



COUNCIL OF THE NORTHWEST TERRITORIES DEBATES

58th Session

8th Council

Official Report

FRIDAY, FEBRUARY 6, 1976

Speaker David H. Searle, O.C.

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YELLOWKNIFE, NORTHWEST TERRITORIES

FRIDAY, FEBRUARY 6, 1976

MEMBERS PRESENT

Mr. Steen, Mr. Stewart, Mr. Lafferty, Mr. Lyall, Mr. Butters, Mr. Wah-Shee, Mr. Barnaby, Mr. McCallum, Mr. Evaluarjuk, Mr. Ernerk, Mr. Pearson, Mr. Kilabuk, Mr. Pudluk, Mr. Searle, Mr. Nickerson

ITEM NO. 1: PRAYER

---Prayer

THE SPEAKER (Mr. Searle): Item 2, questions and returns.

ITEM NO. 2: QUESTIONS AND RETURNS

Are there any written questions? Mr. Nickerson.

Question W45-58: Vehicular Ferries, N.W.T. Highway System

MR. NICKERSON: Mr. Speaker, I have a question concerning ferries on the Northwest Territories highway system. In the advertisement for competition number 30 2765 it states as follows: "Two vehicle ferries are presently operated on the Northwest Territories highway system with three more planned over the next two years."

Since this is the first time I have heard of this planned expansion to our ferry fleet could it please be made known what type and size of ferries are contemplated and at what locations they are to be put into service?

MR. SPEAKER: Will you take that as notice?

DEPUTY COMMISSIONER PARKER: Yes.

MR. SPEAKER: Any further written questions? Mr. Stewart.

Question W46-58: Grants To Indian Brotherhood

MR. STEWART: Mr. Speaker, could I be advised what sums of money have been given by way of grants or loans to the Indian Brotherhood by both levels of government and what guidelines have been set for the use of this money?

MR. SPEAKER: Any further written questions? Mr. Pudluk.

Question W47-58: Road To Strathcona Sound

MR. PUDLUK: Mr. Speaker, I have three questions. My first question: The people of Arctic Bay want to build a road to Strathcona Sound on their own. When Commissioner Hodgson was in Arctic Bay on August 31st, 1975, they asked him again if they could build the road to Strathcona Sound. They have not received any answers to date, so they want to know if they could commence this year, 1976.

Question W48-58: Housing In Arctic Bay

The people of Arctic Bay have heard different rumours concerning houses to be built in Arctic Bay, first they heard 15 were to be built, then five, the last time they heard that ten were to be built. My question is, how many new houses are going to be built in Arctic Bay?

Question W49-58: Construction Of Community Hall

Third, the community of Resolute Bay is asking about the community hall. The community wants the construction date for the community hall put ahead because the reason is they would like to have the community hall in a nearer location.

MR. SPEAKER: Any further questions? Are there any returns?

Return To Question W30-58: Street Lights At Resolute Bay

DEPUTY COMMISSIONER PARKER: Mr. Speaker, on Monday, February 2nd, 1976, Councillor Pudluk asked Question W30-58, concerning street lights at Resolute Bay.

I have been advised by Mr. Chester West, project management division, Department of Public Works, that during the move from the old settlement to the new townsite last summer, all the serviceable existing street lights were taken down and re-installed in the new townsite. Northern Canada Power Commission ordered additional new street light fixtures to be installed in the new townsite. The new light fixtures are believed to be in Resolute and can be installed on existing poles and NCPC in Resolute Bay are being contacted to determine the earliest date that the fixtures can be installed.

Return To Question W36-58: Sewerage Treatment Facilities At Yellowknife

On Wednesday, February 4th, 1976, Councillor Nickerson asked Question W36-58, concerning sewerage treatment facilities for the city of Yellowknife.

The Kam Lake sewage facility proposal was submitted to the Northwest Territories Water Board in 1975. The water board subsequently asked for more information regarding the suitability of Kam Lake for sewage disposal, and possible alternate methods of disposal that might be available to the city. This report is now being prepared by the city and will be reviewed by a joint federal, Northwest Territories and city working group on February 17th.

Following this meeting, the report and the findings of the joint working group will be submitted to the water board and it is anticipated that a public hearing will be held by the board by the end of March or early April and a decision should be forthcoming shortly thereafter.

MR. SPEAKER: Item 3, oral questions. Have you a return, Mr. Ernerk?

MR. ERNERK: Yes.

Return To Question 034-58: Old Age Pension Supplement

Mr. Speaker, I have two returns here. On Tuesday, February 3rd, 1976, Councillor Butters asked Question 034-58, concerning supplementary benefits for old age pensioners.

In view of Honourable Marc Lalonde's statement that any plans for guaranteed annual income will have to be shelved for the present, the territorial government will reactivate its studies to determine whether a territorial supplementary benefits program for old age security recipients is feasible and can be financed. As a point of interest, the introduction of spouses' allowance in October, 1975, provides for payment of a monthly benefit to spouses of old age security pensioners based on the combined income of the couple. To be eligible, the spouse must be between 60 and 65 years of age. This program makes it possible for some older couples to receive increased monthly payments from the federal government.

Mr. Speaker, I have another return here.

Return To Question W44-58: Old Folks' Home, Aklavik

On February 5th, 1976, Mr. Steen asked Question W44-58, what plans the Department of Social Development had for the replacement of the old folks' home in Aklavik.

The need to replace this institution is recognized. A small committee, consisting of departmental and the Northwest Territories Housing Corporation representatives has been examining the feasibility of designing a structure which could serve two purposes; to provide self-contained apartments for senior citizens and at the same time, provide accommodation for old people who require varying amounts of basic care, meal service, supervision, etc. This approach is being suggested as one means of recognizing that the living requirements for old age people can and do change with time. In the past only apartment type accommodation has been built, notwithstanding the fact that some of the senior citizens in the communities were known to need supervisory care.

If it is feasible to combine these two functions within one structure, the next step in planning will be to discuss these plans with the community. If there is agreement with this approach, funds will be included in the financial forecast, hopefully for 1977-78. In the meantime, repairs necessary to maintain health and safety standards in the present structure are being carried out.

MR. SPEAKER: Are those all the returns?

Item 3, oral questions?

Item 4, presenting petitions.

Item 5, reports of standing and special committees.

Item 6, notices of motions.

Item 7, motions.

ITEM NO. 7: MOTIONS

What motions do we have this morning, Mr. Clerk?

THE CLERK OF THE COUNCIL (Mr. Remnant): Motions 10-58 and 11-58, Mr. Speaker.

MR. SPEAKER: Motion 10-58 and I have no indication here of who moved this, but I think it was Mr. Steen, if I recall. Mr. Steen.

Motion 10-58: Mackenzie District, Mountain Standard Time

MR. STEEN: Mr. Speaker:

WHEREAS the Mackenzie district of the Northwest Territories operates on mountain standard time;

AND WHEREAS the Canadian Broadcasting Corporation has been transmitting all television programming to the Mackenzie district of the Northwest Territories on pacific standard time;

AND WHEREAS late television programming tends to destroy the laws of the land on compulsory education, including the curfew bylaws of municipalities, hamlets and settlements of the Northwest Territories;

NOW THEREFORE, I move that this Council advise the Commissioner of the Northwest Territories to request the Canadian Broadcasting Corporation to change the present television program timing to the Mackenzie district from pacific standard time to mountain standard time.

MR. SPEAKER: Moved by Mr. Steen and is there a seconder? Mr. Lyall. Is there any discussion, Mr. Steen?

MR. STEEN: Well, I guess it seems that we already know that we have a lot of support around the territories on this subject but nevertheless I feel that television timing in the Northwest Territories is not to the liking of anybody. People are late going to work and it is mainly due to the fact that television timing does not go off the air until 2:30 a.m. on an average, or 3:00 o'clock and the children have difficulty getting to school on time in the morning. I feel that perhaps if we got the Canadian Broadcasting Corporation to change the time that it would tend to serve our jobs, people would get to work on time, children would get to school on time and there are a number of children outside who can not come home, or are caught out rather, before the late shows go on and they usually do not begin coming home until after the late shows are finished. Now, according to the bylaws of some of the municipalities and hamlets, no child should be outside on the roads after curfew. So, I think with that, Mr. Speaker, I will say that is it for now.

MR. ERNERK: Mr. Speaker, I could only add to this, if I could suggest an addition to this particular item, particular motion, that when you speak of the Keewatin district, the communities in the Keewatin, the two settlements that are receiving television service at the moment, Baker Lake and Rankin Inlet receive their programming from Vancouver in the extreme West and then later on during the day or whichever way it works, they switch over to Halifax in the extreme East. This is not very interesting for the people of the Keewatin, especially when you have to watch sunny, warm weather in the western part of the country while it is freezing and 60 below at Rankin Inlet or Baker Lake. That is not the point really that I am getting at. The point is the fact that, for example, you get your national news in the evening, at least in Baker Lake at 9:00 o'clock and then you switch over somehow to Halifax, but I think there should be some addition here to say that the Canadian Broadcasting Corporation also consider, or be asked to consider, providing the Keewatin district settlements to switch over from Vancouver or Halifax to Winnipeg. Thank you.

Motion 10-58 Carried

MR. SPEAKER: Further discussion? Question? All in favour? Down. Contrary?

---Carried

Motion 11-58, Mr. Stewart.

Motion 11-58: Great Slave Lake Fisheries.

MR. STEWART: Mr. Speaker, Motion 11-58, Great Slave Lake fisheries:

WHEREAS this Council will be discussing this paper on the Task Force Report of the Great Slave Lake Fisheries;

NOW THEREFORE, be it resolved that this Council invite Mr. Peter Moss of the Freshwater Fish Marketing Corporation and representatives of the Fishermen's Federation to appear as witnesses when this paper is discussed in committee of the whole.

MR. SPEAKER: Is there a seconder? Mr. Lyall. Discussion? Mr. Stewart.

MR. STEWART: Basically I would consider this just as a housekeeping matter. This paper is of importance to this Council and to have proper people here to discuss the matter so that we could have the insight on both sides, that of the marketing corporation and that of the fishermen, I felt it would be in order to invite these people.

MR. SPEAKER: Mr. Nickerson.

Amendment To Motion 11-58.

MR. NICKERSON: With the concurrence of Mr. Stewart I would like to move an amendment to this motion that representatives of the inspection services be included in the motion.

MR. SPEAKER: Mr. Nickerson, what do you mean by "inspection services"?

MR. NICKERSON: The people who go around checking for undersized nets etc.

MR. SPEAKER: The reason I asked, Mr. Nickerson, because I was not sure whether you meant the fisheries officers who do that or the people, the food people.

MR. NICKERSON: The fisheries officers, the people over in the Bellanca building.

MR. SPEAKER: Your amendment, then, would be after the word "federation" in the second to the last line "and fisheries officers"?

MR. NICKERSON: Yes.

MR. SPEAKER: Do you have any objection to that appearing as part of your original motion or should we move it as an amendment, Mr. Stewart?

MR. STEWART: I could second the amendment or we could just change the wording. I am willing to have the amendment.

MR. SPEAKER: So you consent to it being included in your motion?

MR. STEWART: Yes, Mr. Speaker.

MR. SPEAKER: Is there any objection to that? Agreed?

---Agreed

Motion 11-58 Carried As Amended.

After the word "federation" the words "and fisheries officers" will appear. Is there any further discussion? Question? All in favour? Down.

---Carried

Turning back to the orders of the day, Item 8, tabling of documents.

MR. BUTTERS: Mr. Speaker, sir, may I have your permission and the indulgence of this house to return to Item 7, notices of motions?

MR. SPEAKER: Item 6. Is there unanimous consent to return to Item 6, notices of motions?

---Agreed

ITEM NO. 6: NOTICES OF MOTIONS

Proceed, Mr. Butters.

MR. BUTTERS: Thank you, Mr. Speaker. I have notice of two motions that I wish to put on Monday, February the 9th.

Notice Of Motion 12-58: Cost Of Living In The N.W.T.

WHEREAS the federal dominion bureau of statistics has confirmed that the cost of living in the Northwest Territories on balance is approximately 50 per cent greater than that experienced in southern Canada;

AND WHEREAS the recent Food Prices Review Board study, entitled "Food Prices in Northern Canada", published December, 1975, noted that in two northern settlements "the cost of the food basket was more than 60 per cent higher than in Edmonton";

AND WHEREAS territorial residents depending mainly or wholly for their maintenance on federal pension moneys have an exceedingly difficult time to make ends meet;

AND WHEREAS regrettably, federal agencies responsible for implementing and administering federal pension programs have to date neither recognized nor accepted the significantly higher cost of living borne by northern pensioners;

NOW THEREFORE, I move that the Commissioner re-examine the desirability of developing and subsequently providing all Northwest Territories residents receiving federal pensions with an appropriate territorial supplementary allowance, until such time as the federal authorities recognize and remove the disparity that exists between the purchasing power of pensioners in southern Canada and their contemporaries residing in Northwest Territories communities and (2) that the Commissioner communicate immediately and most urgently (a) the hardship wrought on Northwest Territories pensioners as a result of this cost of living disparity and the anomaly of residence and (b) encourage federal authorities to re-examine the limits and strictures laid down by the federal government which restrict and/or deter pensioners or their close relations from entering gainful employment themselves to supplement their inadequate federal pensions.

Notice Of Motion 13-58: Amendment Of Acts

The second notice, sir:

WHEREAS by amendment in 1974 of the two federal acts relating to Canada's two northern territories, specifically the Yukon Territory Act and the Northwest Territories Act, people of both territories were permitted a greater degree of autonomy and home rule;

AND WHEREAS one provision of the amended Northwest Territories Act permitted the Council of the Northwest Territories to designate two of its Members to sit on the Executive Committee of the Government of the Northwest Territories;

AND WHEREAS in addition to sitting on the Executive Committee of the Government of the Northwest Territories, these Members, as announced...

MR. SPEAKER: Mr. Butters, excuse me. I am getting signals over here that you are speaking too quickly for the interpreters. I know it is difficult when you are reading not to read at a normal rate. Maybe you could just try to read a bit more slowly?

MR. BUTTERS: I am sorry, sir. My apologies. I will return to the previous "whereas" clause:

AND WHEREAS one provision of the amended Northwest Territories Act permitted the Council of the Northwest Territories to designate two of its Members to sit on the Executive Committee of the Government of the Northwest Territories;

AND WHEREAS in addition to sitting on the Executive Committee of the Government of the Northwest Territories, these Members, as announced by the former Minister of Indian

Affairs and Northern Development, the Honourable Jean Chrétien in the House of Commons on March 18, 1974, were to "be given responsibility of managing one or more departments of the territorial government";

AND WHEREAS this Council is, with the Government of Canada's encouragement, moving towards greater independence and is willing to accept increased responsibility for the management of our own affairs;

NOW THEREFORE, I move that henceforth this Council be designated in all our forms and references

I. this house as the legislative assembly of the Northwest Territories, and

II. the two Members of Council chosen to accept departmental responsibilities as Ministers.

MR. SPEAKER: Now that we are back on Item 6, are there any further notices of motions?

Going back then to Item 8. Had we completed Item 8, tabling of documents? Are there any documents to be tabled? No.

Item 9, first reading of bills.

ITEM NO. 9: FIRST READING OF BILLS

Bill 3-58, Mr. McCallum.

First Reading of Bill 3-58: Supplementary Appropriation Ordinance, No. 2, 1975-76.

MR. McCALLUM: Mr. Speaker, I move that Bill 3-58, An Ordinance Respecting Additional Expenditures for the Public Service of the Northwest Territories for the Financial Year Ending the 31st Day of March, 1976, be read for the first time.

MR. SPEAKER: Is there a seconder? Mr. Ernerk. No discussion on first reading. The question. All in favour? Contrary? It is carried.

---Carried

Item 10, consideration in committee of the whole of bills and other matters.

ITEM NO. 10: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS.

Is it the Executive's wish to continue on Bill 4-58?

MR. McCALLUM: Yes.

DEPUTY COMMISSIONER PARKER: Yes, Mr. Speaker.

MR. SPEAKER: Mr. Stewart, are you prepared to continue in the chair?

MR. STEWART: Yes, Mr. Speaker.

MR. SPEAKER: Council will resolve into committee of the whole for continued consideration of Bill 4-58 with Mr. Stewart in the chair.

---Council resolved into Committee of the Whole for consideration of Bill 4-58, Appropriations Ordinance, 1976-77, with Mr. Stewart in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 4-58, APPROPRIATIONS ORDINANCE, 1976-77

THE CHAIRMAN (Mr. Stewart): The committee will come to order.

Economic Development, Activity Memorandum - Activity 6062, Industry And Commerce

When we reported progress yesterday we were on activity 6062, industry and commerce on page 11.05.

Motion For Council To Support Petroleum Exploration And Development Repeated

I received a motion by Councillor Butters and I will read the motion and the motion will then be debated. "I move that this Council indicate its support for continued petroleum exploration and development activity in the Northwest Territories and reaffirm the previous Councils' support of associated pipeline or pipeline systems, which may be required to market northern petroleum resources, and further recognizing the overriding responsibility for the development of non-renewable resources in the Northwest Territories, request that the federal government immediately indicate its development intentions in the North, an action which would in large measure remove and reduce the uncertainty and indecision currently affecting economic development in the Mackenzie district of the Northwest Territories and enable people of the district to plan for their future. Such approval and reaffirmation of this Council naturally recognizes that such non-renewable resource development most demonstrably benefit all northern peoples, adequately and equitably compensate individuals, or groups disadvantaged as a result of such development, and that the development and associated capital construction programs be carried on with minimal disturbance to northern people, their lifestyles and the environment of the Northwest Territories." Councillor Butters.

Amendment To Motion

MR. BUTTERS: Just one amendment, sir, and that is that I neglected to include in that motion in the second paragraph, "And further recognizing the overriding responsibility of the Government of Canada for the development of non-renewable resources in the Northwest Territories." The "Government of Canada" was omitted. I will speak to the motion at your pleasure, sir.

THE CHAIRMAN (Mr. Stewart): I have received an amendment, or a correction to the wording of the motion in the second paragraph. "And further recognizing the overriding responsibility of the Government of Canada for the development of non-renewable resources in the Northwest Territories." Do we agree to accept this amendment? Is it agreed?

---Agreed

MR. BUTTERS: I wish to speak to the amendment.

THE CHAIRMAN (Mr. Stewart): Is this a point of order, Mr. Searle?

MR. SEARLE: This is a point of order. The way this is drafted it seems that it has all the "whereas's" and the whole debate in fact in the body of the motion. I wonder if there is any way we could encourage Mr. Butters to draft it in such a way that the "whereas" clauses could proceed first as is normally done and then have the "now therefore I move" in a simple form? I must confess I have some difficulty with it.

THE CHAIRMAN (Mr. Stewart): Councillor Butters, you heard the comment from Councillor Searle.

MR. BUTTERS: I heard the Honourable Member's comment and it is true that the motion is in the first paragraph, and the "whereas" clauses are the second and third paragraphs. He has correctly stated it. I will be happy to do this, but I did not think we were becoming so formal in committee of the whole. If the Member wishes to have this introduced as a formal motion I would agree, but I think that formal motions have a very strong limitation by reducing the ebb and flow of debate and you only get one shot at it.

MR. SEARLE: On the point of order, I am not suggesting it need be introduced as a formal motion in Council, I am just suggesting that for purposes of clarity in committee here if Mr. Butters could redraft it, and I am just speaking personally, but I could handle it better, that is all.

MR. BUTTERS: I would accept that recommendation from the Member and if I may have your permission to reintroduce it after the budget of this department is discussed and completed then I will reintroduce it in a more recognizable form.

Activity Memorandum - Activity 6062, Industry And Commerce Deferred

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Butters. I will set aside activity 6062 at this time for that motion from Councillor Butters on the subject.

Activity Memorandum - Activity 6064, Research And Evaluation

I will direct this committee's attention to page 11.06, the program is Economic Development, activity 6064, research and evaluation, in the amount of \$199,700. I wonder, Mr. Deputy Commissioner, if you would care to make any comments on research and evaluation?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, thank you very much. Did you have an agreed on activity 6062?

THE CHAIRMAN (Mr. Stewart): Activity 6062 has been set aside pending the presenting of a motion.

DEPUTY COMMISSIONER PARKER: I see. I understand.

THE CHAIRMAN (Mr. Stewart): We are now on activity 6064. Mr. Deputy Commissioner, if you have any comments by way of explanation.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, this unit of Economic Development was originally set up when Mr. Ballantyne was the director and it served a statistical role and a research role which was appropriate at the time. It has been reorganized in the last two years by Dr. Espie to make it very specifically a research facility, serving Economic Development, and is headed by Mr. Doug Patriquin. As a result of the activities of this particular unit we are, we think, on the brink of attracting the Department of Regional Economic Expansion program to the North and in addition this unit has been the one that has rewritten the terms of reference for the various loan groups we have, loan programs, and has been instrumental really in us getting very substantially increased funding. Those are just two examples of the kinds of thing this group does.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Deputy Commissioner. Any time you want to become deputy minister let me know and we can fix it up for you.

