



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

9th Session

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Pages 313 to 357

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

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TABLE OF CONTENTS

13 November 1982

	<u>PAGE</u>
Prayer	313
Oral Questions	313
Questions and Returns	314
Tabling of Documents	315
Notices of Motion	316
Motions	316
Notices of Motion for First Reading of Bills	
- Bill 23-82(3) Wildlife Ordinance	319
Consideration in Committee of the Whole of:	
- Tabled Document 1-82(3) Learning: Tradition and Change in the Northwest Territories	319
Report of the Committee of the Whole of:	
- Tabled Document 1-82(3) Learning: Tradition and Change in the Northwest Territories	354
Orders of the Day	357

YELLOWKNIFE, NORTHWEST TERRITORIES

SATURDAY, NOVEMBER 13, 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, Mrs. Sorensen, Hon. Don Stewart, Hon. James Wah-Shee

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. Don Stewart): Orders of the day for Saturday, November the 13th.

Item 2, replies to the Commissioner's Address. There do not appear to be any replies for today.
Item 3, oral questions.

ITEM NO. 3: ORAL QUESTIONS

Mr. Curley.

MR. CURLEY: Mr. Speaker, I have a question to the Commissioner. Can I have permission to have him in?

MR. SPEAKER: Request for the Commissioner's presence. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Mr. Curley.

Question 53-82(3): Discrimination Against Native Persons Re Joining Public Service

MR. CURLEY: Thank you, Mr. Speaker, I have a question to the Commissioner. Commissioner, this question concerns the government's intention to legislate and prevent the Government of the NWT to deny, by legislation and regulation -- to make it illegal for people in a remote community, such as mainly the Dene and Inuit ancestry, to join the public service, particularly if the proposed Bill 6-82(3) and Bill 12-82(3) are passed. I wonder if the Commissioner could explain exactly why he wants to do this. Is it because the communities and local bodies are not fit to join the public service of this government?

Speaker's Ruling That Question Is Out Of Order

MR. SPEAKER: Mr. Commissioner, the Chair rules that that question is hypothetical, and it really addresses a bill that will be on the floor of this House shortly, and our rules are such that this question is out of order. I have no objection if you have an answer that you wish to give the honourable Member, but the question is out of order.

Return To Question 53-82(3): Discrimination Against Native Persons Re Joining Public Service

COMMISSIONER PARKER: Mr. Speaker, I would rise only to say that because the question is so current and important -- and indeed, as you pointed out, will be dealt with when the two bills are discussed in committee of the whole -- however, I think it is dangerous to leave unanswered the feeling that this government has any intention whatsoever to discriminate against any persons

in the Northwest Territories with regard to joining the public service of the Northwest Territories. For those persons who should properly be members of the Northwest Territories public service, the government takes -- and makes -- every effort to attract native persons, particularly in and from the smaller communities. The bills in question, which will be discussed in detail, make no move whatsoever against the enrolment of persons to be properly employed in the public service. The bill deals with the clarification of the definition of "public servant", and that is the full purpose of the bill.

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

Question 54-82(3): Employee Benefits To Public Service Compared With Local Bodies

MR. CURLEY: Supplementary, Mr. Speaker. Could the Commissioner maybe tell this House why the government continues to practise discriminatory benefits such as housing subsidies, location pay, overtime pay, sick leave with pay, retirement pay, death benefit for employee's estate, death and dismemberment insurance, and settlement allowance, to public service employees and compared with local bodies funded by the government?

MR. SPEAKER: I presume, Mr. Curley, this is pursuing the same legislation that is going to be in front of the House -- no?

MR. CURLEY: No. No, it is a question for the Commissioner.

MR. SPEAKER: It is a question, and it has no bearing on the bills that are coming before the House. Mr. Curley.

MR. CURLEY: Mr. Speaker, it concerns present government policy.

MR. SPEAKER: Present government policy, all right. Mr. Commissioner.

Return To Question 54-82(3): Employee Benefits To Public Service Compared With Local Bodies

COMMISSIONER PARKER: Mr. Speaker, the present policy of the Government of the Northwest Territories is to extend the benefits which the honourable Member mentioned to all employees of the public service. Clearly what is unstated is the fact that members of hamlet councils and housing associations are employees of hamlet councils and housing associations, and are not employees of the territorial government. There are other means that can be made available to meet the payroll and benefit needs of those employees.

MR. SPEAKER: Thank you. Oral questions. Last call for oral questions. Thank you, Mr. Commissioner. Item 4, written questions and returns.

ITEM NO. 4: QUESTIONS AND RETURNS

Mr. MacQuarrie.

Question 55-82(3): Rental Rates For Deputy Ministers And Regional Directors

MR. MACQUARRIE: Thank you, Mr. Speaker. A question for the Minister responsible for staff housing. Having reluctantly accepted the government's explanation concerning why it was necessary to continue providing housing to deputy ministers and regional directors, I would now like to know what rental rates are levied against these officials for their housing. Will the Minister please indicate: 1) Whether these officials receive a housing allowance and, if so, to what amount? 2) Without attaching names, what are the actual rental rates paid by people in these positions? 3) Is there a sliding scale of rents payable, modified by such things as length of stay in a community?

MR. SPEAKER: Thank you, Mr. MacQuarrie. Written questions. Returns. Are there any returns for today? Mr. Butters.

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

HON. TOM BUTTERS: Mr. Speaker, I have two returns. In response to written Question 30-82(3), asked by the honourable Member for Yellowknife Centre on November the 5th, 1982, I would advise that the interpretation of section 16(1), the Public Service Ordinance provides: "Whenever in the opinion of the Commissioner it is possible to do so and it is in the best interests of the

public service, appointments shall be made from within the public service by competition."

Now, that was a quotation of section 16(1) and that section should be read in conjunction with section 16(2), which reads: "Where, in the opinion of the Commissioner, after considering any recommendations of the head of a department, it is impracticable or not in the best interests of the public service to make an appointment from within the public service by competition, the Commissioner may, without competition, appoint the person from within the public service who, in the opinion of the Commissioner, is best qualified."

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

MR. SPEAKER: Mr. Curley, a point of order.

MR. CURLEY: Mr. Speaker, I think the honourable Member really should be providing that information when he is dealing with Bill 6-82(3).

MR. SPEAKER: Mr. Minister.

HON. TOM BUTTERS: Accordingly, the recommendations of the department head are carefully considered before any decision is made. The "best interests of the public service" include the objectives of maintaining a stable and experienced work force. Furthermore, it is "in the best interests of the public service" to retain individuals with some knowledge of government policies and procedures, who are familiar with life and work in the North. As well, the phrase "in the best interests of the public service" includes retaining people who have demonstrated their ability to handle the job in question. Additionally, the desires of the members of the work force are important and these are always considered in the decision making process.

Of course, there are other factors which arise in individual cases and, unfortunately, at this time it is not possible, due to the lack of time and funds, to provide statistics on the length of time employees occupy positions before they move to other jobs in the public service. It is, however, a very infrequent exception when an employee moves from one position to another after less than one year in a position. However, at this time no policy exists limiting such transfers, but the Department of Personnel does not encourage them.

Further Return To Question 19-82(3): Job Preference For Northern Students

Also, answering to the House on behalf of the Commissioner, who is responsible for Personnel, I would reply to oral Question 19-82(3) at this time, regarding northern students.

The Department of Education advises the Department of Personnel on a yearly basis of northern students who are receiving financial assistance to attend post-secondary educational institutions. These students are contacted by the Department of Personnel in January and February of each calendar year. This contact is made primarily for summer employment opportunities; however, there are often students on the list completing training that relates to a specific category of employment available in the public service. The Department of Personnel attempts to identify an entry level position in the appropriate area and contacts the applicable student by phone or letter. These students are given preference through the normal competition process over southern applicants or short-term northern residents, which results in students often being granted interviews on competitions for jobs where they may not meet all the basic qualification requirements. In addition, these students are given preference for casual employment opportunities in order to provide them with some work experience.

Students who feel they are not being given preference for areas of employment where they meet basic qualifications may appeal to the director of the Department of Personnel for further consideration. In the case where these students have employee status, a formal appeal can be initiated through the appeals procedure regulations. I will be providing the honourable Member with a copy of the letter that is sent to students attending post-graduate courses.

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

Item 5 on your orders of the day, petitions. Item 6, tabling of documents.

ITEM NO. 6: TABLING OF DOCUMENTS

Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Speaker, I would like to table a document, Tabled Document 18-82(3), Letter of Support from Hunters' and Trappers' Association. It is dealing with a person that had a fishing lodge and was fired and it elaborates on what the person wants. Thank you.

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

Item 7, reports of standing and special committees. Item 8, notices of motion.

ITEM NO. 8: NOTICES OF MOTION

Mr. MacQuarrie.

Notice Of Motion 18-82(3): Deputy Chairman Of Committees, Robert Sayine

MR. MacQUARRIE: Thank you, Mr. Speaker. I wish to give notice that on Monday, November 15th, I will move, seconded by the honourable Member for Inuvik, that this Legislative Assembly appoint Robert Sayine, MLA, to the position of deputy chairman of committees of the whole, replacing Mr. William Noah.

MR. SPEAKER: Thank you. Notices of motion. Mr. Curley.

Notice Of Motion 19-82(3): Employee Benefits For Non-Government Employees

MR. CURLEY: Mr. Speaker, I give notice that on Monday, November 15, 1982, I will move the following motion. I move that this Legislative Assembly recommend most strongly to the Commissioner that he develop and provide, without delay, equal, non-discriminatory permanent employee benefits, such as the ones provided to the public service, either by direct grant to local bodies whose employees would be affected by legislation, or by establishing a policy through the Departments of Local Government and Education, that all employees be provided the same public service benefits, retroactive to April 1, 1982.

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

Notice Of Motion 20-82(3): Standing Committee On Rules And Procedures Membership

MR. MacQUARRIE: Mr. Speaker, I wish to give notice that on Monday, November 15th, I will move, seconded by the honourable Member for Frobisher Bay, that this Assembly appoint the following MLAs to the standing committee on rules and procedures, to fill existing vacancies and to bring its membership up to the allowable maximum of seven: Tagak Curley, B.A. McLaughlin, N.G. Sibbeston, Hon. D.M. Stewart. Mr. Speaker, I will be asking for unanimous consent to deal with the two motions today, at an appropriate time.

MR. SPEAKER: Notices of motion. Are there any further notices of motion?

Item 9, notices of motion for first reading of bills. Item 10, motions.

ITEM NO. 10: MOTIONS

Motion 12-82(3), Mr. Pudluk.

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

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. This motion I am going to make, Motion 12-82(3):

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 the 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.

MR. SPEAKER: Your motion is in order. Proceed, Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. The community with the most northerly settlement, Grise Fiord, is the community the closest to the North Pole and it is pretty remote, particularly in the wintertime. In the summertime they do not mind so much. If they had radio and television, I think they would be staying home more. If the people of that community were not there then there would be other countries going up to that place. I think I can say that we have people of our own there, so nobody would be able to take our place. I do not want the population of Grise Fiord to decrease just like that, so I would like support by this Assembly. I think that the people who have gone up this way must know about this matter, and I would like their support to this, too. Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. As seconder, Mr. Kilabuk, would you like to speak now?

MR. KILABUK: (Translation) Mr. Speaker, what I am going to say will be brief. We really heard this the time we were up there in Grise Fiord in June. We could not get any communications from any other place but there. I am really in support of this. I would like you in the Assembly to support this also, because I know that you will not know how lonely it is, if you do not have communications in any form whatever. Even just having a radio to listen to really occupies your time. So I would like your support to this motion. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Kilabuk. To the motion. Mrs. Sorensen.

Communications With The Rest Of Canada Important

MRS. SORENSEN: Mr. Speaker, Mr. Pudluk has asked me to speak to the motion, because he knows that I support very much the people of Grise Fiord in their request for radio and television, and in particular that support comes as a result of the meetings that the standing committee on finance held in June in the community of Grise Fiord, and later in the community of Resolute Bay.

While we were there, we held a public meeting which was very well attended by the community. There were two major issues that came to the forefront. The first one was the lack of information that these people were receiving on the Arctic Pilot Project, and related to that was the fact that they did not have a radio whereby they could find out what the position of the government was and what the position of the other people in the North, indeed, was. So they felt very strongly that CBC radio was a means -- not the only means -- but was an important means by which they could find out what was going on in the world, and indeed in Canada, and of course in the Northwest Territories. I did not find that these people were lacking in information, however. At that time, there was great discussion about the oil spills in Mexico and they had information on that, so that I found them a very sophisticated group of people who were requesting a further service that had not been yet made available to them.

We know that CBC has a policy of providing radio and television to communities across Canada which have a population of 500 or more; the territorial government decided that because there were significant numbers of communities in the Northwest Territories which had less than 500 population and more than 150, that it would institute a program whereby radio and television would be made available to communities having those population numbers. I am advised, as the chairman of the standing committee on finance, that we have, indeed, concluded the program to provide radio and television to communities of 150 to 500. Therefore, Mr. Speaker, it would seem within reason that we would not only embark on a program of giving Grise Fiord radio and television as an exception, but also embark on a new policy which would -- if a community requests it -- give radio and television to communities of less than 150.

I was very impressed with the arguments that were made by the people of Grise Fiord, and of course by the MLA's response, which was, "I will bring back to the Legislature the wishes of the people, and I will ask my colleagues in the Legislature to support the request for radio and television for Grise Fiord." Mr. Pudluk has, indeed, done that, and now I, too, would join with him in asking the MLAs to support this resolution.

