities for tags. We will continue to administer the tags in this fashion in consultation with the community hunters' and trappers' associations. My staff are open to new ideas if the associations devise a new approach which they believe is preferable.

It is not possible to increase the quotas each time a new outpost camp is established or polar bears would soon be overhunted as outpost camps spread throughout the Arctic. We are concerned about the polar bear population around Frobisher Bay. Polar bear studies in the Frobisher Bay area indicate the local bear population may be overhunted at the existing quota levels. This information has been passed on to the communities. Accordingly, I will continue to regulate the harvest of polar bears in south Baffin cautiously until we are sure that we are not overharvesting polar bear in the area.

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

Return to a question asked by Mr. Pudluk on November the 5th, 1982, with regard to disposition of polar bear hides:

The hunter can dispose of a bear hide as he sees fit, for commercial or for private, domestic purposes, if the hide is taken legally and a tag is attached to it. Thank you.

MR. SPEAKER: Thank you. I understand that we have one written question. Mr. Kilabuk.

Question 46-82(3): Financial Assistance For Caribou Meat

MR. KILABUK: (Translation) Mr. Speaker, this matter was asked to be raised by the residents of Baffin Island. The caribou hunting area over at Baffin Island has the most inconvenient route there is. Also, this is widely used by people who go out to hunt caribou, even by men who have no means to get caribou, as well as with widowed persons. Because of this fact, the residents of Baffin Island would like to be given assistance, in the amount of \$3000, in order to supply themselves with more caribou meat. Would the Minister be able to respond to this question?

MR. SPEAKER: Thank you. Are there any further written questions? Mr. Evaluarjuk.

Question 47-82(3): New School For Pond Inlet

MR. EVALUARJUK: (Translation) Thank you, Mr. Speaker. From the education committee of Pond Inlet: The Government of the NWT appropriated money on a five year basis. We, the education committee of Pond Inlet, recommend that we get a new school for these reasons: 1) the population of Pond Inlet is growing rapidly; 2) the facility for the students is getting too small; 3) there are families from other communities moving to Pond Inlet without informing us; 4) we have heard that there will be more families moving in the future; 5) too many students are being taught by one teacher, more than it states in the education system, that is the student/teacher ratio; and 6) every year there are more students enrolling.

As Minister of Education, can you deal with these matters by getting a new addition to Pond Inlet school by 1984, if possible? If we want the students to have a good education in the North, this should be one of the first priorities. One of the reasons is that the residents of Pond Inlet do not want to send their children to Frobisher Bay and that is the reason why they want an addition to the school.

MR. SPEAKER: Thank you, Mr. Evaluarjuk. Are there any further written questions? Are there any further returns for today?

Item 5 on the orders of the day, petitions.

Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Braden.

HON. GEORGE BRADEN: Mr. Speaker, I would like to table Tabled Document 11-82(3), a letter from the Hay River Community Education Society, and it concerns the report, Learning: Tradition and Change, which this House is considering in committee of the whole. Thank you.

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

MRS. SORENSEN: Mr. Speaker, I would like to table Tabled Document 12-82(3), A Brief Concerning the Northwest Territories Education Ordinance, An Ordinance Respecting the Establishment of the Arctic College, Learning: Tradition and Change in the Northwest Territories. This brief is presented by the Yellowknife Separate Education District No. 2.

MR. SPEAKER: Thank you. Tabling of documents. Mr. Curley.

MR. CURLEY: Mr. Speaker, I would like to table Tabled Document 13-82(3), a set of resolutions passed by the Keewatin Regional Education Authority during their recent meeting. Thank you.

MR. SPEAKER: Thank you, Mr. Curley. Mr. Pudluk.

MR. PUDLUK: Thank you, Mr. Speaker. I would like to table Tabled Document 14-82(3), a letter from the Grise Fiord Settlement Council requesting CBC radio and television. Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. Tabling of documents. Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Speaker, I would like to table Tabled Document 15-82(3), a motion and recommendations from the Inuvik Region LEA Conference, regarding Learning: Tradition and Change in the Northwest Territories.

MR. SPEAKER: Thank you. Tabling of documents. That appears to conclude the tabling of documents.

Item 7, reports of standing and special committees.

Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. Pudluk.

Notice Of Motion 12-82(3): Radio And Television Information Program At Grise Fiord

MR. PUDLUK: (Translation) I am going to give a motion on November 12th, Mr. Speaker, that reads as follows: Whereas the radio and television communications program of the Department of Information provides radio and television service to communities with a population of at least 150 people; And whereas exceptions to 150 population rule have occurred, most notably, Arctic Red River -- population 105; Enterprise -- population 40; and Jean Marie River -- population 49; And whereas the settlement of Grise Fiord has requested that radio and television services be provided; Now therefore, I move, seconded by the honourable Member for Baffin Central, that this Assembly recommend to the Executive that a further exception be made to the radio and television information program, and that radio and television services be made available to the residents of Canada's most northern population centre, Grise Fiord.

MRS. SORENSEN: Hear, hear! Hear, hear!

MR. SPEAKER: Thank you, Mr. Pudluk. It is not necessary that you read the "whereas" clauses. It is just necessary in giving notice of motion that you give the "now therefore" sections, so that you do not have to read it off.

MR. PUDLUK: I was just practising.

MR. SPEAKER: Practising? Fine. Thank you very much, Mr. Pudluk. Notices of motion. Mr. McLaughlin.

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

MR. McLAUGHLIN: Mr. Speaker, I would just like to advise you that I am withdrawing my Motion 11-82(3) regarding November 11th and Saturday, November 13th.

MR. SPEAKER: What are you trying to tell me, Mr. McLaughlin? You do not want the cart in front of the horse?

MR. McLAUGHLIN: Yes, Mr. Speaker.

MRS. SORENSEN: Yes, but I am getting up next.

MR. SPEAKER: I had better leave that one alone!

---Laughter

Actually, that is not in order at this time, but I know what you are trying to do. It should be dealt with under motions, but -- Mrs. Sorensen.

Notice Of Motion 13-82(3): Change In House Sitting Time

MRS. SORENSEN: Thank you, Mr. Speaker. I would like to serve notice that on Friday, November 12, I will move, seconded by the honourable Mr. Braden, that this Legislature sit from 1:00 p.m. to 6:00 p.m. on Saturday, November 13, and I will ask for unanimous consent to deal with this motion under motions. Thank you.

MR. SPEAKER: Thank you, Mrs. Sorensen. Notices of motion.

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

Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 9-82(3), Request for RCMP at Hall Beach. I understand, Mr. Evaluarjuk, that you are going to withdraw this motion at this time for correction in the wording?

Motion 9-82(3): Request For RCMP At Hall Beach, Withdrawn

MR. EVALUARJUK: Yes.

MR. SPEAKER: All right. We will then withdraw Motion 9-82(3). Motion, Mrs. Sorensen.

MRS. SORENSEN: Mr. Speaker, I request unanimous consent to consider my motion concerning sitting on Saturday, November 13th, at this time.

MR. SPEAKER: Unanimous consent is being requested for a motion for sitting on Saturday. Are there any nays? There do not appear to be any nays, Mrs. Sorensen; you may proceed.

Motion 13-82(3): Change In House Sitting Time, Carried

MRS. SORENSEN: Mr. Speaker:

I MOVE, seconded by the Hon. George Braden, that this Legislature sit from 1:00 p.m. to 6:00 p.m. Saturday, November 13th.

MR. SPEAKER: Your motion is in order. Proceed, Mrs. Sorensen.

MRS. SORENSEN: Question.

AN HON. MEMBER: Question.

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

---Carried

Is there any further business under motions for today? Mr. Curley?

MR. CURLEY: On a point of order, Mr. Speaker. I do not know whether it is in order, but I will be giving notice of motion later on, but at this time I could not, because I have not got a draft yet, but I will ask for unanimous consent to go back to an item later. Thank you.

MR. SPEAKER: Thank you, Mr. Curley.

Item 11, orders of the day, introduction of bills for first reading.

Item 12, second reading of bills.

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

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

Tabled Document 1-82(3), report of the special committee on education, and Motion 7-82(3), Electoral Boundaries Commission. The House will resolve into committee of the whole with Mr. Fraser in the chair.

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

CHAIRMAN (Mr. Fraser): Take a 15 minute coffee break, and then come back.

---SHORT RECESS

Task Force On Implementation, Recommendations 48 and 49

The Chair recognizes a quorum. The committee will come to order. Dealing with the task on implementation, recommendations 48 and 49. Any further general comments? Mrs. Sorensen.

MRS. SORENSEN: Well, Mr. Chairman, I am wondering if I could have an indication from the Minister of Education when he is going to table the task force report, and if he is going to table it before we get into the actual voting on the recommendations themselves. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. Mr. Minister, did you get the question?

HON. DENNIS PATTERSON: Yes, I did, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Patterson.

HON. DENNIS PATTERSON: I am torn between a number of different competing suggestions on this. I am anxious to avoid having a debate start on the task force report, and I think that is why the task force recommended that its report be tabled following the consideration of the recommendations. So my current inclination is to table the task force report once the recommendations have been dealt with by the committee. Thank you.

MRS. SORENSEN: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen.

Motion To Table Task Force On Implementation Report Immediately

MRS. SORENSEN: Mr. Chairman, I would like to make a motion, then. I move that the task force on implementation report be tabled immediately.

CHAIRMAN (Mr. Fraser): I believe there is a motion on the floor. Mrs. Sorensen, was that a motion?

MRS. SORENSEN: It is a motion.

CHAIRMAN (Mr. Fraser): Yes, could we get a copy of it, please?

MRS. SORENSEN: Mr. Chairman, is my motion in order?

CHAIRMAN (Mr. Fraser): Just a minute. Mrs. Sorensen, you moved that the report of the task force on implementation be tabled immediately. Does that mean that you want it tabled in the following session, or tabled in the House in committee, or what is your intention?

MRS. SORENSEN: I would like it to be tabled at the appropriate time. I would prefer that it be tabled now, but if it can only be tabled under tabling of documents then that is certainly proper -- but I would wish that it be tabled immediately.

CHAIRMAN (Mr. Fraser): Thank you. Mrs. Sorensen, your motion is in order. To the motion.

MRS. SORENSEN: Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, I realize that the Minister of Education's position is that he does not want to complicate the discussion by giving Members information that he has in his hands. Information that comes from the so-called experts. I feel that it is extremely important that this Legislature have all available information. I can attest to the fact that I do not know what is in that report, and it is for that reason that I wish to read it. I have in fact heard that there is nothing damaging to the special committee's recommendations in the report, that in fact it is a very soft report, but I really do not want the impression left on the record, in the Hansard, and with the people of the Northwest Territories, that the government, through the Minister of Education, is withholding information from the MLAs who are sitting here earnestly attempting to discuss the very important issue of education in the Northwest Territories. I think that it would be a reflection on our government to withhold that kind of information, and I beseech the Minister of Education to give us that report.

I guess it is part of what I see as my democratic rights on behalf of my constituents, to have all available information. If these recommendations are accepted and are passed, we are moving in a way that is somewhat different from the traditional way that education is handled. I think that it is important that we have on the record that we were willing and open to all sources of information, to all persons who were willing to give their advice on the recommendations, so that we can say in our hearts, once we adopt these recommendations, that we have truly done so knowing as much as we can about the direction we are about to take. Thank you, Mr. Chairman.

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

Task Force Report Would Be Of Assistance

MR. MACQUARRIE: I would like to lend support to the motion, and urge other Members to do so as well, Mr. Chairman. I recognize that the motion that called for its establishment asked that the task force report to the Minister, and hence to the Executive Committee. I respect that if that insistence is made, technically Mr. Patterson would be right, and the Executive Committee would be right, in saying that it was a report for their eyes; but, like Mrs. Sorensen, I feel that we are attempting to undertake something very significant, and that we need all the information that we can get. As I said yesterday, I am struggling to comprehend all of the implications that are involved in what we might be doing and I, for one, appreciate additional information. I am not ever afraid to hear from people whose views differ from mine, or who challenge what I have to say about things, because if they have worth-while things to say I am ready to try to take them into account in the positions that I finally take. I cannot understand why other Members do not feel that same way.

The task force presumably has analysed and assessed the report -- has done some other analysis -- and made some comments about the implications of implementing various recommendations; and, in the interests of trying to be sure that we do the best thing, I would like to know what those implications are. Because of that, I do urge Members to vote in favour of this motion. Let us have a look at what they have to say, and if much of it seems not to be directed toward the principles, it is not going to have a great impact on our voting at all -- but if there are some serious implications that we should be thinking about before we approve this recommendation or that recommendation, I really would like to hear that. I think, not only would I really like to hear it, I think the people of the Northwest Territories generally would like to hear it as well, so that they are assured that we are being methodical and thoughtful in undertaking this great change in our educational system.

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

Government Should Not Be Guided By Views Of Civil Servants

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I seem to get into a lot of trouble with Mrs. Sorensen and Mr. MacQuarrie about tabling documents and being accused of suppressing information and secrecy and all kinds of dire accusations, but I would just like to explain, Mr. Chairman, that the task force on implementation is largely composed of a group of civil servants who operate under my direction and whose job is to report to the Executive Committee through me, on the implementation phase of the education report. It was asked that such a task

force be appointed by the Assembly in Inuvik. They were asked to, basically, begin the implementation phase, before the Legislative Assembly had finally completed its work, and the only reason I am reluctant to table this report at this particular time -- and I stress that -- I have committed myself to tabling the report, but I wish to avoid tabling it at this time -- is that the government has not yet determined its response to the special committee on education recommendations and the recommendations of this task force have not yet been considered by this government. The reason is, of course, that the government is primarily going to follow direction from this Legislative Assembly and so is the task force and I am very anxious to avoid the implication that the government has determined which way we should go and even that the civil service has decided which way we should go.

They have made a report to me, which I think should be made public once the recommendations are concluded, but in no way do I think that the time is appropriate at this point, because I do believe that MLAs have been working hard to gather the views of their constituents in the months since Inuvik, and I would like to see their views considered by this House before much impact is given to the work of a group of civil servants who tried to anticipate what this House would say at this session. So I agree with tabling the report. I am not so sure that I agree with the timing, but, of course, directions from this House will guide us in this regard. I feel I will not support the motion, because the timing is inappropriate, and I have been guided in this position by advice I have received from the task force itself, advice I have received from the special committee on education, who seem to feel very strongly about this issue and really who are guiding this report through the House, and discussions I have also had with the Executive Committee. So I am not going to support the motion, Mr. Chairman. Thank you.

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

Members Protecting Political Interests

MR. CURLEY: Thank you, Mr. Chairman. We laboured very seriously when we first appeared here last Tuesday in trying to get an agreement as to how the report should be dealt with in this House. I think we did try to at least get an understanding and agreement, by way of a motion which I introduced, that we would be dealing with the recommendations and subject matters as we have been dealing with them and that there would be no motions introduced until all these recommendations and the general questions have been dealt with. I think that was an understanding we mutually had agreed to without having to get political. Yesterday I indicated that if the Members want to play politics, I am prepared to do that. Amongst other things, I intend to reveal information that I think will only harm some officials in the government and that is with respect to the implementation committee's report, because I will then have to raise questions as to how certain positions were adopted and what kind of co-operation have the committee Members received from the departmental officials. If the Members want to proceed in that fashion, which means that we are now breaking our agreement, I will then, immediately following that motion, start to move each recommendation, because that is what the Member seems to be asking for. If she wants to change the rules, then we are going to have to go by that.

I also think that we should remember that when we approved the terms of reference of the special committee there were no conditions that were put in there that we should be subjected to the departmental analysis of our recommendations, because, again, I can see that Members from Yellowknife, since they are representing the civil service and the bureaucrats in Yellowknife, that they would like to treat their interests first. I think that will be creating a very big political mistake. I see that the MacQuarries can try and convince the public that the people of the Northwest Territories ought to know whether or not this Assembly wants any change with respect to the educational systems and I think that is the first thing that we must deal with.