DEPUTY COMMISSIONER PARKER: Of what?

THE CHAIRMAN (Mr. Stewart): Councillor Nickerson.

Meeting With Delegation From Imperial Oil

MR. NICKERSON: First of all, Mr. Chairman, I have one or two compliments to hand out. We were very pleased to meet the delegation from Imperial Oil yesterday and, for the benefit of the public who probably do not know what this was all about, the meeting was held to discuss renegotiations taking place between the federal government and Imperial Oil regarding their agreement on the production of petroleum products from the Norman Wells field. We are pleased to see that the federal government directed Imperial Oil to consult us about these negotiations. At that time we were told that it is rather uneconomic for Imperial Oil to expand the actual refinery at Norman Wells in order to supply the additional demands of the Northwest Territories and in future it is likely that petroleum products will be shipped from Edmonton.

At the same time as this is happening our production of crude in the territories will probably be expanding, and it does not seem like a very good idea to me to ship crude from the territories and then have it shipped back as a refined product from the South. We are doing ourselves out of a lot of work that way.

I must admit that I can see Imperial Oil's point of view that the operation of a very small refinery is no longer economic for them. I understand that any major oil company would not now put in a new refinery with a capacity of less than about 100,000 barrels a day. I think that some of the problem here is that large organizations, such as companies of the magnitude of Imperial Oil, or governments, are just unable to operate very small operations. I can see no reason why we could not have a small refinery operating in the Northwest Territories, operating on our own crude and supplying our own finished products.

Feasibility Of A Mini Oil Refinery

Therefore, I think it would be a worthwhile project for the Department of Economic Development to look into the possibility of coming up with a mini oil refinery. I know that in western Canada steel mills have been set up to produce products for a local market, operating on capacities of maybe 200,000 tons a year, and these have been fairly successful, although large companies of course are unable to operate such small steel making facilities economically. Therefore, this is my suggestion: That the Department of Economic Development look into the feasibility of establishing a mini oil refinery in the Northwest Territories at some time in the future to be operated by private enterprise.

DEPUTY COMMISSIONER PARKER: Right. Mr. Chairman, I think that is a very good suggestion and we will have a look at that. Although we have had some indication from one company, I think that the economies of scale are all-important, and I still think it would be very wise for us to become knowledgeable on this subject and report back to Council.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Deputy Commissioner. Is there anything further, Councillor Nickerson?

MR. NICKERSON: No.

Activity Memorandum - Activity 6064, Research And Evaluation Agreed

THE CHAIRMAN (Mr. Stewart): All right, activity 6064, are we agreed?

---Agreed

Activity Memorandum - Activity 6029, Employment

Activity 6029, employment, in the amount of \$1,961,900. Would you like to give us a basic rundown on this vote, Mr. Deputy Commissioner?

DEPUTY COMMISSIONER PARKER: Yes, Mr. Chairman. First of all, under employment I could give you some figures to break that down that \$1,961,900 as follows: Under administration of employment, \$740,000. Under the apprenticeship program, \$1,154,900. Under Territorial Employment Record and Information System, \$67,000. This unit brings together the major effort of the territorial government in the employment and training of northern residents. The apprenticeship program is contained within this program, as is the training on-the-job program. Each of those two is quite well supported by the federal Department of Manpower which funds certain courses and which funds certain parts of the training on-the-job, as well as the apprenticeship program.

THE CHAIRMAN (Mr. Stewart): Thank you.

Number Of Apprentices in N.W.T.

DEPUTY COMMISSIONER PARKER: We have a total of 350 apprentices in the Northwest Territories at the present time. Of that number 76 work for the Government of the Northwest Territories and the remaining 274 work for private enterprise but receive governmental support in pursuing their courses of study.

One other little piece of information that you might be interested in and that is that in the Eastern Arctic there are 31 qualified Inuit tradesmen. Of these 17 hold interprovincial certificates allowing full transfer and recognition in all provinces. We have from time to time drawn to our attention by Mr. Pearson, that we had never done anything in that area, but I think that to have 31 qualified tradesmen there is not too bad a record.

THE CHAIRMAN (Mr. Stewart): Are you finished, Deputy Commissioner? Councillor Lyall.

MR. LYALL: Could you tell me how many in the Central Arctic do hold licences, interprovincial licences and also in the Western Arctic?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, we will just take a count and I will answer in a moment or two.

Apprenticeship Program

MR. LYALL: I have another question. I notice that the government is taking in apprentices from outside the Northwest Territories. Are these apprentices being subsidized by the province they come from, the way they generally do in the Northwest Territories when you are going to Alberta?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, I am not just sure of the Member's question. If a person from the South comes into the North and is employed by a private person or company and applies for apprenticeship training, then if he, or she fits all the rules and regulations, they will be offered this training. The major cost of it is borne by the federal government, by the Department of Manpower. It is the same sort of right that they would have anywhere in Canada.

MR. LYALL: My second question is, are you going to continue to bring in apprentices from outside of the territories while you are providing no jobs for the population here?

DEPUTY COMMISSIONER PARKER: We do not bring in apprentices from outside the territories.

MR. LYALL: Yes, you do bring in apprentices from outside the territories. I have seen a couple of them.

DEPUTY COMMISSIONER PARKER: The Member would have to give us examples. We can not, or do not prevent people from coming into the territories to take jobs. If they then apply under the apprenticeship program and their employer wishes to support them under that program, we do not refuse them, but we do not bring people in to be apprentices.

MR. LYALL: I was just thinking of the government departments, whether they are going to continue to do that for the government. I do not mind the private sector doing it.

DEPUTY COMMISSIONER PARKER: We do not do it for the government either. We may employ someone who is not a tradesman who may have come from the South. I can not guarantee we did not. If he then shows potential for trades training and makes application, his application will be considered and he may well be accepted, but we try as hard as we can to attract northern residents first and foremost to take the jobs so that they can put themselves in a position to take apprenticeship training.

MR. LYALL: Mr. Chairman, I will give you the names of the couple I was thinking about later.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Lyall. Activity 6029 in the amount of \$1,961,900. Councillor Nickerson.

MR. NICKERSON: Mr. Chairman, of the 110 full time employees listed under the employment activity, could I take it that most of these would be apprentices or most of these would be people under training, or are they just administrative personnel?

DEPUTY COMMISSIONER PARKER: I am sorry, Mr. Chairman. Could I just get the first line of the question again?

Breakdown Of Number Of People Under Employment Division

MR. NICKERSON: I see that there are 110 people, 110 employees listed under the employment activity of the Department of Economic Development. I was just wondering, would most of those 110 people be apprentices or people undertaking training?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, of that figure 76 of those persons are apprentices. There are 20 trainees and the remainder are staff. If I could, in answer to Mr. Lyall's question earlier, in the Central Arctic there are 13 tradesmen and six of those have interprovincial certificates.

MR. LYALL: How about the Western Arctic?

DEPUTY COMMISSIONER PARKER: I will get the figures for the Western Arctic.

MR. LYALL: I am sorry, Mr. Chairman, but I had asked two questions. I asked for the Central Arctic and Western Arctic.

THE CHAIRMAN (Mr. Stewart): Thank you.

DEPUTY COMMISSIONER PARKER: There are none in the Western Arctic.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Nickerson.

TERIS Program

MR. NICKERSON: With the Territorial Employment Record and Information System (TERIS) program, is that not a duplication of effort and are not similar services provided by the Canada Department of Manpower? I assume your answer to that question would be no, so then I would like to ask where does your program differ from that undertaken by the Canada Department of Manpower?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, I think I understand it now. The federal Department of Manpower keeps an inventory based only on the figures that they gather from people who walk into their offices in the territories and make application for work or register themselves. Since they have a very limited number of offices, then this basic information is very limited. The Territorial Employment Record and Information System (TERIS) program has resulted in an inventory, a total inventory of labour and workers available in the territories right across, east to west and north to south. It is maintained in quite good order, so if, for instance, there was a contract to be let in Gjoa Haven, we could extract from the TERIS information for a contractor, the names of persons there or in the immediate area who are likely to be available for work at the level of their training.

Management Training Program Advertisements

MR. NICKERSON: Mr. Chairman, I also would be pleased if the administration could tell us a little bit more about this management training program, advertisements for which appear on the television every night. Could you expand on what is said on television?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, although we proofread the advertisement the first time it was to go on, apparently there was one word missed and put in in error. We have withdrawn the advertisement to rewrite it. In fact what we are looking for are those persons interested in applying for training positions within the government. This year we have 47 of those positions, 47 or 50, but in that area. They cover the full range of activities that we are engaged in.

THE CHAIRMAN (Mr. Stewart): We are on page 11.15, activity 6029 in the amount of \$1,961,900. Councillor Barnaby.

MR. BARNABY: Is this the department that is responsible for setting up training programs?

DEPUTY COMMISSIONER PARKER: Yes, by and large. We do have some training that will be managed through our Department of Personnel, but most of it is arranged through this department.

THE CHAIRMAN (Mr. Stewart): Do I have approval of \$1,961,900? Mr. Nickerson.

MR. NICKERSON: Could I perhaps ask one last question on activity 6029? The amount shown on page 11.15 for professional and special services in the amount of \$152,700, what type of professional and special services are you using in this department?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, the bulk of that money, \$144,000, is for training on-the-job, a very specific program and it just happens that it is accounted for under this heading.

MR. NICKERSON: Mr. Chairman, to whom would this money be paid, this \$152,700?

DEPUTY COMMISSIONER PARKER: Largely it is paid to private industry for the training of northern residents.

THE CHAIRMAN (Mr. Stewart): Councillor Pearson.

Apprenticeship Programs For Native People

MR. PEARSON: Mr. Chairman, I am going to be as brief as I can because I have said it all before. Under the apprenticeship program, just reading the outline here in the entire paragraph there is not one reference to native people at all. It is my firm belief that one of the worst areas, or an area that this government has nothing to be proud of, is the lack of initiative on their part to provide apprenticeship programs for native people. The recent competitions held in Frobisher Bay for tradesmen, few positions I might add as there are available, several of those positions went to white men, southern Canadians who in my humble opinion certainly do not qualify in preference to native people under any circumstances. The native people who applied for those positions, because of the very high standards that this department has, the native people who applied were unable to qualify and in their stead southern Canadian immigrants, if you want to call them that, who have difficulty even speaking English were given the jobs. I think this is a disgrace. I think it is a territorial disgrace and as long as this prevails, the native people are getting less and less opportunity because the native people are becoming more unhappy and more and more disillusioned with the approach.

Of course, I suppose it all in one sense boils down to the lousy education they get, which does not prepare them to go out into the world and take on responsibilities of this sort and, of course, the residency clause. A motion that Mr. Wah-Shee at one time attempted to put before this house, which I wholeheartedly supported, would have prevented this kind of thing from

happening because it is quite possible for a southern Canadian to move into the Northwest Territories, drive a taxi for a couple of years or whatever it is, until he has been here long enough, and then apply for this great giveaway apprenticeship program which is some \$12,000 a year for the first year and ever increasing until it is up to some \$15,000 or \$16,000 over a period of four years.

Southern Canadians Dominating Trades

We are giving these opportunities to southern Canadians and I think it is a disgrace, apart from the fact there are so few apprenticeships available for northerners, for native people. There are so few apprenticeship positions available period, within the total program in this government, and the southern Canadian continues to dominate the trades in the North and will continue to do so for a long time to come.

You have southern Canadian tradesmen moving into the North with families of seven, eight, ten or 13 children and we have tradesmen living in Frobisher Bay with enormous families which this government is providing housing for and we must not only provide housing for them but also a desk in the school for all their kids and if this policy continues, then that is the way it is going to be. Contrary to the Deputy Commissioner's remarks that it is wrong, it is a fact.

There are very few native people engaged in trades and this is the outfit responsible, it has now switched to Economic Development and used to be under Education. It does not matter where you put it, the problem is still the same. There are communities in the Eastern Arctic who do not have any native apprentices at all, who do not have any native people in that community learning a trade, but there are white people in that community carrying out the functions that native people should be doing.

That is all I am going to say on the subject and I do not care if I get an answer, but those are the facts and that has been the same for the past five years I have been on this Council.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Pearson. Mr. Lyall. Pardon me, Mr. Deputy Commissioner, do you wish to reply?

DEPUTY COMMISSIONER PARKER: Well, I could lose my temper very easily but I think I will try and control it. We had gone over much of this earlier and I gave you a number of statistics and very much of what the Member has said is not true. The emphasis is not the way he puts it, people just entering the territories can not overnight become apprentices.

MR. PEARSON: I did not say that, Mr. Chairman.

DEPUTY COMMISSIONER PARKER: You said they might drive a taxi for two years and there might be some very honourable taxi drivers.

MR. PEARSON: I do not doubt that.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, the Deputy Commissioner has the floor.

Many Natives In Apprenticeship Positions.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, of the total of 76 apprenticeship positions that the territorial government has had in the past, 64 per cent of them were filled by native persons and that number is gradually increasing. We have adopted this program and you must appreciate that the apprenticeship program is a program that has national standards, it has to be recognized across the country or it will not work. It is a national program.

We have adapted it to the extent that we are able to accommodate people who do not have the normal educational requirements at the start of the program. We have adapted it so that people can spend as long as seven years in the program, if necessary, in order to get their apprenticeship, rather than just four years. I think on an over-all average of 64 per cent native people combined with 31 qualified Inuit tradesmen in the Eastern Arctic, is a pretty good mark, and I think that the Member's remarks, if I may say it, and I suppose I should not, but they are totally destructive to the program.

THE CHAIRMAN (Mr. Stewart): Councillor Lyall?

MR. LYALL: Mr. Chairman, I think the question I was going to ask was answered very clearly by Mr. Parker in his last remarks.

THE CHAIRMAN (Mr. Stewart): I am sorry, Councillor Lyall, I missed that comment. Did everyone else hear it? The Chair recognizes Councillor Nickerson.

Training Programs Are Equally Available To All People

MR. NICKERSON: Mr. Chairman, I think that Mr. Pearson's remarks are completely unfounded. I think the government is to be congratulated on what they have done in the field of training people in the Northwest Territories. Time and time again this Council has directed the administration not to administer programs on the basis of race, but to make them equally available for all people in the Northwest Territories and therefore this is exactly what they have done. They may have kind of bent over backwards a little bit to assist the indigenous population but there is no way that we can argue with the program, with what they have done, and there is no way we can criticize them for not bringing these programs to the various indigenous people and other people of the Northwest Territories.

I have talked and met a large number of people who have gone through these programs and I am satisfied that the government is doing everything possible and I dislike hearing Mr. Pearson's criticism, which is not valid in any way, on the various apprenticeship and training programs, and also on the education programs, because people have worked very hard towards them and are really trying to put a lot of effort into them under very difficult circumstances.

THE CHAIRMAN (Mr. Stewart): Councillor Pearson.

MR. PEARSON: Well, I am rather disappointed that I have to harp on this subject any longer, Mr. Chairman, so I request the department to produce the names of the apprentices currently in the Baffin region, their residency in the Northwest Territories, their ethnic background, but the current apprentices, the number of positions in the Baffin region.

THE CHAIRMAN (Mr. Stewart): Mr. Deputy Commissioner, you heard the request. When may we expect this information?

DEPUTY COMMISSIONER PARKER: We can make the information available to Mr. Pearson, but we would prefer not to table this information because the racial background of the applicants, by and large, is their business and much of this information is treated as confidential information.

THE CHAIRMAN (Mr. Stewart): Would that be satisfactory to you, Mr. Pearson?

MR. PEARSON: I know of what I speak, Mr. Chairman, but the previous speaker, Mr. Nickerson, obviously does not and so I would suggest that if the Deputy Commissioner will not table the information, then I will pass it on to Mr. Nickerson, or I suggest he go to Frobisher and examine for himself the situation.

THE CHAIRMAN (Mr. Stewart): As I understand the position of this information, it will be given to Councillor Pearson and Councillor Nickerson and not be tabled. Is that agreeable? Is it agreed?

---Agreed

MR. PEARSON: Nay.

THE CHAIRMAN (Mr. Stewart): Mr. Steen.

Co-op Managers

MR. STEEN: Thank you, Mr. Chairman. I have one question which I should have asked yesterday, but I think it is important enough to ask now, and I believe this could be asked in two questions and one is how many co-op managers do you have in the Northwest Territories and two, are they bonded?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, we believe that they are all bonded, but I will get the number and the answer to that in just a moment or two. Before we leave this department, or when you consider you are finished with this item, we do have some "B" level items to touch on.

THE CHAIRMAN (Mr. Stewart): Thank you. Do you have another question, Councillor Steen?

MR. STEEN: No, Mr. Chairman, it was asked at the same time.

Activity Memorandum - Activity 6029, Employment Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. Activity 6029, employment, in the amount of \$1,961,900, do we have agreement?

---Agreed

The "B" level program. Do you have the page, Mr. Deputy Commissioner?

DEPUTY COMMISSIONER PARKER: Yes, Mr. Chairman. It is page 17.

"B" Level O And M - Activity 6029, Employment

THE CHAIRMAN (Mr. Stewart): I direct the committee to page 17 at the back of your book in the "B" level. "B" level, employment, activity 6029, in the amount of \$541,000. An explanation, please, Mr. Deputy Commissioner?

DEPUTY COMMISSIONER PARKER: It is pretty well outlined in the text. We will be able with this money to expand the apprenticeship program which comes as a very great satisfaction to us and also the training on-the-job program.

THE CHAIRMAN (Mr. Stewart): Thank you. Any comments from the floor? Councillor Pearson.

MR. PEARSON: Well I am delighted to see that phrase at the bottom of the first paragraph, "primarily for native people", that is encouraging to see this department -- their conscience is obviously pricking them somewhere along the line under "B" level budget, under the pie in the sky budget, there is provision made for apprenticeship positions for native people. When you consider the 13 communities in the Eastern Arctic and the number of apprentices that the department refuses to table in that region in trades -- I am not talking about the house maintenance program or whatever they call it -- it may be under the "B" level budget. There is a God after all and we will get some of this gravy, so to speak.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, we did not refuse to table the number of apprentices in the Eastern Arctic. We said we preferred not to table the list of their names.

MR. PEARSON: For obvious reasons. That would have proven the point, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Thank you.

Training Of Native People

DEPUTY COMMISSIONER PARKER: Mr. Chairman, there is simply no question but what our apprenticeship program and training on-the-job program are largely oriented towards the training of native people who also happen to form the majority as residents of the Northwest Territories. There is just no question that that is our desire and that is what our thrust is.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Searle.

MR. SEARLE: Well, I have sat here now with Mr. Pearson, Mr. Chairman, for five years and my memory is very distinct. In each and every year he has said that every person working for the government should have an apprentice. I can recall those words distinctly. Therefore, this surely is the very thing that he has been calling upon the government to do, to expand their apprenticeship program. If this is not what is happening, I do not know. You know, give credit from time to time, I should think, where it is due. Surely this is the one occasion in this "B" level item, the apprenticeship program where we should say "Yes, you are responding to what the Council has asked for."

THE CHAIRMAN (Mr. Stewart): Councillor Nickerson.

MR. NICKERSON: If I might change the subject, at the risk of appearing very foolish, I wonder if the administration could explain again the difference between "A" and "B" level programs and when we are voting on "B" level programs, does that mean we are just authorizing the administration to spend the money for those particular programs but as yet they have not got the money?

Explanation Of "A" And "B" Level Programs

DEPUTY COMMISSIONER PARKER: Mr. Chairman, no. This "B" level is assured. We will get this money as of the 1st of April. The reason that we set this aside in a special presentation was that for years Council Members have asked us to place emphasis on certain programs and we have attempted to do so, but this is the first year that we have had a substantial amount

of money, nearly \$3 million, from the federal government, which is, we feel, in direct support of the things that the territorial Council Members have been asking for. For that reason then, rather than immediately fit it in with the rest of the budget so that it sort of disappears, we wanted you to be able to see exactly what this money was and what it was to be used for.

The second reason for it being set out separately is that we could not get confirmation of the "B" level money until after the start of the printing of the main estimates themselves. The definition of "A" level programs is that they are programs which are of a continuing nature but are to be increased only with an increase in the population served, or an increase because of the cost of some of the elements, perhaps the salary costs, or the heating of building costs, those kinds of things can be used to increase "A" level programs, but we can not under the definition of "A" level that we must abide by, we can not, for instance, add 20 more trainees to a program simply because we may see a need. That kind of money we have to win under the "B" level.

Interpretation Of Term "Native Northerner"

THE CHAIRMAN (Mr. Stewart): I wonder if the Chair might be permitted to ask a question of a technical nature? Would you advise me what the interpretation of the territorial government is relevant to the term "native northerners"? Would these be people born in the territories or is this on a race basis?