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

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I also support this motion, and I welcome the support from the MLA for Yellowknife South. I would just like to advise her that Grise Fiord is not the only enlightened, sophisticated community in the Eastern Arctic. I think it is only typical of the communities of Nunavut. Thank you.

MR. SPEAKER: To the motion. Are you ready for the question? Do you wish to conclude the debate, Mr. Pudluk?

AN HON. MEMBER: Question.

Motion 12-82(3), Carried

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

---Carried

That concludes the motions that we have in our book for today. Mr. MacQuarrie, did you wish to ask for unanimous consent?

MR. MacQUARRIE: Yes, Mr. Speaker. I would like to ask for unanimous consent to proceed with the two motions which I gave notice of earlier, namely appointing a new deputy chairman of the committee of the whole, and appointing Members to the rules and procedures committee.

MR. SPEAKER: Unanimous consent -- are there any nays?

---Agreed

Proceed, Mr. MacQuarrie.

Motion 18-82(3): Deputy Chairman Of Committees, Robert Sayine, Carried

MR. MacQUARRIE: Mr. Speaker:

WHEREAS William Noah has resigned from this Assembly;

AND WHEREAS one of the two positions of deputy chairman of committee of the whole was thereby made vacant;

NOW THEREFORE, I move, seconded by the honourable Member for Inuvik, that this Legislative Assembly appoint Robert Sayine, MLA, to the position of deputy chairman of committees of the whole, replacing Mr. William Noah.

MR. SPEAKER: Your motion is in order. Are you ready for the question?

SOME HON. MEMBERS: Question.

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

---Carried

Proceed, Mr. MacQuarrie.

Motion 20-82(3): Standing Committee On Rules And Procedures Membership, Carried

MR. MacQUARRIE: Mr. Speaker:

WHEREAS the rules of this Assembly permit standing committees to consist of up to seven members;

AND WHEREAS the resignation of William Noah reduces the present membership of the standing committee on rules and procedure to three;

NOW THEREFORE, I move, seconded by the honourable Member for Frobisher Bay, that this Assembly appoint the following MLAs to the standing committee on rules and procedures, to fill existing vacancies and to bring its membership up to the allowable maximum of seven: Tagak Curley, B.A. McLaughlin, N.G. Sibbeston, Hon. D.M. Stewart.

MR. SPEAKER: Your motion is in order. To the motion.

MR. FRASER: Question.

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

---Carried

Motions. Are there any further motions for today? Mr. Nerysoo.

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I would like to ask for unanimous consent to return to notices of motion for reading of bills.

MR. SPEAKER: Are we agreed to go back to Item 9, notices of motion for first reading of bills? Unanimous consent has been requested.

SOME HON. MEMBERS: Agreed.

---Agreed

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

MR. SPEAKER: Proceed, Mr. Nerysoo.

Notice Of Motion For First Reading Of Bill 23-82(3): Wildlife Ordinance

HON. RICHARD NERYSOO: Yes, Mr. Speaker. I give notice that on Monday, November the 15th, I shall move that Bill 23-82(3), An Ordinance to Amend the Wildlife Ordinance, be read for the first time.

MR. SPEAKER: Thank you.

Item 11, introduction of bills for first reading.

Item 12, second reading of bills.

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

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

Tabled Document 1-82(3), report of the special committee on education, and Motion 7-82(3), Electoral Boundaries Commission, with Mr. Pudluk 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. Pudluk): Good afternoon, folks. Now this committee will come to order. Now we are on the page 19, fiscal program. Recommendation 15. Does somebody wish to move that motion? Report progress...

---Laughter

Ms Cournoyea.

Motion To Accept Recommendation 15, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move that recommendation 15, the Department of Education shall regard research into curriculum development as a funding priority, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you, Ms Cournoyea. The motion is in order. To the motion. I am ready for the question.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour of the motion, please raise your hand. Down. Opposed? The motion is carried.

---Carried

Language, recommendation 16. I need a mover. Ms Cournoyea.

Motion To Accept Recommendation 16, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move that recommendation 16 be adopted: Each local education authority shall determine the language to be used in its classrooms.

CHAIRMAN (Mr. Pudluk): Thank you, the motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. Essentially, I support this recommendation, but at the point in the debate where it is moved I would like a couple of comments to be noted again. Although local education authorities will be given the right to determine this, the Minister has stated in the House that fluency in English should be a fundamental goal in every division, and it seemed to be that in the discussion other Members generally agreed that that was the case, and so I would anticipate that in the Minister's responsibility for standards -- that that specific matter will be kept in mind. The other point that I would like to make at this time is that it seems to me that wherever this is done -- when local communities choose a native language as the language to be used in its classrooms -- that it seems clear to me that this government will have to be ready to deliver education as well in English on demand. It seems to me, in reading the new constitution of the country, and it is certainly not a legal opinion, but at any rate I have read it, and it seems to me that almost without question any parent, whether native or non-native, sending his child or children to that school, could demand that this government deliver an education to his child or children in English, and that that would very likely be upheld. Notwithstanding those comments, I understand the purpose of the recommendation and support it.

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

HON. DENNIS PATTERSON: I would just like to say, in response to Mr. MacQuarrie, Mr. Chairman, that I endorse his remarks, particularly on the importance of children learning fluency in English no matter what language they come to school with. I think it is very clear that, in the public view this is indeed an important goal held by all people, which I agree with. On the constitutional issue, I do not know that we yet have a clear answer on that. I mentioned there is some kind of qualification on that constitutional right, as I understand it, imposed by numbers. I would add my own personal observation that I would hope that, as we are striving toward making the native languages of the Northwest Territories working languages of government, that people who are making their permanent homes in the Northwest Territories will want their children to learn those native languages. I do agree that the right to learn English and French is constitutionally protected now, and we will certainly have to respect not only the constitutional law but the rights demanded by parents in these communities -- although it remains unclear just how far those rights will go at this time. Thank you.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 17, Ms Cournoyea.

Motion To Accept Recommendation 17, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move that recommendation 17, the divisional boards shall run workshops to explain and demonstrate language programs to the communities and to teaching staff, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you, the motion is in order. To the motion. Are you ready for the question?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 18, Ms Cournoyea.

Motion To Accept Recommendation 18, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move that recommendation 18, local education authorities shall consider making the local native language one of the school's working languages, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you, the motion is in order. To the motion. Are you ready for the question?

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 19, Ms Cournoyea.

Motion To Accept Recommendation 19, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move that recommendation 19, funds shall be made available to the divisional boards to develop native language programs in all subjects, be accepted.

CHAIRMAN (Mr. Pudluk): The motion is in order. To the motion. Are you ready for the question?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 20, Ms Cournoyea.

Motion To Accept Recommendation 20, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation 20, two pilot projects shall develop teaching materials and techniques for at least one Dene and one Inuit dialect, be accepted.

CHAIRMAN (Mr. Pudluk): Your motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Could I just ask for clarification of how this fits into the total concept that the committee has? Is it saying that they would want to see this undertaken first, and then an evaluation, and based on the success of that -- that it would be broadened into other divisional boards? Is that the idea behind this?

CHAIRMAN (Mr. Pudluk): Would anybody from the committee like to reply? Mr. McLaughlin.

MR. McLAUGHLIN: Yes, and perhaps maybe the Minister would like to give an update on what has been done to date. The committee has, in fact, initiated a couple of small pilot projects in this area, and he is more up to date now that this job has been turned over to the task force than I am. Maybe he would like to update the Member on what we have done in this area so far, and that would probably answer the question.

CHAIRMAN (Mr. Pudluk): Mr. Patterson. Mr. MacQuarrie.

MR. MacQUARRIE: I believe I did ask a similar question when we were going through in detail, and was told that these were not pilot projects that had been started already, and that is what I had assumed they were. Therefore I am not clear on how they fit into the total scheme. It seems that what we are saying is that teaching materials and techniques and so on should be

developed generally. We are recommending that money be funded in that direction. So I was just wondering, is the committee suggesting that they want this careful approach, where they attempt it in one Dene and one Inuit community first, and then broaden it from there? So I am just not very clear on how this fits into everything.

CHAIRMAN (Mr. Pudluk): Mr. McLaughlin.

MR. McLAUGHLIN: Yes, Mr. Chairman, it is the intention of the committee to develop a couple of projects where actual teaching materials and techniques should be developed. What we have done in the way of pilot projects to lead up to this is that we have developed public awareness programs in which teaching English as a second language, for example, is one of the main items in the materials that we are having prepared and then distributed in the communities in the Western and Eastern Arctic, with the idea that parents will become aware of the value of such things as teaching English as a second language. Therefore it will make these pilot projects -- if the government chooses to go ahead with them -- capable of being understood by the parents in the community, as to what the objects of these two pilot projects proposed in recommendation 20 are.

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

MR. MacQUARRIE: Well, do I understand, then, that this is included by way of direction to a task force on implementation, that the committee is suggesting that this is the cautious method by which they wish to proceed, before jumping right into the development of materials and techniques and so on in the centres for learning and teaching?

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

MR. McLAUGHLIN: Mr. Chairman, yes. The committee became aware in the public hearings that unless the program that you are trying to do in these areas, in the community is understood by the parents and the local education committee and the teachers, even if the curriculum developed in the plan is proper, it may not work if it is not understood and accepted, and any sort of kinks that would show up in the program, we would hope to be able to iron out by trying to do it in a couple of communities that desired it. For example, a community like Igloodik, where considerable advancements have already been made in the teaching of kindergarten to grade two, has developed their own curriculum, because they have had to.

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

Motion To Accept Recommendation 20, Tabled Document 1-82(3), Carried

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour? Please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 21, Ms Cournoyea.

Motion To Accept Recommendation 21, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 21, funds shall be made available to the divisional boards to enable schools to develop English-as-a-second-language, ESL, programs, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you. The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I notice the words "to develop" English-as-a-second-language programs are used. I know that in many parts of the world, an enormous amount of work has been done in studying the teaching of English as a second language, an enormous amount of research, and so on. Did the committee determine that this simply is not applicable, and want to develop an entirely new approach or new programs, or is it implied in the recommendation that it does not just mean development, but sifting through the immense amount of material that already exists in order to see what is appropriate?

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

MS COURNOYEA: Mr. Chairman, the intention is to have such information and background material available to schools in developing the programs. Basically, in our deliberations, we were able to go over some other areas in the country that have developed these programs. However, it is my understanding that such information is available, and we would see that communities probably would be using other programs and trying to adjust it to their own communities.

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

MR. MacQUARRIE: Yes. I would just like to say that it is not only in other parts of Canada that that kind of information might be available, but for instance, I know that through the United Nations, a great deal of work has been done in this area -- you know, many African countries have had English-as-a-second-language programs, and so on, so there is a great deal of international research in this area as well.

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

Curriculum Not Yet Developed In Inuktitut

MR. McLAUGHLIN: Maybe many Members are aware that Dr. Simpson, who was one of our chief advisers, is presently spending probably half of his time each year in Africa, concerning himself largely with the teaching of English as a second language in some African communities, and what we intend in this is that we would still have to develop a curriculum, because there is no curriculum developed for teaching English as a second language in Inuktitut. The programs exist, the methodology as to how to do it, but a curriculum would have to be developed in Inuktitut in order to do it. We would also, once again to repeat myself, we would have to have the teachers who have not ever taken any formal instruction in how to teach English as a second language -- we would have to put on workshops for them. Thank you, Mr. Chairman.

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

MR. MacQUARRIE: Yes. I would just like to make one further comment, that we must recognize that it is not only good programs, that will achieve what we want to achieve. I had not thought of it until a moment ago, but I recall in the early seventies, meeting a gentleman from Africa who was teaching in the Northwest Territories. He was a specialist in teaching English-as-a-second-language programs, and yet he was frustrated because of attendance, and things like that. In other words, if you do not put it all together, just a program by itself certainly is not going to accomplish anything, and all these other problems that we have had in communities have to be addressed as well, if it is going to be successful.

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

MR. CURLEY: Yes. Thank you, Mr. Chairman. I just wanted to comment on this. I think if we read the text of the report on page 97, we will see pretty well why that particular recommendation is put in such a way. English really has never been treated as a subject in many of the schools in the NWT. It has been used for instruction as a first language, when in fact it was not even the language of the majority of the students at all. I think that is why there must be some consideration. If we look at the text of the recommendation, I think we can probably see the importance of specifically designing a program in the schools where the native language is mainly the first language of the students in the community. So I think there is room to be flexible in that, but surely I think the government -- if this recommendation is adopted -- is going to have to not only rely on the southern way of using the English language as the language of instruction, but applying it to the community so that it can be best used. Mr. MacQuarrie may have some ideas as to how it could be better and more effectively used in the community. Thank you.

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

MR. MacQUARRIE: Well, to give some credit to the old system -- and by that, I mean when the system was under the direct jurisdiction of the federal government, there were attempts to teach English as a second language. We specifically had English-as-a-second-language programs right at the beginning of the school -- there is no question about that at all -- but one of the reasons that they were not very successful was because, generally speaking, we did not have teachers who were trained to teach English as a second language, and therefore they found the attempts frustrating and probably in many locations did not follow through on them. That should alert us to the fact that if we are going to develop good programs, that we must have

trained teachers; and then the other point is that even if we do have trained teachers, if we do not have a system where young people are coming to school regularly, and so on, the trained teachers and the programs may not be successful anyway.

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

SOME HON. MEMBERS: Question.

Motion To Accept Recommendation 21, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 22, Ms Cournoyea.

Motion To Accept Recommendation 22, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 22, funds shall be made available to the divisional boards to finance a program to assess the proficiency of native children in English, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you, the motion is in order. To the motion. Are you ready for the question?

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, raise your hands -- Mr. Butters.