If the recommendations are adopted, I say that we should debate any government report dealing with implementation and financial analyses. Then I think we would be in a wide-open opportunity to discuss any further questions that relate to possible implementation. Right now, this is not the Minister of Education's report and I do not think the Minister should have any possibility of introducing a departmental report without this report being dealt with and voted on by the committee. So, I will not be supporting the motion. I ask that each one of the Members set aside that motion and get on with the recommendations as we have agreed to by way of a motion. Thank you.

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

MR. MACQUARRIE: With respect to the agreement, there might be a slight misunderstanding. In my case, I understood the agreement to be that we would discuss all of the recommendations thoroughly and finish that process and then have the report tabled before we began voting on the recommendations.

That was the agreement that I thought was established and I am not trying to break that now. In other words, if the motion said "immediately", to me that means if there are still a few items that have to be discussed first, well, absolutely. I would like that to be completed. I still have a couple of more questions myself, before I am ready to begin voting. So I do not mean right this moment, before we finish that discussion, but someone please correct me if I was wrong in my understanding. I thought that was the agreement, that it would be tabled before we start voting.

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

Task Force Report Not Pertinent At This Time

HON. TOM BUTTERS: Mr. Chairman, I just wonder whether the motion is in order. I know you have ruled it so, but in view of the fact that some three or four days ago we did support, I think in total, the motion made by Mr. Curley and if I recollect, that was that there would be no motions put until the debate in committee of the whole on the report was completed. However, I would just like to use the opportunity to point out that I will vote against the motion. I think that, as the Minister of Education quite clearly stated, this matter is not being addressed by the government, it is being addressed by the Assembly and the Members of the Assembly. I for one have made much of the fact that I am sitting here, commenting on the report, not as a Member of the Executive Committee, but as the Member representing Inuvik. I think to intrude a government report to the Minister at this time is unnecessary and it is contrary to the democratic process. The Minister is not withholding information. The Minister never indicated he would withhold information. I think he said, implied or agreed that the report would be tabled, but he made it quite clear that it is a report of officials and is really not necessarily pertinent to what is going on at this time. I think what is pertinent to what is going on here are the contributions by Members on the report of the standing committee on education. That is what we are discussing here, this report of the standing committee on education.

HON. DENNIS PATTERSON: Hear, hear!

---Applause

MR. TOLOGANAK: Question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Butters. In regard to your comments on the motion made by Mr. Curley, I think the agreement was that we do not accept any motions on any recommendations, and I do not think we are accepting a motion dealing with the recommendations at all. Mr. McLaughlin, to the motion.

MR. McLAUGHLIN: Thank you, Mr. Chairman. I would like to urge the Members of this committee of the whole to defeat this motion. The Minister has indicated that he will table this paper. Even if the motion passes, I do not believe that the Minister would have any kind of obligation to actually table that paper anyway.

Special Committee Should See Report First

The other thing is that Members should be aware that the Members of the special committee on education have not seen it yet, and if it is going to be introduced while debate is going on, I would urge the Minister to make it available to the committee first, because if the debate on the recommendations is not concluded, it therefore becomes something that the committee should take on as a submission of information to them relevant to the recommendations before they are debated. So I urge Members for the time being to take the Minister's word that there is nothing of substance in there...

MRS. SORENSEN: He did not say that. He did not say that!

MR. McLAUGHLIN: ...that will affect the way that the committee should deal with these, for the time being, and that later in the session the report can be tabled and dealt with at the appropriate time, because it is a report on the implementation, not a report on the substance of the recommendations.

CHAIRMAN (Mr. Fraser): Thank you. Mrs. Sorensen, to the motion.

MRS. SORENSEN: Mr. Chairman, Mr. McLaughlin has stated that the Minister of Education has stated that there is nothing of substance in that report that will affect the decisions taken in this committee. I guess I would like to have that confirmed. I did not hear the Minister of Education say that, and if the Minister of Education can give me assurances that there is nothing in that report that will in any way affect decisions or influence decisions that might be taken here, then perhaps I might be prepared to withdraw my motion. If it is a report that just says, "On May 1st we are going to implement recommendation 10, on May 10 we are going to implement recommendation 15, these are the people that are going to do it, and this is the process that we are going to use," then there is nothing in the report. I wonder if I could get that assurance from the Minister of Education that there is nothing of substance in the report that will affect the decisions taken here. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the motion. Mr. Patterson.

HON. DENNIS PATTERSON: My answer to Mrs. Sorensen is no. Thank you.

MR. TOLOGANAK: Question.

CHAIRMAN (Mr. Fraser): Question being called. Move that the task force on implementation's report be tabled immediately. To the motion. Mrs. Sorensen.

MRS. SORENSEN: I take it then, Mr. Chairman, that he will not give me the assurance that there is nothing in that report that will affect decisions taken in this House, and that concerns me greatly, because I go back to my original point, that we in this House have a responsibility to have before us all relevant information, no matter from whom it comes, no matter whether it is from a task force made up of civil servants -- whom Mr. Curley is trying to threaten with exposure on some innocuous thing, some...

MR. CURLEY: No, I am not threatening at all, not that way. Not that way!

MRS. SORENSEN: ...and threats are easy to make, Mr. Chairman, and personal attack is easy, but the issue here is access to information, that all MLAs require and need in behalf of our constituents.

MR. CURLEY: If they wanted it!

CHAIRMAN (Mr. Fraser): Let us stick to the motion.

MR. CURLEY: Hear, hear!

MRS. SORENSEN: Yes, Mr. Chairman.

MR. CURLEY: If they want it.

Executive Committee Participation In Debate

MRS. SORENSEN: The Minister of Education has stated that the government has not yet taken a position on this report, but the only one from the government, I see visibly participating in this debate is Mr. Butters...

HON. DENNIS PATTERSON: As an MLA.

MRS. SORENSEN: That is right, and I would ask that the other MLAs who sit on the Executive Committee get involved in this debate. I want to know how they feel. I want to know what they are thinking, and perhaps they do have more information...

CHAIRMAN (Mr. Fraser): Let us stick to the motion, Mrs. Sorensen.

HON. DENNIS PATTERSON: To the motion.

MR. CURLEY: To the motion. Do not worry about other MLAs.

MRS. SORENSEN: I say that it is important that we hear what Mr. Braden has to say.

CHAIRMAN (Mr. Fraser): Concerns of the other MLAs are not to the motion, Mrs. Sorensen. Let us stick to the motion.

MRS. SORENSEN: Well, we know whose pocket you are in, Mr. Chairman.

SOME HON. MEMBERS: Shame, shame!

MRS. SORENSEN: All right. I am sorry. I withdraw that, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the motion.

MRS. SORENSEN: In any case, as I say, it really is an issue of information, and that is precisely what I am talking about right now. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Fraser): Question being called. All in favour?

MRS. SORENSEN: A recorded vote, please.

Motion To Table Task Force On Implementation Report Immediately, Defeated

CHAIRMAN (Mr. Fraser): A recorded vote being requested, Mr. Clerk. All in favour of the motion please stand.

MR. SIBBESTON: As usual.

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

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

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Appaqaq, Mr. Tologanak, Mr. Curley, Mr. Sibbeston, Mr. Braden, Mr. Butters, Mr. Nerysoo, Mr. McLaughlin.

CHAIRMAN (Mr. Fraser): Abstentions? No abstentions. The motion is defeated.

---Defeated

Could we get on with the recommendations 48 and 49, task force on implementation? General comments, please. Mr. MacQuarrie.

Authority Of Divisional Boards

MR. MACQUARRIE: They are rather general recommendations, Mr. Chairman, and so I hope I may be allowed to ask a couple of general questions which, last night when I was going over things, I realized I had not asked before, and which I think should be clarified. Can I ask the committee -- and I am not sure they can really answer, and yet I think this is a very important question -- would it be the intention that divisional boards would be given the authority, the power, to borrow money? The reason I ask that question, of course, is that at one point I remember -- I think it was Mr. Patterson saying, and this would have been in Inuvik -- that if divisional boards -- well, it involves another question here too, and that is the question of bargaining and negotiation, and that is still in doubt as well -- but the statement was made in Inuvik that if divisional boards were to negotiate higher wage increases, that their grants would not therefore be increased. I think that is the statement that Mr. Patterson had made.

Now, I guess there are two things that need to be clarified. First of all, in going back over some of the discussion, I see two different thoughts entered in the record. One, that divisional boards would have the authority to hire and fire and would negotiate with their staffs -- but then, at other times, it has been said in the committee that there would be some sort of system-wide bargaining, at least for a basic contract, and then that perhaps divisional boards would negotiate other additional items -- isolated post allowances or whatever. So I would ask, first of all, if that could be clarified, once and for all. What is intended by the committee with respect to that?

Then, secondly, what about the question of borrowing money? Would they be given the authority to borrow money, so that if our grants are not increased to them does that mean that they would borrow money and begin deficit financing? And who ultimately would be responsible for that debt?

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Mr. McLaughlin, recommendations 48 and 49.

MR. McLAUGHLIN: Thank you, Mr. Chairman. In response to the question about negotiating the contract with the employees, the two extremes that could be done are these. Each individual board could negotiate its total wage package with the employees, but we felt that probably it would be more advantageous to all the boards and all the teachers, if a territorial-wide bargaining situation took place on the basic packages, and then there would be separate subsidies for housing, or isolation allowance, etc., negotiated by those communities that had to do that. The advantage of this would be that in this case the Northwest Territories school board trustees association, which we have suggested should be formed, would probably be the bargaining unit, and it would be probably a lot more cost effective for everybody involved to have one bargaining situation. It would also develop a system across the Territories where, if there were very similar wage packages, it would improve mobility from board to board -- but you would still have to be hired by a board before you could go to work there. There would not be transfers from board to board without the individual communities accepting the people that were going to be teaching in their community.

On the second matter of whether school boards can borrow money or not, I am not sure whether they can or not, but I know that the existing boards we have are able to raise funds by establishing a mill rate through the local city council or town council, I believe, and we would assume that these regional or divisional boards would have that same authority set up for them. So that I would say, if you have that opportunity to raise funds, and if you own facilities -- like if the boards own the buildings, and own the houses that the teachers live in -- that they would therefore have something they could borrow against, something that a bank would accept. So I do not think they have any problem borrowing money, as far as a bank would go, but I am not sure if present boards are allowed to borrow money or not. Perhaps the Minister would know.

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

Establishment Of Boards, Committees Or Councils

MR. MacQUARRIE: Yes, could I put that question to the Law Clerk then -- as to whether the present school boards do have the power to borrow -- and, in asking the question, I am certainly not suggesting that that is necessarily a desirable thing at all, but it is a concern, and one that would have to be addressed -- you do not think they can? Anyway, Mr. Fuglsang would maybe have a further look into that.

Then, if I could ask another general question in the meantime, I notice that the activities that are now carried out by the Science Advisory Board would change -- the relationship would change. We now have a Science Advisory Board that has a direct relationship to this Assembly. It was established by this Assembly, and its duty is to report to this Assembly; and, because of that direct relationship, I think that the board has been able to attract scientists of the highest order. I fear that if that relationship were changed, if it were simply a board established as part of the Arctic college's activities, that the possible value of the board -- and I believe it has never been used to the extent that it could and should be used -- but at least the possible, the potential, value of that board would be undermined. So my question to the committee is, was any thought given to that, the kind of problem that I have just raised? Why did the committee decide that the Science Advisory Board should be part of the activities of the Arctic college?

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. The Law Clerk is looking this up. While he is just looking up the question -- Mr. Curley, I think you were next on the list.

MR. CURLEY: Well, Mr. Chairman, the Member from Yellowknife should read the draft legislation with respect to the proposed establishment of the Department of Education. I think that could be confirmed by the people responsible for drafting legislation which -- the Executive Committee is going to have a final word on it anyway, but our recommendation in the proposed draft legislation respecting the establishment of the Department of Education, section 7(1) says: "The Minister may establish such boards, committees or councils..." and I think the divisional boards would fit into that. And section 7(2)(d) states, "authorize, fix and provide for the payment of remuneration and expenses to its members." Section 7(3) reads also that "A board, committee or council established pursuant to this section may exercise such powers and shall perform such duties and functions as the Minister may approve..." so underline that, "...confer or impose upon it."

So I would think that the Minister is going to have to again deal with the Executive Members with respect to specific powers that it wants to have because I would not think that we of the committee would not be in a position to recommend that the full powers -- in terms of financial, or administrative, or whatnot -- should be given immediately. It may have to be step by step transfer of powers, like they did with the municipalities. So if he were to read these proposed ordinances that we have tabled during the Inuvik session, I think he would probably get fairly good information about those questions. Thank you.

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

Role Of Science Advisory Board

MR. McLAUGHLIN: I was just going to comment, Mr. Chairman, that, the committee is, I would say, soft on where the Science Advisory Board should be, but we felt that the Science Advisory Board does play a role in the Northwest Territories right now as far as education goes, one example being that they often do the hiring of the local students of the Northwest Territories that work with the different teams that do geographical and archaeological expeditions in the North. So that was one of the reasons we thought they should be involved. We also thought that the people on the Science Advisory Board are some of the leading people in Canada and that it would enhance our Arctic college system if they were somehow directly affiliated with the college. Now, how exactly the government decides in the end, that that affiliation should occur, may be different than what we recommend, but we felt definitely that the issue had to be addressed as to where the Science Advisory Board would fit in. We felt that there had to be a relationship with the Arctic college, because it would enhance, possibly, the Arctic college due to the input that these leading scientists in Canada could make. They would also give the Arctic college excellent contacts in the different universities and institutions that they are connected with in southern Canada. Thank you, Mr. Chairman.

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

MR. MacQUARRIE: Yes, I understand, then, why you would want them to be affiliated. However, I suggest that if that sort of affiliation were done, and it just became an affiliation with another college, you would find that the rank of scientists that is presently a part of the Science Advisory Board probably would not be as interested in continuing to participate. I think partly it is their direct relationship with this Assembly that induces them to wish to become part of that Science Advisory Board.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. I think Mr. Fuglsang is ready with the answer to your question as to whether they could borrow money. Is that your question, Mr. MacQuarrie? Mr. Fuglsang.

Borrowing Of Money By Boards Of Education

LAW CLERK (Mr. Fuglsang): Thank you, Mr. Chairman. In response to the honourable Member, Mr. MacQuarrie's question, it appears that under the Education Ordinance, section 40, that "a board of education by resolution may authorize its chairman and treasurer to borrow such sums of money as may be required to meet the expenditures of the education district until such time as the taxes levied for the current year are available..." and it goes on to other measures -- it is a fairly long section. There is authorization, in other words, for the borrowing of money by boards of education. I could provide a copy of this to everyone, Mr. MacQuarrie, or whoever requires it. Thank you.

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

MR. MacQUARRIE: A further question to Mr. Fuglsang. Having read that, would it be your interpretation that the borrowing power is inextricably linked to taxing? In other words, that it is only where a board is actually taxing that it can exercise borrowing powers?

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

LAW CLERK (Mr. Fuglsang): Thank you, Mr. Chairman. Before offering a legal opinion on that, I think there is provision for debentures and other forms of raising money by the board of education, and I think I would like to review all those very thoroughly before I offered an opinion as to whether it is linked in the manner suggested by the Member. Thank you.

CHAIRMAN (Mr. Fraser): Thank you. Recommendations 48 and 49. No further comments on 48 and 49. We will break for lunch and come back at 1:00. Thank you.

---LUNCHEON RECESS

Recommendation 10, Enabling Legislation

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. We are dealing with recommendation 10, enabling legislation. General comments, please. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. We have reached the point where we are talking about enabling whichever recommendations are finally adopted, to be put into legislation, and thereafter implemented throughout the Northwest Territories. So, Mr. Chairman, at this point I would like to make a motion.