DEPUTY COMMISSIONER PARKER: I guess we have got a variety of definitions to suit the purpose at hand. If we say "native northerners", then frankly we do not beat around the bush. We are in fact referring to Inuit, Indian and Metis people. If we refer to "northerners" then there are again a variety of definitions and you can put the number of years of residency, the figures of four and five years have been used for different purposes in the past, but when we refer to "native northerners", that is exactly what we mean.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Nickerson.

MR. NICKERSON: I am rather disappointed, Mr. Chairman, to hear that explanation. When I saw the words "native northerners" I expected the dictionary definition which means people who were born in the territories. I know the government is putting emphasis on allowing indigenous people into various programs and I can kind of agree with that in a way, but not to the extent that they exclude people who are born in the Northwest Territories, who have grown up in the Northwest Territories and all their relatives are in the Northwest Territories and they do not want to leave here. I think that these people, regardless of their ethnic origin, should be treated exactly the same. I really can not condone this attitude on the part of the administration.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, just on a point of clarification. I am advised that when we are dealing with training on-the-job which is a specific program supported also by the federal Department of Manpower, our definition of "native northerner" includes all those persons who have lived in the Northwest Territories and have taken their schooling in the territories.

MR. NICKERSON: Thank you, Mr. Chairman. I am delighted to hear that explanation.

THE CHAIRMAN (Mr. Stewart): I liked that last one better than the first one too. Councillor Wah-Shee.

Emphasis Should Be On Aboriginal People

MR. WAH-SHEE: Mr. Chairman, may I say that I am disappointed. As far as I am concerned, I think the emphasis -- there is nothing wrong with emphasis being placed on the aboriginal people of the Northwest Territories. Every time we come up with the word "aboriginal" or "native" it always seems to be the impression that we are being racist or discriminating. I think it is a fact in the Northwest Territories that native people, particularly the aboriginal people, are pretty far down the scale in terms of managerial positions and having the skills to hold certain positions. When you look at the work force in the various positions

that are open in the territorial government as well as the federal government, you will find that natives are quite low down the scale in terms of the type of positions that they hold. I think that is a fact that we have to recognize. I think that if programs emphasize, put certain emphasis on aboriginal people, then I really do not see it as something discriminatory. I think the other non-native people have in most cases a better opportunity because basically with the type of educational system you have -- you have had education for how many years now? What is the end result? I disagree with the Honourable Member, my learned colleague Mr. Nickerson because of that, because I think that as far as I am concerned I recognize that there are Caucasians who reside in the Northwest Territories and we accept that. I think likewise that in the future I would not want to see this discussed in the manner that we are discriminating. I think there are certain groups of people who are behind and if that is the case, I think the emphasis has to be put to allow them the learning situation so they can eventually get out to be employed and acquire certain skills, etc. Thank you.

THE CHAIRMAN (Mr. Stewart): The hour is now coffee time and this committee will recess for 15 minutes.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and would the committee come back to order, please.

"B" Level 0 And M - Activity 6029, Employment

We are in the "B" level estimates on page 17, at the back of your book, employment, activity 6029 in the amount of \$541,000. Is it agreed?

---Agreed

We will turn then...

DEPUTY COMMISSIONER PARKER: Mr. Chairman. Page 18.

"B" Level 0 And M - Activity 6062, Industry And Commerce Agreed

THE CHAIRMAN (Mr. Stewart): I am sorry, we will progress to page 18 in the "B" level, industry and commerce, activity 6062, in the amount of \$175,000. Could we have a brief explanation please, Mr. Deputy Commissioner?

DEPUTY COMMISSIONER PARKER: Mr. Chairman, this money which we are delighted to have to put before you gives us a capability to respond to requests from various small businessmen, to be of assistance, perhaps to help them to contract for managerial assistance, perhaps to help them in the purchase of raw materials and a variety of things like that. It is really quite open because it is something quite new and we hope that existing and prospective business people in the territories will come forward. We have some projects of our own, some ideas of our own, of course, which can also be followed up with this money.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Steen.

MR. STEEN: Mr. Chairman, I am very pleased to see this in here. I was hoping -- and have been for many years -- hoping that a fund of this type could be set up for helping local business people or local business people who are unable at times to get working capital. So, I would like to compliment the department on setting this up.

THE CHAIRMAN (Mr. Stewart): Thank you.

MR. LYALL: Agreed.

THE CHAIRMAN (Mr. Stewart): Is it agreed? I have agreement on activity 6062 for \$175,000 in "B" level.

---Agreed

Activity Memorandum - Activity 6062, Industry And Commerce Agreed

I direct this committee's attention back to the main body of the estimates for Economic Development, to page 11.05. It is my intention to call for a vote on activity 6062, industry and commerce in the amount of \$4,650,000 and this will complete the Economic Development section of our budget with the understanding that the motion on the floor by Councillor Butters will be discussed on Monday. Do I have agreement to proceed in this manner? Councillor Nickerson.

MR. NICKERSON: I agree completely, Mr. Chairman. Before you adjourn the committee to report progress, I understand that the Honourable Minister of Social Development has some answers to some questions I asked when we were discussing that item and maybe he would like to present them now before we adjourn this committee.

THE CHAIRMAN (Mr. Stewart): I have that advice and was going to go to the Deputy Commissioner. Could you give me the answers you now have at hand?

DEPUTY COMMISSIONER PARKER: Thank you, Mr. Chairman. In response to the question on the number of managers of co-ops, there seem to be 42 co-op managers and now it seems that ten co-ops bond all their employees so we estimate that there is a total of 75 employees who are bonded. Co-ops not bonding their employees number 32. There is a bill before this house which would amend the Co-operatives Ordinance and one of the provisions of this bill would call for the bonding of co-op employees. That is certainly the direction in which we are going.

THE CHAIRMAN (Mr. Stewart): Thank you. Are there any further comments from the floor before I call the vote? Activity 6062 in the amount of \$4,650,000, are we agreed?

---Agreed

I understand that we are to proceed to Education and Mr. McCallum will be fielding the questions on this section.

Did you wish to call any advisers, Mr. McCallum?

MR. McCALLUM: Mr. Chairman, I will have the director of Education with me.

THE CHAIRMAN (Mr. Stewart): Councillor Nickerson.

MR. NICKERSON: Perhaps while we are waiting it would be an appropriate time for the Minister of Social Development to read into the record the questions I asked the other day.

MR. ERNERK: Mr. Chairman, I have some answers to questions which were asked during our discussion on the Department of Social Development the other day.

Now, to start off, with respect to child welfare under O and M, Mr. Chairman, this answer is with respect to your question. Mr. Stewart inquired as to the number of children resident in the Northwest Territories and indicated an interest in knowing the child welfare per capita cost compared with that of other jurisdictions.

According to federal health and welfare, the family allowance branch, a total of 19,425 children under the age of 18 years of age were in receipt of family allowances in January, 1976. A general breakdown of age is as follows: One to six years, \$6873; between the ages of six and 12, \$6918; between the ages of 12 and 16, \$4065; between the ages of 16 and 18, \$1569.

Mr. Chairman, these answers are quite lengthy and shall I continue?

THE CHAIRMAN (Mr. Stewart): As far as I am concerned, the information I requested has been satisfied, but perhaps the other Members of the committee might like to have it read into the record.

MR. PEARSON: Agreed.

THE CHAIRMAN (Mr. Stewart): Do you wish it read into the record?

---Agreed

Continue then.

MR. ERNERK: Thank you, Mr. Chairman. The total I just mentioned relates to an estimated 51 per cent indicated in population projections of the Northwest Territories to 1981 produced by the Department of Indian Affairs and Northern Development in November of 1973.

Problems In Obtaining Comparative Figures

Although we have endeavoured to obtain comparative figures from natural resource persons, we have been unable to do so due to several major problems: One, variations in age and age of group involved. The maximum age when a person is no longer considered a child varies from one jurisdiction to another. Therefore, information made available is for different segments of the population. For example, a child as defined in the Northwest Territories' Child Welfare Ordinance is a person under the age of 16 years. In Alberta a child means a boy or a girl under the age of 18 years. Ages vary across Canada from 16, 17 to 18 years in provincial statutes.

Two, variations in scope of services provided. Legislation and programs have been developed to meet the needs of the persons served and conform to local conditions. In the Northwest Territories children committed under the federal Juvenile Delinquents Act are given to child welfare and have access to the full range of services. The situation is the same in Newfoundland as we have found we can best serve children through the development of unco-ordinated service. However, in many of the provinces the child welfare and juvenile services are separate by statute, administration and service so, again, valid comparisons would be extremely difficult.

N.W.T. Has Access To Professional Services

As you are well aware, we are in a unique position in the Northwest Territories when one considers distance and cost to gain access to special professional services. Also our society being in a period of transition has tremendous pressures upon it and has not as yet had the opportunity to build public community support systems which are so essential in the South, that is, homemakers, organized recreation, the Victorian Order of Nurses, Young Men's Christian Association, The Canadian Mental Health Association.

Now, going on to social assistance. On February 4th, Councillor Butters made an inquiry concerning the frequency with which vagrants and transients are repatriated by the department and whether an increase in numbers of transients with similar problems is anticipated. In the last 12 months, seven transients were repatriated from Inuvik, two from Fort Simpson, 50 from Yellowknife and 69 from Hay River. The incidence of problems with transients is strongly related to the ease of access to a given community and the perception that economic opportunities are available. The department believes that extensions and improvements to the highway system as well as increased economic activity will have the effect of escalating problems of this type. The potential extent of the problem as well as preventive and remedial measures which might be taken are currently being assessed through the department's participation in the Mackenzie Delta regional plan.

Going on to Mr. Nickerson's questions, on the Child Welfare Ordinance, or child welfare, activity 4043. With respect to personnel, number one, increase in salaries over 1974-75, actual cost is \$700,988. The transfer to activity 4044, with respect to persons employed at Akudlik transient centre and Akudlik is a small community between Fort Churchill and Churchill, Manitoba, but Akudlik transient centre 1974-75 actual, there were five positions at a cost of \$42,630. We came up with a total of \$638,358.

New Positions Established In Receiving Homes

Now, new positions established in receiving homes at Fort Smith, Hay River, Yellowknife and Inuvik to provide sufficient staff to ensure 24 hour coverage by at least two people. This additional staff was required to comply with the fire marshal's recommendation for 20 full and part time positions. The cost of these positions is partly funded by transfer of funds from casual wages. In the year 1975-76, the wage increase was approximately 13 per cent.

Mr. Chairman, I wonder if I could just get a clarification from one of my officials on this and if I could get back to you in a few minutes?

THE CHAIRMAN (Mr. Stewart): Certainly, Councillor. While Mr. Ernerk is gathering that information I might ask Mr. McCallum if it is your intention to give us a rundown prior to going through this?

MR. McCALLUM: Mr. Chairman, I think that what I would do is maybe just say a few opening remarks and then go from there. I would say as well, as a reminder, that we have two items at the "B" level on pages 19 and 20 of the "B" level budget, so when we are dealing with the Education budget, we would also be involved with these two.

THE CHAIRMAN (Mr. Stewart): Thank you very much. Councillor Ernerk.

MR. ERNERK: Mr. Chairman, I am wondering, since this is quite a lengthy one, if it is possible to distribute a copy of this particular one to all of the Members here?

THE CHAIRMAN (Mr. Stewart): Agreed?

---Agreed

We will accept distribution. Does this then conclude Social Development, Councillor Ernerk?

MR. ERNERK: Yes, Mr. Chairman.

Education, Program Memorandum

THE CHAIRMAN (Mr. Stewart): Thank you. I direct this committee's attention to page 12.01 program Education, program memorandum. Councillor McCallum.

MR. McCALLUM: Mr. Chairman, before I begin, may I have the director of Education, Mr. Macpherson come in and be seated with me?

THE CHAIRMAN (Mr. Stewart): Request for Mr. Macpherson to come before this committee, are we agreed?

---Agreed

MR. McCALLUM: At the outset, Mr. Chairman, I would like to review, if I may, some of the comments that were made at this Council's standing committee meeting on finance and suggest to you that this department has received no cutbacks this year and has indeed been able to gain "B" level moneys for two programs that this Council directed it should pursue, those being in the areas of guidance services and increase in cultural inclusion funds for the various schools under the department's jurisdiction.

As well, the department has been able to support the inclusion of the Social Development program as well as the Economic Development program in the areas of day care and apprenticeship on-the-job training moneys. The Education budget this year is approximately \$37.5 million, or roughly 18.4 per cent of the total budget. I would like to see it increased in terms of, as with all other budgets, the people programs, as I am sure this Council would as well.

Concern In The Area Of Capital Financing

There are, Mr. Chairman, a few concerns that I have over the budget and the direction Council wants to move in as regards Education. One of the biggest concerns is in the area of capital financing. In the next three or four years in our forecasting we have received many requests as regards the construction of new schools and various facilities in those schools, such as shop areas and gymnasiums. This government and the department will be looking at scheduling, a better means of scheduling these expenditures of capital moneys.

I believe as well that there is concern over the implications of implementing the proposed Education Ordinance as it affects local school authorities because the department will have to give its support and assistance to these local community school authorities in setting up and helping them carry out their particular duties and to do the things that they want to do.

Curriculum matters are also of concern as this department tries to address itself to the questions that local communities raise with regard to curriculum and trying to make the curriculum applicable to all people at all times in all places. As well, the troubled times that we live in and the difficulties we have in forecasting our enrolments are of concern.

We look at our school forecasts, enrolment forecasts which are based upon speculative growth and the realized figures that we encounter do not match this kind of forecasting. It is a very difficult exercise. At the same time we must attempt to meet the need expressed by communities for the extension of grades in communities as well as the construction, as I have indicated previously, of new schools and facilities.

Budget Increased To Meet Needs Of Inflation

Our O and M budget has increased primarily to meet inflationary needs, but also we have been able to have interdepartmental committee recognize the need for establishing a new base. Our higher education costs are enormous and we are in competition with the federal government and their Canada Manpower rates. The federal government has applied Canada Manpower rates to the

assistance of higher education and have missed the whole point of the Canada Manpower rates. Manpower rates were not developed as a means of assistance basically to university or technical students, but primarily to allow people who have been out of school or married with families to pursue further training and/or education.

There are other concerns in terms of higher education and, if we are to be serious about the direction that we want higher education to go, this Council, in its future meetings, must direct its attention to sound funding and press for this funding in order to make our higher education work and help it to realize the point to which we would like to see it go. I think, Mr. Chairman, those are the basic opening remarks that I would make and we may be able to go from there.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor McCallum. The Chair recognizes Councillor Searle.

Time Of Presentation Of Education Ordinance

MR. SEARLE: I have essentially at this point in time three areas of interest that affect Yellowknife in particular. The first one, with respect to the Education Ordinance, Mr. Chairman, I am wondering if Mr. McCallum can let us know where that is at, when we might expect it to be presented to this Council?

MR. McCALLUM: Mr. Chairman, the Education Ordinance is now being drafted in rough form with the department of legal services and we have people from the department working towards its draft. I would expect and trust that we would be able to present this ordinance to Council in the May session.

THE CHAIRMAN (Mr. Stewart): Thank you. Mr. Searle.

MR. SEARLE: I take it then that the process of consultation that was to have been undertaken has been undertaken and has been completed?

MR. McCALLUM: That is correct.

THE CHAIRMAN (Mr. Stewart): Thank you.

MR. SEARLE: Will the ordinance, Mr. Chairman, once it is drafted by the legal people, will that ordinance then be circulated back out before it is brought before this house?

MR. McCALLUM: The ordinance, Mr. Chairman, we would hope, in order to meet the federal guidelines for legislation, we would hope that we would be able to get it to Ottawa in draft form by the third week of this month. As regards giving it back to the various organizations for their perusal, I would anticipate that we would be able to pass it at least to Members of Council who then would be able to do what they want, notwithstanding the fact that it is a draft and we will be discussing it here at Council.

MR. SEARLE: You see, Mr. Chairman, what I am concerned with basically and I may as well put it on the table, and that is this: consultation is tremendous and obviously in the course of that there will be views expressed which vary and then in the final analysis someone has to make that judgment that we are going to go in this direction or in that direction. The bill presumably, then, reflects who made that judgment. Certainly the school districts would be interested to know, I am sure, how many and, indeed, if any of their various recommendations have been accepted by the department. You really do not know that until you see that final draft.

School Districts Should See Final Drafts

For my part, I know these points were raised. There were many of them raised by the school districts with respect to the previous draft and I, for one, would be unwilling to see the bill pass until its final draft form has been seen by these people, not that I am suggesting for a moment, Mr. Chairman, that everything everybody suggests should be in the bill, but I just want to make sure that they know which of their recommendations we are accepting and which we are not. You know, this is why. I think what Mr. McCallum says assures me that there will be opportunity for us to do that.

That is really all I had on the Education Ordinance. The second area of inquiry I have, Mr. Chairman, if I can continue, is the question of the higher education grants. There has been some talk of a review of the basis on which grants will be made, a review that might bring into question the matter of need and not just automatically granting, giving grant money to just anybody who applies, but making sure that the student really needs the money. I am wondering, first of all, if such a review is being undertaken or has been undertaken, and if it has what the result is?

MR. McCALLUM: Mr. Chairman, if I may reply first to the comments that Councillor Searle made regarding the legislation, I think that his remarks are quite correct, it is a government piece of legislation, attempting to reconcile the very concerns of those groups who are interested in the Education Ordinance.

At the same time I do recognize that somewhere along the line, in its development, one must then come to or arrange a kind of consensus, that it will be a piece of government legislation that will reflect, hopefully, the consensus of views. We would then be able to give this to Council Members who can then read it and when it comes into discussion at this house it can then be ratified, modified or anything else.

Higher Education Grants

As regards higher education grants, what we are attempting to do here would be to try and move away, or rather move towards if you like, the amounts of money that are being paid by the federal government in Manpower rates. At the present time we are giving \$35 a week to university students and \$43 to students who are taking technical vocational education. The Manpower rates, the rates that apply to those students who come under the concern, if you like, of the federal government at the present time are \$68 a week.

It is the department's view, as well as the administration's view, that this is possibly quite generous, but we would see the need to attempt to increase our own towards this figure on Manpower rates. We have looked at the total picture of assistance to higher education, we have an in-department review that involves other departments, specifically the Department of Planning and Program Evaluation, but it is not as yet completed. We are simply gathering some data on it. I do not think we would be involved in a means test because the territorial government, unlike the provinces, pays very little money in terms of higher education, we do not have higher educational institutions.

Two Years Residency Clause

We have, as well, a two years residency clause for the granting of this assistance. What we would be attempting to do is reconcile the discrimination between territorial students and others in terms of being given assistance at outside institutions. We have this money, as I indicated earlier, in the estimates, to try and increase this fund. So, basically, Mr. Chairman, in answer to Councillor Searle's question, we are having an in-departmental review on it, not with the idea of restricting, not with the idea of making it more difficult, but taking into account the direction we feel this Council wants to take, to have more people avail themselves of this kind of assistance.

THE CHAIRMAN (Mr. Stewart): Thank you. Mr. Searle.

MR. SEARLE: My apologies to other Members on going on at such length but this is an area that interests me and I only have a couple more questions. Getting back to the business of higher education, are we experiencing yet any universities that are charging a certain tuition rate for their own provincial resident students, and a different and higher rate for students who are from out of the province? Are there any universities in Canada doing that?

MR. McCALLUM: Basically, Mr. Chairman, no, we are not. The greatest number of our students who go to outside institutions of higher learning, go to Alberta. I think that is because of the population, the way the population is divided in the Northwest Territories, but Alberta institutions do not charge the territories any more money than they do students from that particular province. Some technical institutions have attempted to do this, and I think in the past year there was one junior college that attempted, or were going to charge higher rates for northern students, but we were able to reconcile this difference with this particular institution.

MR. SEARLE: Mr. Chairman, the reason I raise that is because I am on the senate of the University of Alberta, and at a recent meeting this matter was discussed; of, in effect a two-price system, a lower tuition being paid by Albertans, in fact the present tuition, and a much higher tuition charged out-of-province people, simply because it is so highly subsidized by the province of Alberta. I do not think they have yet instituted that, but it is in the discussion stage and I think it is coming.

N.W.T. Residents Included In Definition

The important thing for us, however, is that the senate has agreed, in the definition of Alberta residents, to include residents of the Northwest Territories, and hence, we do not have anything to worry about from the University of Alberta. Now, as happy a situation as that may well be, my concern is that it would not be restricted to the University of Alberta, and if -- and this of course could well happen -- if other universities adopted that same two-price system, and of course did not, as they obviously all would, include us as residents of that province.

MR. McCALLUM: Mr. Chairman, the department and this government have enjoyed in the past a very good relationship with the department of education, or the department of higher education of Alberta, and I would trust that with Mr. Searle on the board of governors of the University of Alberta...