HON. TOM BUTTERS: A point of order.

CHAIRMAN (Mr. Pudluk): This vote is already called. A point of order?

HON. TOM BUTTERS: The wording of the recommendation is, I would suggest, out of order, Mr. Chairman, in accordance with the NWT Act. May I speak to the point of order?

CHAIRMAN (Mr. Pudluk): A point of order, yes.

HON. TOM BUTTERS: It is just that it should be made very clear that it is only a recommendation, and not that funds shall be made available.

MR. CURLEY: Question.

HON. TOM BUTTERS: Mr. Chairman, maybe I am being unnecessarily questioning here. Possibly the Law Clerk could determine whether my concern is a valid one at this time. I am trying to be helpful, not to be obstructive.

CHAIRMAN (Mr. Pudluk): Thank you. Mr. Law Clerk.

Law Clerk's Opinion

LAW CLERK (Mr. Fuglsang): Thank you, Mr. Chairman. I concur with the Member for Inuvik that there is a difficulty with the recommendation, in that it does not suggest that it is merely a referral. I think this could be remedied by a motion by the committee, perhaps at the end of the recommendations, that these recommendations are meant to be referred as recommendations, and not as a direct -- the word "order" is not correct, but merely as a recommendation to the Executive Committee, in terms of funding, something to that effect.

CHAIRMAN (Mr. Pudluk): Mr. Curley.

MR. CURLEY: Thank you. These are recommendations, and many of the recommendations which we have already asked have financial implications, and therefore they are moved in the form of a recommendation. I could not see where the Member's point of order has anything to do with this at all. Thank you. I think it should be ruled out of order.

CHAIRMAN (Mr. Pudluk): Does this House wish to deal with all the recommendations, or do you want to make a motion that this go to the Executive and perhaps we can clear that for all these recommendations.

HON. TOM BUTTERS: Agreed.

SOME HON. MEMBERS: Agreed.

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

---Agreed

Question was called, the vote was taken already.

MR. MacQUARRIE: The vote was called but not taken.

Motion To Accept Recommendation 22, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Pudluk): Okay, all those in favour of recommendation 22 let me see your hands.

MR. CURLEY: It is already taken.

CHAIRMAN (Mr. Pudluk): The vote was not completed. All those against? The motion is carried.

---Carried

Recommendation 23, Mr. Curley.

Motion To Accept Recommendation 23, Tabled Document 1-82(3), Carried

MR. CURLEY: Mr. Chairman, I move this committee accepts recommendation 23, that is the special committee recommends that funds shall be made available to the divisional boards to select and develop materials for teaching English to native students.

CHAIRMAN (Mr. Pudluk): To the motion.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

Recommendation 24, Ms Cournoyea.

Motion To Accept Recommendation 24, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation 24, the number of professional development days should be increased and each divisional board shall establish an in-service ESL training program, be accepted.

CHAIRMAN (Mr. Pudluk): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: I think the first part of it, perhaps, we took care of, when the change was made in the legislation empowering divisional boards to establish the length of the school year between 170 and 200 days. Certainly I agree that if teachers are going to do an effective job of English as a second language, they do need to be trained. The one concern I have here is that "each" divisional board shall establish an in-service ESL training program, and it is in this very area, for instance, that I feel that there might be a lot of duplication of effort. Certainly it is evident, I think, that divisional boards could co-operate regionally in this kind of program, and I think that is the area in which the Department of Education and its centres for learning and teaching will play an important part, and so I understand that that is kind of a picky point. I am not about to make an amendment or anything like that, but I would like it understood that from my point of view, the word "each" does not mean specifically that it is a divisional board on its own that should do this. I would hope there would be co-operation.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I would just want to ask the Members of the committee, are they suggesting now, because we have agreed to recommendation five, that the length of the school year may be from 170 to 200 days, and at the present time teachers are allowed five professional development days -- are they suggesting now that there may be some instances where teachers will have 35 professional development days a year? If in fact a divisional board of education, with the approval of the Minister, can set the school year at 170 days, surely the committee is not suggesting that teachers are then going to have 35 professional development days a year. I recognize that you are going to have to do something with teachers if the school year is only 170 days, but I would suggest that is a little bit extreme. No, I will not suggest it, I will say it -- that is quite extreme.

CHAIRMAN (Mr. Pudluk): Mr. Patterson.

HON. DENNIS PATTERSON: I agree with the Member from Fort Smith. I think the idea of making the school year shorter is to allow more time for teachers to undertake professional development, and I would certainly feel that if days devoted to professional development were to be increased, they should be fitted into any extra days that might be created by shortening school years. The other activity that might go on if school years are shortened would be teacher orientation -- but I agree with the Member that if the school year happened to be as short as 170 days, the ordinance, and indeed the intention of the Legislature, would not be to erode that further through an increase in professional development days. It was created partly to allow professional development. I suppose in communities and areas where there is not a request to shorten the school year, then we might see the school year shortened to the extent that there might be a few more professional development days than are now allowed, but certainly not any more days than would threaten the 170 limit that is imposed by the ordinance already. Thank you.

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

MR. MacQUARRIE: Can I ask for some clarification? If a divisional board, with the approval of the Minister, were to set the school year at 170 days, do I understand that teachers would continue to be employed through the full length of time as presently stipulated? Am I correct in assuming that, first of all?

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

MS COURNOYEA: The intention is not to erode the teaching days that the teacher has with the students. It is understood that the professional development days would fit into the total year program. If a divisional board decides to limit the teaching days to 170, it does not take away the fact that teachers would be required to work and upgrade themselves and prepare material or be involved with a special program within a district or within their community.

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

MR. MacQUARRIE: Thank you, Mr. Chairman. Yes, I thought that was what it intended -- in which case, I would disagree with the honourable Member for Fort Smith, and say that, wherever there is a decrease in the number of school days, that all of those days should be professional development days -- unless there is a specific meaning on that that I am not catching -- I mean, acquainting themselves with English-as-a-second-language practices, programs of acculturation for themselves -- to be more familiar with the community that they are teaching in, preparing additional curriculum materials or lesson plans, and all that sort of thing. I say that they should be engaged in that sort of thing and not like, when I first came to the North or, just the year before I came to the North, when teachers would be employed on those days off loading barges, and going through government statistics and so on. I say in no way should they be occupied in that sort of way. So they should all be professional development days, taken in the broad sense of that term.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. Mr. MacQuarrie did such a good job of stating that concern, that we may make him an honorary Member of the committee.

---Laughter

Motion To Accept Recommendation 24, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Pudluk): To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed? The motion is carried.

---Carried

We turn to page 20, the teaching staff, recommendation 25. Ms Cournoyea.

Motion To Accept Recommendation 25, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move that recommendation 25, recruitment and selection of teachers and principals shall be the responsibility of the divisional boards of education in consultation with the local education authorities, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you. The motion is in order. To the motion. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I raised the issue in Inuvik on this particular recommendation and I think it is involved in the background information, where it was suggested that what may have to happen in an interim period would be that the hiring by contract of a firm or other group of people outside of the community would take this responsibility of the recruitment and selection of teachers. Whilst I am in agreement that it should be the responsibility of divisional boards of education in consultation with local education authorities, I do not agree that there should be an interim period during which a firm or a consultant should be hired to recruit and select teachers. I think that there is a system in place within government which can do the job and has done the job. I would hope that the Minister does not deal with the background in here and go through this process. I agree, as I say, with the intent of the recommendation and if there is to be a period of time that shall have to pass in order that divisional boards of education get that expertise or get themselves prepared for it, I would hope that, in fact, we are not going to go into consultants to hire, recruit and select teachers.

CHAIRMAN (Mr. Pudluk): To the motion. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I refer to page 110 of the back-up material, where it indicates: "As an interim measure, we suggest that the Department of Education should contract with some commercial organization that has experience in the recruitment and orientation of persons to work in a multi-cultural setting." That is what I am against.

MR. MacQUARRIE: I am surprised they forgot they had put that in there.

CHAIRMAN (Mr. Pudluk): Mr. Patterson.

Local People Already Involved

HON. DENNIS PATTERSON: Mr. Chairman, I think we have already gone some way toward implementing this recommendation in the Northwest Territories in that at the education society level, in many, but not all regions, officers of education societies have worked co-operatively with the Government of the Northwest Territories in interviewing teachers and evaluating them and preparing a short list. I think, as well, that generally the territorial government is implementing this principle of involving local people in recruitment by involving representatives of various organizations in interview committees in other departments -- Local Government and various other departments of the government, particularly where they have a high public profile. So, I agree with the Member for Fort Smith, that we should rely primarily on representatives of the public to do this recruitment. I think the suggestion that there should be a recruiting service utilized recognizes that there is a field of expertise as far as finding people who are capable of working in a cross-cultural setting is concerned, but I do believe that the way we are going is to involve community people. We have gone quite a long way in that regard and I think as far as my own view is concerned, that would be the way we would implement this recommendation -- to involve community people and, if necessary, if they need training and advice, probably that could come from our Department of Personnel, as really is now already happening. So, I do not have any difficulty with that, myself.

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

MR. MacQUARRIE: Yes. Near this recommendation I would like it noted that I had at one point raised the question of qualifications of teachers and wondered whether there would be a general set of standards for teachers who could be hired in the Northwest Territories. Mr. Patterson, at that time, said -- and again this is a paraphrase, approximate -- that since the matter is not addressed, the present regime would obtain, and that is that the teachers' certification board would remain in place, and I think that that is important and I would like it noted at this point.

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

SOME HON. MEMBERS: Question.

Motion To Accept Recommendation 25, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed, if any? The motion is carried.

---Carried

Recommendation 26. Ms Cournoyea.

Motion To Accept Recommendation 26, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 26, a teacher orientation program shall be established immediately; participation in it shall be a condition of a teacher's employment, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you. The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: I fully support the idea of teacher orientation programs. I believe they are very necessary and I think that there probably should be an orientation program of some type prior to teachers going to the locations where they are going to teach, but I also feel that that should not be over-done at that time, because I believe that a lot of what is or would be broached at that time is not fully appreciated by teachers who do not have the experience of living and working in a community. I would strongly urge that sometime after six months or a year in a community that another portion of an orientation program be given, because it begins to make more sense to teachers then, when they have had a bit of experience in the community. So I guess what I am suggesting is a phased orientation program -- something at the beginning, before they go to the location, but something again afterwards, within, certainly, not longer than a years time, in order to get the greatest value out of what can be gained from an orientation program. I also say that here, again, it would be unwise for each individual division to have its own orientation program. I think that that would be very costly and not really necessary -- that, surely, there can be some co-ordination in this area, as well.

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

AN HON. MEMBER: Question.

Motion To Accept Recommendation 26, Tabled Document 1-82(3), Carried

CHAIRMAN (Mr. Pudluk): Question has been called. All those in favour, please raise your hands. Down. Opposed, if there are any? The motion is carried.

---Carried

Recommendation 27, Ms Cournoyea.

Motion To Accept Recommendation 27, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 27, teacher training programs shall be integrated with curriculum development and offered in the communities, be accepted.

CHAIRMAN (Mr. Pudluk): Thank you. The motion is in order. To the motion. Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, I recognize that the Minister has attempted this kind of program in the past. There are two teacher education programs now in place. I know that it has been difficult to attract people, especially those people who are now classroom assistants,

to continue on, because it means a financial hardship and it very well may mean -- unless the present set-up is being modified -- that it is very difficult to have people leave the community to participate in teacher education programs. I understand from this recommendation that these teacher training programs will be done over a period of time by, quite possibly, putting on a course or two in a particular community, to help an individual. You would be utilizing either a professional staff that is employed within a community or it would be having professional staff from either of the teacher training programs visit the particular community every once in a while. Is that what is envisaged here, with this particular recommendation -- that the teacher training programs will be offered in the communities? Is that the kind of proposal that we are looking at?

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

HON. DENNIS PATTERSON: Mr. Chairman, the committee co-chairmen may wish to comment on this, but my own view of this recommendation is that the special committee on education is endorsing what the Department of Education has already done in establishing field-based teacher training, designed to allow or encourage classroom assistants to become teachers, using qualified supervisory teachers in the field and offering field courses as an alternative to attending the institution for two years. So, I think this is an endorsement of what the department is already doing in this area and I would suggest, really, that it just recommends a continuation of the field-based direction that has already been taken in the last two years. I think there is another part of that recommendation about curriculum development, that the Member was not referring to, but I think as far as the field-based training program is concerned, I agree that this is what they are suggesting. Thank you.

CHAIRMAN (Mr. Pudluk): Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Chairman, that is the clarification I wanted. Are we talking primarily, then, in dealing with people who are classroom assistants or are you talking about anybody in the community who would want to go into the program?

CHAIRMAN (Mr. Pudluk): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, the present program is aimed at classroom assistants primarily -- I should say exclusively, as I understand it. Anyone who wants to become a teacher out of high school or with a high school education goes to the institution to take a two year course. The reason the field-based program is only offered to classroom assistants -- or at least part of the reason -- is that they are already on our staff, anyway. They are, in effect, paid to go to school, as a kind of training on-the-job. So, as I see this recommendation and the one that follows, actually, it is endorsing that direction. It recognizes there are a large number of classroom assistants who are potential teachers, who have already gone some way toward getting teacher training, and I do not think the field-based program is aimed at people who are not already working in the schools. They must go to the institution. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. Let us take 15 minutes for coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Fraser): The Chair recognizes a quorum. Recommendation 27. To the motion.

Motion To Accept Recommendation 27, Tabled Document 1-82(3), Carried

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 28. Ms Cournoyea.