Motion To Have Peter Baril And John Illupalik Appear As Witnesses To Discuss Tabled Document 1-82(3)

I move that Peter Baril and John Illupalik be asked to appear as witnesses for a maximum of one hour to discuss the recommendations of the special committee on education.

CHAIRMAN (Mr. Fraser): Can we have a copy of that, please, Mr. MacQuarrie? Now, Mr. MacQuarrie, we will have to check on this motion of yours. Are these two people representing the Baffin Region Education Society, Mr. MacQuarrie?

MR. MacQUARRIE: Mr. Chairman, I would ask you to decide whether my motion is in order or not.

CHAIRMAN (Mr. Fraser): Yes, it is in order.

MR. CURLEY: Mr. Chairman, point of order.

CHAIRMAN (Mr. Fraser): Point of order. Go ahead, Mr. Curley.

MR. CURLEY: Mr. Chairman, since the motion is dealing with the officers of the Baffin Region Education Society, I would challenge that it is out of order, because they would have to represent the education authority in that region. Therefore, I think that since a motion has been defeated earlier, that it cannot be introduced at this time.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. This is what we are trying to determine. We did not know where these people were from. The motion is out of order if these people are from the Baffin Region Education Society. He does not say that in his motion.

MR. MacQUARRIE: My motion does not say that, Mr. Chairman.

CHAIRMAN (Mr. Fraser): He does not say that in his motion, so I suggest that maybe you...

HON. GEORGE BRADEN: Sneaky.

CHAIRMAN (Mr. Fraser): I suggest, then, that the motion is in order -- unless you want to challenge my decision, Mr. Curley.

MR. CURLEY: Mr. Chairman, I would challenge the motion, because these representatives would only speak as the Baffin Region Education Society, and therefore I must challenge your ruling.

CHAIRMAN (Mr. Fraser): Thank you.

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

MR. SPEAKER: Mr. Fraser.

MR. FRASER: Thank you, Mr. Speaker. A motion was moved in committee of the whole by Mr. MacQuarrie. I ruled the motion in order, and I was challenged by Mr. Curley that the motion was out of order. Have you a copy of the motion, or do you wish me to read it to you?

MR. SPEAKER: That is fine. I believe the Clerks have it. If the problem is that your decision has been challenged, I will check with the House.

Speaker's Ruling

This particular question is rather difficult for a chairman to rule upon. The motion as it stands certainly is in order. However, the reference has been called, by Mr. Curley, that it is contrary to Rule 51 which reads, "A motion being once made and carried in the affirmative or negative can not be put again in the same session."

Mr. Curley's contention is that Peter Baril and John Illupalik are, indeed, a part of the Baffin Region Education Society. I suppose the point here is that how can a chairman be always sure when a motion is changed -- and there is no identification that indeed they are one and the same people -- how can he be able to ascertain that they are one and the same? The proof is coming after the fact that the chairman said that the motion was in order. It seems to be a devious means being used by certain Members to accomplish something that has already been defeated. However, it is not, to my mind, knowledge that the chairman should be expected to know, and therefore his ruling that the motion is in order appears to me to be correct.

MR. MacQUARRIE: Hear, hear!

MR. SPEAKER: I do not see how we can rule otherwise, because we would get so engrossed as we go along, not only in this particular instance, but through other motions -- although a person is using another tack to win their point, unless it is obvious, it is pretty difficult to decide, and we would have to go through a court, then, to decide whether indeed these people are indeed the same people or not. I do not think that that is expected of the chairman, nor of the Speaker of this House. Therefore, I move that the motion as presented is in order. Resume committee of the whole, with Mr. Fraser in the chair.

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

CHAIRMAN (Mr. Fraser): The committee will come back to order. Dealing with a motion on the floor. Mr. MacQuarrie. To the motion.

MR. MacQUARRIE: Thank you very much, Mr. Chairman. The reason that I asked that these two gentlemen be allowed to appear is because I happened to meet them very recently and learned that they are very knowledgeable about local education societies and committees and that they are very knowledgeable about the concerns that a lot of these local education societies have with respect to the recommendations that have been made by the special committee on education. Not only are they very knowledgeable about these things, but they are very concerned -- concerned enough, Mr. Chairman and Members of the Assembly, that they came a very great distance in the hope that this Assembly would hear what they had to say. I very much want to hear what they have to say, because I do not want to be in the kind of position that the federal government is often in, and is criticized for being in, and that is for consulting with people in the Northwest Territories about what their concerns are and then saying, "Now that we have heard your concerns, we will make some decisions and you are going to have to live with those decisions, whether you like it or not". I condemn that in the federal government and I will condemn it if it is done by this Assembly.

Grass Roots Response To Recommendations

It is not good enough to say to the people of the Northwest Territories "What are your concerns about education?", and then to prepare a huge report with a lot of recommendations and insist that these are the answers to the problems of education in the Northwest Territories when we know very well that there are people who are involved in the delivery of education who are not entirely happy with the kinds of recommendations that are being made. Why should we be afraid to hear from them? I would say that if these two gentlemen are not allowed into this House to express their concerns, my conclusion will have to be that the special committee on education is afraid to hear grass roots response with respect to their recommendations. When I criticize it is very easy for the Members of the committee to put me down because I come from an urban area and do not understand the communities or because I am white and do not understand native needs -- it is very easy to put me down. However, they, I believe, are afraid of hearing the the same kinds of concerns expressed by people who are out in the field and involved in the delivery of education.

A little earlier today this Assembly voted not to hear the task force's recommendations. One of the reasons given was that those people are bureaucrats, so why should we listen to what they have to say? Well, I know that these people, whom I am asking to be invited here, are not bureaucrats. They are not going to present ideas from the bureaucratic point of view. They represent people in the Northwest Territories who are going to be affected by the recommendations that we make and they would like to have the chance to say something about them. I say that we must not just pay lip-service to participation and consultation and democracy, but let us put it into action. Here is a chance to see what the people think; let us vote yes and hear, and if it is a further put down of the concerns I have had, so be it. I will accept that, but I would really like to hear what they have to say and I urge all Members to support this.

You will note that the motion puts a limitation of one hour, so I am not going to listen to the kind of argument that will be raised about our being here until Christmas or something if we hear the odd group that is concerned about this. We can put limitations. We can pick and choose. We have that prerogative and therefore that is not a good enough excuse. I know that these gentlemen are willing to accept that limitation of one hour and I urge all Members of this House to support the motion.

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

MR. CURLEY: Mr. Chairman, I do not want to waste any time with it either, because I think this kind of motion, which is really disguising its real intent and purpose should not be allowed even to be dealt with by any more than two speakers from this Assembly, so I am not going to waste my time speaking against it, except that I think the Member should know that the people in the Eastern Arctic should no longer be treated as guinea pigs for other purposes.

MR. MacQUARRIE: You are talking nonsense.

MR. CURLEY: Therefore, I urge all Members, without any further debate, right now to soundly defeat this motion.

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

Opportunity For Input In Implementation Stage

HON. DENNIS PATTERSON: Just very briefly, Mr. Chairman, I would like to say that as much as I would like to hear the Baffin Region Education Society representatives in this forum, I do respect the motion made by the House earlier and I do accept that this would set a precedent which, even if they are only limited to one hour, could unduly prolong this debate. I think we have now attempted in two sessions to resolve, as an Assembly, this debate. Members have had months to consult with their constituents and get their viewpoints and I know that the Baffin MLAs, particularly, have met with this group and they are well aware of their concerns. I would say not hearing them here at this committee of the whole at this time does not mean that they need not be heard. Members are free to meet with them while they are here. I know some MLAs have already. They also can and will, I am sure, have input during the vital implementation stage. I would like to say at this point, Mr. Chairman, that I am committed to full consultation with interest groups and concerned organizations during the implementation phase. But I think the implementation phase is not yet upon us and so I for one will vote against the motion, not because I do not want to hear the Baffin Region Education Society, but because I do not want to hear the other innumerable groups and organizations, which will unduly prolong debate, all of whom have had an opportunity -- more than one opportunity in many cases -- to make their representations to the special committee and will, as I said before, have an opportunity to participate and advise the government and, indeed, to advise this House during the implementation phase. So I will vote against the motion, but I will say that I am hopeful that the Baffin Region Education Society representatives will find other ways to make their views known to this House and to the public generally while they are here. Thank you.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, just to wrap up, then, I would say with respect to the comment that people have had lots of time, we must remember this is a huge document. It has many implications. A lot of people have taken time to do homework, to figure out what all the recommendations mean

and what the implications are, and if they have not been able to respond adequately before this time I would say it is understandable. However, now that some of them are indicating that they are ready to respond in a thoughtful and not necessarily absolutely critical way, why can we not hear them? It seems to me that it is simply a fear of what might be said, and that certainly does not say much for this Assembly, or for the committee, if it is so possessive about the recommendations that it has made that it is afraid of hearing really what people think about them. It does not say much for it at all.

Certainly, the talk about their coming in when the implementation is going to go on, in a sense, is not good enough, because some of the recommendations really impart certain directions to education in the Territories. It could have curriculum implications, and other things, and so now is the time to hear as much of that concern as possible. I urge all Members to support the motion, and I ask for a recorded vote.

SOME HON. MEMBERS: Question.

Motion To Have Peter Baril And John Illupalik Appear As Witnesses To Discuss Tabled Document 1-82(3), Defeated

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Question is being called. A recorded vote. All in favour, please stand.

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

CHAIRMAN (Mr. Fraser): All against, please stand.

CLERK ASSISTANT (Mr. Hamilton): Mr. Arlooktoo, Mr. Kilabuk, Mr. Patterson, Mr. Pudluk, Mr. Appaqaq, Mr. Tologanak, Ms Cournoyea, Mr. Curley, Mr. Braden, Mr. Butters, Mr. Nerysoo, Mr. McLaughlin.

CHAIRMAN (Mr. Fraser): Abstentions.

CLERK ASSISTANT (Mr. Hamilton): Mr. Evaluarjuk, Mr. McCallum, Mr. Wah-Shee.

CHAIRMAN (Mr. Fraser): The motion is defeated.

---Defeated

Mr. Curley.

Motion To Accept Recommendation One, Tabled Document 1-82(3)

MR. CURLEY: Thank you, Mr. Chairman. I think in dealing with the recommendations we have wasted enough time -- so I have a motion, Mr. Chairman. I move that this committee recommend to the Executive Committee that recommendation one of the special committee on education be adopted.

HON. TOM BUTTERS: Point of order.

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

HON. TOM BUTTERS: I just wonder if the mover might remember a commitment he made to me four days ago with regard to amendment to the objectives. I wonder if he might think of changing the objectives.

CHAIRMAN (Mr. Fraser): Mr. Butters, could you maybe elaborate a little bit on the objectives, on the point of order? Mr. Butters.

HON. TOM BUTTERS: The objectives, or the general policy as outlined on page 14 -- before we even got to the recommendations.

CHAIRMAN (Mr. Fraser): There is a motion on the floor, and I am a little bit confused here. We were to deal with recommendations, and they gave us a list here. We are still dealing with recommendation 10, and we still have recommendation 13 to deal with before we go into any other business. I think that was a ruling that was made when we first started, so I am going to have to take a position to complete the recommendation 10 and complete recommendation 13 before I could accept the motion. Mr. Curley.

MRS. SORENSEN: Agreed.

HON. TOM BUTTERS: Agreed.

MR. CURLEY: Mr. Chairman, there is a motion on the floor.

HON. TOM BUTTERS: It is out of order.

MRS. SORENSEN: It is out of order.

MR. MacQUARRIE: Absolutely.

CHAIRMAN (Mr. Fraser): Mr. Curley, I think there was a motion made by you that recommendations one to six and nine be dealt with through general comments at this time, and further that the proposed schedule for discussion -- as was distributed -- be followed, and this is this piece of paper here. Now, your motion was passed at that time, to deal with all of these recommendations according to this piece of paper, and we have not finished this paper. Mr. Curley.

MR. CURLEY: Yes, Mr. Chairman, and likewise you should have allowed it -- and followed that agreement that we had. It has been broken more than once since yesterday, by introducing other unrelated motions, and therefore, if the unrelated motions with respect to the schedule that we have agreed to can be ruled in favour by the chairman, I say my motion is in order and must be dealt with.

CHAIRMAN (Mr. Fraser): The motions that were introduced, Mr. Curley, had nothing to do with the recommendations.

MR. CURLEY: There is a motion on the floor, and it is in order.

CHAIRMAN (Mr. Fraser): I am going to rule your motion out of order until we complete these recommendations.

MR. CURLEY: Point of order. I wish to challenge your ruling.

MRS. SORENSEN: Mr. Stewart has a lot of work to do today.

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

MR. SPEAKER: Mr. Fraser.

MR. FRASER: Yes, Mr. Speaker. The committee was dealing with Tabled Document 1-82(3), the report of the special committee on education. A motion was put on the floor by the honourable Member for Keewatin South, Mr. Curley, and I ruled it out of order. My ruling was challenged.

MR. SPEAKER: Thank you, Mr. Fraser. The House will recess for five minutes while I consider the problem.

---SHORT RECESS

Speaker's Ruling

I call the House back to order. With regard to the challenge that is on the floor, we have two basic principles; one is that a motion is in order at any time as long as there is not another motion on the floor and/or if it interferes with the carrying out of any motion that has been approved by the House.

Now, on the verbatim reports of Thursday, November the 4th, the following motion was presented by Mr. Curley, "that recommendations one to six and nine be dealt with through general comments at this time, and further, that the proposed schedule for discussion, as was distributed, be adopted to follow the procedures as we would like it." This motion was voted upon and the verbatim report indicates that it was passed.

Now, I understand that all except two items of the schedule that is mentioned in Mr. Curley's motion have been completed, these being section eight, parts (c) and (d). The motion that Mr. Curley has presented today would circumvent the discussion of parts (c) and (d), and proceed

directly with voting on the recommendations. So there is a conflict between the two motions and so I would have to rule that the chairman's decision that the motion was out of order is correct, and that the proper procedure would be to make a motion rescinding Mr. Curley's previous motion. If that motion were then carried, then Mr. Curley could proceed with the motion that he has just given; but we cannot deal with two motions on the floor at the same time. One of them has not been concluded. The argument that has been raised that other motions have been made...

MR. CURLEY: Hear, hear!

MR. SPEAKER: Pardon me, Mr. Curley. While I am giving my decision I am not subject to any questions from the floor.

MR. CURLEY: Well, the others can.

MR. SPEAKER: The motions that I have heard do not in any way interfere with the procedures as laid down in Mr. Curley's original motion. These still could have been carried on; they were motions that were not dealing with the subject matter at hand, but rather with getting further information and this type of thing that did not in any way interfere with the procedures as laid down in Mr. Curley's original motion of November the 4th.

Motion To Accept Recommendation One, Tabled Document 1-82(3), Ruled Out Of Order

So I rule that the motion is out of order. Mr. Curley knows how, if he wishes, to have that motion rescinded, and then proceed with the motion that he has just made, and in that manner he can carry on; but the motion, as it stands now, is out of order and the chairman will go back to committee of the whole, with Mr. Fraser in the chair.

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

CHAIRMAN (Mr. Fraser): The committee will come back to order. We are dealing with enabling legislation, recommendation 10, section eight, part (c) of the schedule. General comments. There being no further general comments, we will proceed to powers of planning and implementation, recommendation 13. General discussion, recommendation 13. There being no further discussion on recommendation 13, we have concluded general discussions on recommendations one to 49. What is the wish of the House? Mr. Butters.

HON. TOM BUTTERS: Yes. I would like to make a motion or an amendment to one of the four general policy statements that occur on page 14.

CHAIRMAN (Mr. Fraser): Do you, Mr. Butters, wish to make a motion to amend the introduction? Are you talking about the introduction, now?