MR. SEARLE: The senate.

Fees Increased At Eastern Universities.

MR. McCALLUM: ...Or the senate, rather, I am sure he will make sure we are well represented and not allow that to happen with that institution. If in fact it does happen with other institutions and other universities, then quite obviously we are going to have to attempt to work out something with them. We would hope it did not occur, but we would have to pay greater amounts of money. The fees at the University of Alberta have not increased greatly and we have been allowing approximately \$450 per year. There are some universities in eastern Canada that have increased their fees, but we have a very small representation at some of these universities, maybe for the better or for the worse.

MR. SEARLE: Mr. Chairman, that brings me to my last area of inquiry, and that is with respect to the 25 per cent operating and maintenance contribution made to school districts. It appears to me that we are slowly getting into the situation where everybody feels it is a good thing to have school boards, school districts, everywhere, so that there can be local input, regardless of the tax base of the community for the educational institutions in the various settlements. Rae-Edzo, of course, is an example of this. I believe we are going to see this extended. I applaud that sort of move, I think it is a good move. However, are we going to continue to require Yellowknife to pay 25 per cent of its costs when every other place presumably will not have that requirement? I appreciate the argument that perhaps you should tax where people can afford to pay, but we know, living here in Yellowknife, that things are pretty expensive. So I would just like to know if the 25 per cent contribution for Yellowknife, and Yellowknife only, at that level, and I appreciate there is a tax contribution, say, at Hay River but it is not on the same basis, but on a different basis -- and I suspect you will want that reviewed too -- but will there be a review of this at the time you start enlarging and bringing, in effect, other school boards into existence without any contribution?

THE CHAIRMAN (Mr. Stewart): Councillor McCallum.

Tax Base Being Examined

MR. McCALLUM: Mr. Chairman, we have this concern about the ability of people to pay for education, not only in the tax based municipalities, but also in the other municipalities where there is not a tax base. The department is looking at this whole question of the educational levy, and has already met with the Department of Local Government and the Association of Municipalities in the Northwest Territories in an attempt to look at alternative methods of levying educational tax.

At the same time, in some municipalities, or maybe in more than some, the present mill rate of 15 does in fact come close to, if not more than, 25 per cent of the amount of money spent in that particular municipality for operating and maintaining the schools. The proposed Education Ordinance will be an attempt as well to reconcile this whole question in terms of school districts as opposed to varying kinds of local school authorities.

As I indicated, there are proposals within the department, not only questioning the whole process of the grants given school districts in terms of the operations and maintenance money as well as the capital, but we are presently looking into that as a departmental review, and this review would address itself to the concerns that Councillor Searle has raised.

MR. SEARLE: Finally, Mr. Chairman, my last question. I saved the best for the last.

MR. McCALLUM: Thank you.

Sir John Franklin School

MR. SEARLE: Sir John Franklin school and the matter of a school board for that particular institution. We know the position taken by the local school district that they could and should have that school within and under their jurisdiction. The reply to date has been negative for, I think, probably a very good reason and that is that that school services not just children of the people of Yellowknife but as well children who come from the Arctic coast and other places taking both high school and vocational training. Is it not, therefore, Mr. McCallum, simply a matter, for example, of adding to, say, the public school board here in Yellowknife, native representation to make sure of the needs of the native children, because that is essentially what we are talking about coming from the Arctic coast, that their needs, cultural needs and their wishes and their aspirations are properly and fairly considered by what would otherwise be a totally sort of European white school district? Would that not go some ways to bringing local input into that very large institution?

THE CHAIRMAN (Mr. Stewart): Councillor McCallum.

MR. MCCALLUM: Mr. Chairman, you will recall that Councillor Nickerson raised this question as Question W14-58 and in the return to that question I indicated that presently there are discussions being held between interested parents and members of the school staff committee with a view towards establishing an advisory group for Sir John Franklin school. I also indicated that these parents of students who are attending Sir John Franklin school will be kept informed and will be notified by written communication from Sir John Franklin school on the results of this investigation and the setting up of a possible organizational meeting.

Advisory Board Suggested

The Councillor is quite correct in suggesting that Sir John Franklin school not only provides educational services for some of the senior high school students of Yellowknife, but also for a number of students from other areas of the North and, as such, is regarded by the government and the department as a regional high school and, therefore, to turn the school and the operation or all phases of it over to a school board at this time -- I realize full well that is not what the Member is suggesting -- would be a little too premature. Nevertheless, we are prepared to help establish a form of advisory board that would not only look after the interests of the Yellowknife students, but as well students from other communities.

THE CHAIRMAN (Mr. Stewart): Thank you. Are you finished, Councillor Searle?

MR. SEARLE: I am sure you will be pleased to know that I am, finally.

THE CHAIRMAN (Mr. Stewart): I am pleased to note that you had three final last questions, by the way. Councillor Butters.

MR. BUTTERS: Mr. Chairman, when I signified my interest in speaking I was going to comment on the Education Ordinance, but I will reserve that comment for the subsection on schools.

I do wish to make what may be more a general statement than a question. While I realize everything must have a stop, it seems to me that 18.4 per cent of our budget is not enough to invest in the one department that is producing the people who will solve our problems. The Department of Education, I suggest, has been inadequately funded in accordance with the needs. Mr. Pearson cringes and groans but I repeat, it has been inadequately funded for our needs for the past three years.

In the summer I mentioned Tunisia. I said that Tunisia, a country of the third world, an underdeveloped country, is spending 50 per cent of its budget on education. It does not have jobs for these people. It is training technicians. It is training professional people because it believes in its people. It believes there will be job opportunities and business opportunities and professional opportunities for the products of its schools. We in the Northwest Territories, also an underdeveloped country, suggested by some also to be part of the third world, are spending a measly 18.4 per cent on our education budget.

Native People Lack Expertise

You know, there are many opportunities for the people of the North. I can recollect three years ago I think it was, when I tabled in this house the verbatim transcript of an interview that took place between my colleague Councillor Wah-Shee and Mr. Peter Gzowski. Paraphrasing Mr. Wah-Shee's remarks I remember him saying then that he had no concern that the legitimate claims of the native people of the North would not be resolved and settled by the Government of Canada. What he was concerned about, as I recollect, was that the people of the North and especially the native people of the North would be able to manage the results of that settlement.

His concern, I think, is a most valid one. Many of the native organizations now are relying on whites to provide the expertise. In the headquarters of some native organizations you go in and look at white faces. I have got nothing against the white man, but I think that native organizations are employing the whites because there are no native people trained for these positions. There are no native people trained for these positions because the Department of Education of the Northwest Territories has not seen them trained. I tell you the land claims of the native people for the next 20 years will be continued to be managed and administered by whites, unless we start ensuring that native people get the training and the expertise to manage the land areas that will be theirs, the finances that will be theirs and everything else.

Alaskan Natives Preyed Upon

The Alaskan native people are having a very grievous time of this right now. White men are coming into Alaska and preying on the Alaskan native. They are called "white money hunters". When I was in Alaska recently, I was informed, "I am working for the native organizations now as a lawyer and I am going to take as much money off the government as I can for the native organizations. When I have done that, I will turn around and take it off the native organizations." He has got a job for life.

I am saying it is not right that we are not training, through our Department of Education, the native people, to manage their own affairs in this whole area of land claims. I say Mr. Wah-Shee's comment of three years ago was most aware, most futuristic. Too, there are other opportunities -- northern careers; Mr. Chrétien said five or six years ago 70 per cent of northern people should be employed in the Government of the Northwest Territories. Mr. Pearson has been one of the strong exponents of this, of training positions. Get the people involved. We have not done it. We are looking at 60 or 80. The opportunities are there in government, at the federal level, at the territorial level and at the municipal level. The Department of Education has the responsibility to produce these people.

Also we have not even looked at economic development, petroleum development. I point out to you that while we hear about the multinationals being run from the United States and dominated by Americans who are taking away our country and selling us down the river, you and I have met these representatives of these so-called American companies. Mr. Stoik, just recently appointed president of Gulf Oil Canada Ltd., is a Canadian.

Middle Management Education Needed

The people who at the present time are running middle management positions are former stubble jumpers. They come from the prairies. They got their education in that little red school-house. Now they are middle management. There is no way you can create instant middle managers but our system must seek to do this. Our system that will do this is in the Department of Education. It is serious because there are right now, there are between 5000 and 7000 people between 15 and 25 years of age who are not going to go back to the land.

The whole island on which Sachs Harbour sits, an island about 24,000 square miles in size, 4000 square miles smaller than the province of Nova Scotia, is giving an adequate living to about 16 or 18 full time trappers. What are we going to do with 5000 or 7000 people on the land? Some, yes. For those people who choose the land there should be assistance and there should be incentives for them, but for those people who do not wish to go that way there should be other alternatives. It is your department, Mr. Minister, that offers those avenues and those alternatives.

THE CHAIRMAN (Mr. Stewart): You are going a little too fast, Councillor Butters.

MR. BUTTERS: On this Council we have a man who reminds me in a way of Martin Luther King who says "I have a dream" and that is Mr. Lafferty who is not here today. "I have a dream", and he talks about how when a person is sick he goes to an Indian and an Indian cures him or does the operation and he is saying: "Why can not an Indian be a brain surgeon?" When you climb on Pacific Western Airlines and you look in the cockpit and see that the man who flies that airplane is an Eskimo: "Why should not that man be an Eskimo?" says Mr. Lafferty. Why should he not be? I know a young doctor who is the senior resident surgeon in the University Hospital of Edmonton. He is an Eskimo. I know another young man who would have been flying the skies for Canadian Pacific Airlines as second captain, were it not for a medical problem.

Tribute To Education System Of The Past

These people have been produced in the past. They have been produced by the educational system of the Northwest Territories too. These men I am talking about are products of this system. No, unfortunately, you or I nor past Councils can not take credit for the fact that these men are occupying those positions today. The decisions that were made to enable these people to have those opportunities were made 10 or 15 years ago, decisions that educated my colleague on my left, Mr. Wah-Shee, an excellent product of our school system. I do not wish to embarrass him but he was an honour student in our school system who sits on this Council and represents his people ably and well. My colleague to the right also representative of our school system who likewise -- I recall Reverend Holman who left the country last year after many years of service to education in the North spoke highly and glowingly of Mr. Lyall and the fact that he was a Member of the Council of the Northwest Territories. I think that this gave the Holmans as much pleasure and satisfaction as it has given to Mr. Lyall.

The Minister of Social Development is another, one of the first Ministers of the Government of the Northwest Territories, a product of our school system. However, as I say, I do not think that we can be too proud of that. I think that our education system is in dire straits, and I do not blame it entirely on what we may decide, or have decided here.

THE CHAIRMAN (Mr. Stewart): Mr. Butters, again slow down.

Important Things In Education Neglected

MR. BUTTERS: Slow down. Again I do not blame it on decisions made by this body. Recently I believe I heard that 37 per cent of the first year students at the University of British Columbia can not speak English. They have to be taught the language, they have to be taught their mother tongue. Part of the problem too I feel has been a lack of direction on the part of past Councils. I was a Member of the last Council, I accept the responsibility for not sitting and having the guts to give the Department of Education the direction that is required or needed in many areas. Mr. Pearson can not remember this but he sat on that Council too and we talked through many budgets but we did not get down to the important things in education.

MR. PEARSON: We asked for a new ordinance.

MR. BUTTERS: One of the problems I feel is what we call cultural inclusion. Cultural inclusion is a tokenism.

MR. PEARSON: Hear, hear!

MR. BUTTERS: Cultural inclusion has not recognized what is really required. We have not even defined culture. I would suggest to you that if culture is everything we use and are, that the main thing that is left to the people of the North in the form of culture is their language. That is about all they have left. But we did not suggest, as was recommended to us by the Department of Education four years ago, that we ensure that the mother tongue be taught in the first two or three years. We did not move to develop instructors to ensure that the language was spoken. As I mentioned to colleagues they could be bilingual or trilingual. There is a man I know who went to the old mission school and he is trilingual even quadrilingual. But we have not moved in that area.

Another problem that has affected us, I think, is the land claims settlement. I think that many native people have been misadvised and expecting out of the land claims settlement some new life. That there is a great land claim settlement in the sky and they do not have to work any more and it will be easy living. That it will come to them because they are natives, because they are aboriginal and their rights were taken away. That they want those rights returned and they will get them. That the government owes them a living for the rest of their lives. I do not say that is in all peoples' minds, but there is a danger. I say that nothing comes easy in this world. The doctor I talked about did not just become a doctor. It was not given to him. He worked hard for that.

Growing Racism In Schools

Another thing I notice taking place in our schools is growing racism and I associate this with the land claims situation also because people have been separated, natives versus whites. The whites are seemingly against the land claims and the native for land claims and this situation is being found in the junior grades, 1, 2, 3, 4, 5 and 6, and it comes from the homes. It is not native racism or white racism. It is just racism. I can recall a few years ago we looked at our schools and said these are the product of our schools, these young people, the product of our schools, and they might be the ones who will overcome bigotry and intolerance, and I had great hopes for that occurring but I wonder now, I wonder.

Problem With Education Training Program

I think, too, there is a problem that the education training program developed by the Northwest Territories has not really developed teachers in the numbers it would wish. Yet I feel there are tensions in settlements in the North and that it is increasingly more difficult to encourage teachers to move into the small settlements, where there is frustration, where there is anger. The people in the small settlements need skilled and qualified people to give them that first important start in study habits and to encourage them to look further, look beyond their settlement and look to the opportunities that exist for them.

In closing I just wish to say that I think that our education system has many problems financially and in staffing, philosophy, and I think that this Council must address ourselves to these problems and these opportunities in the very immediate future.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Butters. Mr. McCallum, do you have any remarks in response to the last speaker?

MR. McCALLUM: Mr. Chairman, I would like to make a couple of comments. I appreciate the concern that Councillor Butters has in terms of the areas he referred to. I could not agree with him more in terms of getting the funds to make this educational system work the way we want it to. I think that we must first and foremost recognize the fact that the educational system, the formal educational system from kindergarten through to the end of high school, is not a system that educates to create employment. It educates to help the student prepare for employment. The educational system, not only in the North but across the country in the North American society, has answered and it has answered, this kind of request, or attempted to, because this is the kind of thing that was foisted upon it.

Employment Simulated Experiences In Curriculum

We have now in our curriculum, employment simulated experiences, and that sounds like a lot of big words, but it is an attempt to get away from what some of us knew to be the only kind of technical training we had, called manual training, and that was, you got a piece of board and you planed it true and straight and made little knickknacks out of it, but society wanted more than that. They wanted to return to the work ethic and then on the other hand, they provided all kinds of social assistance.

Society wanted the school to get involved with religion. We have the clergymen concerned with the land claims. Society wanted education to help develop the moral fibre of the students and the church abdicated the responsibility. Society told the schools to guide and familiarize its students with their sexual role in society, and the family reneged on its responsibility. On the one hand we are asked to make sure that the students know the basic three "R's", if you like, but then society says no, not just the basic three "R's", we want the moral fibre, the religion, the sex, the work experiences, all in schools. If you want or if we want, or if society wants the schools to do this, then you have to pay more than simply lip service to this total concept of education, you have to provide the funds, not only to get the human resources, but to get the physical resources as well.

Schools Do Not Promote Racism

Now it may be that cultural inclusion, as we recognize it, is tokenism, but again that is a direct response from the people in communities, from people on this Council. I would not like to leave Mr. Butters' remarks and I do not think he intended them to be such, but just in case it does come out, I would not want to see the school being pinned down as a source that would foster racism. I agree that we do get more and more of it, but it comes from without the school. These are some of the things that the family must take some responsibility for and some of the other institutions in our society must take the responsibility for. Schools do not promote racism.

MR. BUTTERS: I never said that, sir.

MR. McCALLUM: I just wanted to make sure that no one misinterpreted Councillor Butters' remarks saying that, but I agree that it moves into the schools and I am not suggesting in any way that Councillor Butters said that, I simply stated at the beginning that I would not want his remarks to be misinterpreted by anybody.

I think it is getting increasingly difficult to attract people to come in but we are attempting, through the teacher education program, through the classroom assistance program, to get people involved with education but we are in competition for these people, for our graduate students, who take not only positions with the federal government for their employment, but the territorial government and its other departments, the oil companies and the native organizations. There are other departments in government that recognize it is very difficult to retain the people in their respective departments.

Native Teachers In Schools.

Right now we have a small number of native teachers, teachers who are fluent in not only English but in their own native tongue. in the schools. We attempt to get more and have attempted since the inception of this program. We have approximately 125 classroom assistants and we would hope to get more. There are programs going on now that are training students to become classroom assistants and that is not just the end goal. We would like to see these people go into full time teaching but it becomes very difficult to retain them at the price we can pay these teachers when they are offered \$20,000 to work with an oil company or work in another department, either at the federal or territorial level, or with the native organizations.

I appreciate the remarks that Councillor Butters made and I could not argue with him basically that we need money. Give us the money and we will do the job with it.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor McCallum. Any more remarks of a general nature? Councillor Pearson.

MR. PEARSON: Mr. Chairman, I sat here listening to the views of my colleagues and of Mr. McCallum, and I have a lot to say about education, as always, and I am a little annoyed at Mr. Butters' comment that the previous Council had no input or very little input into education.

MR. BUTTERS: I did not say that either, sir.

MR. PEARSON: It certainly sounded like that, Mr. Butters. The last Council did, I think, make a fair contribution and I think the last Council in fact made quite a big contribution and seems to have changed some of the thinking of the red necks in that Department of Education. It has softened their approach to the native people to some degree. It was the last Council which brought about the ordinance asking for a complete revision of the Education Ordinance, so I think we did accomplish a few things. However, I was alarmed to hear Mr. McCallum ask for more money for this department.

MR. BUTTERS: Shame.

MR. PEARSON: The sum of \$37 million for education in the Northwest Territories. Education is not facilities, buildings, white elephants, that is not education. Education is a process between two people. It is a dialogue that is established between the teacher and the student. It is not the magnificence of a plastic building sitting on top of a hill or some other structure, it is a very close, personal relationship between two human beings.

We have these mausoleums, white elephants, call them what you will, spread out all over the Northwest Territories that have cost hundreds of millions of dollars in total. It seems the bigger and the better the structure is, the worst quality, the poorer the quality of the education that comes out of the end of the assembly line. Mr. Butters himself contradicted this view that he holds when he pointed out so lucidly that the middle management and senior management of the oil companies of this country started their careers in the little red schoolhouses. That is the trouble with this organization; it does not have any little red schoolhouses. It has great, big white plastic ones, figuratively speaking.

Gordon Robertson Education Centre Graduates

I would like to quote some figures from one of these white plastic mausoleums. The Gordon Robertson Education Centre at Frobisher Bay, the graduates from the institution in 1972, diploma, one, matriculation, two. Total, three. In 1973, diploma, two. Matriculation, four. Total, six. In 1974, diploma, five. Matriculation, two. Total, seven. In 1975, diploma, two. Matriculation, three. Total, five. Total students enrolled in matriculation flow, and I will go over these very quickly, in 1972, two. In 1973, six. In 1974, two. In 1975, six. It is interesting to note that in the 1975 figure of six we find three of whom were native but did not complete the courses. No native students received senior matriculation during the period 1972 to 1975. Of the 20 students who have graduated from the plastic multimillion dollar mausoleum called GREC, ten went to university, none were natives. Two went to Southern Alberta Institute of Technology (SAIT), one went to Northern Alberta Institute of Technology (NAIT), one went to Mount Royal College, one went to DeVries Institute, one went to Canadian Broadcasting Corporation in Ottawa, one is working in Yellowknife, one is working in Fort Smith and one is working in New Brunswick. That is your little plastic million dollar facility for you. So, I repeat, it is not the structures we are looking at, but what goes on inside the buildings, the dialogue that is developed and established between the teacher and the student.

Concerning White Teachers

Mr. Butters talked of Tunisia and the tremendous amount of money being spent on education in that country, but there is a difference. The people who live in Tunisia are Tunisians and

the teachers who live in Tunisia are Tunisians. The teachers who teach the Israeli children are Jews. The teachers who teach the Chinese children are Chinese, but the teachers who teach the Eskimos are white, English speaking people who insist that the Eskimo people and the Eskimo children speak English and that, my friends, is the problem with education in the North today. That is where the thing falls apart.

That is the basic fundamental reason for the problem and that, believe me, unless it is solved will continue to produce the kind of education in the Northwest Territories for native people that they have been receiving, the native people have been receiving in southern Canada for 200 years, not just 20 years that the education has existed in Frobisher Bay, but for 200 years that it has existed in southern Canada. Where are the native people in Canada? Where are the Indian people in southern Canada today? What have they accomplished? How many of them have ever made it? How many of the native people have ever made it in the North, have ever got through this dreadful deculturization process of so-called education?