Motion To Accept Recommendation 28, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 28, communities that have chosen to have native-language instruction should have teachers fluent in the language in charge of at least kindergarten and grades 1 and 2, be accepted.

CHAIRMAN (Mr. Fraser): The 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

Recommendation 29. Ms Cournoyea.

Motion To Accept Recommendation 29, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 29, classroom assistants shall be encouraged to become certified teachers, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MACQUARRIE: Yes. I had wanted to make a comment with respect to recommendation 27 -- not an amendment, or anything -- but a comment I think is appropriate here as well. It was to reiterate the concern I have that it not become part of the ordinary job of teachers to train other teachers, new teachers. That is a very difficult job; it requires people with special competence, and any who are asked to do that should have special consideration; I think personally, not only in the way of money, but rather time, because being a regular classroom teacher, as I have said on a number of other occasions, if the person in that position takes it very seriously, is a full-time job. Therefore I appreciate the intent of this and I approve of it, but I just urge that the whole matter be approached very carefully to make sure that, first, those who are trained become very good teachers and, second, to ensure that those who are already teachers are not unduly burdened and therefore unable to do their first job adequately.

HON. DENNIS PATTERSON: Agreed.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

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

---Carried

Special services, recommendation 30. Ms Cournoyea.

Motion To Accept Recommendation 30, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 30, written plans or individual programs shall be developed for all students who have special needs, be accepted.

CHAIRMAN (Mr. Fraser): To the motion. The motion is in order. Mr. MacQuarrie.

MR. MacQUARRIE: Again, with respect to this recommendation, while I support the recommendation I did have the concern that if it were the duty of classroom teachers to do this, that again it would be unduly burdensome. I believe that it was clarified that there would be specialists in each division who would have the major part of this responsibility, and therefore I think it is a good idea. That is with the accompanying idea that Mr. Patterson expressed one day -- no, I think it was Mr. McLaughlin -- that it is understood that the individual program plans might very well say that for this particular child, some specialized institution in the South may better suit his needs than attempting to do something in the community. Otherwise, I support this recommendation.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

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

MR. PUDLUK: (Translation) I just want the Inuit Members to know what is going on. It is regarding the adult education, recommendation 36 in the Inuktitut translation. Recommendation 36 has to be included in special services, rather than adult education. That is just for the Inuktitut.

CHAIRMAN (Mr. Fraser): Thank you very much, Mr. Pudluk. Recommendation 30 was carried.

---Carried

Recommendation 31. Ms Cournoyea.

Motion To Accept Recommendation 31, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 31, services for children with special needs should be provided in their own communities, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Well, I expressed some concern about this when we were going through the recommendations in detail and seeking clarification. I am prepared to accept the recommendation, particularly with the operative word, "should"; that the special services should be provided in the community where that is clearly in the best interest of the children themselves, and I think there has to be a reasonable rider -- where the community is reasonably capable of providing such services. I believe that is understood, and I will support the recommendation.

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

AN HON. MEMBER: Question.

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

---Carried

Recommendation 32. Ms Cournoyea.

Motion To Accept Recommendation 32, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 32, local schools shall be legally authorized to deliver and co-ordinate all services for students with special needs, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: I just must confess that I still do not know all the implications here when they say that the schools shall be "legally" authorized to deliver and co-ordinate all services, and I would welcome some more clarification on that. What are the implications of that word?

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The present ordinance -- and our committee is certainly not recommending that this should change -- the present ordinance reads that the Minister shall deliver special services programs to students that need them, and that is not being done as well as we think it should. Secondly, we think that because there is a legal obligation upon the Minister in the ordinance that he should be legally authorized to delegate that to the schools to make sure that that program is delivered in the communities. I do not know if the onus should be put on the principal of the school to make sure that such things are done -- for example, a written program for each individual student. There are some jurisdictions, I believe, where it is actually in law, not just in regulation that these individual programs have to be done, and it specifies who in particular has to do it, whether it is the principal or the special needs consultant that a board might have on contract, or the individual teacher. But in some manner, the local schools should be legally authorized to provide these services and to make sure that they are provided in each community.

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

MR. MacQUARRIE: Does that carry with it the implication, then, that the local schools would have the legal authority to demand that the Department of Health or that the Department of Social Services or some other body provide specific services in that community?

CHAIRMAN (Mr. Fraser): Mr. MacQuarrie, we were dealing with the motion, and we finished questions about four days ago, but I will let him answer that one anyway.

MR. McLAUGHLIN: It is our intention that the school boards should have in their employ, the people who are capable of identifying the needs of these students in order for them to get a proper education, but we are also aware that sometimes the students that have special needs in education have those needs because of a health problem or maybe even a social problem which could come from a poor home environment, for example -- something like that. So there is no doubt that more than just the Department of Education would have to be involved in these programs.

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

MR. MacQUARRIE: Well, yes, to the motion. You say we should not be asking questions of clarification. I cannot satisfy myself that it is safe, in a sense, to support that recommendation, and therefore I guess I will have to vote against it.

CHAIRMAN (Mr. Fraser): To the motion.

AN HON. MEMBER: Question.

Motion To Accept Recommendation 32, Tabled Document 1-82(3), Carried

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

---Carried

Recommendation 33. Ms Cournoyea.

Motion To Accept Recommendation 33, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 33, the Education Ordinance shall be amended to guarantee the right of all children to an effective learning program, be accepted.

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

HON. ARNOLD McCALLUM: Mr. Chairman, does not the present ordinance guarantee the right of all children to an education, which I suggest would be an effective learning program? Does it not do that now?

CHAIRMAN (Mr. Fraser): Thank you, Mr. McCallum. We are back to questions again. Mr. McLaughlin.

HON. ARNOLD McCALLUM: What is wrong with questions?

CHAIRMAN (Mr. Fraser): What is it, then? A statement?

HON. ARNOLD McCALLUM: No. What is wrong with asking a question?

CHAIRMAN (Mr. Fraser): It is a question of clarification.

HON. ARNOLD McCALLUM: That is what it is.

CHAIRMAN (Mr. Fraser): All right, but we went through that once for four days. Mr. McLaughlin, do you want to answer that?

MR. McLAUGHLIN: Well, two things. First of all, Members should be aware that while our committee was holding public hearings -- I think most of those hearings were held during the International Year of Disabled Persons -- that we had an awful lot of presentations to us demanding that more had to be said in law than is said now. Right now, what is said is that the Minister shall deliver programs to students who need them -- in the way of special services. We felt that more had to be said in detail. For example, individual learning programs maybe should be legislated. Those individual programs should be delivered and the legislation should maybe name the person or the official of the government who is responsible for the individual program for that student, for example, so what we are saying is that the Education Ordinance should be more specific in legislating the delivery of special services programs. Right now, it clearly says that the Minister shall deliver these programs but we heard several presentations that it should be more detailed as to exactly what should be done, what is a program, and what is not a program.

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

MR. MacQUARRIE: This appears in the section concerning special needs, and yet the recommendation says "all children". So can I, first of all, ask for clarification from the committee as to which is the intent? That children with special needs be guaranteed the right to an effective learning program, or that all children in the school be?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: What we are addressing here is -- and I will just repeat part of what I said the other day -- that there have been court cases where people have demanded that their child has a right to an education in their community school, with their peer group in the same class, and that is an example of the situation that is occurring right now. We felt that the government should address itself to this type of demand in legislation, and that right now, all children are not involved in an effective learning program.

It was obvious to us, in going through some of the classrooms, talking to teachers and some of the parents, and especially some of the experts in the area of special services upon which we had several briefs in Yellowknife, that all children right now are not guaranteed an effective learning program, that children with special needs are not right now guaranteed an effective learning program. Thank you, Mr. Chairman.

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

Such Legislation Might Endanger Quality Of Educational System

MR. MacQUARRIE: This recommendation, Mr. Chairman, is very broad. It says the ordinance should be amended to guarantee -- that is the first word -- the right of all children to an effective learning program. The first question that has to arise is, what is an effective learning program? If you write something into the legislation which says that, I fear that you would begin to develop a system where the system, being afraid of legal challenges to what is being done in the schools, will begin to develop a rote system of learning particular facts and this sort of thing so that at the end of grade 10, the system cannot be challenged legally. There have been court cases, for instance in the United States, not just with respect to children with special needs, but rather to other children, whose parents say, "My child attended a school, and at the end of the school he was unable to distinguish a noun from a verb", or something like that, "so he did not have an effective learning program."

I believe, by passing this type of recommendation and putting it into legislation, that we would endanger the quality of our educational system in one sense, because, as I said, the system being afraid of those kinds of challenges, will begin to limit itself in its approach to education, that it will begin to identify specific facts, and so on, as being pertinent to an effective learning program. It will encourage its teachers to spend all their time drumming those particular things into the heads of kids so that at the end, it can be proved that they had an effective learning program. That is not education, as far as I am concerned, but I believe that passing this kind of recommendation would start to move it in that direction.

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

MR. McLAUGHLIN: The intent of the committee's recommendation here is to make sure that students that have learning problems have the right to take a responsible role as an adult to the best of their ability, bearing in mind that some children may have more severe learning difficulties than others. The best effort should be made to make sure that students that do have these problems have an effective learning program in school which maximizes whatever potential they have to take on a useful role in society, and to make sure that they are not just shunted aside in a classroom of slow learners where their potential may not be met or challenged by the system. That is what we are intending here; every child should have the right to as good an education as he can get so that he can take his role in society as an adult. Thank you, Mr. Chairman.

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

Motion To Amend Recommendation 33, Tabled Document 1-82(3), Carried

MR. MacQUARRIE: That explanation seems to narrow the meaning, from all children to children with special needs, because apparently the committee felt that too often they are shunted aside. That is more acceptable, if it were amended to say that. I still would have concerns about the wording, but I believe, having heard the intent of one of the co-chairmen, that it would not be looked upon in that rigid way, but rather, if the ordinance were amended it would be put in such a way that we simply would not be allowed to ignore the needs of young people with special needs. So, at any rate, I will propose an amendment, Mr. Chairman. Right after the word "children", I would add the words, "with special needs". Therefore, the entire recommendation would read, "The Education Ordinance shall be amended to guarantee the right of all children with special needs to an effective learning program."

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

AN HON. MEMBER: Question.

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

---Carried

To the motion as amended. Mr. MacQuarrie.

MR. MacQUARRIE: Just to say that I still do have a concern, if this were to be interpreted in a rigid kind of way, that a lot of thought will have to go into how this would be framed in the ordinance. With that reservation, I will support it.

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

MR. CURLEY: Thank you, Mr. Chairman. I would just like to mention that in our proposed legislation that we tabled in Inuvik, if the Member were to look at section 103 in the proposed amendment to the Education Ordinance, on page 57, that would clarify many of his concerns, because the Commissioner would be given a responsibility for regulatory authority. So he would have the power to make regulations with respect to special services, and may want to set up an agency specifically responsible for administering, etc. I think the Member has not read the proposed amendment that carefully, and if he does he would see that that probably would be carried out effectively in the proposed amendment. Actually, it is a pretty long section. I would not want to read it at this time. Thank you.

Motion To Accept Recommendation 33, Tabled Document 1-82(3), Carried As Amended

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. To the motion as amended. Do I hear "question"?

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 34, Ms Cournoyea.

Motion To Accept Recommendation 34, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 34, programs for the professional development of persons who serve students with special needs shall be based on local requirements, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Are you ready for the question?

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 35, Ms Cournoyea.

Motion To Accept Recommendation 35, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 35, students with special needs shall be integrated into regular classrooms, not segregated, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MACQUARRIE: Yes, I would like to move an amendment to that one, Mr. Chairman. I have copies, if they can be distributed. I have some here for Inuit Members.

CHAIRMAN (Mr. Fraser): Has everybody got a copy of the amendment? Mr. MacQuarrie.

Motion To Amend Recommendation 35, Tabled Document 1-82(3)

MR. MACQUARRIE: Mr. Chairman, my amendment would be an addition right after the word "segregated", and it would say, "to the extent that it is possible to do so without damage to these students, and/or without serious disruption to regular classrooms" So that the whole recommendation would now read: "Students with special needs shall be integrated into regular classrooms, not segregated, to the extent that it is possible to do so without damage to these students and/or without serious disruption to regular classrooms."

CHAIRMAN (Mr. Fraser): To the amendment.

MR. MACQUARRIE: The reason I propose the amendment, Mr. Chairman, is that I fear that, with a broad statement such as we see there, if it were to become official policy without qualifications, that it could, in fact, cause difficulties in schools. I can see, for instance, the case where occasionally, principals, as a convenience to themselves, sometimes could assign someone with very special needs and special difficulties to a regular classroom. Although problems arise, the principal says to the teacher, "You sort it out. That is the policy of the school division, and you will follow it." Yet, in fact, as a teacher, I know that in some cases it would be detrimental to students with special needs to be in regular classrooms, for their own sake, and it is with that in mind that I have moved this. Having been in classrooms for many, many years, I see sometimes that although we would want a compassionate response from other students in the class -- and indeed that is sometimes a good reason for putting people with special needs in regular classes, so that we can cultivate a sensitive and moral response to people with special needs -- you cannot count on that from young children, and occasionally it could be a great aggravation and difficulty to children with special needs to be placed in a regular classroom. Moreover, from the other point of view, it is certainly true that there are some children with special needs -- particularly those with severe emotional disorders -- who can cause

very great difficulties in regular classrooms, to the point where it is almost impossible to operate them effectively. So I felt that, by including this amendment, that it sets as a general policy that they should be integrated, but would insist that it be done with sensitivity on all sides. I would urge Members to support the amendment.