HON. TOM BUTTERS: Yes, sir. One of the general policy statements contained in the introduction section that is found on page 14.

CHAIRMAN (Mr. Fraser): Is it the wish, then, that we deal with the introduction before we go into anything else?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed. Proceed, Mr. Butters. The introduction on page 14.

Motion To Amend Second Statement Of General Policy, Tabled Document 1-82(3)

HON. TOM BUTTERS: Mr. Chairman, I refer Members' attention to the second statement of general policy which reads, in the report, "The educational system shall provide residents with opportunities for training to secure employment in the Northwest Territories." I would like to add two amendments to that particular statement. One would follow the word "training" in the second line, and it would be "and education"; and the other amendment would follow the last word in that statement, where it says "Territories", and the amendment would read, "and any part of Canada".

So the general policy statement as amended would read in full, now, "The education system shall provide residents with opportunities for training and education to secure employment in the Northwest Territories and any part of Canada."

CHAIRMAN (Mr. Fraser): I understand that is a motion to amend. Is that right, Mr. Butters?

HON. TOM BUTTERS: That is right.

CHAIRMAN (Mr. Fraser): The motion is in order -- the motion to amend. To the motion. Mr. Butters.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, perhaps I would like to ask a question of the mover of the motion. Even though that we are relatively able to secure, to try to provide employment for students within the Northwest Territories, we still find that there are several complaints that we do not do that. This amendment seems to imply that we have some kind of power and control to provide, for residents who come out of the educational system of the Northwest Territories, employment in other parts of Canada. I do not see that we would really have much to say or even have the ability to press for such employment, no matter how well educated the recipients of the Northwest Territories educational program are. Would that not be presumptuous of us to believe that we could influence the southern provinces, that they should receive these people who have gone through our system? I do not see where we have any jurisdiction or any power or will to convince other places that they should employ our people. It would not appear to me that we would have that thrust to do so. We can do the best we can in the Northwest Territories, but to influence other provinces -- I do not know how we could do that, and maybe Mr. Butters could explain if I am on the wrong track or he has other perceptions in mind.

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

Ensuring Equal Opportunities In Southern Canada

HON. TOM BUTTERS: Thank you very much, Mr. Chairman. I think Members will recall, when we discussed this section at the very outset of this debate, I raised the point at that time and I believe I received agreement from one of the co-chairmen of the special committee that a change along the lines I suggested, would be contemplated and he indicated to me that I place an amendment at this time. Now this amendment does not require that the provinces accept our students. The only requirement that the new policy statement does make is upon the Territories -- that this government would provide residents with opportunities for training and education. The qualifying statement "to secure employment" relates to the quality of opportunities being provided. Obviously, if the standard of education which we are offering, both in the academic sphere and in the vocational sphere, is acceptable by other jurisdictions in Canada -- is equal to other jurisdictions in Canada -- then we will be ensuring that our students, our graduates, have as much opportunity as any other Canadian to secure employment in southern Canada. So I am not expecting that this poses on any other provincial jurisdiction or territorial jurisdiction a requirement to hire our students. I am just saying that I am quite sure they would hire our graduate students, because they will be as well qualified as students graduating from any other jurisdiction in the land, and that is the intent of the amendment.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The intention of the committee here was to assure, as part of the commitment made to the people of the Northwest Territories, that residents of the Northwest Territories will be given training in the education system -- so that is obviously an education -- to make sure that they can take advantage of the jobs that are being created in the Northwest Territories by megaprojects and to make sure that people could secure employment in the Northwest Territories. Right now we are already meeting the needs the Minister seems to be worried about. We have excellent academic programs in which this year over 400 students are participating in that academic type of education, which can get them jobs all over Canada. One of the emphases we are trying to make here is that more should be done to provide an education that can allow people in the Northwest Territories to remain in the Northwest Territories and work at the jobs that are up here. I really think the amendments are inconsequential to what we are trying to do, so I cannot see opposing them, but I do not even understand the point of making them.

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

HON. TOM BUTTERS: Just on a point of privilege, I am not making representations as a Member of the Executive Committee. I am representing my constituency as a Member of this Legislative Assembly. Secondly, I am concerned that the co-chairman of the committee feels that the amendment is inconsequential. I do not think he has looked at the amendment or attempted to understand what I am saying. The direction and the objective which the committee put forward here has not been changed. It is still there, just as strong. No words have been taken away. All I am suggesting is that it be enlarged to look beyond the narrow confines of the Northwest Territories, to ensure that the programs that we offer not only will provide opportunities for employment here -- great, we are all for that -- but should they wish to work in Alberta or Ontario, then our standards would permit them to do so. That is the only point I am making. So it is not an inconsequential amendment. It is a very important one.

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

MR. MacQUARRIE: Mr. Butters made the point precisely that I was going to make, thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the amendment to the motion. Mr. Sibbeston.

Majority Of Students Stay In The North

MR. SIBBESTON: I appreciate what Mr. Butters is saying, but I think it probably does not really matter very much whether the amendment is made or not. The Northwest Territories is a part of Canada, so we are talking of Canada, training people to work eventually in all of Canada, but I just wanted to make a point here. I guess what we are talking about is an educational system for the people of the North and I think there are a number of things that have to be understood clearly. For example, I can understand life in the North, life in the remote communities, the small communities is so different from life in Yellowknife, Inuvik, Fort Smith. I think oftentimes the people in these larger centres dominate things in the North, dominate the thinking, dominate education. What comes down to the communities emanates out of Yellowknife, but a number of very real things that we must remember is that the majority of students in the North are native; secondly, that most of the people that are educated stay North -- they do not go South -- and so when we are dealing with education, sure, it is nice to think that we are educating people for the moon, for outer space, we are educating people for all of Canada, but it is still a fact that for the most part people that are educated, particularly in the small communities, are going to stay there. So you have to think about educating the people for the North and the sort of things that you have to keep in mind is that you are simply trying to educate and train people for the communities -- the types of work that are available in the communities. That is a reality I think you have to face.

Just recently, when Mr. Patterson and the other government officials were in Liard, the people there, the chief, band council's, Harry Deneron, stated this very clearly, that life in Fort Liard is changing. Whereas five, six, seven, eight years ago, life for the most part in the Liard area consisted of hunting and trapping, now it is changing. As a result of the band's efforts, life is changing so that there are more jobs available, not in dealing with computers, you know. The types of jobs that are becoming available are heavy equipment operators, working in the office, learning how to type, being a receptionist, these sorts of things, and so we have to, in Fort Liard anyway, educate the people to do these kinds of jobs. Sure, it is nice to think that whoever is educated can work anywhere in Canada, but that is a myth. It is a nice kind of ideal or idea to hold out, but for the most part the kids in Fort Liard will end up living in Fort Liard and, you know, that is fine.

For example, I was educated in Simpson and that is where I have gone back to and that is where I live, and all of this training that I have -- I have gone right to the limit, I have gone as high as anybody can go -- I often think that the knowledge that you are given is really not of any use to the people in Fort Liard. Even all the training you take as a lawyer is too much. It is not practicable for the simple life in Fort Simpson. I could have had the education I need to be a lawyer, I mean the law training, in just a few months or a year, but when you go to law school you are trained to operate anywhere in Canada. I think that that is too much. It is not necessary. It is good to have these ideals, but I feel that education in the North is in its infancy, if I could call it that. We are not talking of having people move right from Wrigley or Fort Liard to Edmonton and hacking out a living out there. We are talking of taking people from the bush and off the land to a life in the communities and that is a very real reality and the education system has to be geared to that.

Education For Work In South Unsuccessful To Date

I know when I went to school, when I was very young, the education system in the North was essentially to prepare people for work in the South. We took the Alberta education curriculum and the idea was to educate the people of the North to work in the South and I would say for the most part it has not worked. Everybody that was in school with me is either back on the trapline or back in the home towns that we came from. So, it is good to hold these lofty ideals, but for the next 20, 30, 40 years I do think that we have to be realistic, that we are educating people for where they live now and you have to look at the type of jobs that they are likely to get, and you could have an idea of what these are by the types of jobs that exist in these small communities.

So, I would say offhand that it does not hurt to pass the motion, but we must not try to establish an education system that has such lofty ideals, that we have to water down education with the idea, or have to expand it so much with the idea that you were educating people for all of Canada. We are essentially educating people for where they live now and for the types of jobs that are available right now or will be likely available in the next five, 10 years. I do not think that anybody should be critical of that and say, well, it is un-Canadian or you might be restricting a person's intellect or you are restricting the education of a person or you are restricting the opportunities that you are providing to him, because for the most part if there are people that are going to go beyond their communities, they will go anyway. Look at what has happened to date in the education system. There have been a few that have made it right to the top and it is despite the system, not because of the system. So you will always have somebody from Fort Liard who will come to Yellowknife and work, who will go to Edmonton and work, but for the most part they will come back to Liard.

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

AN HON. MEMBER: Question.

Motion To Amend Second Statement Of General Policy, Tabled Document 1-82(3), Carried

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

---Carried

What is the wish of the committee? That we deal with the recommendations, starting with recommendation one? Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I would move an amendment to that first recommendation so that the Minister of Education...

CHAIRMAN (Mr. Fraser): Mr. McCallum, we have not agreed. The recommendation has not been moved. We cannot amend it before it is moved. I am sorry. Mr. McLaughlin.

MR. McLAUGHLIN: Mr. Chairman, I believe that what was agreed was that Members wanted to talk and make general statements in this introductory section before motions were to be made. That is what they seemed to indicate, so if people want to make some general statements now, as a consequence of some of the stuff we have talked about over the last four or five days, I would say this is probably the best time to do it.

CHAIRMAN (Mr. Fraser): You want to go through all that again?

MR. McLAUGHLIN: If Members want to. I have until Christmas.

CHAIRMAN (Mr. Fraser): Does the committee agree to go to recommendation one and start with one and go through to 49? Is it agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Agreed? Okay, we will deal with recommendation one. Is there a mover for recommendation one? Mr. McLaughlin.

Motion To Accept Recommendation One, Tabled Document 1-82(3)

MR. McLAUGHLIN: Mr. Chairman, I will move adoption of recommendation one: "The Minister of Education shall delegate the administration of education from kindergarten to grade 10 to ten divisional boards of education."

CHAIRMAN (Mr. Fraser): The motion is in order. Mr. McCallum.

Motion To Amend Recommendation One, Tabled Document 1-82(3)

HON. ARNOLD McCALLUM: Mr. Chairman, I would like to amend the motion, or the first recommendation, then, to say that "The Minister of Education may delegate the administration of education from kindergarten to grade 12, to divisional boards of education, when he has satisfied himself that local input..."

MR. McLAUGHLIN: Here we go back to colonial days.

HON. ARNOLD McCALLUM: It is a lot better than going back to 50 years or 100 years ago to junior colleges.

CHAIRMAN (Mr. Fraser): Is that part of your amendment?

---Laughter

HON. ARNOLD McCALLUM: No, that is an aside to that turkey sitting over there.

SOME HON. MEMBERS: Boo!

AN HON. MEMBER: Gobble, gobble.

HON. ARNOLD McCALLUM: ...after the words, divisional boards of education "when the Minister has satisfied himself that he has received local input".

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

MR. McLAUGHLIN: I believe that that changes the intent of the motion, and therefore causes the motion to be out of order.

HON. ARNOLD McCALLUM: You mean the amendment?

CHAIRMAN (Mr. Fraser): I have not ruled on anything yet, Mr. McLaughlin. We are just trying to get a copy of this thing. If you have a copy of it, please give it to me and I can maybe make a ruling. Hang on for one minute here until we get this right.

Motion To Amend Recommendation One, Tabled Document 1-82(3), Ruled Out Of Order

I am going to have to rule your amendment out of order. It changes the intent of the motion completely, Mr. McCallum. Mr. McCallum?

HON. ARNOLD McCALLUM: Mr. Chairman, I suggest that the intent of the recommendation is that the Minister delegate the administration of education to divisional boards of education. That is the intent of it. The rest is details, so that I suggest to you, sir...

MR. McLAUGHLIN: The details are invented.

MS COURNOYEA: You are out of order.

HON. ARNOLD McCALLUM: ...I suggest to you, sir, that I am not changing the intent of the motion at all, and your indicating that my amendment is out of order on the intent of it...

MS COURNOYEA: Challenge it.

HON. ARNOLD McCALLUM: I am not going to challenge it.

CHAIRMAN (Mr. Fraser): Are you challenging my decision?

HON. ARNOLD McCALLUM: Not on your life.

---Laughter

CHAIRMAN (Mr. Fraser): Thank you.

HON. ARNOLD McCALLUM: We will be here all day.

CHAIRMAN (Mr. Fraser): To the motion. Recommendation One. Mr. McCallum.

HON. ARNOLD McCALLUM: I have a concern. I am not trying to change the intent of any of these recommendations. If we are not going to be able to make amendments to parts of the recommendations, then are we going to have to defeat every one that has to be changed and substitute new recommendations? Is that your intention?

CHAIRMAN (Mr. Fraser): Amendments can be made to any of the recommendations, Mr. McCallum. I did not say that. They just have to be in order, and I ruled it out of order. To the motion. Mr. Wah-Shee.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3)

HON. JAMES WAH-SHEE: Mr. Chairman, I would like to introduce an amendment to recommendation one, that: "The Minister of Education shall delegate the administration of education from kindergarten to grade 10 to divisional boards of education," deleting "ten". I will explain later, Mr. Chairman.

MRS. SORENSEN: That is good.

MR. McLAUGHLIN: That is good.

CHAIRMAN (Mr. Fraser): To the amendment. In order.

AN HON. MEMBER: Question.

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

HON. JAMES WAH-SHEE: Mr. Chairman, the...

HON. ARNOLD McCALLUM: Stay there, I do not want to talk to you! I have been listening to you for four weeks. Go away and sit down.

---Laughter

CHAIRMAN (Mr. Fraser): Order!

HON. ARNOLD McCALLUM: Go and sit down somewhere. I beg your pardon. No, I do not want to talk to you. Go on, Bruce.

---Laughter

CHAIRMAN (Mr. Fraser): Can we get some order in here?

HON. JAMES WAH-SHEE: Mr. Chairman, could we have the Sergeant-at-Arms to keep order in this committee meeting?

---Laughter

MRS. SORENSEN: Mr. Wah-Shee, where did you come from?

HON. JAMES WAH-SHEE: I am a law-abiding citizen. I believe in law and order.

---Laughter

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, I have not had the opportunity to explain my amendment here.

AN HON. MEMBER: Agreed.

HON. JAMES WAH-SHEE: Well, thank you. Mr. Chairman, for the benefit of my constituents may I explain my amendment?

---Laughter

The reason behind changing "ten divisional boards" to read "divisional boards" is that I feel that the Minister of Education should be given an opportunity to have different communities and regions submit their proposal to the Minister of Education to form such divisional boards of education, and I feel that a number of factors have to be taken into consideration, and that we should be flexible on that one. I understand from the special committee on education that all these 50 recommendations are not sacred, and that we are not dealing with a sacred cow, so I understand that there is a certain amount of flexibility, so therefore I am moving this amendment. Thank you.

SOME HON. MEMBERS: Hear, hear!

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Wah-Shee. Question being called. To the amendment. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, does that not change the intent of the motion? He has changed it from "ten" to just "divisional boards of education".

CHAIRMAN (Mr. Fraser): I am sorry, Mr. McCallum. You were trying to change numbers, and he is only deleting one word, "ten".

---Laughter

MRS. SORENSEN: Roberts' rules.

CHAIRMAN (Mr. Fraser): To the amendment.

MS COURNOYEA: Question.

CHAIRMAN (Mr. Fraser): Question being called.

HON. ARNOLD McCALLUM: All I was trying to do was change three words.

MRS. SORENSEN: He is not trying to make it any more or less.