Mr. McCallum says we inherited this -- I do not think he used the word "mess" -- we inherited this process from Uncle Sam in Ottawa. Big brother down there in a generous approach to the North many years ago established the formula and it is my deepest regret that Councillor Evaluarjuk is not here today because he put his finger on the problem the other day when he said: "We were quite happy living out in our camps. We were quite happy living in the old traditional ways in Igloolik. You people came into Igloolik and built a school there and said it was compulsory for our children to attend school, so you had better get them in here."

Family Allowances Not Paid

I remember and many of you will remember in this room the government said to the Eskimo parents, and I am sure they must have said the same to the Indian parents: "Either your children go to school or you will not get the family allowance." There are many occasions when that family allowance was not given to parents because they did not have their kids in school.

So what is the result of that kind of an approach? Suddenly in an area that has been virtually unmolested for 5400 years, Igloolik, there suddenly appears on the horizon this great big building with all these rooms in it and there suddenly appear homes for white people, the teachers who suddenly appear in the community and who go and talk up a storm about getting the kids into school. So the native people came into the community in Igloolik and in Frobisher Bay and in Pangnirtung and at Clyde River and every other community in the Eastern Arctic that I speak of from experience, moved into the communities in their tents and in many cases their iglooigaks which they built in these areas where they did not normally and traditionally live because in many cases these particular places could not support their large groups. In many cases there was no water in some of those areas.

The location of this particular community was a long way from the sea where they spent practically all their lives hunting for their food, but it was either adjacent to an airstrip that the Americans had built or was adjacent to the beach where the Hudson's Bay had its store, or it had a good spot for some other reason. So the people moved in and so the process of decay began and the beginning of that decay was the school. Call it what you will, but I use the word, the native people were forced to send their kids to school. That was not enough. Once inside the school they were told by innuendo, by suggestion and many other methods, both honest and dishonest, through lack of policy on the part of the feds -- I remember the federal teachers used to say "Every native person must be mobile. Every native person must be trained and ready to be able to go and live in British Columbia or he may be able to go and live in the North, wherever he wants. He has got to be mobile. The only way we can make people mobile is to force them to learn English." There has never been an attempt to educate the people of the North. There was never an attempt to educate them.

Forced To Learn English

The only process was to insist, to force them to speak English. It is possible to live in this world without being able to speak English. The Chinese do it. The French do it. They even live in Canada without speaking English (laughter), and they do it quite successfully and, the way things are going, more successfully every day. But the Eskimos and the Indians can not live in this country speaking Eskimo and Indian. They have got to learn English. That is where the decay began.

That is where the racial problems began, as Mr. Butters mentioned, and he is right. That is where the seeds of discontent are sown. That is where fabulous four, five, six year old little native kids are marched into the school. These great big white monsters standing there "Hello, Johnny, how are you, boy? Sit down, dear. We are going to straighten you out if it takes another ten years." That is the process that is wrong. It can be done another way. It is possible for this government to teach, to establish a system of education which will develop in the native people in this country a sense of belonging to Canada, a sense of belonging in their own communities, a sense of wanting to make a contribution to their communities, a feeling of being part of the whole process.

Demand To Learn English Questioned

They are not given that opportunity because everything that is valuable and everything that is beautiful about being a native person is tossed aside by this demand that they learn English and without English, mate, you have not got a bloody hope! What right have we, southern Canadians, to march into a community at Baker Lake and build a school and demand everybody, every child in that community attend that school and speak English and learn everything there is to know about southern Canada?

I went into a school in Lake Harbour last year, a classroom, I might add, filled with kids from grades 3 through to 8 or grades 4 to 8 approximately, and on one wall of the class, was a full length diorama, a mural. These were maple leaves, branches of trees, beautiful pictures of the British Columbia forests and in big capital letters across the top "the deciduous forests of Canada". That was the day I learned a new word, "deciduous" or at least a new word to me. On another wall was another one "the coniferous forests of Canada".

Now, here we were in Lake Harbour where the tallest tree is about two and a half inches in height, if it could be called a tree, but the tallest growing plant, and what is the point? What is the point? Now, you have heard all of this before but what is the solution? How do we overcome this problem? How do we get the native people into the mainstream of Canadian life? How do we get them to make a contribution? The answer is very simple, we get native people into the schools. You talk about competing, Mr. McCallum talked about competing with organizations, people who can offer fantastic salaries to young people to become teachers, or rather to become apprentices, anything, cooks, bottle washers, sweepers of the floors, and the Department of Education is not able to compete in terms of salary.

Older People Are The Experts

What about the older people? What about the experts? What about the expert educators in the native community? People who have a history of teaching native children, and have done so for thousands of years, people who actually, believe it or not, actually speak the language of the children. They can actually walk into a classroom, sit down and converse with all the children in their own language. Does that strike you as amazing, that such people exist? Good heavens, is not that astounding? You mean they could actually talk to the children in their own language and can pronounce their names and they know their names. You mean there are people in those communities who live there, who like living there, who love living there, who think Frobisher Bay is a beautiful place and they have lived there for many, many years, who love the children in that school, who know them all, who are willing and would be prepared to work with them, and all they want is to be given an equal opportunity.

There is no point in having a staff of 26 teachers, white teachers, in a school and one solitary individual native person who has to try and work in that system with them, and to try and work in the school with those people and to try and make it with them. It is very, very difficult. However, if 50 per cent of the people in that school were native people they would be willing to work with the white teachers, they would be willing to have the white teachers show them the ropes, they would be willing to learn the mechanics of operating one of these white plastic mausoleums and they would be so valuable to this country.

These may perhaps be people who have never been to school in the North, perhaps they have never been to school, in a formal sense, but people who could actually stand outside the Frobisher Bay school or any other school in the Northwest Territories, and name in their own language all the trees, all the birds, all the flowers, the winds, the sky, the clouds, the stars, they all have names, the fish, the animals and can talk of their legends and their past and their history.

Contribution Of Varied Cultures

What makes us great Canadians? What makes us contribute to the welfare of this country and to the well-being of Canada? It is our sense of pride in ourselves and our own culture and what makes the Chinese people in Canada contribute to this country. It is a firm understanding of who they are and probably in most cases an ability to speak their own language because the Chinese parents of Chinese children in Canada insist that they go to school and the Polish people go to school and learn about their own culture and the stronger they are in their own culture, the greater the contribution they can make to this country.

Costs Due To Staff Turnover

Now, you talk about the cost of education, but the cost of education is the incredible turnover in staff, the incredible cost of shipping a teacher from wherever the hell he is employed in southern Canada to Grise Fiord. That is where the cost of education is. The freight is personal belongings as his wife must have a piano, they must have a fancy house to live in, they insist they get good furniture without any scratches on it and five or six kids or one kid or no kid, it does not matter, they then have single status, but they can get accommodation. Why can not you, the Department of Education, offer to anyone in Grise Fiord the same deal, any native person in Grise Fiord? The only qualification he has to have...

MR. LYALL: Mr. Chairman.

MR. PEARSON: All he has to do is be able to speak his own language.

MR. LYALL: The way things are going ...

THE CHAIRMAN (Mr. Stewart): Is this on a point of order?

MR. LYALL: Yes, on a point of order. We could be sitting here for five weeks if we keep doing this but the thing I would like to say is that the people in my constituency, all the Eskimo people, even the ones who do not talk English, are asking for better facilities for schools so that their children can learn the things they should know to live in this world today. I think we should take that as part of something we should think about. I personally would like to see the budget of the Department of Education go as high as we can take it so that we can give the children an opportunity to be able to learn the things that are going to be needed in the future for these children. The future is not in hunting seals.

MR. PEARSON: Mr. Chairman, on a point of order. May I continue? I am very willing to listen to my colleague but I wonder if he could just let me finish as I wind up and come to the punch line?

THE CHAIRMAN (Mr. Stewart): Proceed, Mr. Pearson.

MR. PEARSON: I have forgotten where I was.

MR. McCALLUM: Grise Fiord and five kids.

MR. PEARSON: Grise Fiord, thank you. Grise Fiord. To offer anyone in that community a job to work in the school with the kids on the same basis as the white teacher, they can pay him the same salary, give him the same house and look at the money you would save just in transportation and look at the benefits. I believe that if we pursue that kind of approach, if we used -- I should make myself very clear, this is at the elementary level, I am talking at the elementary level, Mr. Lyall, I am not talking about high school, I am talking about building a foundation within that child, within those people, of establishing very firmly before they attain the age of 11 or 12 who they are, what they are and where they could go.

Age Of Intelligent Decision

I believe that by the time people attain that age, native people, who are competent to speak their own language, who could speak their own language, and understand some things about their culture, that by the time they attain the age of 11, 12 or 13 they could make an intelligent decision as to what they wanted to do in their future, and I believe that at that stage they would be quite willing to take on greater responsibility within the framework of Canadian northern life.

If we could give the people the opportunity to do that, then this Council would have made a decision that would affect and improve the lives of the native people of this country. However, as long as we continue to dominate and push the ways of the white man, down their throats, push down our language and dominate their lives, they will resist and will continue to resist as long as they live. The successful native people, generally speaking, across the Northwest Territories, the parents of the kids today, the hunters, the breadwinners, the stable individuals within the communities all have one thing in common and do not forget it, they never went to school. Thank you.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Pearson. Do you wish to reply, Mr. McCallum?

MR. McCALLUM: Oh yes, I have got to have my shot at it too, eh?

MR. PEARSON: Be my guest.

MR. McCALLUM: I certainly intend to.

MR. LYALL: On a point of order.

THE CHAIRMAN (Mr. Stewart): On a point of order, Mr. Lyall.

MR. LYALL: Could we not go to that length please because we are dealing with a budget and if you want to make speeches, you should make them to the Opening Address.

THE CHAIRMAN (Mr. Stewart): I am sorry, I might agree with the criticism but I am afraid that is not the rule of this house.

MR. McCALLUM: I do not intend, Mr. Chairman, to go to the same length that Mr. Pearson did.

MR. PEARSON: It depends upon what you are going to say.

MR. McCALLUM: I would just like to comment on a couple of things.

Now, I may have to go back and comment on it because he talked about Gordon Robertson Education Centre which was built in 1972 by the federal government when Mr. Pearson was there and I wonder what he was able to do with the concern he had at the time? As to him speaking English in that particular school or in other schools, it is the department's policy, where we can, to acquire not only non-northern teachers but local people to teach in the native language for the first three years of school, but perhaps that is not long enough. However, we do.

Eskimo Language Used

At Rankin Inlet and at other schools there is this teaching in Inuktitut. At Spence Bay it is the same thing. We have Canadian teachers teaching Canadians. It would be very difficult for the educational system to stop the influx of southerners. We are making an attempt to make sure that we have local people involved in the school, not just as "go-fors", to go for this and go for that, but to actually instruct. I do not consider education to be a dreadful dehumanizing process at all. Education keeps going on and Mr. Pearson has already learned two more new words.

MR. PEARSON: One.

MR. McCALLUM: I thought you did not know deciduous as well.

MR. PEARSON: I knew that, but did not know coniferous.

MR. McCALLUM: To go through 30 minutes of it, if he learns two new words every day, just imagine, the mind boggles. Teachers are not monsters. I am a teacher and do not consider myself a monster. I may not be that good looking but I do not consider I am a monster and to say that teachers are monsters who take them into these great mausoleums and scare the daylights out of a child is garbage. I am not suggesting in any way that the educational system we have is poor, nor am I suggesting that it is the ideal we would like to have. We have come a long way from the missionary schools, from the federal schools and to the territorial schools where we are indeed trying to do something in terms of education. I do not think it is right to keep people in a deep-freeze and then sell them bananas.

First Three Years Taught In Native Tongue

I think that education is a process that starts with the known and moves into the unknown and that is what we are attempting to do when we have our students learn the first three years in school in their own native tongue. It is true that we do not get that great a number of people into the school, certainly not as many as we would like, but we are in the process of doing it and as we have more and more people in the school, we are doing more and more teaching and instructing.

As for Grise Fiord I am sure Mr. Pudluk will recall that the teacher was there for five years and we have two teachers there, two classroom assistants as well, in that particular school. I could go on, Mr. Chairman, refuting those, but that is not the process. I think the process is to take into consideration what has been expressed as a direction and I say that is the direction that this department is going in. Maybe not fast enough for certain people, but I think it is going in the direction that you want it to.

THE CHAIRMAN (Mr. Stewart): Thank you. Any other comments of a general nature?
Councillor Barnaby?

No Need For Ordinance.

MR. BARNABY: I am all mixed up now. From reading here the objectives of the department, it sounds pretty free to let people work within a more human system, but if that was the case, then I do not see why we need an ordinance to put down any opposition to what the department wanted to do. I see the whole department as just another part of all that is happening in the North where people really have no control over their lives. I do not want to go on. I had a lot written down but I am not going to make a speech. I just think that if what they say is true, then I do not see any need for an ordinance.

THE CHAIRMAN (Mr. Stewart): Thank you. Mr. McCallum, would you like to comment on the ordinance?

MR. McCALLUM: Just one comment, Mr. Chairman, this was a direction this Council requested the department to go, to get an Education Ordinance and have it placed before this house this year. That was a request that I would expect Councillors received from people in their communities to do it. I do not recall at that particular time that there was a voice not to have an Education Ordinance.

THE CHAIRMAN (Mr. Stewart): Thank you. Any further comments of a general nature? If there is nobody else, Mr. Pearson, I will recognize you. I am going back to the format that speakers will be chosen after someone has spoken. If there are none, we will come back to you. I am not limiting you. Is there anybody else? Councillor Wah-Shee.

MR. WAH-SHEE: How long is this session before you take a break for dinner? (laughter)

THE CHAIRMAN (Mr. Stewart): According to my watch, within twelve minutes. Any further comments of a general nature? Councillor Pearson.

MR. PEARSON: You are very kind, Mr. Chairman. Does the new ordinance deal with what I consider the very important question of compulsory education? Some Members will recall a very long, lengthy discussion at Inuvik where the motion I think I made, that there not be compulsory education, was defeated. I wonder if Mr. McCallum can give us that? I would just like to read a note, if I may, into the record that I received from a group of people whom I consider to be experts in the field of education, northern education, and they are a very fine group of young people that this government has so willingly accepted and has used to the fullest advantage, and that is the interpreters. I just received a note from them: "Congratulations, Bryan, on your speech." That to me confirms so much of what I have just said and what the feeling of the native people is across the board.

Ordinance Will Deal With Compulsory Education.

MR. McCALLUM: The Education Ordinance, Mr. Chairman, will deal with compulsory education. The kindergarten programs are not compulsory, they are provided where the community wants them. Six years through to the year in which the student attains 15 years of age is the proposal that we have received in the things we have received from people who have contributed to this Education Ordinance and Council's direction as well.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Searle.

MR. SEARLE: Mr. Stewart, I do not think we can probably get into the actual allotments before lunch, since there is such little time left, but I think I would like to comment very briefly on some of the things Mr. Pearson said. Everybody goes through life, I think, believing that they understand and know what education is all about. Everybody is an expert on it, everybody has a relevant comment. It is like alcohol and game, you know, we all know everything there is to know about it. It is a subject that you could go on and on forever on.

I think that we are living in a very international world today where people are extremely mobile. I think we are living in a world where certainly, as Canadians, we should have the ability and the right and mobility to move and live anywhere in this country. I think as a result we have to be equipped with one, preferably two and if you are really talented, three or four different languages.

Option To Live Internationally

I for one regret the fact that I never did learn a native tongue and yet I have lived here for 30 years. I wish I had. I think I would have been culturally much, much better off than I am now with only one language. I wish, as well, I had learned French because that would enable me to travel around the great province of Quebec. It would enable me to travel throughout Europe. I would love to be able to speak Spanish because that opens up Latin America to you, but this is what we are talking about, gentlemen, when you talk about education. It is giving people the option to be international if they choose, to join the foreign service if they wish. Boy, you do not get anywhere in foreign affairs if you do not speak about three languages, English, French and Spanish. That is what culture is to me and I do not think it is turning the clock back and saying, "Just use Eskimo or Indian in our schools. Try and keep all of our people here in the North, you know, doing their thing in the traditional way."

I think they have the right to have the option to stay in the North, go and live in a province, or to work and live internationally, if they wish, and they do not have that option unless, through our education system, they learn to speak English, for one thing, French, for another thing and, yes, all important, to retain their native language. I disagree entirely with much of what Mr. Pearson says and I am sorry.

MR. PEARSON: Shame.

MR. SEARLE: You have to raise your horizons and that is the view I take of education.

THE CHAIRMAN (Mr. Stewart): Thank you. Are there any other speakers before I recognize Mr. Pearson?

MR. PEARSON: Just let me say one thing, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Unfortunately I do not know how to stop you. Go ahead.

MR. PEARSON: I would just like to say that Mr. Searle has misconstrued what I said. You see, what is happening and what has happened across the North today is that the native children can not speak their own language. They are not competent in their own language. Surely before Mr. Searle could learn French and Spanish and all the other exotic languages he would like to, he would first appreciate learning his own language and that is something that the native children are beginning to be able to do less and less and less.

THE CHAIRMAN (Mr. Stewart): Councillor Steen.

MR. STEEN: Thank you, Mr. Chairman. Very briefly I think some of the problems of education in the territories are that it is not only the fault of the Education department, but it is also the fault of other departments in the system. For example, I think that there seems to be some reluctance or fear of trying to put some teeth into the municipal bylaws to help send these kids to school. It is not forcing them to go to school. Kids are kids and there is nothing to do with them. They must learn, if they are going to come into the mainstream of society, as it is.

I agree, I could not agree more with Mr. Butters on some of the points that he said on education so that after children grew up they would get into the positions now being held by southerners.

History Of North Not Taught

One thing I noticed that is not being taught in the schools at the present time is there is no history taught to the children of their own country of the territories. They do not know anything about what is going on in the territories. I do not want to go lengthily into that subject, but I feel that the Education people should be looking at this very closely because you do not have an identity. No one knows about their country. They only know about their surroundings. They do not know what is going on. I naturally agree when it comes to speaking of language, the Eskimo language. They must retain their culture through their language, if they wish to speak Eskimo.

MR. PEARSON: Hear, hear!

MR. STEEN: Then they have a choice, if they want to speak English or the language of their ancestry. This is a time, an era of changing times. We must teach both cultures. You can not work on one culture alone. I remember when I first went to school in Leduc, Alberta. I came out of a land where we never saw machinery of any kind and I think that is the greatest project that ever happened in the Northwest Territories, the Department of Indian Affairs at that time brought 30 of us out to Leduc to teach us how to operate machinery, take a machine apart and put it together again. All of us are now using that, what we learned at the school. Some of us became mechanics and many of us are running our own business, repairing our own vehicles.

I emphasize educating people after they leave school very, very strongly. I feel that we should start moving the adult education schools closer to the people and this is one of the reasons why I would like very much to see Stringer Hall in Inuvik opened for that purpose.

Another part which I believe very strongly in is in correspondence schools, to help these people who are learning in adult education. These I see are not being emphasized enough. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): The hour being one o'clock, this committee stands adjourned until 2:30 p.m.

LUNCHEON ADJOURNMENT

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and calls this committee meeting to order. We are dealing with Education and the estimates are on page 12.01. Are there any general comments? Councillor McCallum.

MR. McCALLUM: Mr. Chairman, I would just like to mention a couple of things in relation to what Councillor Steen said just prior to the recess. The first thing is in regards to trying to acquire further adult education space, we are at the present moment in Tuktoyaktuk trying to finalize arrangements with the Northern Transportation Company Limited for the utilization of some space there. We will have a person from the department going to Edmonton next week to attempt to finalize a lease arrangement whereby we could utilize their facilities for adult education.

Northern History Books

One further comment, if I could, Councillor Steen referred to the lack of history books on the North, and various northern-oriented curriculum materials. I would like to draw to your attention, sir, that not only do we use our developed materials within our own department, and there is an extensive list of them, both in Dogrib, Chipewyan and Inuktitut of various kinds, but as well we use Keith Crowe's "History of the Northern People" and it is in all our schools, as well, we will be using Father Fumeleau's latest book as a source book. So, in fact, we do have a large number of northern books, either developed by our department or by authors on northern living and history.

THE CHAIRMAN (Mr. Stewart): Thank you. Any further comments? Councillor Searle.

MR. SEARLE: Mr. Chairman, I am wondering if I could have through you the unanimous consent of this Council to digress from Education for a moment to move a motion recommending that the Commissioner examine the budget to ascertain what money and what programs might be made available this summer for our youth? Following up I can see from the requests made that it is timely to do it now if we are going to do it, because of course it is fresh in our minds.

THE CHAIRMAN (Mr. Stewart): I have a request from Councillor Searle for unanimous consent to introduce this motion at this time. Do I have unanimous consent? Against?

---Agreed

The Chair recognizes unanimous consent and you may proceed, Mr. Searle.