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

HON. DENNIS PATTERSON: Mr. Chairman, I do not have any difficulties with the amendment. I think probably what Mr. MacQuarrie is saying -- with all respect to him -- does go without saying, but I am happy to support the amendment. I do think, though, generally, at least from what I have learned, in the last few years educators are coming around to realizing that the earlier philosophy, which had been to isolate these students and treat them as separate people because of their difficulties, has now been recognized as being the wrong course for most of the students. I am sure Mr. MacQuarrie realizes that in proposing this amendment. So I do not have any difficulties. I think it is clear that the motion generally will aim at this goal of integration wherever possible. Thank you.

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

MR. MacQUARRIE: Yes, just a brief response to Mr. Patterson. He said that this goes without saying. These days money goes without saying sometimes, too, and I do not particularly like that, but at any rate, over many years I have found that if things are said to go without saying, that sometimes it is just as well to say it and that is what I am asking Members to do in this case. I would like to see it included.

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

SOME HON. MEMBERS: Question.

Motion To Amend Recommendation 35, Tabled Document 1-82(3), Carried

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

---Carried

To the motion as amended.

SOME HON. MEMBERS: Question.

Motion To Accept Recommendation 35, Tabled Document 1-82(3), Carried As Amended

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

---Carried

Recommendation 36. Ms Cournoyea.

Motion To Accept Recommendation 36, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 36, funding for students with special needs shall be allocated according to their individual program plans, be accepted.

CHAIRMAN (Mr. Fraser): Thank you. The motion is in order. To the motion.

SOME HON. MEMBERS: Question.

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

---Carried

Adult education, recommendation 37. Ms Cournoyea.

Motion To Accept Recommendation 37, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 37, a program of post-school education shall have a statutory basis, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order, Ms Cournoyea. To the motion. Do I hear question?

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 38, Ms Cournoyea.

Motion To Accept Recommendation 38, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 38, an independent board of governors shall be responsible for post-school programs, collectively called the Arctic college, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order, Ms Cournoyea. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: I agree with the recommendation and will support it, but I must say that in looking through the legislation -- and contrary to what Mr. Curley thinks, I have read all of that proposed legislation, although it is some time ago and I may have forgotten certain items -- I do recall, however, reading through it that I was not happy with the proposed make-up of the Arctic college board. Certainly I would want to have a further kick at the cat when it comes to, say, who is going to be on that board, but obviously, if we set up the Arctic college, I believe that it is desirable that it have a board and I will support the recommendation.

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

MR. McLAUGHLIN: I think it would be good for the record that Members know that when meeting with some of the regional groups on education in the Baffin, for example -- they were concerned about not having enough people from the boards, for example, on the college board of governors. Probably a good compromise to solve that problem and to also solve the problem that several small communities brought up concerning who was running the high schools that they sent their children to -- for example, Cambridge Bay students going to Yellowknife, or Sachs Harbour students going to Inuvik, or Igloolik students going to Frobisher Bay -- these people were often concerned with what was going on in the hostels and the regional high schools and felt they did not have very good say in it and that possibly a way to solve both of these problems would be to have each Arctic college campus, in the four or five communities we propose them, with a committee, at least, or possibly even a board, that would have representation on it from all of the boards or communities that used that particular campus. That way you would have elected people, from the various education committees on that board and that would solve the local concern problems and may also solve the problem of the total college board, if each of those local campus committees had an automatic representation on the Arctic college board. That might be a proposal that would solve both those concerns. Thank you, Mr. Chairman.

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

HON. ARNOLD McCALLUM: Mr. Chairman, we are talking about a board of governors for post-school programs. Does that mean that we would have an independent board of governors, whatever the make-up, responsible for just adult education or are we including all present grades 11 and 12?

CHAIRMAN (Mr. Fraser): Mr. McLaughlin.

MR. McLAUGHLIN: Mr. Chairman, yes, we are intending that this board of governors would have jurisdiction over the Arctic colleges, which would include grades 11 and 12. Further, I think, in discussing a few times how this transition should take place, the committee Members felt that the Minister should, at some time, if he has not already, advise the people whom he appointed to be on the board of directors for Thebacha College that they should look to the future of using the Thebacha College program and themselves as a board of governors, as the sort of umbrella group that would eventually become the Arctic college and the board of governors of the Arctic college.

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

Position Of Separate School Boards

HON. ARNOLD McCALLUM: Mr. Chairman, it is my understanding that an amendment that was made to a motion would exclude the separate school boards. The separate school board that now exists, as well any future one would not be under it, because it seems to me that we made an amendment to exclude the separate school board from kindergarten to 12.

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

MR. McLAUGHLIN: Mr. Chairman, the intention of the committee would still be, even with that motion, for example, in particular if you want to look at St. Patrick's High School in Yellowknife, that the funds to pay the wages of the teachers for grade 11 and 12 at St. Pat's would still come from the Arctic college. They would still govern the base core curriculum that was required, just like the Department of Education does now for the separate school board and for the public school board, but no attempt would be made to take the right of Roman Catholics to have their own separate school board and to run it like they do right now. Further, there is no intent to take away grades 11 and 12 from communities like Hay River and Pine Point, which have already achieved grades 11 and 12 in their communities.

HON. ARNOLD McCALLUM: Fort Smith, too? Fort Smith and Inuvik?

MR. McLAUGHLIN: Fort Smith and Inuvik would both be proposed campuses, Mr. Chairman, for the Arctic college.

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

Board of Governors To Be Representative Of Divisional Boards

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree with comments that were made by Mr. McLaughlin, that the divisional boards, and perhaps particularly the boards we have just been discussing, which might already have jurisdiction over grades 11 and 12, should be represented in a better manner than had been proposed on the Arctic college board of governors. I think that it is not crucial -- it is not really necessary to spell that out in this motion, but I do believe that in discussions in various parts of the Northwest Territories, and I can think particularly of the Baffin Region Education Society's recommendation, that they felt that communities should have some control over the Arctic college and should be guaranteed some input into the board of governors, particularly if that college is going to have jurisdiction over grade 11 and 12 students. So, I think the board of governors' composition has to be representative of the divisional boards -- better representative than had been proposed through the trustees' association. Secondly, I would say again to Mr. McCallum that I accept that we are going to have to accommodate those jurisdictions which already have a jurisdiction of some kind, varying from boards in Yellowknife to committees in other communities, over grades 11 and 12.

AN HON. MEMBER: Hear, hear!

HON. DENNIS PATTERSON: I think this has been accepted by the committee and it will certainly guide me in following up on these recommendations. I mentioned the other day that I thought Mr. MacQuarrie's amendment to recommendation one might have been a little limiting in that regard, in that it was only confined to the separate school boards.

Board Of Governors To Be Given Notice Of Assembly Wishes

Finally, I would just like to mention, Mr. Chairman, that Mr. McLaughlin made some reference to the existing board of governors at Thebacha College and whether or not they had been instructed on these proposed changes, and I would say that I was certainly awaiting final advice from the Legislative Assembly on these recommendations before in any way altering the terms of reference of the Thebacha College board, who now have gained some valuable experience operating Thebacha College. It is interesting to perhaps mention that the board of Thebacha College is meeting in Yellowknife next week and I have been asked to speak to them and talk about the future. Naturally, this debate will certainly be something I will draw to their attention, although final changes to their terms of reference and composition would have to be approved by the Executive Committee, but I will give them some notice of what this House wishes, next week, following on this debate. Thank you.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I appreciate the comments of the Minister of Education. I well remember one day, when we were talking about making amendments to recommendations, and I had the unfortunate experience of having you in the chair at the time...

---Laughter

...when I said that I would rise to the comments of the Minister of Education and amend the recommendation from the committee of the whole, you, Mr. Chairman, refused to recognize that at that time, and went on to a further one. Having lost a couple of decisions to you at the time, I was not prepared to follow it up. I would have made, at the conclusion of the education committee's recommendations to this committee, a further recommendation that would have asked the Minister to make arrangements to permit those existing education authorities who have had jurisdiction for kindergarten to 12 to continue that until they were requested otherwise. However, I do not see it is necessary to do so, given that the Minister has now indicated that those jurisdictions will continue to have that and there will be some arrangement made for them to continue.

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

MR. MacQUARRIE: Thank you, Mr. Chairman. In response to Mr. Patterson's comments, he did say that he found my motion with respect to the separate school boards rather limiting, and two days ago I believe he said that he had urged me to broaden it. I would like to remind Mr. Patterson, the committee, and Mr. Chairman as well, that initially I had attempted to bring in an amendment that was slightly broader -- not as all-encompassing as Mr. McCallum's -- but broader, and it was also ruled out of order by our venerable chairman, and hence that was why I brought in the more limited amendment.

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

MR. McLAUGHLIN: I am sure on this area of kindergarten to 10 and grades 11 and 12 being in the Arctic college the Member is obviously expressing concerns from his own constituency. Not only just grade 11 and grade 12, but also the future of Thebacha College is obviously of great concern to him and his own constituency. I would like to assure him that at no time did Members of this committee ever discuss or intend that Thebacha College would be made smaller or that the programs would be taken away from it. Our intention was that Thebacha College programs should be expanding into the rest of the Northwest Territories. For myself, speaking personally as an MLA from the West, I would certainly have no problems if the headquarters of the Arctic college for the western half were to be in Fort Smith, because that is what we have in that community, and we have a community that has a need to have that facility there. It has proven that it supports this, so if that is a concern that the Member has, I am sure that just as with all the other recommendations that this Assembly or that this committee of the whole makes to the Executive, that the eminently good sense that the Executive Committee has when it proposes legislation will have the fine hand of Mr. McCallum in it.

AN HON. MEMBER: Question.

Motion To Accept Recommendation 38, Tabled Document 1-82(3), Carried

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

---Carried

Recommendation 39. Ms Cournoyea.

Motion To Accept Recommendation 39, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 39, two principals shall be appointed to oversee the development of several eastern and western campuses of the Arctic college, be accepted.

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

AN HON. MEMBER: Question.

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

---Carried

Recommendation 40. Ms Cournoyea.

Motion To Accept Recommendation 40, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 40, post-school programs shall be offered on many campuses, with each one specializing in a major program, be accepted.

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

AN HON. MEMBER: Question.

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

---Carried

Recommendation 41. Ms Cournoyea.

Motion To Accept Recommendation 41, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 41, post-school programs of the Arctic college shall consist of at least the following: grades 11 and 12; all programs at present offered by the vocational and higher education division of the Department of Education; the training division, at present in the Department of Economic Development; and programs created in co-operation with the Canada Employment and Immigration Commission; activities currently undertaken by the Science Advisory Board; and the licensing of scientists for research in the Northwest Territories, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. Mr. MacQuarrie. To the motion.

Motion To Amend Recommendation 41, Tabled Document 1-82(3)

MR. MACQUARRIE: Yes. I would like to move an amendment to this one, Mr. Chairman, and it is to delete the words "activities currently undertaken by the Science Advisory Board".

MRS. SORENSEN: Do not take that out. We need that for the clout.

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

MR. MACQUARRIE: Mr. Chairman, the reason I have moved that amendment is because the Science Advisory Board was established to have a special relationship with the Assembly of the Northwest Territories, and I think perhaps it was the honourable Member for Inuvik who initially moved the establishment of it, and personally I think that that relationship is important. I also personally feel that we never have really made use of the Science Advisory Board to the extent that we could. There is a lot of potential there, and I think it is not realized, and I hope that in the future it can be realized to a greater extent.

As I said when we were talking about this recommendation earlier, I believe that we have been able to attract the calibre of scientist to that board that we have, because of the special relationship that exists between ourselves and that board; and that if a measure were taken which would have the effect of making it a part of the activities of the Arctic college -- although we would be and will be very proud of our own Arctic college, we must remember that there are colleges and universities right across the country -- what we would be doing, in effect, would be limiting the type of organization that it is. I recognize the co-chairman said that the reason it was done was to try to enhance the Arctic college, but I really believe if we were to do that, we would find that it would be very difficult to attract the calibre of scientist that we have now. So I ask Members to see the kind of potential that exists with respect to that board, to leave the relationship that exists, and in the coming years to try and foster it and make it more useful than it is now.

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

Science Advisory Board Should Be Connected With An Academic Institution

MR. CURLEY: Mr. Chairman, I am somewhat surprised that they attempted to take over one of the very basic and possibly one of the very important areas that any college or any educational institution should be responsible for. I say that it is unfortunate that the Science Advisory Board attempted to have a special relationship with the Assembly. I think it is inappropriate to have a relationship with the Science Advisory Board at all. Science should not be connected with a political institution. It should be connected with an academic institution. I would say just because MacQuarrie is not an author of the report he should not continue to downgrade it or whatever. I say any institution that is going to be serving the young people of the NWT should have that kind of program put into it so that they can be best advised of the kind of scientific fields and scientific programs that possibly could be best co-ordinated through that kind of institution, so I am going to be voting against the amendment.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. As I mentioned the other day, the committee feels that the Science Advisory Board is involved in education and should certainly be involved in the Arctic college. The program that they do each summer in hiring students to work with geological and archaeological units working up here from the various universities would be enhanced if they had a connection with the Arctic college, so that they chose students who were in programs at the college possibly directly connected with the field that the scientists were working in. That was one of the reasons which we thought of when we wanted to put the Science Advisory Board in here, and the main thing we want to address to the Executive Committee in this recommendation is that we really feel that the Science Advisory Board is not being used by this Assembly...

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

MR. McLAUGHLIN: ...as well as it should be, and we felt that we had to address that somewhere in these recommendations. I, myself, would like to ask Members to support this, but the point the committee wants to make is that we really feel the Science Advisory Board could be more effective for this government, and we felt that this was one way that it could be more effective for us. Thank you, Mr. Chairman.