HON. ARNOLD McCALLUM: I would like to make an amendment to the amendment that changes one word: "The Minister of Education 'may' delegate..."

MRS. SORENSEN: We have not voted on the amendment yet.

HON. ARNOLD McCALLUM: Well, we do not have to do it one at a time. You can make an amendment to the amendment, when you would not accept it the first time.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Fraser): Let us try it one at a time, Mr. McCallum. To the amendment. Question is being called. All in favour? Down. Opposed? The amendment is carried.

---Carried

To the motion as amended. Mr. Sibbeston.

MR. SIBBESTON: I would like to make a further amendment. I just want to say that the idea of having the special committee's report before us is so that people who were not part of the committee can add to it. As it is, I think that people are very sensitive and almost angry about

people who are trying to amend it, and feel very protective about the recommendations as such. I wish they would not feel that way, that they would be open and positive to the changes that are being suggested. So I want to make an amendment to the amendment, and this is to...

CHAIRMAN (Mr. Fraser): That is to the motion as amended, Mr. Sibbeston.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3)

MR. SIBBESTON: My amendment would add: "...and that one of the divisional boards listed on page 44 shall be the Deh Cho education division, with the following communities as members of the board: Fort Simpson, Fort Liard, Nahanni Butte, Tungsten, Trout Lake, Jean Marie River, Fort Providence, Hay River Dene Reserve, Fort Wrigley," and that appropriate changes be made in the names and list of communities to reflect this change on page 44. Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. Sibbeston, could we have a copy of that, please, before I rule?

MR. SIBBESTON: You most certainly can.

CHAIRMAN (Mr. Fraser): Can we take a 15 minute coffee break while we are waiting for the motion, and we will come back to the motion?

SOME HON. MEMBERS: Agreed.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. Mr. Sibbeston.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3), Withdrawn

MR. SIBBESTON: Mr. Chairman, I will withdraw my amendment to the amended motion.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I understand that you are withdrawing your amendment. To the motion as amended. Mr. MacQuarrie.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3), Carried

MR. MacQUARRIE: Thank you, Mr. Chairman. I have two amendments, and I will deal with them one at a time so that there is less confusion. My first amendment is simply that the word "shall" be changed to the word "may" in recommendation one.

CHAIRMAN (Mr. Fraser): The amendment is in order.

HON. RICHARD NERYSOO: Question.

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

---Carried

To the motion as amended. Mr. MacQuarrie.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3), Ruled Out Of Order

MR. MacQUARRIE: Thank you, Mr. Chairman, I have one more amendment to propose, and it would be an addition at the end of the recommendation which would say, "...but shall make special arrangements to leave the administration of grades 11 and 12 under the authority of any board of education which already has such authority."

CHAIRMAN (Mr. Fraser): May we have a copy of that, please?

MR. McLAUGHLIN: You have a "shall" in there instead of a "may".

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, I want to rule your motion out of order, because we are dealing with kindergarten to grade 10. In your amendment, you are changing the intent, to go from grade 11 to 12 under the authority of any board of education. Mr. MacQuarrie.

Further Motion To Amend Recommendation One, Tabled Document 1-82(3), Ruled Out Of Order

MR. MacQUARRIE: Perhaps I will attempt it in another way, then, Mr. Chairman: "...but shall make special arrangements to respect the right of separate schools to deliver kindergarten to grade 12."

MR. McLAUGHLIN: Agreed, agreed.

MRS. SORENSEN: It is already in the constitution. Agreed.

MR. McLAUGHLIN: It is already protected in the Northwest Territories Act.

HON. DENNIS PATTERSON: Point of order.

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

HON. DENNIS PATTERSON: If I may take the liberty of giving you a little bit of free advice, Mr. Chairman, I think it was clear in the general discussion surrounding these recommendations that there was consensus on certain issues. I would just like to say generally that I do not think we need to be terribly technical about whether an amendment is particularly within or without the scope of the recommendation. I am certainly not going to challenge your ruling, but I do believe that this whole issue of grades 11 and 12 has been discussed already in committee of the whole, and I certainly would not oppose an amendment that deals with the issues raised by Mr. MacQuarrie.

MR. MacQUARRIE: May I have the right to speak to the motion, Mr. Chairman?

MRS. SORENSEN: Point of order, point of order.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, he is raising a point of order. Could we have a copy of that? Thank you. Mr. MacQuarrie, I read your amendment to read: "...but shall make the special arrangements to respect the rights of separate schools to deliver kindergarten to grade 12."

Again, we are trying to change the intent, I think, by putting 12 in there. I think that should be a separate motion, or separate amendment altogether, or separate motion. I outruled the first Member trying to change grade 10 to 12, and you are still trying to change it to grade 12, which is, in my opinion, changing the intent of the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I accept your ruling, Mr. Chairman. If you will give me guidance, then, as to when it would be appropriate to make a separate motion with respect to that.

CHAIRMAN (Mr. Fraser): Once we have completed recommendation one, a separate motion could be brought in to deal with grade 12. Mr. Sibbeston, to the motion as amended.

MR. SIBBESTON: Well, Mr. Chairman, just to say that if the amendment as it has been amended and so forth is passed, then obviously there will have to be changes made to the report which deals in detail with that particular recommendation. This is not so. I would like to make an addition or a change to some of the detail dealing with this first recommendation, and this is discussed on page 44, but would you let me know when might be an appropriate time? Perhaps after this motion has been dealt with would be an appropriate time.

CHAIRMAN (Mr. Fraser): Yes, Mr. Sibbeston. After the amendments and the motion are dealt with, then we will come back to your motion. The question is being called. Mr. MacQuarrie.

Attainable Goal For Students

MR. MacQUARRIE: Yes. I have no further amendments. I will now vote in favour of the motion as amended. I said that it was something that I would have to wrestle with, and I did, very hard, to the detriment of my sleep last night. I am saying this because if we do approve this motion, it means we are recommending that the public school in the Territories be from kindergarten to grade 10. I recognize that, and I have come to believe that it is an acceptable step, and perhaps even -- well, not "perhaps" -- but a desirable step. Some of the arguments that were advanced, particularly by the Minister of Education, were persuasive. Doing that, does rather fit it a

little to the streaming idea that I had mentioned at one point in the discussions, and I suppose last but not least I remember in Inuvik Mr. McCallum indicated that he had gone through a system which was kindergarten to grade 10, and the results were not too bad at all...

HON. ARNOLD McCALLUM: Do not use me as an example. I am a terrible one. No way.

---Laughter

MR. MacQUARRIE: ...so it does make an attainable goal for our students. We will have to do everything we can to encourage them to go to college afterwards and to receive specialized training. All along I will be certainly trying to ensure that we have a wise and efficient curriculum during those kindergarten to grade 10 years. With those thoughts, I will support the motion as amended.

---Applause

CHAIRMAN (Mr. Fraser): To the motion as amended. Mr. McCallum.

HON. ARNOLD McCALLUM: Well, Mr. Chairman, I appreciate the comments of the Member, but all I got was older and deeper in debt, because it took me much longer to get a higher education -- grades 11 and 12 that is. Nevertheless, I do not agree with the public education only going from kindergarten to grade 10. I think that is not a progressive step. It is a retrogressive one in terms of throughout the Territories and that is what the recommendation is indicating. I see nothing progressive about adopting a system of education that has been out for a great number of years. I have a concern about existing jurisdictions that have responsibility for kindergarten to grade 12 now. I believe that they should have the right to retain that jurisdiction unless they indicate to the Minister that they would want to do otherwise. I think that setting up a new administration for grades 11 and 12 in the Territories is an increased expense. I think that it will obviously do a great deal to fill up the Arctic college concept. I recognize that. I again want to indicate that I do not agree that public education in the Territories should only go from kindergarten to grade 10.

I believe, though, that communities in the Territories, that people in the communities of the Territories, regardless of their size, have a right to at least a grade 10 education, but that does not mean that that should be where it would end. People who want to continue their education will have to leave the communities, because I cannot conceive of the Minister setting up an Arctic college campus, if you like, in every community in the Territories. They are going to have to move if they want to get into grades 11 and 12. I recognize what the Minister was attempting to say a few moments ago and that there has been a great deal of discussion over this. I would not have supported the amendment Mr. MacQuarrie proposed in that it would only deal with one group, separate school education in grades 11 and 12. I think that those communities that have the jurisdiction now should continue to have it, and I hope when the Minister gets this recommendation from this body that he will take that into consideration. So, I propose not to vote in agreement with this motion, because I have a fundamental difference of opinion in having public school simply from kindergarten to grade 10. I think that we are taking away something that is already in place and I do not consider it progressive. As I said, I think it is retrogressive. I believe, as well, that the cost of setting up new administrations will far outweigh what is already in existence.

CHAIRMAN (Mr. Fraser): To the motion as amended. Question. Mr. McLaughlin.

Arctic College Part Of Public Education System

MR. McLAUGHLIN: I realize, Mr. Chairman, that Mr. McCallum was sick yesterday and may have missed some of the debate where we explained very clearly that we still believe that kindergarten to grade 12, even when the Arctic college concept came into being, would still be public education, that people still take grades 11 and 12. If, for example, a community like Igloolik, which does not have grades 11 and 12 right now works toward that -- if it keeps enough students in the classroom so that they progress -- they have grade nine right now, I believe, and if they want to progress beyond that, we are not against that happening. We are not against any community increasing its grades up to grade 12. It is just that the only thing that would happen in those smaller communities is they would not be communities where an Arctic college campus would be located and the funds to pay the teachers that teach the grade 11 and 12 programs would come from the Arctic college. So, there is no attempt whatsoever to end public education at grade 10, because the Arctic college will be part of the public education system in the Northwest Territories.

CHAIRMAN (Mr. Fraser): To the motion as amended.

AN HON. MEMBER: Question.

Motion To Accept Recommendation One, Tabled Document 1-82(3), Carried As Amended

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

---Carried

Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, would it be appropriate to now deal with some of the details with respect to the first recommendation? With the amended motion now, I do not know whether the detailed discussion on pages 42 and 44 is redundant or whether it still serves a useful purpose in indicating to the government that offhand these are some of the educational divisional boards that may be set up. I guess I would like to hear what is planned by the committee now that there has been a change to recommendation one -- whether there will still be a detailed discussion or whether they will just simply redraft the pages indicated, 42 and 44. Even if these divisional boards listed just serve as a guide, I certainly am interested in having Deh Cho educational board listed amongst them, without saying for sure it would be established accordingly. I do know that once something is written down, then there is a certain amount of momentum or there is a certain amount of weight that goes with it. It is very difficult to change. So, I would like to hear from Mr. Patterson or somebody from the committee in this regard and if they deem it necessary or relevant, I will make a motion suggesting that Deh Cho be one of the education divisions shown on page 44.

CHAIRMAN (Mr. Fraser): Mr. Patterson, do you want to answer that?

HON. DENNIS PATTERSON: Well, I do not have any difficulties with that recommendation, Mr. Chairman. I think that when we come to the implementation stage we would want to make sure that those communities all do agree to participate, but I would be very pleased to get advice from this House on revising boundaries for a particular divisional board. I think the committee also mentioned that these were merely the committee's proposals and not necessarily what would eventually come to pass. So, I would welcome advice from the House on revising the boundaries, yes. Thank you.

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

Motion To Include Deh Cho Education Board And Make Appropriate Changes To Page 44, Tabled Document 1-82(3), Carried

MR. SIBBESTON: Mr. Chairman, I will move as follows, that one of the divisional boards listed on page 44 shall be the Deh Cho education board, with the following communities: Fort Simpson, Fort Liard, Nahanni Butte, Tungsten, Trout Lake, Providence, Hay River Dene Reserve, Wrigley, Kakisa and Jean Marie River, and that appropriate changes be made to the names and membership of communities shown as constituting the educational boards listed on page 44 to reflect this change.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. Your motion is in order. To the motion.

AN HON. MEMBER: Question.

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

---Carried

Mr. MacQuarrie.

Motion To Respect Right Of Separate Schools To Deliver Kindergarten To Grade 12

MR. MACQUARRIE: Thank you, Mr. Chairman. You had said that this might be an appropriate time to raise the matter I had raised earlier, and so I will move: "The Minister shall make special arrangements to respect the right of separate schools to deliver kindergarten to grade 12."

CHAIRMAN (Mr. Fraser): May we have a copy of that, please? Your motion is in order, Mr. MacQuarrie. To the motion. Mr. MacQuarrie.

MR. McLAUGHLIN: Point of order.

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

MR. McLAUGHLIN: The agreement that we thought the committee had was that the committee would move recommendations in its own report, not that other people would invent recommendations and move them. It is all right to amend recommendations, but it is certainly not a procedure that has been followed before in the House where...

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, I have to accept it as a motion in committee at any time. I am sorry...

MR. McLAUGHLIN: But not a motion to move a recommendation by someone other than on the committee. I have never seen any procedure by any report with recommendations in it before where Members other than people on the committee removed the recommendations and invented new recommendations. They amended the existing recommendations. Notably, they destroyed them.

---Laughter

CHAIRMAN (Mr. Fraser): I have ruled the motion in order. If you do not think it is right, well, just challenge my decision. It is as simple as that.

MR. MacQUARRIE: May I speak to the point of order?

CHAIRMAN (Mr. Fraser): No, I have ruled your motion in order and he is challenging it -- or are you challenging my decision?

MR. McLAUGHLIN: No. Just a further point of order. Could you just explain, then, what the Member is trying to do? Is he trying to make a new recommendation, or just trying to make a motion which he wants to relate to one of the recommendations? There is a big difference.

CHAIRMAN (Mr. Fraser): I have ruled the motion in order, and we are going to debate the motion.

MR. MacQUARRIE: To the point of order.

MR. McLAUGHLIN: Yes.

MR. MacQUARRIE: I think I have that right, Mr. Chairman.

HON. ARNOLD McCALLUM: Careful. He has already ruled. You do not have to speak to it.

CHAIRMAN (Mr. Fraser): Nobody has challenged it. I have ruled it in order. You do not have a point of order yet. Mr. MacQuarrie. To the motion.

MR. MacQUARRIE: To the motion? Very well, Mr. Chairman. I raised this matter because it was addressed to myself and other Yellowknife MLAs as a very deep concern of the...

MR. CURLEY: Point of order.

CHAIRMAN (Mr. Fraser): Point of order. Go ahead, Mr. Curley.

MR. CURLEY: Mr. Chairman, I take issue with this motion because my motion, which originally set the guideline that we go through the recommendations in general terms and then deal with each one of them first. I now challenge your ruling on this particular motion.

CHAIRMAN (Mr. Fraser): You have the right to speak to a point of order. Go ahead.

MR. MacQUARRIE: I believe, Mr. Chairman, you should not accept the contention that my motion is out of order, because a little earlier I had attempted to introduce this as an amendment to an existing recommendation. I was at that time ruled out of order, and instructed that I should raise it at the very time that I am raising it now. If the point of order were to be upheld, Mr. Chairman, it would mean that there would be no time at which I could raise this matter, and

is that the intention of the committee -- to find procedural ways to block sincere concerns that are raised by people with respect to what we are doing? That would be the effect if you were to uphold his point of order, Mr. Chairman.

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, in dealing with your motion I find it in order. My decision has been challenged by one of the Members; therefore, there is nothing I can do about it but report progress.

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

MR. SPEAKER: Mr. Fraser.

MR. FRASER: Yes, Mr. Speaker. The committee has been dealing with the recommendations in Learning: Tradition and Change in the Northwest Territories. A motion was put forth by one of the Members, "The Minister shall make special arrangements to respect the rights of separate schools to deliver kindergarten to grade 12." I ruled the motion in order, and my decision was challenged.

MR. SPEAKER: Thank you, Mr. Fraser. The House will recess for five minutes while we look into the matter.