Motion To Make Money And Programs Available To Youth

MR. SEARLE: Whereas the Opportunities for Youth program has been terminated by the Government of Canada, and whereas the foregoing has reduced the opportunity for young people to obtain meaningful summer employment; now therefore, I move that this Council recommend to the Commissioner that an examination of the budget be undertaken to ascertain what money and what programs might be made available this summer for our youth.

THE CHAIRMAN (Mr. Stewart): Thank you. On the motion? Does anyone wish to speak to the motion?

SOME HONOURABLE MEMBERS: The question.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson.

MR. PEARSON: Just to again add emphasis to this motion, the importance of it, keeping in mind the comments heard in this house a few days ago, by concerned Members, and speaking for myself, I am appalled at the miniscule amount of money that is set aside for recreation under that heading. We saw, I think, \$536,000 or something to that effect. It was certainly worthwhile to note the great concern on the part of the youth who provided us with such an excellent

address this afternoon, and such an excellent lunch. Their great concern in this matter, which affects them and their peers, and of course the youth are only one aspect of the need for recreation facilities and a change in the direction that we hope this administration will take in that area. So, I support the motion very strongly and urge the other Members to do so.

Motion Carried

THE CHAIRMAN (Mr. Stewart): Thank you. Are there any other speakers to the motion? Ready for the question? The question is being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Back to the business at hand, page 12.01, the Education program. Are there any further comments of a general nature? Councillor Nickerson.

MR. NICKERSON: Mr. Chairman, since everybody else has had an opportunity to speak on what they consider to be the correct philosophy of the Department of Education, I would like to very briefly put in my two bits worth. I concur wholeheartedly with what was said by Mr. John Steen, and suggest that any education program which did not make our young people ready for life both in the Northwest Territories and outside the Northwest Territories, in Canada and the world at large, would be greatly amiss. Although I approve of the cultural inclusion program, and I feel that the teaching of native languages, for instance, is very desirable, I think that all the children of the Northwest Territories should receive a basic grounding in the three "R's", in the subjects in which they would normally have to compete with other children from outside. That, sir, is all I have to say on the matter.

THE CHAIRMAN (Mr. Stewart): Thank you. If there are no further speakers on general comments, I would direct your attention -- excuse me, Councillor Kilabuk.

Teaching The Inuktitut Way Of Life

MR. KILABUK: Mr. Chairman, I wish to ask one question, and I have very few questions. I do know that we have selected the officers here for Social Development and Education. The Commissioner at the time indicated that for the first year we should not apply too much pressure to these two officers, at least for the first year. However, I have one question regarding education in that if the student teachers will be able to teach in Inuktitut. This is what I think, if the student teachers are learning to be teachers today, I think they should know a little bit about the unique background. I think the traditional way of life should be taught by the student teachers.

MR. PEARSON: Hear, hear!

MR. KILABUK: The student teachers preferably should have a considerable background in Inuktitut because I think if a person from a southern Canada university, wished to learn the Inuktitut traditional way of life, I think he should get some background information from a local person who already knows of the Inuktitut traditional way of life.

I do not think a person who is teaching that traditional way of life should necessarily have a certificate from a university. I think that if we are going to continue to have teachers from southern Canada, I think they should be given background information and a bit of education on the Inuktitut way of living.

I would like the people here to bear this in mind, bearing also in mind that we will have native teaching assistants. There will probably be some progress in this way. This is what I think the Council laws should bear in mind also. The people here who have children should consider their children. If they do not want to attend school they do not have to or should not have to. We should be asked if we want them to go to school, and this is what I think on the subject of student teachers today. I think they should learn considerable background on the native way of life, even though they do not have a considerable educational background, from the universities, but I think they could stand well. I think we should consider these facts when we are considering the budget and that is what I have to say for your consideration. Thank you.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Kilabuk. Before I recognize the next speaker who is Mr. Pudluk, I would call on the Speaker of the house, Mr. Searle, to introduce some guests at this moment.

Introduction Of Miss N.W.T. Teen Pageant Contestants

MR. SEARLE: Mr. Chairman, it is with great pleasure that I rise to recognize six distinguished young ladies who are here visiting us in Yellowknife. A couple of them are from Yellowknife, but they are all in the Miss Northwest Territories Teen Pageant. Apparently there is a representative from every high school in the Northwest Territories, and possibly as I call their names out and indicate where they are from they could just stand. There is Miss Blandina Makkik from Frobisher Bay, there is Pauline Oldfield from Yellowknife, Donna Hagen from Inuvik, Fawna Adrian from Yellowknife, Sandra Kovatch from Hay River and Donna Dornian from Fort Smith.

---Applause

Welcome to Yellowknife and welcome to our Council session and may the best person win.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Speaker. That is the problem with being outranked, I do not get to introduce such pretty girls. Now, back to Council business. Councillor Pudluk.

MR. PUDLUK: I have a few things to say concerning students and I might start out by saying that this will be very short. I would agree with some of what has been discussed and perhaps what Mr. Bryan Pearson was talking about I agree with totally. Concerning adult education, in my community I have one teacher, that is the number, and she teaches the natives the systems of government and she tells these people of what possibilities or opportunities can be made available to them. Now, this is a teacher who is also an adult educator. Now, the people who are the students would rather have the native teacher than white teachers, and I am now talking about adult people. So, I would think it would be a lot better if we had people who even spoke nothing but Inuktitut. They say that it is pretty hard to learn otherwise. I have heard about this or heard this approach more than once and I feel it would be a lot better if we tried to select native teachers who could speak both English and Inuktitut and this way the process of learning would be a lot faster. I know that for a fact.

Should Be Taught In Inuktitut At Elementary Level

I am not going to talk about the high schools, as you are all aware of how they operate, but these elementary students, around the age of four, should be taught Inuktitut first. It would be much better that way, when they first start out. We also said in the summer when we met at Brabant Lodge, I expressed to you that it seemed that the young people were just starting out to be treated right, but I think they should be better looked after while they are in school.

We have talked about this and tried to come to an agreement. We have asked questions about it and have received no satisfactory answer. This is about punishment and one student could not even open the school door with the sore hand which he got in school. He could not even put his foot down. What are we going to do about this? You say it seems to be that this is where they would learn more. The principals in schools do not know what to do. People can not criticize things at school, a lot of Inuit people do not like this system of teaching. The principal would rather decide what he is going to be doing and rather not ask others. I want to ask if something is going to be done about it. Thank you very much.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Pudluk. Councillor Wah-Shee.

History Reference Books On The Inuit And Indian People

MR. WAH-SHEE: Mr. Chairman, I would just like to make some general comments with regard to education. I feel that the resource or reference books that the Honourable Minister of Education has indicated are really not sufficient. I feel that the schools now have adequate reference books in regard to the history of Canada as a whole and how Canada came into being. It seems that everything began in the St. Lawrence River and moved westward. I think that it would be appropriate, I feel, if we had reference books that have the histories of the various tribes in the Northwest Territories as well as about the Inuit people. I feel that the Northwest Territories' Indian tribes and the Inuit people had a great deal to offer and they played a very significant role in the history of the Northwest Territories. I also feel that the native languages should be taught in the schools, perhaps even beyond the three year period initially at the beginning. I also feel that I have nothing against the schools teaching the English language. I feel that the students in the schools should be articulate, should understand the English language properly, but at the same time I feel that we should not have to compromise our languages, particularly our native languages, to replace the English language.

MR. PEARSON: Hear, hear!

MR. WAH-SHEE: I also feel that other students who may not be native but who would like to learn one of the native languages should be given a similar opportunity to do so, so that we do not have the same kind of problem that the Honourable David Searle has outlined. He can not speak Dogrib. Anyway, I feel that it is pretty important because I feel that language is a very important part of the tradition and values and culture of the native people and I feel that we should not lose it.

I also feel that in the area of teaching the native culture in the schools I am 100 per cent in agreement with the Honourable Member, Mr. Kilabuk, in regard to using the older people who may not have any formal education, but I feel that they are quite qualified to teach native culture in the schools and communicate with the native students.

MR. PEARSON: Hear, hear! Right on!

MR. WAH-SHEE: In the process I do not feel that in doing so the standard of education should deteriorate. I feel that it will have a positive effect on the education system.

MR. PEARSON: Hear, hear!

MR. WAH-SHEE: Excuse me, Mr. Chairman, I keep hearing...

MR. SEARLE: ... strange sounds.

Older Generation Should Be Given More Opportunity

MR. WAH-SHEE: One other thing, I feel that there should be a new approach or more experimentation done in adult education because I feel that the older generation who did not have any opportunity to go to school before should be given as much opportunity as possible. Also may I add that you are aware that the Tree of Peace has been receiving funds from the Department of Education for the last five years and perhaps we should look at that type of approach probably and, if it is successful with community participation, then we should expand it.

Also may I say that I look forward to the new Education Ordinance which is supposed to come before Council because I understand that the native organizations are involved through their education committees and various other groups. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Wah-Shee. Further speakers. Councillor Evaluarjuk.

MR. EVALUARJUK: Mr. Chairman, I would like to say a few things concerning things that I agree with and after I would like to say a few things about education. I do not know anything about education myself, but I feel that we have good teachers in my region. We have two education committees who are the ones who have control over the schools. I am going to give you an example of two Inuit and two Dene. I am saying that their Eskimo is very good and I feel that English should be taught because there are two people who are learning. The other person should do whatever he wants to do, speak in English or listen to it, it is going to be up to him because he knows two languages.

We know that there are not enough jobs in the Northwest Territories and everybody knows that Yellowknife has been increasing for a number of years and the weather can not change. It is the same with people in the North. It is very dangerous in our communities where it is so cold, if people do not know how to do the Eskimo way of living. Our people have to decide on the Eskimo way of living and also we should be recruiting people for teaching how to survive in the North. I did not go to school and I have never been inside a school. After the Eskimos are going to a very big house and it should be very small. I feel that we should be teaching Eskimo as well and also the people in the communities do not want their children to go down south to go to school. The parents do not want to send the school children out to school in other communities. We know that in Coral Harbour there are people in the schools and the children are forced to go into other communities to go to high school. They should be taught in the Eskimo way. Thank you.

THE CHAIRMAN (Mr. Stewart): Are there any further comments of a general nature? Councillor McCallum.

Attempts Of The Department Of Education

MR. McCALLUM: Mr. Chairman, I just want to say that what has been said by the last three or four speakers is exactly what the department is attempting to do in terms of the teacher education program, in terms of teaching children in their native languages in the first three years in school, as well as to use local people in the schools to teach on-the-land programs as well. I was concerned with Mr. Pudluk's statement that there had been a case of unnecessary punishment in the schools. That is the first time I had heard of it and I would like Mr. Pudluk to contact me and maybe we can do something about it.

Councillor Wah-Shee talked about the reference material. Any reference material that he knows of that is published we would be more than glad to get. We are now, as a department, working with the Metis Association on a program of the history of the Metis people. The Inuit Tapirisat of Canada have asked for and received our co-operation in developing materials going into the schools in the Keewatin and the Baffin to explain to the students the land claims.

We would hope that we would be able to attract native people into the education profession, and in fact we have done so, but all the things the last three or four speakers have referred to are the things that we are attempting to do. In Councillor Pearson's words "right on!", that is what we are doing and attempting to do and will attempt to go even further.

THE CHAIRMAN (Mr. Stewart): Are there any further comments of a general nature? Mr. Pearson.

Involvement Of Older People

MR. PEARSON: I just want to drive home to Mr. McCallum the emphasis that was placed in those comments to involve the older people of the community in the education program, not necessarily the younger people, to get the older people, the experts in these communities to deal with their own children. That is the direction you should be going, pay them, get them involved and you can save a hell of a lot of money, rather than import the southern Canadian teachers -- the older people, the resources in the community. As I said, it was short.

THE CHAIRMAN (Mr. Stewart): Mr. McCallum.

MR. McCALLUM: I would direct Councillor Pearson's attention to, I think, one of the Yellowknife papers and he will see, in fact, that we do involve older people. I think in the last issue of the News of the North, if I am not mistaken, there is indeed a picture -- okay, fine in one case, but there are other cases as well.

THE CHAIRMAN (Mr. Stewart): Councillor Ernerk.

MR. ERNERK: Mr. Chairman, I have listened to a great deal of discussion and statements this afternoon and this morning, and I simply can not let this opportunity go by without saying a word or two, and I will try to be very brief.

Sometimes I would like to go back to my own life, my own life history which is a short one, mind you, but anyway, I made a reference during my opening speech the other day to the fact that I was, along with other students back in Repulse Bay, taken out of my community, taken out of my parents' camp to go to school in Chesterfield Inlet. As a result of that, I went to Chesterfield Inlet for the next five years or so, spending my time in Chesterfield for at least ten months of the year and home for two months every summer. At the time I went to school in Chesterfield, the first year at least, I could not speak a word of English and when the students used to speak our own language we were told never to speak that language again in the classroom, which I resented in so many ways, and I do not require an answer for this, by the way, Mr. Minister.

However, what I am getting at now is, in years gone by, I would go back to the communities in the Keewatin district, or in other parts of the territories in the Arctic and I would speak to young people, young native people, speak to them in Eskimo and they would simply answer me in English. I suppose this particular situation has something to do with the kind of life which was given to me when I was back in Chesterfield Inlet many years before.

Fault Of The Federal Government

I feel up-to-date, and this is not particularly the fault of the Education department in the Northwest Territories. I suppose it is largely the fault of the federal government who moved in and moved people out at that time to send the kids to other places, in my case, Chesterfield Inlet. I think it is quite true, at least as part of the administration, that we should look at the things which are being discussed here because when you look at the communities, for example two of the communities in the Keewatin district, there have been two or three accidents where people did not come back, these young people did not come home after being out on the land. Well, it is quite obvious that these people no longer know how to live on the land and some communication was lost between the young people and the older people. Perhaps this is largely on the part of the young people, but they have become so accustomed to a southern way of life that when they go out on the land they do not bother to put their heavy mukluks or heavy wind pants on, or anything like that, or they forget to take their parkas with them, or they forget to take a primus stove or a snow knife or anything like that.

The idea of having the experts, that is to say the older people, participate in every way they can, is a very good one because these people still know how to direct the young people with respect to living out on the land. Of course, these older people still know a lot about living

out on the land because they still follow the traditions which their ancestors and my ancestors have followed for thousands of years.

Take, for example, the inookshooks, the inookshooks were used for many reasons. They were used for markers to scare the caribou and they were used as markers for a caribou cache or whatever it may be. The stars were used as markers as well, providing the hunter knows exactly where it is, exactly where he wants to go, even when it was quite stormy. As long as he could see the sky and the stars were there, then he was able to tell exactly where he was going.

I think that these types of practices which were followed for many years are no longer followed by us. When I went back to a community to live after ten years or so living this type of life, I had forgotten how to survive on the land in many ways. I was lucky enough, and I had a number of older people to go hunting with and, as a result of their knowledge of the land, the sky, the inookshooks and everything else, I was able to catch on quite quickly when I was out hunting with these older people.

Native Way Of Life

Now, the idea I am trying to get across here is, as I see it, very, very important for the people, for the younger people in the communities, to have the opportunity to learn the native way of life. In my case, of course, I am speaking on behalf of the Keewatin people, to speak the language, because I think that the Eskimo language is having a hell of a time trying to survive right now. I would be one of those individuals who would be ashamed to see the people, the younger people that we are supposed to be working for, losing something that is very unique to them in places where I come from, for example, back in Repulse.

Of course, I must congratulate the Minister of Education on the fact that his department is considering high school education in the Keewatin in a couple of years time. I think this is very good because, not only will it help the people who are living in those communities, the students who are living in those areas, to learn about what we call the southern system of working and so forth, but it will give them an opportunity to observe the hunters who go out hunting every day, living in their communities, speaking to the older people, speaking to the people I am talking about in their own language, if that is at all possible these days. I think it can be done.

This is something I would very much like to see happening in the Eastern Arctic because I am very, very concerned about it and if such a thing as one part of the culture -- the language is lost, it would be a sad story in the history books. Mr. Chairman, that is all for now.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Ernerk. Councillor Pearson.

Motion To Employ More Native People.

MR. PEARSON: In light of the discussions that have gone on here and the views expressed by Members, I have developed a motion which I would like to put to my colleagues. Whereas it is becoming very apparent that the erosion of the native cultures is increasing throughout the Northwest Territories; and whereas there is a greater gap developing between the generations within the native communities; now therefore I move that this Council request the Department of Education to employ more native people within the communities to work in the schools, not as classroom aides, but as bona fide teachers who will specialize in teaching native skills to native students so as to prevent any further decay in the culture of the North's founding peoples.

THE CHAIRMAN (Mr. Stewart): Could I have a copy? There is a motion on the floor. Those who wish to speak to the motion? Councillor Nickerson?

MR. NICKERSON: I do not want to speak to it but I would like to ask if the Minister of Education would or could make a few comments as to the feasibility of doing this before I vote on it. I would not want to vote on a motion where there was some technical reason whereby it can not be done or it can not be done quickly, or something like that.

MR. McCALLUM: Mr. Chairman, we have employed people, we will continue to employ people even more, as the motion indicates. I would suggest that there may be a certain amount of difficulty with the professional body, the Northwest Territories Teachers' Association. We employ people now, and especially we will do more so with the "B" level money we have obtained as cultural inclusion consultants. We take people into the teacher education system program basically with a facility in languages. We do use the talents of local people and not just the young. I would think that in terms of employing people as teachers in the schools, it may present a problem in terms of a lobby group such as the Northwest Territories Teachers' Association.

MR. PEARSON: Ha, ha!

MR. McCALLUM: I did not think I had made a funny. I am not suggesting in any way we can not do these things. That is entirely up to the Council, we will have to reconcile anything that does come up, but those are the comments that I would make in terms of it, if that is the answer to the question Councillor Nickerson raised.

THE CHAIRMAN (Mr. Stewart): Councillor Lyall.

Teaching Assistants

MR. LYALL: Seeing as you spoke about the Northwest Territories Teachers' Association I would like to ask you whether or not your teacher aides will be coming under that? The reason I ask is I know a lot of your teacher aides are a heck of a lot better teachers than the people who are supposed to be qualified teachers you put into the communities.

MR. PEARSON: Hear, hear!

---Applause

MR. McCALLUM: Mr. Chairman, I do not know whether they are or not. The Public Service Alliance competed, if you like, with the Northwest Territories Teachers' Association to represent them, that is the teacher assistants or teacher aides, so whether they will come under the Northwest Territories Teachers' Association or not is something that those two bodies will have to work out.

As to the remark that some of the teacher assistants are better than some of the qualified teachers, that very well may be. I do not subscribe to that and that is not a knock against the teacher aides or classroom assistants. I think that we are fortunate having the quality of teachers that we do have. I think that there are some storekeepers that are better than others.

I think there are some fishermen better than others. The same way I think there are some lawyers, engineers and take what you want who are better than others, but that is an individual assessment. If I am to appreciate that kind of an evaluation, then you must also appreciate the bias that I would have in terms of it.

THE CHAIRMAN (Mr. Stewart): Thank you. The Chair recognizes Councillor Butters.

Changing Of Holiday Times

MR. BUTTERS: Mr. Chairman, to the motion, which seems to me to be seeking a mechanism of getting instruction with regard to teaching the native way of life in the schools. Speaking on the expectation that the best teacher is a member of one's family; an uncle, father, brother, mother, possibly the youngster may be better learning with his family unit than in a classroom situation or even a situation where an organized hunt or an organized trip is arranged.

I am wondering if possibly in some communities the arranging of the holidays might be changed more drastically than they presently are so that possibly the holidays would fall in February or March. This way the youngster could travel by dog team visiting traps or hunting during the dark time of the year, the most difficult time of the year when survival is most difficult to maintain. I am just wondering if that would be considered as a possibility or an alternative to using the classroom as a teaching situation, that is, changing the holidays of the year so that young people could learn from their parents or their uncles.

MR. PEARSON: Hear, hear! I agree.

MR. McCALLUM: Mr. Chairman, if I may just comment. Under the proposed new ordinance, now we anticipate having each community not only determine the times when school will begin or end, but within the prescribed number of days of a school year to make their own school year. Not only that, but we would suggest as well within that that each community would look after their education for those who want it and that they then could be involved with the employment of people in that community.

THE CHAIRMAN (Mr. Stewart): Thank you. The Chair recognizes Councillor Wah-Shee. Did you wish to say anything, Councillor Wah-Shee?

MR. WAH-SHEE: No.

THE CHAIRMAN (Mr. Stewart): The next speaker I have is Councillor Steen.

MR. STEEN: Thank you, Mr. Chairman. I must say, first of all, I have great difficulty reading this motion.

MR. PEARSON: That is not my fault.

MR. STEEN: But I will speak to the motion. I agree with the motion in general and I think we should go even a little further than that. Some of the teachers who are in the communities now are fairly well educated teachers, teaching the first graders and I think some of the people there are already capable of teaching first and second graders and even kindergarten. That is all I have to say.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Lyall.