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

HON. TOM BUTTERS: Just to indicate, Mr. Chairman, that I support the amendment. If the Science Advisory Board has not been used to advantage by this Assembly, then I think that it is certainly not the fault of the Science Advisory Board; it is our sin of commission or omission or whatever. I suggest that it is not an academic body in the sense that it serves an educational institution only; it was designed to serve a political arm, just as much as the Science Council of Canada investigates matters of immediate discussion in the political arenas. Such interest and such examination of subjects does not require any subordinate relationship to a political body, but it does provide political bodies with a researched and objective point of view which they can accept or reject at their own peril. So that I feel that the Science Advisory Board, in terms of its original concept, would be killed were we to bury it in the halls of northern academe, If we wish to keep it alive and shining bright, it should remain associated with this chamber and able to carry out the directions of Members to pursue concerns raised by Members, and act as a servant to us and not to some academy.

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

HON. RICHARD NERYSOO: Yes, I think that I would -- at the moment, at least -- support the amendment. I think one of the unique things about the Science Advisory Board has been our ability to attract some very, very highly intelligent and well-respected people from across Canada. The one thing that might tend to happen if you try to, I guess, amalgamate the advisory board with an institution, is that there may be already commitments of some of the people that you have within the advisory board to other institutions, and you will lose them. It is not that there are not a lot of people that would be prepared to serve on the advisory board, but certainly the kind of people that you have there now -- and probably will attract -- I think is important.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Nerysoo. To the amendment. Mrs. Sorensen.

MRS. SORENSEN: Mr. Chairman, I think that there could be a compromise in this. I certainly concur with those Members who have said that the Science Advisory Board has not been given the recognition and the status that its work to date has deserved, and I certainly also understand the education committee's attempt to do that, and to recognize that work through this recommendation. I would like to see the recommendation contain reference to the work of the Science Advisory Board, and perhaps what it could say is that post-school programs of the Arctic college shall consist of at least the following, "related educational activities of the Science Advisory Board", so that those things that the Science Advisory Board has undertaken that are directly related to the educational system would become and would be directed toward the educational institute, but that the Science Advisory Board would still be directly responsible to the Legislative Assembly.

AN HON. MEMBER: Hear, hear!

MRS. SORENSEN: So what I would say is that what we could do is ask Mr. MacQuarrie to withdraw his amendment, and I would reintroduce an amendment that reflects what I have just said.

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

MS COURNOYEA: Mr. Chairman, I was going to speak against the amendment, but I will concur with what the honourable Member on that side of the floor is going to do.

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

Motion To Amend Recommendation 41, Tabled Document 1-82(3), Withdrawn

MR. MacQUARRIE: Yes, on the understanding that Mrs. Sorensen will revamp what is intended along the lines that she said in her speech, I will withdraw my amendment.

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

Further Motion To Amend Recommendation 41, Tabled Document 1-82(3), Carried

MRS. SORENSEN: Mr. Chairman, I would then amend the recommendation to remove "activities currently undertaken by the Science Advisory Board" and replace that with "related educational activities undertaken by the Science Advisory Board".

CHAIRMAN (Mr. Fraser): The amendment is in order. To the amendment. Mrs. Sorensen.

MRS. SORENSEN: Question.

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

---Carried

To the motion as amended.

SOME HON. MEMBERS: Question.

CHAIRMAN (Mr. Fraser): Question is being called. Mr. MacQuarrie, to the motion as amended.

MR. MacQUARRIE: Yes, just before we move from it, had the committee given a lot of thought to the last part of that recommendation? This would place the licensing of scientists for research in the Northwest Territories under the authority of the Arctic college and its board, and away from the authority of the government, and that may or may not be a desirable thing. I must confess that I had not thought very deeply about it before this time.

MRS. SORENSEN: Good move, Bob.

MR. MacQUARRIE: Would one of the co-chairmen care to comment on that; why was it thought to be desirable?

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

MR. CURLEY: Mr. Chairman, I think that would have been consistent if all the activities currently undertaken by the Science Advisory Board were transferred. I think that part would then have been appropriate. Now that all of the educationally related activities are going to be the concern of the Arctic college with respect to the Science Advisory Board, I would think that the government can have this, as far as I am concerned.

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

Jurisdiction For Licensing Of Scientists

HON. GEORGE BRADEN: Well, just to say, Mr. Chairman, that I do not think the government has any hang-ups about accepting this as advice. I think there may be problems in some areas with respect to delegating the licensing of scientists to an agency independent of the government. For example, we are responsible for archaeological programs, and the federal government has some jurisdiction in that area -- I would have to investigate it a lot further to see if in fact the transfer to an independent agency could take place, but, for the moment, I have no problem with accepting this as advice to look further into the area.

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

HON. DENNIS PATTERSON: Mr. Chairman, I think that the intention of the recommendation is that there should be some link between scientific, academic research in the Northwest Territories and an institution of higher learning in the Northwest Territories. I think that principle is a good one, in that there is so much scientific, academic, sociological research going on in the Northwest Territories based from colleges and universities in southern Canada, that has no link or connection with schools or institutions of higher learning in the Northwest Territories. This research is done, it seems, almost without reference to the people -- and particularly the students -- of the Northwest Territories. I think we all agree -- I think every person who has spent any time living in the North agrees that, in many ways, we seem to be inside a fish bowl, where research is going on without real reference to us and application to us. The Science Advisory Board, of course, has done a lot to bring research findings to the policy makers, the legislators, but I think the principle of this recommendation is good vis-a-vis scientists. I agree with Mr. Braden that we have to just look carefully at our responsibilities as a government, and our relationship with the federal government, but I think in principle we can all agree that it is desirable to have a link between research and students. I am not, I suppose, particularly happy with the way this latter clause is worded, because it does not really reflect that principle as I see it, but I would agree with Mr. Braden. I do not have any problems supporting it, for the reasons I have just stated. Thank you.

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

SOME HON. MEMBERS: Question.

Motion To Accept Recommendation 41, Tabled Document 1-82(3), Carried As Amended

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

---Carried

We will take a 15 minute coffee break.

MRS. SORENSEN: No, no. No, no. Get Ludy in there.

CHAIRMAN (Mr. Fraser): Listen, I am chairing this thing. We will take a 15 minute coffee break.

AN HON. MEMBER: Hear, hear!

---Applause

---SHORT RECESS

CHAIRMAN (Mr. Fraser): Atiigo, atiigo, atiigo. The Chair recognizes a quorum. Recommendation 42. Ms Cournoyea.

Motion To Accept Recommendation 42, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 42, the Minister of Education shall prepare a statement of policy on residences, be accepted.

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

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 43. Ms Cournoyea.

Motion To Accept Recommendation 43, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 43, each divisional board shall employ a supervisor of continuing and adult education, be accepted.

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

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 44. Ms Cournoyea.

Motion To Accept Recommendation 44, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 44, adult educators shall be employees of the divisional boards of education, be accepted.

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

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 45. Ms Cournoyea.

Motion To Accept Recommendation 45, Tabled Document 1-82(3), Carried

MS COURNOYEA: I move recommendation 45, the secretariat for learning in co-operation with the Arctic college and the appropriate divisional board shall be responsible for establishing training priorities in the plans of resource developers and it shall monitor their work, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Ready for the question?

SOME HON. MEMBERS: Question.

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

---Carried

Recommendation 46.

Motion To Accept Recommendation 46, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 46, funds shall be sought by the Government of the Northwest Territories to assist adult academic upgrading and pre-vocational training, be accepted.

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

MR. CURLEY: Question.

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

---Carried

Recommendation 47. Ms Cournoyea.

Motion To Accept Recommendation 47, Tabled Document 1-82(3), Carried

MS COURNOYEA: Mr. Chairman, I move recommendation 47, the secretariat for learning shall take over the functions of the manpower needs committee and all similar intergovernmental review and planning activities, be accepted.

CHAIRMAN (Mr. Fraser): The motion is in order. To the motion. Mr. MacQuarrie.

MR. MacQUARRIE: Yes. Again, Mr. Chairman, I am not clear on the implications of this one and I would appreciate perhaps a statement from a government Minister as to what the implications are, from their point of view, with respect to this.

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

HON. DENNIS PATTERSON: Mr. Chairman, I think that the notion of the secretariat for learning is to try to find a way to better co-ordinate the training functions that now lie in various departments of the government. I know that this has been a subject discussed and reviewed by the territorial government in many ways over the last couple of years and it is, I think, generally supported that there should be a way of rationalizing training. If this is to happen, then the manpower needs committee, as it now exists, may well have to be revised to better reflect training needs as identified through various departments of the government. So, I see this recommendation as being consistent with the earlier recommendation on the secretariat for learning and it is clear to me if the government's approach to training is rationalized through the secretariat for learning, then the manpower needs committee, which is not functioning the way it should be at the moment, would be revised and this secretariat for learning would likely decide how that committee should be revised. But basically, the motion simply asks the government to look at the manpower needs committee in light of a review of the training functions. So, I do not see that we would have any problem with this motion, you know, from my point of view. Thank you.

MR. MacQUARRIE: Question.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Patterson. The question is being called. All in favour? Down. Opposed? The motion is carried.

---Carried

Implementation. Recommendation 48. Ms Cournoyea.

Motion To Accept Recommendation 48, Tabled Document 1-82(3), Withdrawn

MS COURNOYEA: I move recommendation 48, the Legislative Assembly shall revise the terms of reference of the special committee on education to enable it to establish a task force on implementation, be accepted.

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

HON. GEORGE BRADEN: Mr. Chairman, does the special committee see that the Legislative Assembly is going to implement the task force? Is that what this means, because if that is the case, I think we are a bit off the track here.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Braden. We will just check that out here with the Clerk. To the motion. Mr. Curley.

MR. CURLEY: Mr. Chairman, I believe recommendation 48 has already been implemented and adopted at the Inuvik session and, therefore, I withdraw the motion.

CHAIRMAN (Mr. Fraser): You did not make the motion, Mr. Curley. Ms. Cournoyea.

MS COURNOYEA: Mr. Chairman, I withdraw the motion to accept recommendation 48.

CHAIRMAN (Mr. Fraser): Recommendation 48 has been withdrawn. Recommendation 49.

Motion To Accept Recommendation 49, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 49, significant funds shall be available to the Department of Education for the implementation of these recommendations and these funds shall be under the control of the task force on implementation, be accepted.

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

HON. ARNOLD McCALLUM: Mr. Chairman, I suggest that the Minister already has a task force on implementation. It is in existence. They are going around. As I understand it, most of them are employees of the government.

HON. DENNIS PATTERSON: All but one.

HON. ARNOLD McCALLUM: Okay, 99.44 per cent -- Ivory Soap. I would expect that the Minister would, in his budgetary limitations, look after the funding for this particular committee and has been doing it. So, I would suggest this motion is redundant.

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

MS COURNOYEA: Mr. Chairman, I would request that even though it is, in fact, in place, that we vote on the motion and perhaps we can carry it through as a motion of support for recommendation 49.

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

HON. ARNOLD McCALLUM: Mr. Chairman, the task force on implementation is a task force of the Minister's. Recommendation 49 refers to the motion that was withdrawn, that says it should be a task force of the special committee on education. I again suggest to you that what has happened is that the Minister, not the special committee on education, has a task force and the Minister will be able to look after the allotment of funds and if we are going to deal with this, then I want some kind of a definition of what is meant by significant.

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

MR. CURLEY: Mr. Chairman, I am sure the honourable Member has often explained what "significant" means, since he is a former teacher and a politician.

HON. ARNOLD McCALLUM: No, I never did. I left that up to you.

MR. CURLEY: Unless "significant" has a drastically different meaning in politics than in an academic word, "significant" could probably mean significantly greater than that one that we have proposed. I think the motion is in order, Mr. Chairman, that unless the task force has funds to carry out implementation, to be able to hire staff, to analyse certain things, and prioritizing all the recommendations and the implications that it would create on the present civil service and the programs, that nothing is ever going to be done. So, we think that recommendation 49 is a very important recommendation to the government and that we should give it serious consideration and adopt it. Thank you.

CHAIRMAN (Mr. Fraser): Thank you, Mr. Curley. I did say the motion was in order. To the motion. Mr. McCallum, to the motion.

HON. ARNOLD McCALLUM: Mr. Chairman, I do not have any difficulty with the task force doing their work. The task force is under the Minister of Education.

MR. CURLEY: Yes, sure.

HON. ARNOLD McCALLUM: So, if the committee wants to reword it to suggest that these funds are made available by the Minister and are under his control, then I do not have any difficulty with it, but not in the present wording of the recommendation itself. Now, I recognize it is a recommendation, but the wording does not make sense, in all due respect, the way it is now. If the motion is to suggest that the Minister has funds to enable the task force to do its work, I do not have any difficulty with that and I am not going to tell them how to write it. They have had better advice than mine and look at the mess we are in now.

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

MR. McLAUGHLIN: Thank you, Mr. Chairman. The committee intends that the Department of Education should have the funds to implement the recommendations. When we pass budgets, we pass budgets allocating money to the Department of Education, not to the Minister of Education. The Minister runs the Department of Education, but we allocate the funds to the department, not to the Minister.

AN HON. MEMBER: Question.

Motion To Accept Recommendation 49, Tabled Document 1-82(3), Carried

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

---Carried

Could we go back to recommendation 10? Ms Cournoyea.

Motion To Accept Recommendation 10, Tabled Document 1-82(3)

MS COURNOYEA: Mr. Chairman, I move recommendation 10, the Education Ordinance shall be amended to enable the implementation of the recommendations of the special committee on education, be accepted.