---SHORT RECESS

MR. SPEAKER: I call the House to order, please. I apologize for the delay, but I felt the question at hand was serious enough to ask for a complete transcript of the proceedings so that we would be sure of the facts involved in this particular case, and it took a little while to get the transcripts.

Speaker's Ruling

I think I should advise the House that the report of any special committee -- or, particularly, now we are dealing with the special committee on education -- has been submitted to the House and is now the property of the House, and, as such, has been referred to the committee of the whole for your consideration. It is at this stage of Assembly proceedings that the contents of a report may be altered by addition, substitution, and deletion, through the process of motion and debate. I have examined the written transcripts of the proceedings in question, and I sustain the chairman's ruling that Mr. MacQuarrie's motion is in order.

I would also suggest, though, to the committee, that, in future no attempt be made to number. This causes confusion, and so on. The number is not part of the motion, and it is the motion without the number that we are accepting. We will now return to committee of the whole with Mr. Fraser in the chair.

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

CHAIRMAN (Mr. Fraser): The committee will come back to order. I will read the motion. "The Minister shall make special arrangements to respect the rights of separate schools to deliver kindergarten to grade 12." To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, thank you, Mr. Chairman. I believe the Speaker's ruling was correct, and when I attached the number to it, that was done out of ignorance and not malice at all and was not an attempt to delay or anything and I regret the delay. What I am doing is moving a motion that I hope the Minister will consider when he is dealing with recommendation one, and any subsequent motions that I move I will put in that way, unless they are specific amendments to the recommendations.

In speaking directly to the motion, as I had begun to say, I introduced it because, in my constituency, there is a separate school and a separate school board, and a lot of Catholic parents who send their children to that school, and all of these people believe that the right of separate education is well established in Canadian history, guaranteed by the BNA Act and by the Northwest Territories Act, and believe that that guarantee includes the extent of education over which they now enjoy authority. Since I have already said that it appears to be guaranteed in what was the BNA Act, now that portion of the Constitution Act, and in the NWT Act -- some might say that this kind of motion is not necessary then, but I believe, Mr. Chairman, that it is, simply as an act of good will. If it is clear that the committee generally, and the Minister of Education, intend to respect that right that apparently has been established there is no harm -- and probably a lot of good -- in simply stating that clearly in the debate with respect to the committee's recommendations. I would ask all Members to support it.

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

HON. TOM BUTTERS: Thank you, Mr. Chairman. Just to indicate that I will support the amendment.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I had indicated that I would have been against it -- I would get excommunicated, I guess, if I do -- but I do not have any difficulty, and I am not going to hold up things with this. I think it is taking into consideration recommendations from the committee of the whole -- I would hope that the Minister would take into consideration this particular motion, so I would be in favour of it.

MRS. SORENSEN: Mr. Chairman.

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

MRS. SORENSEN: Mr. Chairman, I have a point of clarification and I guess I would like the Minister of Education to reply to it. The motion, as I see it, states that the separate schools

will retain, under a special arrangement, the right to deliver grades kindergarten to 12. I would like to know whether "deliver" means actually develop the programs -- take the place of the Arctic college board, as opposed to administer what Arctic college feels is the program for grades 11 and 12. I think that that is a very crucial question here and I want to know how the Minister would interpret this motion and how he would put it into place, to allow the separate school system to take on or retain that responsibility for 11 and 12.

CHAIRMAN (Mr. Fraser): Thank you, Mrs. Sorensen. Mr. Minister, do you want to reply to that?

Core Curriculum Will Be Set

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. First let me say that I support this motion. I think it makes good sense and recognizes first of all, the legitimate interests of the separate school board, but I would also say, the other boards or committees that now have some authority over grade 11 and 12 to have involvement where they so desire it. I do not see any problem either with curriculum. As I understand it, the grade 11 and 12 program will continue substantially as it is now. There will be a core curriculum of grade 11 and 12 subjects that will be set by the Department of Education and no Arctic college or separate or public board is going to be able to tamper with core curriculum. We have been discussing that in other contexts already, the importance of having a territorial standard. So I do not see there being that much discretion in the grade 11 or 12 core curriculum and the only question remains, who hires and fires the teachers? Who administers the funds to pay for those educational services and who has control over the discretionary aspects of the curriculum? I think it has been said before that one of the arrangements could be that these services could be contracted to a school board to deliver and by that I mean that the Arctic college would simply be a funding vehicle. It would simply be a conduit for the funds and that the actual operation of the program would be undertaken by the relevant school board.

Problems Of Implementation

This is going to pose some implementation problems in that there will be students within the college being funded and whose program is under the control of a board and there will be other students in that same college who will be taking, say, a renewable resources training program or a teacher training program, who will be students of the Arctic college and under their jurisdiction. So, as I see it, there would be one facility, but the responsibility for the grade 11 and 12 students would belong to another board, a board other than the Arctic college board. This poses problems, but I do not think they are insurmountable. If we are talking about delivery of programs, I see it as being a situation of devolution by contract to the various boards. That is how I understand it. I do not think there would be any attempt to meddle on the part of the Arctic college board. The reason that the funds must go through the Arctic college, however, as I see it, is that the Arctic college is being established as an organization with responsibility for grades 11 and 12 so that there will be a student base and a financial base to justify the establishment of a college, say, here in Yellowknife. So the funds would go to the Arctic college, but they would be directed to, say, the separate school board for Catholic students, by a contract. That is my view and I do not know whether the committee Members might have something to add, but that is how I see it, although I think the details will have to be worked out in the implementation phase. I am sure that we will be able to get good advice from the separate school board here, for example, on just how we should go about it. I have not got the model fixed in my mind yet, but that is the best I can say at this point from my point of view. Thank you.

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

Discrimination In Hiring Separate School Teachers

HON. JAMES WAH-SHEE: Mr. Chairman, in regard to separate school boards, if they were given the -- maybe they have at the present time, I am not sure -- the power to hire and fire teachers, say, in specific reference to Yellowknife separate school board at the present time, which is Roman Catholic, as I understand it -- when they hire teachers is it correct to say that they hire only teachers who are of the Catholic religion? In other words, are they exercising some discrimination in regard to hiring practices, as opposed to public schools who are not permitted to discriminate in regard to religion? In a public school institution we have to give rights which are accorded to all the Canadian citizens, but am I correct in assuming that these separate school boards do exercise discrimination in regard to religion when they are hiring teachers?

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

Court Challenges To Hiring On A Religious Basis

MR. McLAUGHLIN: Thank you, Mr. Chairman. In investigating the situation that the Government of the Northwest Territories is in in regard to separate schools for Roman Catholics, the right of Roman Catholics or a minority religion in the NWT to have their own separate school board is protected in the NWT Act right now. I believe, just specifically to answer Mr. Wah-Shee's question, there have been very recently I think in some of the provinces some court challenges in this area. I could be corrected, but I am sure I am right, that the courts have ruled that because these schools are founded on a religious basis, that these schools have the right to hire instructors and employees, even including secretaries and the staff, on that same basis. I might be corrected on that, but I know there have been court challenges and I know that the schools won the most recent ones I heard. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Fraser): To the motion. Mrs. Sorensen.

MRS. SORENSEN: Yes. So as I understand it Mr. Chairman, this motion is simply authorizing the Minister to proceed under the NWT Act with allowing the separate school system to contract with Arctic college to provide grades 11 and 12 in their own school, as they are doing now on behalf of the Department of Education. Mr. Chairman, I would then ask what would prevent, for instance, school district number one combining with school district number four in Yellowknife and also contracting under the new Arctic college system to provide and administer the provision of grades 11 and 12 in Sir John? Would that be acceptable to the Minister and how does he feel about that?

CHAIRMAN (Mr. Fraser): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, I tried, unsuccessfully, to persuade Mr. MacQuarrie to broaden his motion, because I am aware that that is probably what the public school board number one and the education committee for district four will be recommending. I think that, for the same reasons that Catholic educators in Yellowknife are concerned about retaining control over high school students which are now under their jurisdiction, the same reasoning can fairly be applied to the grade 11 and 12 students which the community education committee has -- albeit a little more limited -- jurisdiction over at the moment. So I think if that is what they want, a similar type of arrangement would be possible. I think they also, in the education committee -- and, indeed, I believe the issue came up in Inuvik -- said that wherever there are existing high schools where this concern is expressed, arrangements should be made so that the existing authority need not be tampered with under this new regime. My view is that such arrangements would be desirable. I do not have any problem with that at all.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I would rise to the comments of the Minister of Education and simply amend the recommendation from this committee that it suggest that when taking into consideration recommendations that refer to divisional boards of education, that the Minister recognize the existing education authorities who have jurisdiction over kindergarten to grade 12 and that they continue to exist until he has advice otherwise.

MR. CURLEY: To the motion.

CHAIRMAN (Mr. Fraser): To the motion. Do I hear question? Mr. MacQuarrie, to the motion.

MR. MacQUARRIE: Mr. McCallum's motion?

CHAIRMAN (Mr. Fraser): Your motion.

MR. MacQUARRIE: Oh, okay. If mine is standing as it is, that is fine, Mr. Chairman.

CHAIRMAN (Mr. Fraser): All in favour? Ms Cournoyea, to the motion.

MS COURNOYEA: Mr. Chairman, we are having a lot of discussion on the motion, but it seems to me that the motion is already established under the NWT Act and I am wondering why we are spending a lot of time discussing something that is only a motion that is carrying on the same thing that has already been protected within the legislation. So why do we not proceed and end off?

MR. MacQUARRIE: Question.

Motion To Respect Right Of Separate Schools To Deliver Kindergarten To Grade 12, Carried

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

---Carried

Ms Cournoyea.

Motion To Accept Recommendation Two, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation two, each education division shall be guaranteed staff to administer, co-ordinate, and implement all of its basic programs, be accepted.

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

Motion To Amend Recommendation Two, Tabled Document 1-82(3)

MR. MacQUARRIE: I have an amendment, Mr. Chairman. Lest the committee become too concerned, I do not have that many, but there are a few near the beginning that I am concerned about. I will move as an amendment, Mr. Chairman, that this be added after the words that exist: "The funding for these programs shall be provided according to a formula that is founded on principles of program offerings and school population that apply equally to all divisional boards."

CHAIRMAN (Mr. Fraser): Could we have a copy? Ms Cournoyea, you are dealing with recommendation two. To the motion. Mr. MacQuarrie, your amendment is in order.

MR. MacQUARRIE: Thank you. The reason I moved it, Mr. Chairman, is because Yellowknife public school board number one had the concern that there be a clear formula for funding, and that existing boards which already have a kind of funding arrangement have some opportunity to have input into what a new funding formula would be for all of these divisional boards. In Inuvik, Mr. Patterson agreed -- from the transcript -- approximately, he said, "There will be consultation with urban boards on a formula." He made that commitment to me at that time. Since there are questions that will arise about pupil/teacher ratios, about the question of where boards are already doing some taxing, does that mean that they might therefore get less funding than other boards per capita, and so on? These would be serious concerns to the boards that already exist, and so this is simply a general statement of principle that, taking account of all the hiring and the programs that divisional boards will be responsible for, that the funding for them be on a formula which, as I said, is agreed to with consultation by, particularly, existing school boards. Again, I would ask Members to support it.

CHAIRMAN (Mr. Fraser): To the amendment.

MR. MacQUARRIE: It certainly does not, you know, undermine the intent of the recommendation at all.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Sibbeston.

MR. SIBBESTON: Mr. Chairman, I am a bit concerned about this amendment, because if any moneys are granted on the basis of population then it is the remoter parts of the North that are given less money, and so may be denied funds which are necessary. Of course places like Yellowknife have thousands and thousands of people, and so, according to the mover of the amendment, Yellowknife and the larger centres would stand to benefit from this. So just precisely what is Mr. MacQuarrie thinking when he is making this amendment? Is he protecting? Or is he overly concerned that Yellowknife may not get its fair share -- which never happens?

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

A Formula To Apply Equally To All Divisional Boards

MR. MacQUARRIE: I was asked a question, and to respond I would say, frankly, yes. It is that kind of concern. It is not a concern to try to get more. Certainly, there are throughout the recommendations -- and I will be supporting the overwhelming majority of them -- there are all kinds of special funding that will be granted for native language programming, and so on. I am

not objecting to that at all, and I will be supporting that. However, it is just that in the matter of the regular school grants for a school program and so on, the local boards hope that there will be a recognizable funding formula and one into which they will have some input. Mr. Sibbeston will note that I did not only say, "based on school population" and so on, but "on program offerings" as well, and so it is obvious, for instance in certain remoter divisions where there are special needs and therefore special programs, that those needs will be met by special funding, and I do not object to that at all. So it is not, you know, strictly on the basis of school population. I am not trying to anticipate what should be in it. I am simply asking that there be a regime which is agreed to by the Minister of Education, representatives from the existing boards, and other education authorities as well; I have no intention to exclude them from the discussions that would lead up to that kind of funding formula.

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

MR. CURLEY: Thank you, Mr. Chairman. I would question that too, because I have some reservations about it. For instance, if the separate school boards want to have an equal funding surely their programs, and the kind of criteria they have for students, should be wide open to the public. Why have a separate school board when you can have an equal formula, equal opportunity, equal criteria for eligibility for students to take part in that school? I think some groups are just asking for too much, and I think that is one way of trying to take advantage of public funds. Does that mean then that if the regions are, for instance, suffering or experiencing lack of funding that they should be able to get the same formula, and same funding, as the separate school boards would be receiving from the government? Would that then apply? Maybe Mr. MacQuarrie can clarify that for me. I would probably understand that. Or is he asking that formula be based on a per capita of students, and the area that they are serving?

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, I thought we were finished with questions, and we are back to questions again.

MR. MacQUARRIE: Well, he asked the question.

CHAIRMAN (Mr. Fraser): Yes, I know. He just sent me a note saying that the questions were finished, and he is asking a question -- but I would like to deal with this amendment if I could and get it over with. Go ahead, answer the question.

MR. MacQUARRIE: Okay, the last part was succinct. It said, am I talking only about per capita funding, and I would say no, I am not. I do say that school population and per capita considerations must be taken into account, but I am not trying to anticipate now what the whole formula should be. I simply raise the concern because it is obvious that many people, not only in Yellowknife, but in certain parts of the Territories, are satisfied with the quality of education that they are getting now. For instance, in the case of Yellowknife number one, it would be unfair to say that they are extravagant or lavish. I think they have demonstrated a great deal of fiscal responsibility over the years, and it is because I am familiar with those figures. I do not wish to imply that Yellowknife number two has not. It has not been that they have gotten lavish funding, but there is some concern that if there are sweeping changes they are going to be left with a situation where they find they cannot carry on the kinds of programs that they have been able to carry on now. So my motion does not even ask for the guarantee that that will not happen, but a guarantee at least that there will be a funding formula established and that these people will have a specific chance to have something to say about it when it is put together. That is what I am asking.

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

MS COURNOYEA: Mr. Chairman, I cannot agree that we should accept this amendment. I believe the recommendation says that each education division shall be guaranteed staff to administer, co-ordinate and implement all of its basic programs. I cannot understand why Mr. MacQuarrie has to put the caveat in in regard to making specific recommendations. What we did try to do is try to be as fair as possible and allow the Minister to have some flexibility. Now he is stating program offerings and school population that apply equally to all divisional boards. Now, there seems to be an implied situation there. What if there are only one or two boards that are formed, and other communities are slower in reaching the objective of finally forming a board? I do not believe it is fair to, once again, apply the good intent of the recommendation that -- to be able to be used by a divisional board that is formed, and the more advanced communities in the southern Mackenzie. It will take time to get the divisional boards formed, and I feel that the recommendation in itself does guarantee them what they require to carry out their programs, and perhaps even more. The amendment seems to imply that the people who get the

boards formed more quickly than the others will be able to start divvying up funds and taking advantage of the good intent. So I urge everyone to vote against this amendment, as I feel it is redundant and not necessary.