Strictly Up To The Settlements.

MR. LYALL: Mr. Chairman, just a general comment, I guess. I had quite a difficult time reading this motion also, Mr. Pearson. Anyhow, I am quite surprised that a lot of the communities have not started these programs yet. Since becoming settlement councils, most of the Central Arctic communities, at least five years ago, we have introduced education advisory boards in all councils of the settlements. We do have quite a few teachers who speak only in Eskimo who have been teaching for the last nine years in Spence Bay. There are in every community in the Central Arctic very good Eskimo teachers. We have older people who teach igloo building, fishing, hunting. We took kids out on the ice to find seal holes with dogs. We have been doing that in Cambridge Bay for the last four years. I think it is strictly up to the settlements if they really want to do this, they should get our there and get off their butts and do their job. That is what parent teaching should be all about.

I think this is true in every walk of life, that you teach your kid the best things you know how to do and this has come to the Central Arctic communities for the last six years for sure. I think local people are the ones who should initiate it themselves. This is how we did it when we started talking about settlement councils. We talked about all kinds of committees, not only education committees, but we really emphasized the fact that we have to have an education committee and most of the settlements which do have education advisory boards consist of both white and native. They both work together very well if the situation is the way they started out in the beginning. Sometimes the advisory boards tend to be white oriented, but if you have a good council you can correct that pretty damned quick. Thank you.

---Applause

THE CHAIRMAN (Mr. Stewart): Councillor Barnaby.

MR. BARNABY: I agree with what Mr. Lyall was saying. In Good Hope too, the people take just about all their kids out of school in the fall and in the springtime, when they do their fall or spring trapping. That is the reason why I was questioning the ordinance which stated something about compulsory education in there. I thought that was keeping the kids in the classroom. I am all mixed up here.

THE CHAIRMAN (Mr. Stewart): Thank you. On the motion? Councillor Nickerson.

MR. NICKERSON: Mr. Chairman, as this motion is worded right now there are one or two words or phrases in it that do not really make sense and which are really redundant. Therefore, I would like to move an amendment to the motion.

THE CHAIRMAN (Mr. Stewart): That is your privilege, Mr. Nickerson.

Amendment To The Motion

MR. NICKERSON: The amendment would remove the words "within the communities", this being completely redundant, and everything in the motion after the words "but as bona fide teachers..."

MR. PEARSON: What was that again?

THE CHAIRMAN (Mr. Stewart): As I understand the amendment, it would be: "Now therefore, I move that this Council require the Department of Education to employ more native people..." You would strike out the words "within the communities" so it would then read "... employ more native people to work in the schools not as classroom aides but as bona fide teachers." That would be the end of the motion as I understand the amendment?

MR. NICKERSON: That is correct, Mr. Chairman. Also, sir, I presume that, as this is a motion made in committee, should this motion pass, you would not communicate the "whereas" clauses to the house?

MR. PEARSON: Say that again?

THE CHAIRMAN (Mr. Stewart): I do not know whether you would or not. I will find out.

MR. NICKERSON: Okay.

THE CHAIRMAN (Mr. Stewart): Does everybody understand the amendment?

MR. PEARSON: No.

THE CHAIRMAN (Mr. Stewart): Basically the amendment is just taking words out of the present motion and the words that will be stricken from the motion are "within the communities" and all of the words after "bona fide teachers". These words are "... who will specialize in teaching native skills to native students so as to prevent any further decay in the culture of the North's founding people." That would all be scrapped. Councillor Barnaby.

MR. BARNABY: The words "specializing in teaching native skills to the students", if we do not leave that in there they will end up doing all kinds of things which possibly they could not handle.

THE CHAIRMAN (Mr. Stewart): What you are saying I take it, Councillor Barnaby, is that you do not think those words should be deleted and should be left in, is that correct?

MR. BARNABY: Yes.

THE CHAIRMAN (Mr. Stewart): Councillor Lyall, to the amendment.

MR. LYALL: Mr. Chairman, I would just like to ask Mr. Pearson whether he is still willing to make that motion after those words are taken out.

THE CHAIRMAN (Mr. Stewart): Do you care to answer that, Mr. Pearson?

MR. PEARSON: If I have your permission. Well, the thrust of the motion I guess is in the "now therefore I move..." clause but this Council requests through this department that they employ more native people to work in the schools, not as classroom aides but as bona fide teachers. That is really what the motion says and I suppose the rest could be construed as superfluous, as unnecessary, although there is some significant comment right there in the last line, but for the sake of peace and for the sake of getting this motion through and for the sake of getting the message across to Mr. McCallum and his department, I would be prepared to accept Mr. Nickerson's amendment without too much of a fight.

THE CHAIRMAN (Mr. Stewart): Would you call the deletion possibly a purism and Pearsonism?

MR. PEARSON: No, I would not.

THE CHAIRMAN (Mr. Stewart): Councillor McCallum.

MR. McCALLUM: Mr. Chairman, I know I am a slow learner, I was a school drop-out and it took me a long time to get my education. I got the point when we discussed it early in the afternoon, but I am not that much of a slow learner, I am not quite that thick.

Direction For The Department

MR. PEARSON: With all due respect to Mr. McCallum, I am not trying to insult the man, I just want to impress the words in any way we can that this is the direction that we would like this department to go in and it is obvious from listening to the comments here today that his department is not going in that direction fast enough and soon enough for the liking of this Council and I think that that is a reasonable request.

THE CHAIRMAN (Mr. Stewart): Councillor Butters.

MR. BUTTERS: It is not quite to the amendment, it is just general. If the motion passes I think that the advisory committee in my community would hope that the motion is not suggesting to the Department of Education that those persons indicated here would not get training in the teaching profession should they require it. There is some thought that possibly the native people who are teaching in the Inuvik school might find it advantageous to go to the University of Alaska which has developed a very excellent course in native languages and they ought to take instruction in teaching, in communicating. Possibly the Department of Education would consider financing such travel.

THE CHAIRMAN (Mr. Stewart): On the amendment.

MR. NICKERSON: I would like to speak to the amendment and say a few words as to why I wanted it in there. I was listening very carefully to Mr. Evaluarjuk when he spoke and he impressed me with the view that these skills which we are talking about should be taught to everybody in the local schools, not just to the native people as it says here.

Secondly, I was also thinking along the lines expounded upon by Mr. Butters and I would like to see more local people hired to teach. Maybe at the start, perhaps they could be hired to teach the local skills of hunting and the local language and that type of thing but, eventually, they might like to progress into teaching other subjects. I would not like the intent of the motion to be that these people have been restricted to just teaching the local skills.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Wah-Shee? To the amendment now, please.

MR. WAH-SHEE: To the amendment, Mr. Chairman. My impression is that I think that the reason for this particular motion is to have the Department of Education hire native people who do not have any formal white man's education, but who have the expertise, the experience and the knowledge of native culture, whether it be Indian or Inuit so the teaching can be done in a native language. If the motion was worded in such a way that it meant that these native teachers would have to teach native culture in the English language, then the qualification would be that these native people, no matter how qualified they are, and knowledgeable they are, can not teach in the native language, they would have to teach it in English.

So, can you see my point? I think the idea here was to have native teachers who would be looked upon by the Department of Education as qualified teachers because they would be essentially teaching native culture to native students in a native language. However, if you put an amendment to it then what that would mean is that a person who has no formal education, qualified to teach native culture, legends, traditions and so forth, would have to speak English and that is the problem with that amendment.

THE CHAIRMAN (Mr. Stewart): Councillor Nickerson.

MR. NICKERSON: Mr. Chairman, I beg to differ. That amendment would not have that meaning at all, not in the least. I am completely unable to follow the Honourable Member for Great Slave Lake's reasoning. Either way the motion was to be worded, in the original way or in the way I suggested it be changed, it has no bearing at all on the question raised by Mr. Wah-Shee, none whatsoever.

Amendment To Motion Defeated

THE CHAIRMAN (Mr. Stewart): Any further speakers to the amendment? I will read the motion as amended just to make sure everyone understands it. "Whereas it is becoming very apparent that the erosion of the native cultures is increasing throughout the Northwest Territories; and whereas there is a greater gap developing between the generations within the native communities; now therefore, I move that this Council require the Department of Education to employ more native people to work in the schools, not as classroom aides but as bona fide teachers." Are you ready for the question on the amendment, or the motion as amended? The question is being called. All those in favour? One. Opposed? Four. The amended motion is lost.

---Defeated

Now, to the motion. You did hear it. I just read it. You did not hear it? Mr. Lyall, will you go home?

MR. LYALL: Okay.

THE CHAIRMAN (Mr. Stewart): Well, the vote has been taken and I will read the motion as presented. "Whereas it is becoming very apparent that the erosion of the native cultures is increasing throughout the Northwest Territories; and whereas there is a greater gap developing between the generations within the native communities; now therefore, I move that this Council require the Department of Education to employ more native people within the communities to work in the schools, not as classroom aides but as bona fide teachers, who specialize in teaching native skills to native students so as to prevent any further decay in the culture of the North's founding people." On the motion. Mr. McCallum.

The Term "Teacher"

MR. MCCALLUM: If I may be allowed a particular comment, I would suggest that in the hospital there are many people who tend for the care of the patient, but they are not all called

doctors. The term "teacher" as it is known throughout has a certain connotation to it and it implies, if you like, a certain amount of training in the skills of teaching. Now, I only point that out, and I am not suggesting anything untoward about it.

THE CHAIRMAN (Mr. Stewart): I think likely that point is well taken and could cause a lot of grief. Councillor Pearson.

MR. PEARSON: Can I speak now and then finally close debate also?

THE CHAIRMAN (Mr. Stewart): I will ask if there are any other speakers and then grant you that privilege. Are there any other speakers before Mr. Pearson closes debate? Councillor Nickerson.

MR. NICKERSON: Although I am in agreement with the views, the consensus of views expressed by the people here, with the motion returned in its original form, the wording is so fuzzy and so misleading it could be interpreted in so many different ways that I feel, sir, that I must be obliged to oppose it which I do not really want to do.

MR. PEARSON: Does Mr. Nickerson say the motion is fuzzy or the writing?

MR. NICKERSON: The wording.

MR. PEARSON: The wording to me and I think to many others in this room is perfectly clear and even if I do say so myself, quite lucid.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, you have the floor to close debate.

The Current Education System Should Not Continue

MR. PEARSON: Mr. Chairman, I will not apologize for these things and for continuously harping on this subject. I have attempted over the years to try and present my case, to try and present the views of the native people I represent. I am presenting their views. I have discussed this matter of education and the question of the native people being involved in the education of their own people, time and time and time again. The longer the system we are currently using continues, the less opportunity the native people will have to become involved in the development of the North.

Mr. McCallum mentioned the million dollar question there just briefly when he hinted on the question of the Northwest Territories Teachers' Association, the unions. What does a union mean to the parents of a child in school in Grise Fiord, or Pond Inlet, or Frobisher Bay? What does a union representative or shop steward or whatever they are called have in relationship to the problem of the culture of the Eskimo people being whittled away and also that of the Indian people? It has no relationship whatsoever.

Natural Ability To Communicate

The Commissioner, in his Address, talked of the subject of decentralization, giving responsibility to the communities. I am sure a case could be made, in many instances for communities to take on the running of their own schools, to take on that responsibility entirely in the isolated settlements. When we talk of teacher education programs, when we talk of qualifications, we talk about teachers who go to university and spend years taking training as teachers. What they are learning are the skills of being able to communicate with 30 kids in a room, they learn the art of communicating with children. I put it to you and my colleagues, that the native people in the Northwest Territories have that natural ability that we southern Canadians or Caucasians have lost along the line in our mechanized technological world.

We have evolved to such a degree that we are unable to deal with kids on an equal footing as the native people are and have to resort to the stick, the strap and other psychological

methods. The native people have a natural ability to deal with children. Those of us who live in the settlements and who observe the native people in their dealing with their own children can appreciate that very special quality.

SOME HONOURABLE MEMBERS: The question.

Native People Must Be Involved In Their Country

MR. PEARSON: I have not finished. So the Eskimo people are competent to deal with their own kids. The Indian people are competent. They can walk into a classroom and immediately communicate with the children. If this government wants to do a great job of educating the people, it should look towards giving the native people an opportunity, an equal opportunity to participate in Canadian life. It should introduce kindergarten classes at the age of three, as they do in many enlightened countries, such as Great Britain where children go to school at the age of three. The native people must be involved in their show -- it is their country. We have to give them that opportunity. It is their right, the same as it is our right if we go to school in Toronto to be taught by an English speaking teacher and it is as simple as that. Thank you.

MR. BUTTERS: The question.

Motion To Employ More Native People Carried

THE CHAIRMAN (Mr. Stewart): The question is being called on the motion. All those in favour? Six. Opposed? One. The motion is carried.

---Carried

In all due respect to the motion, I do not think it will accomplish what you have tried to do because, I think with the words "bona fide teachers", that person requires a teaching certificate, under the normal requirements of this Department of Education, which specializes in teaching of so on and so forth, so I do not think with this you have accomplished what you wanted to accomplish. I just say that in passing. It is now 4:00 o'clock and we will adjourn for coffee.

MR. PEARSON: Mr. Chairman, on a point of order. I am sorry, I was not plugged into your editorializing, but Mr. Evaluarjuk did vote for the motion and not against it. He had his hand up at the wrong time. In other words, by the time the translation came through he put his hand up. I wonder if you could just clarify that for the record?

THE CHAIRMAN (Mr. Stewart): Fine, thank you.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and calls this committee meeting back to order. Are we ready to proceed with the estimates now?

---Agreed

Capital - Activity 7070, Administration

I direct your attention to page 12.02. Program, Education, activity, administration, activity 7070, the amount, \$166,000. Could we have a brief explanation, please, Mr. McCallum?

MR. McCALLUM: Mr. Chairman, at the risk again of bringing up something that would promote a certain amount of concern, I would like to say that it is one vehicle, a replacement for a 1970 sedan in the Inuvik region that is utilized there for all Education people to travel throughout the Inuvik region. The department, as such, does not have a large complement of vehicles. There are areas where we do, for instance we have two in the city of Edmonton to allow the counsellors to keep in touch with the students who attend those higher institutions in Alberta. There are roughly 300 students out there either at university or taking technological training at various other institutions.

We have vehicles in other areas; in Yellowknife, in Fort Simpson, in Hay River, in Fort Smith, in Frobisher Bay, that are used not just for Education but are vans or buses used in connection with the hostels in those places where we do have hostels. The one vehicle is a replacement for a 1970 sedan in Inuvik.

The project survey and investigation funds allocated there are for legal surveys, preliminary design investigations, building approvals for possible project sites that would be identified in the forecast estimates.

The headquarters' resource centre is in Yellowknife. It is a list of equipment that comes to just under \$20,000. It involves film storage shelving, cabinets for print storage, videotape equipment, Gestetner, monitoring machines and stereo-monotape duplicating material. In all, there are ten particular items and they come to \$19,200, roughly \$20,000.

THE CHAIRMAN (Mr. Stewart): Thank you. Activity 7070, agreed?

---Agreed

Capital - Activity 7071, Schools

I direct the committees' attention to page 12.04, again under activity 7071 and the amount \$3,420,500.

MR. McCALLUM: Would you like some explanation of that?

THE CHAIRMAN (Mr. Stewart): Yes, please. The addition to the Sir John Franklin school, the one to Gjoa Haven, the new school in Resolute Bay and the school addition at Cape Dorset are carryovers from last years program. The prefab classrooms are portables and they are for various locations. Some of them could be in Tuktoyaktuk, Pine Point, Hay River, Yellowknife, Rankin, Baker, Chesterfield, Coral Harbour.

The minor projects are for schools in Arctic Bay, Broughton Island, Clyde River and Resolute Bay. The equipment and furnishings are listed by region, with the Fort Smith region getting the majority of this money because there are more classrooms there. It involves the furnishings for portable classrooms and, of course, for the Sir John Franklin addition, four laboratories, a gymnasium in Gjoa Haven and for the classrooms, the technical centre, the resource centre and the gymnasium. In Inuvik, for the furnishings for the portables. In the Baffin region, again it is for the portables as well as in the Keewatin region. The replacement equipment and furnishings again by region, the number of classrooms involved in the Fort Smith region are in the schools at Fort Smith, Fort Simpson, Hay River, Cambridge Bay and the Yellowknife area. The Inuvik, Baffin and Keewatin are for classrooms in those areas.

The grants and special payments for both school districts in Yellowknife are for two portables and the installation and landscaping of these portables with both school districts. The alterations and minor projects for the school districts and for the Rae-Edzo school region are calculated on approximately \$300 per classroom. The new and replacement furniture again for the classrooms in the two school districts and for Rae-Edzo, based on alterations and minor projects, based on approximately \$300 per classroom in each of these areas.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Nickerson.

Decrease In Moneys

MR. NICKERSON: Mr. Chairman, I notice that the capital expenditures in activity 7071 are some \$3 million less than for the previous year. I wonder if the Minister could tell us whether the money which was to have been spent during 1976 and 1977 has been cut down drastically as a result of austerity measures and will this result in large expenditures being necessary in the following years? Can we expect, therefore, a budget of \$9 million or \$10 million in the 1977-78 fiscal year?

MR. McCALLUM: Mr. Chairman, I would certainly hope not. Nevertheless, a general comment on the total, it is indeed less because of expenditures for new projects for this year, in comparison to last year. We have increased the estimates for prefabricated classrooms and minor construction. We do have requests over the next few years for a large capital expansion, not only within the government schools but within the school districts and the school society. That is what I was referring to in the beginning today, that we have to really take a look at where we are going in this capital expansion.

I might add that in the Keewatin as well as on the Arctic coast, that there are requests for replacement schools, for the establishment of higher grade schools, and the addition of gymnasiums and everything else. It is quite possible we will be faced with it but we will have to set up some kind of a schedule and we base that primarily on the need for extra space for portables as a general guide rule, a general rule of thumb.

THE CHAIRMAN (Mr. Stewart): I wonder if the committee would mind if I asked one short question? With regard to Hay River I understand that the Camsell school has been condemned, that the St. Paul school is located in an area which will become a very dangerous location for a school and it is in the centre of a heavy industrial area on Vale Island. I know previously there was money in the budget to erect a new elementary school at Hay River; could you give me an indication of the timing of this, please?

MR. McCALLUM: Mr. Chairman, we do indeed have the construction of a new school in Hay River in our forecasts. It is in our five year forecast, if that is any consolation. As to where it will be built, it is hopeful that we would be able to work out that in conjunction with the municipal government. As I say, it is in our five year forecast. I would refer to the need for setting priorities in terms of it, the priority generally being that we would attempt to replace older buildings, and where there is a growth factor involved, we would attempt to increase the size of the school there. I can not pin it down to any exact year. I think the completion, though, is roughly 1977-78.

THE CHAIRMAN (Mr. Stewart): For your information the municipality has already set aside grounds for a new school.

MR. McCALLUM: We will build it where you say.

Capital - Activity 7071, Schools Agreed

THE CHAIRMAN (Mr. Stewart): Back to page 12.04, the capital amount of \$3,420,500. Is it agreed?

---Agreed

Capital - Activity 7072, Continuing And Special Education

Page 12.05, Education, continuing and special education, activity 7072, capital in the amount of \$561,000.

MR. STEEN: Mr. Chairman...

THE CHAIRMAN (Mr. Stewart): Just a moment. I will call on Mr. McCallum and then we can call on you. Mr. McCallum.

MR. McCALLUM: The portable classroom for Fort Smith is for additional space required to support the dental therapy program. It is a possible extension to the main building that is there. I would hope in this Council's wisdom that this would be the last portable building we will have to put at this facility and we can get into some kind of permanent building.

The minor projects and alterations at various communities would be the work to be undertaken for adult centres in various regions. The replacement furnishings for the Adult Vocational Training Centre and the heavy equipment and machinery at the Adult Vocational Training Centre is again required to support the programs that are currently under way to update and to react to the assessment of those requirements in the area of resource centres for a basic training skill development program and the apprenticeship programs.

Heavy Equipment And Machinery, AVTC

I can give you a breakdown if you would like of that \$36,000 for the Adult Vocational Training Centre: the basic skill development, \$2000; the apprenticeship programs in carpentry and welding, approximately \$25,000; the pre-employment and carpentry, \$2000; certified nursing assistants' program, \$1700; food services \$2000 and the driver education approximately \$600. As far as heavy equipment and machinery is concerned, again there are three half ton pick-up vehicles; four six yard dump trucks; a bus; a grader, a 150 horsepower grader; a 180 horsepower tractor; a crawler tractor; a caterpillar loader and another loader. It comes to approximately \$470,000.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Steen.

MR. STEEN: Thank you, Mr. Chairman, I was just curious about this heavy equipment being put into Fort Smith. What type of old equipment do you have at Fort Smith and why is there a need for this heavy equipment?