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

Motion To Amend Recommendation 10, Tabled Document 1-82(3), Carried

MR. MacQUARRIE: I will move an amendment that: after the word "recommendations", add two words, "as amended" and then "of the special committee on education". So it is "the recommendations as amended".

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

SOME HON. MEMBERS: Question.

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

---Carried

To the motion as amended.

SOME HON. MEMBERS: Question.

Motion To Accept Recommendation 10, Tabled Document 1-82(3), Carried As Amended

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

---Carried

The recommendations have been completed. Mr. Curley.

Motion To Add Recommendation 50 To Tabled Document 1-82(3), Carried

MR. CURLEY: Mr. Chairman, we have two more recommendations further to the ones that we had, and this recommendation is number 50. I move recommendation 50, there shall be a Northwest Territories trustees association established to represent and advance the interests of boards of education in the Northwest Territories, be accepted.

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

MR. MacQUARRIE: A point of order.

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

MR. MacQUARRIE: Could I ask that that be distributed? It is quite wordy, and I would very much appreciate having a copy of it.

CHAIRMAN (Mr. Fraser): Thank you. We will take a five minute break, and we will get this typed out.

MR. McLAUGHLIN: You know, there was just the recommendation...

CHAIRMAN (Mr. Fraser): Sit down, Mr. McLaughlin. We will recess for five minutes and get these other two typed out.

---SHORT RECESS

We will call the committee back to order. We are dealing with recommendation 50, a motion on the floor by Mr. Curley: There shall be a Northwest Territories trustees association established to represent and advance the interests of boards of education in the Northwest Territories. To the motion. Mr. Curley. Mr. MacQuarrie, to the motion.

MR. MacQUARRIE: Yes, Mr. Chairman. I would just like to register the objection that I feel Mr. Curley is attempting to delay the proceedings by coming in here with motions that are not fully written out and distributed.

---Applause

---Laughter

I hope that in the future he will do so.

HON. ARNOLD McCALLUM: Touché.

SOME HON. MEMBERS: Question.

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

---Carried

Mr. McLaughlin. Mr. McLaughlin.

Motion That All Recommendations Be Referred To Executive Committee For Consideration, Carried

MR. McLAUGHLIN: Thank you, Mr. Chairman. I move that all motions and adopted recommendations dealing with the report of the special committee on education, as recorded in the proceedings of this House, be recommended to the Executive Committee for consideration.

CHAIRMAN (Mr. Fraser): Could we have a copy of that? The motion is in order: I move that all motions and adopted recommendations dealing with the report of the special committee on education, as recorded in the proceedings of this House, be recommended to the Executive Committee for consideration. To the motion. Mr. McLaughlin.

MR. McLAUGHLIN: I think that this is the appropriate time that, on behalf of the committee, as co-chairman, I would like to say that the committee is happy that the ordeal of getting recommendations through the House...

CHAIRMAN (Mr. Fraser): Just a minute, just a minute. We have a motion on the floor.

MR. McLAUGHLIN: I am addressing that motion.

CHAIRMAN (Mr. Fraser): You are not addressing the motion. To the motion.

SOME HON. MEMBERS: Question.

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

---Carried

Mr. MacQuarrie.

MR. MacQUARRIE: Thank you, Mr. Chairman. I have one additional motion in connection with all of this that I would like to move now. I do have copies for distribution...

CHAIRMAN (Mr. Fraser): Hurrah!

MR. MacQUARRIE: ...those are for the Inuktitut speaking Members.

---Applause

Motion To Ensure Adequate Counselling Services For All Students, Carried

Mr. Chairman, I move, that the Minister, in dealing with changes to the education system, take special care to ensure that there are adequate counselling services available to students at every level in the system.

CHAIRMAN (Mr. Fraser): Moved by Mr. MacQuarrie: I move that the Minister, in dealing with changes to the education system, take special care to ensure that there are adequate counselling services available to students at every level in the system. Mr. MacQuarrie, to the motion.

MR. MacQUARRIE: Yes, Mr. Chairman, the reason I introduced that motion is because I believe -- but not only I -- on a number of occasions I have been approached by parents, by people who are responsible for hiring in various areas in the Northwest Territories, and by school counsellors who believe that this is a very needed service, if we are going to have an effective school program. For instance, they point to many young students in the communities who do not have the benefit of this kind of counselling, and who may not be clear on the importance of going to school, and attending regularly, and so on, and that to the extent that it is possible there should be counsellors in community schools to encourage that sort of thing. Also, they point to the lack of career counselling, specifically at the ages when young people are completing their public schooling and thinking of going on into the world of work. With the way we are setting up the system, I think that it is important to have career counselling in at the grade nine, 10, and 11 and 12 levels -- an adequate amount of career counselling so that young people can get off to a good start, and understand what is required, and meet requirements. I think we took a backward step here recently -- that there be adequate counselling for our students who do find it necessary to go to post-secondary institutions in the South -- social and personal counselling, so that they do not become frustrated far away from home, and give up on their education before they discover that it is something that is rewarding, and will be worth-while to them for their whole lives long. So I would urge all Members to support this motion.

SOME HON. MEMBERS: Question.

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

---Carried

Any further discussion on the report? Mr. McCallum.

Religious Education

HON. ARNOLD McCALLUM: Mr. Chairman, I do not have any other further comments on the topic as a whole. I expect that the recommendations that now have been recommended to the Executive Committee and the government to deal with -- in all of them, I just want to indicate that the committee did not specifically deal with religious education. Religious education in the present ordinance is identified under a specific section. Now, I hope that the thrust of these recommendations is not necessarily to write a new Education Ordinance -- it may be to amend the present ordinance. If it is to put forth a new Education Ordinance, I would trust that also involved with that would be the retention of sections 60 and 61 of the present Education Ordinance that deal specifically with religious education -- that these sections are included as well, and that is only a comment. I am not asking for any kind of rebuttal. I make that as a comment.

CHAIRMAN (Mr. Fraser): Thank you very much, Mr. McCallum. Any further discussion? Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I just want to make a few brief comments. I would like to say something before the closing remarks to the special committee on education. I just want to say thank you very much for the job they have done, and it is written carefully in the recommendations. Regarding the Arctic colleges in the Northwest Territories -- we know that it is going to be very expensive, and it is going to be hard work, and the money that is appropriated for this year, next year, and other years, is not very much. I think they are going to have to get other supplementary capital funding for that, to get more teachers, to be trained as Inuktitut teachers, and the Inuktitut curriculum. For this reason I think if we try to deal with this as soon as possible, I think it would be better for us. I think this is going to be of real help to the people of the Northwest Territories. Thank you.

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

Recommendations Should Have Been Prioritized

MR. MacQUARRIE: As final comments from me, Mr. Chairman, I would say first of all that the committee did not prioritize its recommendations, and I asked a question with respect to that the other day, and there was no clear answer. The question of priorities is going to be important, especially in view of limited funding. My own point of view would be that the first priorities would be the establishment of boards and the establishment of the centres for teaching and learning. That is the place to begin. If there are limited funds, those funds should not be siphoned off in order to carry out some of the other recommendations over the short term. Hopefully, they will be implemented over the long term, but as I said earlier, the priorities that I see, at least, are the establishment of the divisional boards and the centres for teaching and learning, with the potential for curriculum development and so on. Generally with respect to the report, I know sometimes I am thought of as sort of a dreamer, and I guess I am...

CHAIRMAN (Mr. Fraser): Agreed.

MR. MacQUARRIE: ...in some ways. Mr. Chairman certainly agrees. I like to believe that I have a vision of a much better educational system than we have at the present time. I personally regret that the recommendations of the standing committee on education did not go as far as I would like to have seen in the areas of real educational change, but still in all, they have worked very hard, and do have some good recommendations. I think that generally speaking what we have done in supporting and amending these recommendations is to create a system which will not be worse than what we have now in areas where people are satisfied with the education that their children are getting, and hopefully will be significantly better in those areas where parents are not happy with the education that their children are getting.

I just must mention one thing in connection with it. I watched the news last night with profound awe, I would say, as I watched the Columbia space shuttle give birth to Anik C satellite, and it made me think of the great wonders of science -- the opportunities that something like that gives to people. Certainly the people in the North have made a great deal of use of communications. I could only hope -- my vision of education -- that in the long run, we will not just have to assign an Inuktitut name to a satellite like that, but that over the long run we will produce students throughout the Northwest Territories who are able to make the kinds of contributions to science and the arts and in every aspect of life that improve the quality of life for mankind, and I hope that that is what our recommendations in some small way will begin to achieve.

Finally, I do, as I said, appreciate the work that the special committee has done; I recognize that it has been long, and hard, and frustrating for them...

HON. ARNOLD McCALLUM: For us, too.

MR. MacQUARRIE: ...and for us too, yes, that is correct -- but I think that there has been a reasonably good conclusion to the effort.

CHAIRMAN (Mr. Fraser): Thank you, Mr. MacQuarrie. As Chairman, I do not need permission to -- nobody can stop me, anyway...

---Laughter

...but I would like at this time to just congratulate and thank the Members of the committee who worked very hard for the last two years and they were away from home most of the time. The recommendations as put out in this document -- there has been a lot of hard work go into it, I know -- the recommendations were all passed and amended. I think the committee has done a hard job, a tough job, and a very good job to bring in these recommendations...

---Applause

...and I would like to thank you very much. Thank you. Mr. Evaluarjuk.

MR. EVALUARJUK: (Translation) Thank you, Mr. Chairman. Just a short comment. I also would like to thank the special committee on education for the recommendations that they have put out. We know that when the recommendations are implemented they will be costly, but some of the recommendations that we dealt with can be implemented without being too costly, because some of them are already implemented in, for example, the Baffin region. The TEP program is under way in Frobisher Bay. If the priorities are dealt with accordingly -- I would be very happy if the recommendations could be prioritized. Thank you very much.

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

Recommendations Should Be Implemented Immediately

MRS. SORENSEN: Thank you, Mr. Chairman. I too will be brief. I would just like to say -- and to echo your words Mr. Chairman, that I am very proud and pleased to have been a part of the discussion of the special committee's report and I was very pleased and proud to support the changes that we are about to embark on in our education system -- pleased and proud to support that on behalf of my constituents. I will say that I did consult with my constituents on the tone and the philosophy behind the report. I would also like to say that I personally attended, not many, but some of the special committee's public hearings and public meetings when they were consulting with the people of the Northwest Territories. In particular, I remember the hearing that they held in Fort Resolution and I found it to be a very moving experience...

CHAIRMAN (Mr. Fraser): Did you get paid?

MRS. SORENSEN: ...a very moving experience, indeed, mostly because of the way the special committee allowed the people to speak. It took a long time and it was a very sensitive issue for the people there and we stayed until the very last person had spoken and had made their wishes known and while I was not a part of that committee, I certainly was pleased and proud at that point to be an MLA and to watch my colleagues in action.

I would say to the Executive Committee that it is imperative that the Executive Committee do not delay in bringing in the legislation that is required to put the recommendations into force. We know that that certainly is a tactic of government and, certainly, because we only have one more year to go, we will not be hearing -- obviously, we are getting that assurance now -- we will not be hearing from Members of the Executive Committee that because we only have one year to go in our mandate it is an impossible thing to do. We know that, because we have put them in there because they are the very best individuals to do the job. They are going to do that job for us in the next year, as only they can do.

I will also give my commitment, as the chairman of the standing committee on finance, on behalf of that standing committee, that we will help the Executive Committee to identify those funds that are required to get us on the road to implementation of these recommendations. There already has been work done. I know that there was a resolution passed at the most recent Northern Development Conference in Edmonton which supported -- and industry supported this as well -- an expansion in the educational system in the Northwest Territories and that motion that was passed there was directly related to these recommendations. We do have the support of industry in the job that we are about to undertake.

Finally, Mr. Chairman, I think the most important thing is that this report and the decisions that this Assembly has taken is truly a reflection of northern thinking and of what northern people want and I think that truly is the difference between the Eighth Assembly and the Ninth Assembly and...

HON. ARNOLD McCALLUM: You had to take a shot.

MRS. SORENSEN: ...that is right -- and to Mr. Searle, I would say, maybe you should come back and see the Ninth Assembly in action, so that you can find out, Mr. Searle, what consultation really means. Thank you, Mr. Chairman.

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

---Applause

Mr. Appaqaq.

MR. APPAQAQ: (Translation) Thank you, Mr. Chairman. Just a short comment. I also want to thank the special committee on education, as with no education we could not do these recommendations. When the division of the Territories came into question, this was our solid base. It was experienced in my constituency and some of the people in my constituency went to Frobisher Bay in order to hear about these recommendations. Some of the Sanikiluaq residents felt that this was important and most of them think that this was important, even though we are not really educated. When I go back to my constituency, if they ask me about it, I will tell them what happened during the discussions. Thank you, Mr. Chairman.

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

Remarks From Mr. Curley, Co-Chairman Of Special Committee On Education

MR. CURLEY: Yes, Mr. Chairman. I would just like to give concluding remarks, because I think it is important that I do that. We have been debating this issue of education for the last two and a half years and I think it is appropriate that we give our appreciation to the contribution that you people, as MLAs, have given to us and I say that sincerely, without any...

HON. ARNOLD McCALLUM: Now you say it.

---Laughter

MR. CURLEY: ...without any hard feelings or any, you know, bad feelings on anyone's part. I said to one member of the city council the other day, it is unfortunate that acrimonious debates normally occur in this chamber, but like any other Legislature, this is a legalized institution, where you can do a real battle, however you want to do it and you are perfectly protected from any possible court cases or whatnot.