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

Amendment To Motion To Amend Recommendation Two, Tabled Document 1-82(3)

HON. DENNIS PATTERSON: I have a problem with the amendment, Mr. Chairman, in that it does not seem to recognize different costs associated with delivering the same services in various parts of the Northwest Territories. In other words, if you have the same program and the same school population, it costs an awful lot more to deliver it in Rankin Inlet or Cambridge Bay than it costs to deliver it in Yellowknife, Hay River, Pine Point, for reasons which are all known to us. I am just concerned that the amendment proposed by Mr. MacQuarrie only looks at program offerings and school population, but does not recognize that costs vary dramatically, so I would propose, then, at his suggestion, an amendment which would read: "...taking into consideration variation in costs in different parts of the Northwest Territories".

CHAIRMAN (Mr. Fraser): Can we have a copy of that, please, Mr. Patterson? Now we have an amendment to the amendment. The Clerk will read out the amendment to the amendment. Mr. Clerk.

CLERK ASSISTANT (Mr. Hamilton): The amendment to the amendment is to add on the words "taking into consideration variations in costs in different parts of the Northwest Territories".

CHAIRMAN (Mr. Fraser): To the amendment to the amendment. Question? Mr. Wah-Shee.

HON. JAMES WAH-SHEE: Mr. Chairman, could you read the total motion, now, as it is?

CHAIRMAN (Mr. Fraser): Mr. Clerk, will you read the amendment?

CLERK ASSISTANT (Mr. Hamilton): On recommendation two of the education report, Mr. MacQuarrie's amendment would add on the words: "The funding for these programs shall be provided according to a formula that is founded on principles of program offerings and school population that apply equally to all divisional boards." Mr. Patterson's amendment to the amendment is to add on, after these words of Mr. MacQuarrie's amendment, the words: "...taking into consideration variation in costs in different parts of the Northwest Territories."

MR. MacQUARRIE: Question.

Amendment To Motion To Amend Recommendation Two, Tabled Document 1-82(3), Defeated

CHAIRMAN (Mr. Fraser): The amendment to the amendment. Question is being called. All in favour? Down. Opposed? The amendment to the amendment is defeated.

---Defeated

To the amendment. Mr. Curley, to the amendment.

MR. CURLEY: Mr. Chairman, I cannot support the amendment, because that would create more confusion and difficulty to the present system that is applied to the regions. Even though we have one big school board, which is the Department of Education, some regions do require extra funding because of the kind of variations involved with respect to the high cost of living in the regions. Transportation, staffing and housing requirements are certainly not the same as this region, as well as the different administrative costs involved in the regions, so I will not be supporting this amendment.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. MacQuarrie.

MR. MacQUARRIE: I would finally like to say that I feel that if Members do not support this, that people now in areas that feel satisfied that educational resources available are adequate and are happy with the quality of education that their children have been getting will have cause to feel worried. They want the assurance that that will not happen. I can only read this despite the remarks that have been made, that in fact, their program could be in jeopardy, and I think that if the committee really does not intend that, that they should demonstrate that by supporting this amendment. Thank you.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Sibbeston.

Programs For People In Remote Parts Of The North

MR. SIBBESTON: Well, Mr. Chairman, you have to kind of look into the future and try to figure out what all of these will mean for education in the North. The very motivation or the reason why all of this is taking place is because people in the remoter parts of the North are perhaps not happy with the education system as it is. I do not think we are -- in terms of the future -- certainly we are not talking of that much change in the Yellowknife systems. Obviously the people in Yellowknife and in the larger centres in the North are happy with education, because it is basically the white man's system, and these towns are populated by white people; they have it precisely the way they want.

All of the things that we are talking about, even in this recommendation number two, administering, co-ordinating, and implementing basic programs, is talking about programs for native people in the remoter parts of the North, because there has been such a lack of proper programs for these people. So naturally you have to expect that in the future more funds will have to go to these parts of the North. I do not think that anybody is suggesting that Yellowknife or the larger centres will lose and get less money than what they have. Certainly, knowing government and knowing the way things are, they will not get any less because they are very aggressive, they have a certain tax base, they have a system of getting money already from the government. The people in the larger centres have been those that are in power to get what they want. It is the poor people in the remoter parts of the North that have been deprived. So do not worry, Mr. MacQuarrie, on behalf of your constituents. They have it perfect, they have it very well; but if you are suggesting that we have moneys again distributed on the basis of per capita or population, you can bet that the larger centres are constantly going to shove this in the face of the money brokers, and again to the detriment of the native people in the remoter parts of the North. So I just oppose this attempt to again have everything based on a per capita basis, because it would be unfair. It would work against what the whole report is trying to do -- trying to improve education for native people in the remoter parts of the North.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. To the amendment. Ms Cournoyea.

Amendment Is Not Necessary

MS COURNOYEA: Mr. Chairman, the amendment really is not necessary -- and I will repeat it once again -- because everything that is required is related to the division. Mr. MacQuarrie's amendment wants everything to apply to divisional boards. In recommendation number two, we refer to divisions, not divisional boards, and Mr. MacQuarrie's motion would imply that we are looking directly at the boards. There will be many areas that will not form boards in the foreseeable future, or very quickly, and I do not like the implication of his amendment, because it implies that the only way that you will deal with anything is if an area was a divisional board. The recommendation refers to the various divisions, and that does not imply that a person or a group of people have to set up a board to be recognized. I do not believe that the amendment is necessary. It does not enhance the recommendation. I believe that everyone should vote it down, because everything that Mr. MacQuarrie is getting at is already taken care of in the recommendation as it is.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Now that the amendment I proposed to recognize variations in cost has not been accepted, I must say I have reservations about supporting the amendment, because I think if we build on the principle of equality between divisions in the Northwest Territories, then we are going to be discriminating against the areas where costs are higher. If they are going to have the same proportional funds as the lower-cost urban areas, then they will suffer. I would just like to say I do think I can agree with Ms Cournoyea, that we can certainly take careful note of Mr. MacQuarrie's constituents' concerns and I am quite confident that the formula that will be developed will be fair to all. I do believe that that is going to be an important part of the implementation phase, developing an equitable formula. But I am not sure that the motion is necessary and quite frankly I find the amendment, without that change I had recommended, now to be less helpful than no advice at all. So, I am going to have to oppose it and I hope the reasons are understood. Thank you.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. MacQuarrie.

MR. MacQUARRIE: Yes, I again appreciate the Minister's remarks and certainly I was willing to support the amendment to the amendment that he proposed, because that was just an oversight and not an intention at all, but at any rate, I still ask Members to support this amendment, because there is no question already that if we did a straight per capita study of allocated funds right now, I have no doubt at all that the Yellowknife board, for instance, would come right at the bottom of the list of funding per capita and that is understood. What they are concerned about is that if changes are made that that does not become eroded further, because it is simply true, less funds, less ability to deliver and, therefore, a poorer quality of education. We must allocate more to education to ensure that we can implement a lot of the good recommendations that have been made, but please do not do it at the expense of areas which already have something that is good, as far as those parents are concerned.

HON. DENNIS PATTERSON: Agreed, agreed.

SOME HON. MEMBERS: Question.

Motion To Amend Recommendation Two, Tabled Document 1-82(3), Defeated

CHAIRMAN (Mr. Fraser): To the amendment. I hear question being called. All in favour? Down. Opposed? The amendment is defeated.

---Defeated

To the motion, Mr. MacQuarrie.

MR. MacQUARRIE: Simply to say with respect to the motion that in Inuvik Mr. Patterson did agree that there will be consultation with urban boards and a formula and I would like to hold him to that commitment.

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Thank you. Mr. Nerysoo, to the motion.

HON. RICHARD NERYSOO: Yes. I just would have a question to the special committee with regard to the particular motion and it is that you have identified that a guarantee of staff ought to be identified, but there has been no suggestion with regard to any financial resources. I do not note it in the recommendations with regard to the administrative structure and I was wondering if there was a need, maybe, to amend the particular motion to ensure that financial resources was included.

CHAIRMAN (Mr. Fraser): Mr. Nerysoo, I am not going to compel them to answer that question. We have been sitting here for four days answering questions and if you were not in the House, I am sorry, but if one of the Members wants to answer it, that is up to them. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, if we are going to guarantee staff for the functioning of the divisions, then that in itself, if it is guaranteed, would have to come with the necessary funding resources to do that.

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

AN HON. MEMBER: Question.

Motion To Accept Recommendation Two, Tabled Document 1-82(3), Carried

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

---Carried

Recommendation three. Mr. McLaughlin.

Motion To Accept Recommendation Three, Tabled Document 1-82(3)

MR. McLAUGHLIN: Mr. Chairman, on behalf of the committee I will move that recommendation three, every community shall be represented on a divisional board of education, be accepted.

CHAIRMAN (Mr. Fraser): Mr. McLaughlin, to the motion.

MR. McLAUGHLIN: Just to make it clear to Members that the intention of this is that every community that wishes to be on a board or within a school board will have representation on that board. It does not mean that communities have to be on a school board if they do not want to be.

CHAIRMAN (Mr. Fraser): Thank you. Question has been called. All in favour? Mr. McCallum, to the motion.

HON. ARNOLD McCALLUM: Mr. Chairman, I just wanted to get it straight with the co-chairman, if they do not have to be...

MR. CURLEY: Point of order.

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

MR. CURLEY: Mr. Chairman, the vote was already taken and I do not believe that you could be asking for any other comments at the moment. All those in favour have already raised their hands and I do not think you could accept any other...

CHAIRMAN (Mr. Fraser): I think the argument was that the question was not called, but I thought I heard somebody call question from this side of the House. Right? So question was called and I called the vote. I am sorry, Mr. McCallum. All in favour?

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

MR. MacQUARRIE: Is this three?

CHAIRMAN (Mr. Fraser): This is recommendation number three. All in favour? Down. Opposed?

HON. ARNOLD McCALLUM: Yes, I am. I did not even get a chance to talk to the thing.

Motion To Accept Recommendation Three, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Fraser): The motion is carried.

---Carried

Recommendation four. Ms Cournoyea.

Motion To Accept Recommendation Four, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation four, all educational staff working in the communities shall be employees of the divisional boards of education, be accepted.

CHAIRMAN (Mr. Fraser): To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Yes. I will support this motion, but wish to express again concerns about mobility and the possible difficulty of hiring in some areas as a result of this and there is also a concern about negotiation. It seems to have been clarified that there will be territorial-wide bargaining at least for a basic contract. There were concerns about teachers' pensions and that sort of thing being looked after. At one point I had a concern about the relationship of the superintendents to the Minister of Education and I was assured in Inuvik by the Minister that the relationship of these superintendents in the divisions will be the same as they are in Yellowknife districts one and two, and that would be acceptable to me. I simply note also that it was stated in Inuvik that boards will not get additional grants if they should negotiate higher wages. At any rate, with all of the kinds of concerns that are involved in that, I believe they can be worked out and basically I support this recommendation.

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

Motion To Set Aside Recommendation Four, Tabled Document 1-82(3), Ruled Out Of Order

HON. ARNOLD McCALLUM: Mr. Chairman, I would disagree with the previous speaker. I think that this particular motion should be stood aside until we look at the legislation that is before it. I think it would then become a redundant recommendation, if, in fact, the legislation that we have later in this House is passed. So, I would move that this recommendation be stood aside.

CHAIRMAN (Mr. Fraser): A motion by Mr. McCallum that recommendation four be set aside. To the motion. Mr. Curley.

MR. CURLEY: Mr. Chairman, how can a motion be introduced when there is a motion on the floor? What does he really mean by setting it aside? Does he mean defer it to another session or until the recommendations have been dealt with and the legislation is introduced during this session? What is he trying to tell us here?

CHAIRMAN (Mr. Fraser): Mr. Curley, I will let Mr. McCallum answer that if he will, please.

HON. ARNOLD McCALLUM: Mr. Chairman, just what I said: stand it aside and not deal with the recommendation at this time.

CHAIRMAN (Mr. Fraser): Until when -- I think the Member wants to know -- until the session is over, or until next session, or when? Just stand it aside, is that your motion?

HON. ARNOLD McCALLUM: That is correct.

CHAIRMAN (Mr. Fraser): Thank you. We will just wait a minute here and see if that is okay. Thank you. The motion is to set aside recommendation four. Mr. McLaughlin.

MR. McLAUGHLIN: Thank you, Mr. Chairman. The motion, I think, should be defeated. The purpose of the Bill 12-82(3), which is before this House, is to remove the phrase "non-professional staff" from subsection 21(3), and I do not think that that has any justification for preventing this recommendation from going ahead. It is obvious that when school boards are created another bill will have to come to this House in order to make the teachers and principals employees of the boards rather than the Department of Education and this government. So I think there is no reason to stand aside this recommendation at all.

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

MR. SIBBESTON: Mr. Chairman, on a point of order. I wonder if you could indicate to me the procedure that is being suggested here, that a motion be set aside. I do not believe that there is such a procedure -- set it aside for what? We have a motion on the floor, and I believe we have to deal with that motion. I am not aware of any procedure to set motions aside, and having provisions for voting on such motions.

MR. CURLEY: Agreed.

Chairman's Ruling

CHAIRMAN (Mr. Fraser): Could I just impose on the Members, just for a couple of minutes, to see if we can get the right -- correction -- I am confused myself, because there is a motion on the floor, but his motion was to set recommendation four aside, and that is all we were dealing with -- but we will just take a couple of minutes here. Mr. McCallum, Rule 46 states: "When a question is under debate, no other motion is to be received unless to amend the question, or to postpone it to a day certain." So I cannot accept your motion unless you can give us a day certain as to when we could deal with this motion. Rule 46. Mr. McCallum, go ahead.

HON. ARNOLD McCALLUM: I know, no, no.

CHAIRMAN (Mr. Fraser): Are you withdrawing your motion, Mr. McCallum?

HON. ARNOLD McCALLUM: Mr. Chairman, did you rule it out of order?

CHAIRMAN (Mr. Fraser): I ruled it out of order on the...

HON. ARNOLD McCALLUM: Well, then, do not ask me whether I am going to withdraw it or not. You ruled it out of order. I do not have a choice, do I?

CHAIRMAN (Mr. Fraser): If you will not give us a day certain, then it is out of order.

HON. ARNOLD McCALLUM: Can you tell me when we are going to complete the bills?

MR. CURLEY: Question.

Motion To Accept Recommendation Four, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Fraser): We will deal with the motion. Recommendation four. Question being called. All in favour? Down. Opposed? The motion is carried.

---Carried

Recommendation five. Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. I was going to make a comment regarding the recommendation one. Could I be given a turn to make a comment on this?

CHAIRMAN (Mr. Fraser): I am sorry, Mr. Appaqaq. We will be here for a month. We already dealt with recommendation one and it was passed, and I think you are going to have to make another motion to come back to number one if you want, but we cannot let you deal with it now. Ms Cournoyea.

Motion To Accept Recommendation Five, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation five, divisional boards of education shall with the approval of the Minister of Education establish the length of the school year from between 170-200 days.

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

HON. DENNIS PATTERSON: Mr. Chairman, I would just like to say that -- with all respect to your ruling respecting Mr. Appaqaq -- I think that we should allow him to make his comment on recommendation...

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

MR. MacQUARRIE: Clarification.

MR. CURLEY: Question.

HON. ARNOLD McCALLUM: That is a deep subject.

HON. DENNIS PATTERSON: I guess I want to raise a point of order, Mr. Chairman.

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

HON. DENNIS PATTERSON: I would recommend that this House allow Mr. Appaqaq to make his comments with respect to recommendation one, in light of the fact that he is dealing in a dialect that is not represented in the interpreter corps, and may well have allowed us to get ahead of him, so I would be willing to hear his comment.

CHAIRMAN (Mr. Fraser): Is it agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): I hear somebody shaking their head. Ms Cournoyea.