---Laughter

So I would like to thank each one of you, even the Member from Fort Smith and Mr. MacQuarrie, and I think we are going to begin to see the real efforts now by ordinary MLAs to push for changes and ask the government, as a government, in terms of its responsibilities, to prioritize some of the changes that we have recommended.

I would also like to give my special compliments to the Commissioner, who has been very patient, I think, in this exercise.

---Applause

I think Mr. Parker is in a very difficult situation. As the Commissioner, he is not able to take part in many of the policies that he, as the chief administrator of the government, administers, but he has been patient with us and I think he has given us a chance to try and reason with each other in a responsible manner and I appreciate him for his perseverance and his patience. I say that sincerely.

Now, I was not always able to say those things before the recommendations were dealt with, but now I can say that. I appreciate the effective lobby from the Members of Yellowknife. I think they have done a fair lobby. I think it is only fair that we recognize them, because they are

closest to their constituencies and I think having your constituencies lobbying for you certainly makes a difference, as we have learned from Baffin representatives travelling here, making their input known to the Members of the Legislative Assembly and to the press. I must say something about the press. Although we have not always had the best possible reporting on some of our intentions, as far as the recommendations are concerned, I think we must at least give them compliments for disseminating the information as best as they can, whether we agree with them or not. I think it is only fair to say that.

---Applause

I must say some appreciation to the Members' Services Board. There were some real battles that went on, too, during the last two years, when we were asking for some funds, but they made it possible to exercise our mandate, so I think they must be given recognition for that. Thank you for your efforts in that particular committee.

I would also like to thank our staff in the Legislative Assembly; Mr. Hamilton, our secretary, has been very effective in representing us and Mrs. Helen Balanoff, who assisted the committee from time to time, for putting the report together in the kind of design that is presently available to the public.

---Applause

Also, I think I would personally like to say my co-chairman, Bruce McLaughlin -- Bruce started out not really knowing where Rankin Inlet or Frobisher Bay or other communities were, but I think he has gone a long way -- we had many discussions about those, and I think I would want to say to his constituents, they should be quite proud of a man like Bruce...

AN HON. MEMBER: Hear, hear!

---Applause

MR. CURLEY: I want to say something about Nellie Cournoyea. Nellie has been the real backbone of our committee. She is able to work 24 hours a day, unlike those of us who can only work 12 hours a day, and I think it has been a very good experience. I must make those few remarks, because I do appreciate it -- although the debate from time to time has been acrimonious, I think we must forget about all those things and start a new day on Monday, and also Robert Sayine who is always present...

---Applause

...but I think that that is about all that I can say, and I will look forward to having another good year. We only have a year to implement the changes. I look forward to seeing the day that we will actually have the programs implemented. Thank you.

---Applause

CHAIRMAN (Mr. Fraser): Does the committee wish to have this matter concluded? Mr. McLaughlin.

Remarks From Mr. McLaughlin, Co-Chairman Of Special Committee On Education

MR. McLAUGHLIN: Mr. Chairman, on behalf of the committee and as co-chairman, I would just like to say a few things. When the committee was first formed, it was in response to a lot of criticism that came up in this House and from the general public about the Department of Education. I would like to make it clear to the administration and to the Members of the Eighth Assembly who were responsible for the massive amendment to the Education Ordinance that was previously made, that right away when the committee went around, we found that the people did not want to throw the baby out with the bath water, that really what they wanted to have was a control over the temperature of the water and the frequency and length of the baths, and a little bit of control over when the water was thrown out and changed.

On the serious side, it was for me a good experience in seeing a lot of the smaller communities in the Northwest Territories that I probably would have never been able to do, and it made me realize really how important education is in the Northwest Territories, that in our budget the \$60-odd million which is the operations and maintenance part of the department, is not all there is for education in the Northwest Territories. It involves the Departments of Personnel, and Finance, and the Department of Public Works with the maintenance of buildings, and I think that

it really is one of the most important things that we do in the Northwest Territories. I would urge the Members of the Executive Committee to respond as soon as they can with the appropriate legislation and policy changes, especially to put into effect our most important priority -- which we did make, Mr. MacQuarrie -- recommendation one, to establish the school divisions and the boards in the Northwest Territories. Thank you, Mr. Chairman.

---Applause

CHAIRMAN (Mr. Fraser): Thank you, Mr. McLaughlin. May I report this matter concluded? What is the wish of the committee? Mr. McCallum.

Motion To Report Progress

HON. ARNOLD McCALLUM: I move we report progress.

CHAIRMAN (Mr. Fraser): We shall report this matter concluded, then? Is it agreed?

SOME HON. MEMBERS: Yes, agreed.

CHAIRMAN (Mr. Fraser): Mr. McCallum has made a motion that we report progress. All in favour? Down. Opposed? The motion is carried. We shall report progress. If I get out of the chair, there is a motion on the floor to report progress. Are you listening? All in favour? Up. Up. Mr. McCallum, a vote is on the floor.

HON. ARNOLD McCALLUM: Well, just to clarify the issue -- I was asking to move progress in committee of the whole. There was another particular item on committee of the whole. I am not suggesting that we are not concluded with the tabled document...

CHAIRMAN (Mr. Fraser): I am sorry. You reported progress. I am sorry.

HON. ARNOLD McCALLUM: That is what I said. In committee of the whole.

CHAIRMAN (Mr. Fraser): There is a motion on the floor to report progress. All in favour? Raise your hand, high. A motion to report progress means that we go back into formal session. Right? And report this matter concluded. That is what I am trying to do if you will just put your hands up.

MRS. SORENSEN: But not to finish.

Motion To Report Progress, Carried

CHAIRMAN (Mr. Fraser): We will vote one thing at a time. To the motion. All in favour, keep your hands up so we can count them. Down. Opposed? The motion is carried. Thank you.

---Carried

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. The committee has been considering Tabled Document 1-82(3), the report of the special committee on education, and wish to report this matter concluded, as reported in the proceedings of this House.

MR. SPEAKER: Thank you. Under normal conditions, when progress is reported that means that the day is completed. I understood the vote to report progress -- so this would terminate the day's session. Mr. MacQuarrie.

MR. MacQUARRIE: Mr. Speaker, a point of order. I would have to feel that, if that were the case, that the committee was misled in a sense, because we, in voting in favour of reporting progress, understood that it was just on that item, and that we would go back into committee of the whole again. I believe that was the understanding. It certainly was my understanding, anyway.

MR. SPEAKER: Thank you. I would point out that Motion 7-82(3), Electoral Boundaries Commission, was also assigned when you went first into committee of the whole and, under our normal procedure, when you report progress that terminates the business of the day, but I was here during the vote and I could see that there was some confusion on what you were voting about.

HON. ARNOLD McCALLUM: There was no confusion on my part, I moved it.

MR. MacQUARRIE: A point of order again, Mr. Chairman.

MR. SPEAKER: Yes, Mr. MacQuarrie.

MR. MacQUARRIE: Would it be appropriate, Mr. Speaker, in the way of deciding the order of doing things, to vote to see whether Members wish to go back into committee of the whole or not?

MR. FRASER: A point of privilege, Mr. Speaker.

MR. SPEAKER: Mr. Fraser, point of privilege.

MR. FRASER: Mr. Speaker, I think maybe it was an error on my part to say that we would go back into committee. I am prepared to go back into committee to deal with this motion, if you so wish.

MR. SPEAKER: A point of privilege, Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I moved a motion to report progress of the committee of the whole. It is my understanding from the chairman that that motion carried. I therefore submit to you, sir, that the business of this House for the day is finished. That is the vote that was taken, Mr. Speaker. Mr. Speaker, I made no attempt to delude anybody in this House. I made the motion to report progress of the committee of the whole. The vote was taken, it was carried in the affirmative. I therefore submit to you, sir, that the business of this House for today is completed.

MS COURNOYEA: A point of privilege.

MR. SPEAKER: A point of privilege, Ms Cournoyea.

MS COURNOYEA: Mr. Speaker, when the honourable Member called for progress, a question was asked from the deputy chairman of what it meant, and I believe it may even be in the transcript that he said we would just report progress on this particular item. It was my understanding we were voting on going back into the committee of the whole.

MR. SPEAKER: One thing about it, we can keep arguing until 6:00, I suppose.

---Laughter

Well, Mr. McCallum has made a position that he has made a motion, and it was his intention that the business of the House be completed for today. Now, normally that motion means exactly that. I do not know of any occasion when it has not meant that, so the motion would have to stand. However, the Chair, under the circumstances, would accept a motion by somebody from the floor to go back into committee of the whole at the pleasure of the House. Now, they have to get unanimous consent to do it, though. So if somebody would like to make that motion and see if we can get unanimous consent to go back into committee of the whole, I am quite prepared to do that.

Motion To Continue With House Business, Denied

MR. CURLEY: Mr. Speaker, I move that we continue on the business of the House until 6:00 o'clock.

MR. SPEAKER: A motion in the affirmative can be challenged, though this is indeed not a rule of proper sequence, because we have shifted from committee of the whole into formal session. I do not think there is a rule in the book that basically covers this.

---Laughter

MRS. SORENSEN: Make it up.

MR. SPEAKER: Is there a seconder to Mr. Curley's motion? Ms Cournoyea. Do I have unanimous consent to proceed with this motion?

HON. ARNOLD McCALLUM: Nay.

ANOTHER HON. MEMBER: Nay.

MR. SPEAKER: The unanimous consent is denied. Are there announcements?

MR. MacQUARRIE: A point of order, Mr. Speaker.

MR. SPEAKER: Yes.

MR. MacQUARRIE: I do not know whether you would recognize the taped transcript as being valid, but I believe that rewinding and listening to it would indicate -- at least from my recollection -- that the honourable Member from Fort Smith did in fact say something that led me to believe we would be coming back into committee of the whole. If you would recognize that as being valid, I would appreciate hearing it, Mr. Speaker.

MR. FRASER: Orders of the day.

MR. SPEAKER: Our problem with your request is to get a verbatim report done. We had one done the other day -- it takes half an hour. In half an hour it will be 6:00 o'clock, and then somebody calls the clock and we are right back to square one again. So I think that you have had a busy day, and the matter should be concluded. It is an unfortunate note to end on, but I cannot change the rules, and the motion to report progress, as I understand it -- and I understand that it was carried -- is the rule that would have to be abided by. I do know that I heard some part of back talk, back and forth, that it was not part of the motion. Mr. Patterson.

HON. DENNIS PATTERSON: I am not going to comment on this particular matter, although I can assure the Member from Fort Smith that the matter is not yet concluded. I would like, however, to request unanimous consent to go back to tabling of documents, if I might.

MR. SPEAKER: Unanimous consent being requested to go back to Item 6, tabling of documents.

AN HON. MEMBER: Nay.

MR. SPEAKER: There is one nay, unanimous consent has been denied. Mr. McLaughlin, did you have an announcement?

MR. McLAUGHLIN: Yes, Mr. Speaker, thank you. I would like to announce that the special committee on education would like to invite all the Members of the Assembly, and the staff of the Assembly, and the press -- who have borne with us -- to the Members' lounge upstairs on the second floor for some light refreshments.

MR. SPEAKER: Thank you. Mrs. Sorensen, an announcement?

Happy Birthday Claire Barnabe

MRS. SORENSEN: Yes, Mr. Chairman, I have an announcement to make. It concerns the day -- and the day is November 13th. It is a very special day today. It is a special day because a very special friend of mine is having a birthday. She is a special friend of mine, and she is also a special friend of the North. Her name is Claire Barnabe, and I do not know how old she is...

AN HON. MEMBER: I do.

MRS. SORENSEN: ...and even if I did, I would not tell you.

AN HON. MEMBER: I do.

---Laughter

MRS. SORENSEN: Mr. Speaker, we affectionately call Claire Barnabe the French connection in Ottawa, because of her French connection, and I want to tell you that one of her latest favourite sayings these days is that if you want to roam through a crowd, hire a buffalo -- and indeed, Mr. Speaker, there is a crowd down in Ottawa, and Claire Barnabe is doing a good job of roaming through that crowd for us. I have a special gift for her. It is a special treatment at Eve of Europe cosmetic and skin care salon, and it is a special massage on a special European bed located

in the back of the salon -- and there are certain terms and conditions, Mr. Speaker, that Claire Barnabe has to sign before she gets on this bed. First of all, she cannot be pregnant. She cannot have just given birth. She cannot have broken, weak, or infectious bones; heart condition; rheumatoid arthritis; natural or surgical fusions; spinal cord disorders; hemorrhaging of any part of the body; she cannot be elderly or infirm; she cannot have a slipped disk; high blood pressure; torn back ligaments; inflammation; wasted or dehydrated condition. They also say that you have to have common sense. Happy birthday, Claire.

---Applause

MR. SPEAKER: Announcements, Mr. McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I just want to remind Members of the responses to the rules and regulations about when we would want to get the comments from Members. We have only received comments from two Members, and we would like to get those changes made sometime during this session.

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

CLERK OF THE HOUSE (Mr. Remnant): Yes, Mr. Speaker. Members will be aware that they have a social engagement tomorrow evening at 6:00 p.m. Monday, November 15, 9:00 a.m. in Katimavik A, a meeting of the standing committee on legislation. At 9:30 a.m. in room 211, a meeting of the Members' Services Board.

ITEM NO. 14: ORDERS OF THE DAY

Orders of the day, 1:00 p.m., Monday, November 15.

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: Motion 7-82(3); Bills 6-82(3), 12-82(3), 1-82(3), 3-82(3), 10-82(3), 13-82(3), 14-82(3), 16-82(3), 21-82(3)
14. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until 1:00 p.m., Monday, November the 15th.

---ADJOURNMENT

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