MS COURNOYEA: Mr. Chairman, I would agree to hear from Mr. Appaqaq. However, I have a motion on the floor, and I would request, before we proceed to hear on recommendation one, that we deal with this motion to move recommendation five.

CHAIRMAN (Mr. Fraser): I understand you want to deal with recommendation five, which is a motion on the floor now, and then we can go back to Mr. Appaqaq.

MS COURNOYEA: Yes.

CHAIRMAN (Mr. Fraser): Mr. Curley.

MR. CURLEY: Mr. Chairman, I have tried a number of times to have my own points recognized -- they have not, they were not, and I would think that this House should stick to the rules. I would recommend, though, that we go back to back to recommendations or any other concerns after we have dealt with all of the recommendations.

CHAIRMAN (Mr. Fraser): Is that agreed?

SOME HON. MEMBERS: Agreed.

CHAIRMAN (Mr. Fraser): Not agreed. Okay, we will deal with the motion on the floor now, recommendation five. To the motion. Mr. MacQuarrie.

Course Time To Ensure Accreditation

MR. MacQUARRIE: A matter of clarification. First, did we not at one time vote this recommendation and bring legislation in? So is it necessary to -- could we not just endorse it? There is one concern that I would like to express with respect to it. I do not think it requires an amendment. Certainly in all grade 10 courses, but where boards also have authority over grade 11 and grade 12, the length of time is a concern with respect to the Department of Education in Alberta, which gives credit for courses in the Northwest Territories. So the Minister will have to be alert to ensure that the time that is accorded to courses in grade 10, 11 and 12 that require a certain amount of course time are met by these divisional boards, so that accreditation will be granted without question.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Evaluarjuk. Recommendation five.

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman, I am going to support it if I can understand the recommendation. It says from 170 to 200 days to the school year. In Inuktitut it seems like it is really like this. In Baffin region, if the various days of the school -- say they went hunting 80 days, would the Baffin region have to follow the 180 days; or would Grise Fiord, if they wanted, 170 school days in the year, and Sanikiluaq 190? If the committees are going to decide on the school days, I will support the recommendation. If this is going to apply to all the communities, I am not going to support it.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Evaluarjuk. Ms Cournoyea, to the motion.

Flexibility In Length Of School Year

MS COURNOYEA: I do not know how the translation came out, Mr. Chairman, but in regard to the choosing of the length of time, it is my understanding that Mr. Evaluarjuk feels that it would be something of a compulsory nature, that everyone would have to choose the same amount of time. For clarification purposes, the length of time that is being imposed on any community would have to be the choice of the community, so it would not be an overall ruling that is made for everybody, because it is the understanding of the committee that different regions have different interests, and they would like more flexibility in lengthening or shortening their school year days.

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

HON. DENNIS PATTERSON: Mr. Chairman, at the last session of this Assembly the Education Ordinance was amended to allow the Minister of Education to adjust the school year to between 170 to 200 days on the advice of a local education authority. So I really wonder why this recommendation is being advanced. The government has already responded and I think it has also responded to Mr. Evaluarjuk's concern. Thank you.

AN HON. MEMBER: Hear, hear!

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

Motion To Accept Recommendation Five, Tabled Document 1-82(3), Carried

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

---Carried

Ms Cournoyea.

Motion To Accept Recommendation Six, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation six, divisional boards of education shall with the approval of the Minister of Education lower the entrance age to kindergarten to four years, be accepted.

CHAIRMAN (Mr. Fraser): To the motion. Ms Cournoyea.

HON. TOM BUTTERS: Point of order.

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

HON. TOM BUTTERS: I understood we were going to go back and take a quick swing at recommendation one. Did that get forgotten?

AN HON. MEMBER: It was really fast.

CHAIRMAN (Mr. Fraser): Your understanding was nil.

---Laughter

To the motion. Recommendation six. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, it is my understanding from this that if a board of education that may be made up of more than one community gets the approval of the Minister of Education to lower the entrance age to kindergarten to four years, that that board shall do it. Now I suggest to you that that is not the intent of the committee. The intent is to allow individual schools with individual boards upon the approval of the Minister, to establish kindergarten at four years of age, but I suggest to you, Mr. Chairman, that that is not what the recommendation says. It says divisional boards "shall" do it if the divisional board agrees to it, and there very well may be a number of communities within that divisional board who do not want it. I believe that this is going to be an increase in the cost of education, to lower the kindergarten age, and fundamentally I think that I am opposed to having the children of four years of age basically -- that is, territorially-wide or divisionally-wide, in the school. I think it should be up to the individual schools within a division to ascertain whether the people of that community want the children of four years of age in the school. I think that if this particular recommendation were changed to so indicate that, that I would then have no difficulty with it. If the parents of children who are four years of age are in agreement that their children should be in kindergarten at four years of age, and they get the approval of the Minister to so do, I do not think it should be the divisional board who stops them from having their children in, and that is what this particular recommendation indicates. I would suggest that it should be that they "may" do it, and it should be an individual school or community within that divisional board. Without getting or giving a lesson in English or getting one in return, I suggest that is exactly what it says: it says they "shall" do it if they get the approval of the Minister of Education. It does not say that they have any kind of a say, that is, individual communities within a division.

CHAIRMAN (Mr. Fraser): To the motion. Mr. McLaughlin.

Obligation Of Board To Agreement Between Community And Minister

MR. McLAUGHLIN: Mr. Chairman, the intent of the wording is to make sure that the following process works. If an individual community wants to lower the school age to four in their community, they will ask the Minister to allow it, and if the Minister agrees to it, that board "must" allow them to do it. That is the intent, we do not want the board to prevent them from doing it. That is why it says "shall". If a community wants to have its age lowered, then the board is obligated to do it. They cannot overrule the local decision and agreement made between the community and the Minister. Thank you.

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

HON. ARNOLD McCALLUM: Mr. Chairman...

CHAIRMAN (Mr. Fraser): To the motion.

HON. ARNOLD McCALLUM: ...that is exactly what I was indicating, and I am saying again that that is not how it reads. If what you intend to put in a recommendation is different than the way it reads, why was the thing written that way in the first place?

MR. CURLEY: Well, look at the proposed ordinance.

HON. ARNOLD McCALLUM: We are not dealing with the ordinance, we are dealing with the recommendation.

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

Motion To Amend Recommendation Six, Tabled Document 1-82(3)

HON. DENNIS PATTERSON: I would propose an amendment to resolve this problem, Mr. Chairman, which would add to recommendation six the words, "where requested by a local education authority".

CHAIRMAN (Mr. Fraser): Could we get a copy of that, please? We have an amendment to recommendation six, to add on the end, "where requested by a local education authority". To the amendment.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question being called. Mr. Sibbeston.

MR. SIBBESTON: I just want a clarification. The amendment -- the words are to be at the beginning of the present clause, is it not?

CHAIRMAN (Mr. Fraser): I understand it to be at the end of the recommendation. Mr. Patterson, correct me.

HON. DENNIS PATTERSON: Yes, I said at the end. I think it could go at the beginning or the end, but I recommend it at the end.

CHAIRMAN (Mr. Fraser): Let us get it straight. Where do you want it? The end is no more.

HON. DENNIS PATTERSON: The end.

CHAIRMAN (Mr. Fraser): The end is no more. At the end?

HON. DENNIS PATTERSON: Yes.

CHAIRMAN (Mr. Fraser): To the amendment. Mr. Sibbeston.

MR. SIBBESTON: I am not able to support this recommendation, because I do not believe that kids who are four years old should ever have to go to school...

SOME HON. MEMBERS: Hear, hear!

MR. SIBBESTON: ...because I went to school when I was four years old, and look at the terrible outcome. For the first year all I did was play with blocks that are in English.

---Laughter

CHAIRMAN (Mr. Fraser): To the amendment.

AN HON. MEMBER: Question.

Motion To Amend Recommendation Six, Tabled Document 1-82(3), Carried

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

---Carried

To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: I was pleased to hear Mr. Sibbeston say what he said. This, Mr. Chairman, is the one recommendation which I absolutely and unequivocally oppose. I do not approve, as a matter of principle, of bringing four year olds into a formal school setting. I think that it is a mistake. As a matter of fact, in my own briefs to the education committee, I recommended that the school entrance age be even higher, but that there...

MR. CURLEY: Like what?

MR. MacQUARRIE: ...but that there be a preschool -- you should have read the brief, Mr. Curley -- an informal preschool program of cultural, athletic kinds of things. I would approve very much of that, and only bring children to school for more formal things when they have matured enough to deal with them quickly and efficiently. If you had listened to my brief, in the first place we could have cut down a lot of time and expense in our school curriculum by not broaching matters to children before they are really ready to deal with them. That is what happens in our system right now. That is why I say in some cases the committee did not really deal with educational issues at all, but only with administrative and so on -- not that they are unimportant, but you really missed some fundamental educational concerns that we should have been addressing.

At any rate, to deal with what we have, I say that I do not like this at all. If it is a formal school program it is a mistake, and it is going to be costly, as Mr. McCallum pointed out. In Inuvik, some people suggested, "Well, it need not be formal, you know. We will leave it up to the principal, and some parent might ask", and so on. I say that is no good either, because then you throw a burden onto the principal of having to decide again and again whether this child or that one will get into the school. The problem is, when they come into the school, they will not have any kind of program then, and you will have children who do not fit with what is happening. You might have one four year old in a school in Lake Harbour, or something, and three in Pangnirtung, and the teachers will not know what to do with them. Those children will have a poor first school experience, and it is not going to do them any good at all.

So I just urge all Members to defeat this. I think it was maybe kind of an afterthought on the part of the committee, and they could maybe prove that they are not paranoid and excessively possessive about their report if they also would agree to defeat this recommendation.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. Did I hear you right when you said that this was the only recommendation you disagreed with?

MR. MacQUARRIE: Absolutely and unequivocally.

CHAIRMAN (Mr. Fraser): This is the only one? Thank you. To the motion as amended. Mr. Butters.

Insufficient Research Has Been Presented

HON. TOM BUTTERS: Mr. Chairman, I am going to vote against this recommendation, also, for the reasons that were presented by both Mr. Sibbeston and Mr. MacQuarrie. I do not feel the committee has presented us with sufficient research that would justify the position they have taken. I think that there is a very great danger, as Mr. MacQuarrie has pointed out, that a youngster leaving their home environment at the age of four could suffer a very traumatic experience and be damaged in the educational situation of the future. So I will not be supporting the recommendation. I would have wished that the committee might have looked at some type of preschool program and not stressed establishing a formal kindergarten situation.

MR. CURLEY: It is more expensive, more costly.

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

HON. GEORGE BRADEN: Well, just to say, Mr. Chairman, I think the committee is embarking on a new and exciting subject area. Members will note that "with the approval of the Minister of Education" is a caveat on all this, so I do not think that the Minister is going to go out and approve programs where he knows that a child is going to be put in a situation where he has a poor program, where he is going to be all alone.

I realize it is getting close to 6:00, Mr. Chairman, so I will leave one thought in Members' minds, if they can think about it for the evening. There are a lot of women out there that have to go to work to support...

SOME HON. MEMBERS: Oh, ah!

---Applause

HON. GEORGE BRADEN: ...to support the family. You know, maybe some of the men in this room do not agree...

AN HON. MEMBER: It is baby-sitting.

HON. GEORGE BRADEN: ...but this is not a baby-sitting service, as I see it. Under the right conditions it could be a very useful and productive introduction for children.

---Applause

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

Children Who Turn Five After Start Of School Year

MR. KILABUK: (Translation) Thank you, Mr. Chairman. We have been arguing about this in my region and we have agreed on it among the parents where children would start if they would turn five right after the school started. This is not to say that when you turn four years old you have to go to school. If the school started and they would be four years old, then they do not start at all. This is fine to me, if you are going to turn five years old right after the school year started, I guess I would like to see that and I am supporting this recommendation. I understand some people are saying that when you turn four years old you have to go to school, but when they turn five right after school has started, then I support it. Thank you.

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

MR. SIBBESTON: Well, Mr. Chairman, I really oppose the recommendation, because -- and please listen, because I have six children, so can speak with greater authority than others that do not have any children. We have six children and we have never wanted our children to go to school at too early an age. We have always waited until they are at least six, because we find children at five years old are simply too young. They need to be at home with their parents and in all truthfulness, we find that in attempting to raise children with values, Christian values and so forth, the longer you have them in your possession, in your control, the better. I must say, in all truthfulness, that after our children go to school in kindergarten we find that they are less able to be handled. They end up maybe picking up swear words or maybe it is simply them wanting to be more independent and getting their wings, as it were, away from us, but we do find that the children do change once they go to school. They are less under your influence, so they are more subject to all the evils, as it were, of the world.

Children Of Working Women

In our case, my wife, fortunately, has never had to work. She has made it a job, a full-time task of trying to raise children and I was a little bit surprised or abhorred Mr. Braden suggesting that women need to work, so then should have kindergartens where their kids could be looked after. I do not know if this is precisely what he says, but I just find that unacceptable. I do not want to start preaching to you, but there is going to be trouble. There is going to be a weakening of our whole society. Our society is going to either break down or become less better for the fact that there are so many women working and not looking after their children. When they are in the hands of other people, what do you expect? You are not in full control of your children and part of the reason why you might have so much problem with young people is that parents are not raising them. Parents are too damn greedy and are out working and trying to make a living so they can have all sorts of money and at the same time the kids are not being taken care of. Even the small point of parents being home when school is finished -- that is so important. Otherwise kids come home to an empty house and that is how they feel insecure and eventually they may get into trouble.

The other thing I feel is what is the rush to educate our children? We have so much education, I have always felt. In the North we do not have lack of education. What we lack is good moral values; what we lack is backbone; what we lack is ability to know what is right and wrong, to not drink and so forth. That is the problem with our society in the North these days, not the lack of education.

So you are suggesting that we start educating them at four, so they are going to be finished school by the time they are 12, 13, 14, 15. What is the rush? What are these educated kids at 16 going to do with their time? Oftentimes they say there are no jobs for them to do. At least if they finish school when they are older they are more mature and better formed. They are more adult than just young kids that are really finely educated.

So I really think that we would be making a mistake encouraging towns and people in the Northwest Territories to start educating their kids at four years old. We have lots of time. Start when they are six, seven, and you are still...

MR. MacQUARRIE: Eight.

MR. SIBBESTON: Yes. So I really oppose this motion.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Sibbeston. I recognize the clock being 6:00 o'clock.

MR. SPEAKER: Mr. Fraser.

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

MR. FRASER: Thank you. Mr. Speaker, your committee has been considering Tabled Document 1-82(3), report of the special committee on education, and wish to report progress, with eight motions being adopted, and three challenges. I won them all.

---Laughter

MR. SPEAKER: I will not say "Thank you" to that, Mr. Fraser.

HON. ARNOLD McCALLUM: I would not, either.

MR. SPEAKER: There will be no sitting tomorrow, the 11th. I know that this matter was handled in caucus. However, because of the numbers present at that particular caucus meeting and the fact that no motion was presented on the floor, November 11th is a statutory holiday. I distributed a letter to all Members indicating that a motion would be required if we were to sit, and no such motion was presented, so there will be no sitting tomorrow on November the 11th. Mr. Clerk, announcements and orders of the day.

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. Members will recall that they have a supper engagement at 7:00 p.m. Tomorrow, November 11th, the special committee on constitutional development will meet at 12:00 noon in room 211.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, Friday, November 12, 9:30 a.m.

1. Prayer
2. Replies to the Commissioner's Address
3. Oral Questions
4. Questions and Returns
5. Petitions
6. Tabling of Documents
7. Reports of Standing and Special Committees
8. Notices of Motion
9. Notices of Motion for First Reading of Bills
10. Motions
11. 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. The House stands adjourned until 9:30 a.m., Friday, November 12th.

---ADJOURNMENT

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