MR. McCALLUM: Mr. Chairman, this is replacement equipment so that we can continue to give the kinds of courses that are required, or that there has been an expressed need for, or where an expressed need has been identified. It is all replacement equipment and evaluated by the Department of Public Works who, in fact, purchased this kind of equipment. Of the number of heavy equipment vehicles presently there, the machinery is old, some of it dates back to 1956 and a lot of this is replacement. We work as well, in Fort Smith at the Adult Vocational Training Centre, very closely with Hire North and Hire North uses some of that vehicle equipment as well, so it is all replacement. I do not have an inventory list of what is there now but if it is required, I guess I could get it. I should not say "I guess", I should say "I shall".

MR. STEEN: Yes, a little while back I heard the Honourable Minister mentioning building schools with more gymnasiums. It seems that we are having a great deal of difficulty raising funds to build community halls and arenas and places where people can meet. It might be a thought that perhaps we should begin looking at that, instead of making large gymnasiums at the schools, we could incorporate some of this money into these other meeting places or recreation places.

THE CHAIRMAN (Mr. Stewart): Thank you.

Utilization Of Community Facilities

MR. McCALLUM: Mr. Chairman, if I may, it is the policy now, and it will be, I would expect for the Executive, for the administration to make sure that school gymnasiums and/or meeting place areas, recreational complexes are built in conjunction with one another and that there is interdepartmental planning. No longer do we want to get into a situation where there is a gymnasium, auditorium, recreation area, library, curling rink and hockey arena, put all around the place and used for the sole purpose of any one particular department.

These will be community projects so that the community as a whole can utilize all of these facilities. I think in the last week or earlier this week when this whole topic was brought up about recreation, that I gave you, the Council, my understanding that the community would utilize all the equipment and we would not isolate it in any way, shape or form.

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Nickerson.

MR. NICKERSON: Mr. Chairman, I would like to know with regard to this equipment, is it new equipment or is it second hand? In my estimation, since this machinery is being used for teaching purposes and the productivity of it is not really that important, I would imagine that it probably would be preferable to purchase second hand equipment, rather than expensive new equipment.

Also, when the equipment is being used for training, if it breaks down once in a while, that might be to the benefit of the students because then they can learn what might happen in real life and how to go about fixing it. Also, it might be an idea to have them learn to operate the older model equipment, the older model pieces of equipment which they are more liable to come across in use by the contractors in the Northwest Territories.

THE CHAIRMAN (Mr. Stewart): Mr. McCallum.

MR. McCALLUM: Mr. Chairman, the equipment that is now being used at the Adult Vocational Training Centre came from a variety of sources, some even from some of the DEWline sites. Part of the criticism we have of our apprenticeship programs in terms of heavy vehicle operation is the fact that the graduates know the old equipment and they are not knowledgeable about the new. This is indeed new equipment and it is an attempt to keep up with industry asking that we turn out trainees who are knowledgeable about the operation of these vehicles.

Capital - Activity 7072, Continuing And Special Education Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. Activity 7072 in the amount of \$561,000?

---Agreed

Capital - Activity 7075, Pupil Residences

Page 12.06, Education, pupil residences, activity 7075, detail of capital in the amount of \$450,500. Mr. Searle.

MR. SEARLE: I notice there, Mr. Chairman, Fort Smith \$305,000. I am just wondering if the item fire loss, covers that? Was there a fire loss at Fort Smith?

THE CHAIRMAN (Mr. Stewart): Councillor McCallum.

MR. McCALLUM: Mr. Chairman, that fire loss was at Breynat Hall where we indeed did have a fire last year. We are self insured. This money required us to put back into operating that hostel and also it was required because of a fire in Cambridge Bay where we had to put in another hostel. Those are both hostels, both fire losses were suffered at hostels.

Insuring Hostels Against Fire

MR. SEARLE: Mr. Chairman, far be it for me to suggest what would be prudent, but would you not think it might be a smart idea to insure your hostels and only your hostels, because it seems to me that if you are going to have fire losses that is probably where you would have them?

MR. PEARSON: Hear, hear!

MR. McCALLUM: I think that that has implications for the total government and possibly the Deputy Commissioner would like to comment on that, as it does have implications in insuring all government facilities.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, just very briefly. On major buildings we have an agreement with the federal government that if a major building is lost we can obtain funds in the year it is lost for replacement, but we must put the money necessary for its replacement into our budget or into our forecast in subsequent years. In other words, we must fit it in eventually, but we are covered in the short term. To that extent we are self insurers. We have looked into the possibility of carrying insurance on buildings and we found that it simply is too expensive. We have been advised, and I am not sure that I could say we had been instructed, but we have been advised not to carry insurance but rather to use the federal system.

THE CHAIRMAN (Mr. Stewart): Councillor Searle.

MR. SEARLE: I was not meaning, Mr. Chairman, to suggest that, I thought I had made it clear that I was not suggesting that you insure all buildings, because I think that there is probably no doubt that you can best run the risk of loss, but I would think the risk of loss of a hostel would be a fairly high risk thing. There are not that many of them and my suggestion was: Did you every consider insuring just them?

THE CHAIRMAN (Mr. Stewart): Yes, it was an observation that you made. Activity 7075, did I see your hand, Mr. Pearson?

MR. PEARSON: No, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Councillor Nickerson.

MR. NICKERSON: You did originally, but it was the same question as Mr. Searle's.

THE CHAIRMAN (Mr. Stewart): Activity 7075 in the amount of \$450,500. Agreed? I am sorry, I did not recognize Mr. Steen.

Grants And Special Payments

MR. STEEN: Yes, Mr. Chairman, I would like a little explanation on grants and special payments.

MR. McCALLUM: Mr. Chairman, can I take it Councillor Steen is referring to Fleming Hall?

MR. STEEN: That is right.

MR. McCALLUM: Mr. Chairman, these estimates were made up before we received the request from the settlement council at Fort McPherson to demolish the Fort McPherson hostel and put the materials into the community for community use. It is based on the formula for small alterations and minor projects as well as new and replacement furnishings and equipment at \$40 per bed. It comes out to \$4000 as far as Fort McPherson is concerned. Since we are going to close that hostel, that \$4000 hopefully will be utilized in some other area. I might mention, Mr. Chairman, that there is nothing here for the Keewatin because we have no hostels in the Keewatin.

THE CHAIRMAN (Mr. Stewart): Councillor Pearson.

Bona Fide Teachers

MR. PEARSON: Mr. Chairman, I would like to discuss two things: First of all, a point of clarification re a motion that was hotly debated in the chamber sometime before coffee. I would like to clarify a point and it is a very important point. I would ask my colleagues indulgence to hear me out. In the motion I used the phrase "bona fide teachers" and I used that phrase to denote or designate qualified native teachers in the figurative sense as qualified teachers, not qualified under the Northwest Territories Teachers' Association's rules and regulations, but figuratively speaking as qualified teachers.

So, the term should be interpreted to read that, not interpreted as certified teachers, not in fact teachers but perhaps another term could be used so that there would be no confusion and that would be "cultural specialists" and this would not in any way interfere with the Northwest Territories Teachers' Association's regulations and criteria for teachers within their organization. During the debate this message did not get home to me and I think it is important that we clarify that. How that can be done technically in a motion that has already been passed I do not know, but I want the administration and my colleagues to appreciate that point. Perhaps at a subsequent occasion we can develop a motion to designate native people in that capacity in a special category so that they would not interfere with the workings of the Northwest Territories Teachers' Association, but within an organization of their own and able to proceed within the civil service structure as members of the Public Service Association of Canada.

THE CHAIRMAN (Mr. Stewart): Thank you, Councillor Pearson.

MR. PEARSON: Mr. McCallum is smiling so I must have said the right thing that time.

THE CHAIRMAN (Mr. Stewart): Unfortunately there is no technical way that I know of to rectify the mistake inasmuch as the rules lay down that once a motion has been passed it may be rescinded, but the same motion can not be brought forth again in that sitting. So, this is the quandary, it is outside the Rules of Council. Of course, rules can be changed, I suppose, with unanimous consent. That may be the next procedure, but I do not know.

MR. PEARSON: Mr. Chairman, it was my intention to use the word "teacher" and it was my intention to use the term "bona fide" but not in the sense that they must be part of the Northwest Territories Teachers' Association, but they be cultural specialists who are in fact bona fide teachers, but cultural specialists working in that capacity. Right? So, maybe since I am getting the thumbs up from the Speaker that is always a good sign.

THE CHAIRMAN (Mr. Stewart): Thank you. I think the intent has been made clear to the administration. Councillor McCallum.

MR. McCALLUM: Mr. Chairman, I appreciate Councillor Pearson's remarks and we would be more than pleased to take it, and I think that is the point I was referring to during that debate, that we would certainly be very much pleased as a department to take that motion with that intent.

Cost Involved In Operating Hostels.

MR. PEARSON: Thank you. On to my second point, on to the second matter, it is an annual headache, a continuous headache to me and many other people and that is the question of hostels and the department's involvement in the running of these establishments. The one particular one I am concerned with is the one at Frobisher Bay. It is the tremendous cost involved in running that operation. I think everyone is aware of the cost involved in running that particular facility and I have a question of Mr. McCallum: What does he in his new capacity as Minister plan to do about it in the near future?

MR. McCALLUM: Mr. Chairman, as a beginning to this, I think as we come down through the operations and maintenance objects of expenditure, it will be noted that we have reduced the cost of operating our residences by roughly half a million dollars with the closing out of hostels.

MR. PEARSON: Or by burning down.

MR. McCALLUM: We have found some way. But nevertheless with Council's direction from the past to get away from the large hostels, in roughly ten years we have cut in half the number of students who are staying at the larger hostels. It would be our direction, instead of maintaining large hostels, to identify a need, or have a need identified for small type hostels similar to the hostel in Cambridge Bay. So in answer to Councillor Pearson's direct question, we are looking at alternative methods of housing students who really do need it and to get out of the business of operating large expensive hostels.

SOME HONOURABLE MEMBERS: Agreed.

Gordon Robertson Education Centre

MR. PEARSON: I see and that is encouraging, Mr. Chairman. I have a letter received today from the Gordon Robertson Education Centre advisory committee and this is dated the 3rd of February, so it is quite fresh, and it concerns the operation of that particular establishment, the Ukkivik as it is called. The committee had a meeting in January and discussed the question of the hostel and they suggest that an alternative accommodation be provided for female students, preferably in the village area, in the community of Frobisher Bay, with adequate supervision. No students should be sent to, or accepted in the hostel under 16 years of age and wherever possible a satisfactory level of grade 10 should be attained in the home settlement of the student. This is, of course their wish as expressed by Councillor Evaluarjuk this morning, that people at an earlier academic level than that should not be sent to this particular facility. If grade 10 is not available in the settlements, and that is another question I will have of Mr. McCallum in a moment, the parents should be encouraged to allow their kids to live with relatives or friends, or make other arrangements, within the community, or in some other community rather than come to a large centre such as Frobisher Bay which has tremendous social problems and students find themselves in these difficulties.

According to this, students who are known as troublemakers should not be encouraged to attend the schools in Frobisher or live in the hostels. That is another serious problem they have. They also feel that the hostel would be an ideal location for adult education and there we come back to the Fort Smith thing; the vast sums of money that this government put into Fort Smith and not into regional type vocational training facilities, in the regions, so people do not have to travel and go through the trauma and the problems of running the gauntlet from the Fort Smith town down to the Adult Vocational Training Centre, etc., as happened last summer.

MR. McCALLUM: Two years ago.

Grade 10 In The Settlements

MR. PEARSON: So, on the question, another question I would like to ask of Mr. McCallum is, what about grade 10 in the settlements, what progress are we making in that regard?

THE CHAIRMAN (Mr. Stewart): Councillor McCallum.

MR. McCALLUM: Mr. Chairman, I will have to go from the last question down and hope I did not miss any. I have stated that we would be extending the grade levels back into communities at the direction of Council and I have indicated some areas where we plan to do this. We are at the present time within the department planning to introduce a grade 10 program and it is being prepared at this time. I would hope that we would be able to extend, in those communities where there is a need, that is where there are students who want grades 9 and 10, that we would extend those classes into those communities. We are in fact preparing that now.

As far as the utilization of existing facilities is concerned, we would attempt to get out of that, in terms of hostels, and that is the intention of the higher education concept that I outlined, that it would in fact utilize facilities in various communities, not only in Frobisher Bay but I mentioned what we are attempting to do in Tuktoyaktuk in our negotiations with Northern Transportation Company Limited to use their space for adult education. I recall back in September or the June session, I indicated to Councillor Butters that that is a possibility in terms of Stringer Hall in Inuvik and that was the idea behind the community concept of higher education.

Now, in terms of Fort McPherson, we are planning to pay for the lodging of students from that particular home or community in homes of friends or relatives, rather than trying to maintain a large expensive hostel. So, in point of fact, Mr. Chairman, we are moving towards exactly the things that Councillor Pearson has suggested. We are not only moving towards it, we are in fact doing it. I hope I covered the four questions, those are the three or four I recall.

THE CHAIRMAN (Mr. Stewart): Councillor Butters.

Article From News Of The North

MR. BUTTERS: Councillor Pearson's reference to the advisory committee at Frobisher Bay reminded me of an article I had seen in the News of the North dated January 21st which referred to the women's group of the Anglican Church and the questionnaire on education in Frobisher Bay. It shows the results that Mr. Pearson brought to the Council in the summer and I seem to remember him bringing this but I do not know if he tabled it. I wonder if it would be possible for Council to acquire a copy of this? I was most interested because the way it was summarized in the paper was and I quote: "Answers to the questionnaire seemed to support a return to a more conventional educational system. According to the women's group figures, 99 per cent of those who answered the questionnaire felt that there should be a Northwest Territories curriculum set for all grades; 97 per cent said grade tests or exams should be used to determine progress and achievement at the end of each year..."

THE CHAIRMAN (Mr. Stewart): I am sorry the translators are having trouble.

MR. BUTTERS: "According to the figures 99 per cent of those who answered the questionnaire felt there should be a Northwest Territories curriculum set for all grades; 97 per cent said grade tests or exams should be used to determine progress and achievement at the end of each year and that these should determine whether students went on to the next grade; 80 per cent felt that all academic subjects should be taught daily; 99 per cent said their children should be made to work and that attendance records should be kept, and all said they would support the teacher if the child required discipline, although some had reservations about the severity of the punishment."

These are very interesting statements of an old concept and I would be interested if the Member could make available, to me anyway, the results of that survey.

THE CHAIRMAN (Mr. Stewart): Do you have that information available, Mr. McCallum?

MR. BUTTERS: I mean from Mr. Pearson.

THE CHAIRMAN (Mr. Stewart): I am sorry.

MR. PEARSON: That was tabled, Mr. Chairman, it was tabled, so it is in the Members' manual of last year under tabled documents.

Capital - Activity 7075, Pupil Residences Agreed

THE CHAIRMAN (Mr. Stewart): We will arrange to get a copy for you, Councillor Butters. Are there any further comments with regard to activity 7075? Are we agreed?

---Agreed

O And M - Activity 7070, Administration

I direct your attention to page 12.07, Education, activity memorandum, operation and maintenance, activity 7070, administration in the amount of \$2,956,700. A brief explanation please, Mr. McCallum.

MR. McCALLUM: Well, this particular vote involves the work that is carried out at the headquarters' level. It involves as well a submission under the "B" level for the beginning of a guidance specialist service in the amount of \$44,000. It is a two year program whereby we would hope to be able to place in every region, guidance specialists for the five regions. Included in this particular vote is the amount of money for recruitment, staff training, support services that the department provides, curriculum development, as well as planning for any kind -- in all aspects of education. It is an increase over last year of roughly \$75,000 and that is primarily in terms of salary.

We have reduced the complement at the headquarters' level with a transfer of people from the Education department to another government department, specifically the apprenticeship program.

MR. BUTTERS: Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Mr. Butters.

Reduction Of Staff

MR. BUTTERS: I have a question and this relates to the total budget. Examining the manpower requirements of the department, it would seem that education has made cuts in just about every section of their responsibility. In administration, 111 people has been reduced to 99. In schools, continuing, 838 reduced to 832. In continuing and special education, 143 reduced to 91. Pupil residences, 66 reduced to 43. This seems to be a department that is making reductions and this is a rare thing in this administration. It has grown and grown and grown over the last ten years. I am wondering, are these cuts suggesting that it was an inefficient department before, or is there a directive out to these people to cut down, because I am sure they are the only department in the whole government which is attempting to reduce staff or reduce its staff.

MR. McCALLUM: Mr. Chairman, in discussing the manpower requirements of the department, there is a total reduction of 91 people involved. Of these positions, 79 have been transferred to Economic Development. They are the 76 apprentice positions and three people who are involved with the administration of the program.

In terms of pupil residences, where there is a reduction of 23 people, that came about with the reduction in terms of the closing down of hostels, or I should say, the hostel. The reduction in terms of school positions is a reduction in terms of individual positions that were transferred from one to another. When I said 79 of these positions had been reduced, that is over-all, because some of the positions in administration were coded under administration but in fact belonged to the apprenticeship program. We created one new position at the Adult Vocational Training Centre, six of the other positions were custodial workers in the Keewatin that were deleted and we are now into contract services for custodial work in that area.

So in point of fact it is not an indication that the department was mismanaged in any way, shape or form. Basically it is a transfer of these positions to other departments and included in that would be the fact that the estimated forecasts of enrolment have not come about because of the delay in the development. If you like, Mr. Chairman, I could reconcile all of these positions in terms of the total number that are involved in the department as to where they were positioned or transferred. We created one new position in Education. We also keep a very small vacancy rate within the department as well.

THE CHAIRMAN (Mr. Stewart): Thank you. Activity 7070. Councillor Pearson.

MR. PEARSON: Just an observation, Mr. Chairman. We see the staff numbers dwindling or going down, but we do not see much reduction in the budget. In fact we see an increase, so the costs are still pretty high. The cost of education is still astounding to me. Of course when you add to it hostels like Frobisher that are running something like \$4000 or \$5000 per student per year accommodation, is it any wonder?

THE CHAIRMAN (Mr. Stewart): Thank you. Councillor Nickerson.

Number Of People Employed By Department

MR. NICKERSON: Mr. Chairman, I wonder if we could please be told what number of the total of 1129 people employed by the Department of Education are actually teachers, actually people who go into the classroom and teach?

MR. McCALLUM: Yes, Mr. Chairman, I can give you an indication as to the number of teachers if I can find the piece of paper here. There are roughly 579 teachers. There are 126 classroom assistants. There are 105 custodial workers and 25 clerk typists in schools, in the manpower, if you like, of schools. Our estimated enrolment is over 11.5 thousand so that our over-all teacher-pupil ratio is 20.2 to one. I would like, if I could have your indulgence, Mr. Chairman, to indicate to you that there are 53 funded positions at the headquarters, level. There are 468 in the Fort Smith region, there are 186 in the Inuvik region, there are 230 in the Baffin region and 123 in the Keewatin region. Those are the funded positions. The casuals break down under the same headings of four, 28, 13, 11 and eight, which gives us a total complement of 1129 people.

As well, further to Councillor Pearson's remarks about the reduction in staff and the continued high cost of education, we have been able to get a new base in terms of the actual cost of providing operating and maintenance materials. The amount of money that was funded by the past Council in terms of these objects was very much below the national average. In fact, the amount that we have now funded for in here now brings us back up to what some of the other provinces and the Yukon were being funded in this area back in 1973. I think that would be apropos to what Councillor Butters had indicated when he said that we should be spending more.

MR. BUTTERS: Hear, hear!

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. McCallum. Mr. Nickerson.

MR. NICKERSON: Mr. Chairman, the figure of 20.2 to one as being the pupil-teacher ratio, how would that compare with the provinces? Also how would the figure of 16.4 to one compare when you take into account also the classroom assistants who presumably are acting very much as teachers?

MR. McCALLUM: Mr. Chairman, in comparison to other provinces it is lower than the national average, but we feel it should be lower because of circumstances in which we are involved. I say that that is an over-all pupil-teacher ratio. There are schools that have a higher pupil-teacher ratio, but there are schools where it is lower because of the various specialist teachers who are hired in particular schools, but it is lower than the national average. The national average, I would suggest, may be closer to between 25 and 30. That is a suggestion.

O And M - Activity 7070, Administration Agreed

THE CHAIRMAN (Mr. Stewart): Activity 7070, administration, are we agreed?

---Agreed

As the hour is almost 5:30 p.m., shall I report progress?

---Agreed

MR. SPEAKER: Mr. Stewart.

Report of the Committee of the Whole of Bill 4-58, Appropriations Ordinance, 1976-77

MR. STEWART: Mr. Speaker, your committee has been studying Bill 4-58. We have concluded the Economic Development section. Out of this section a motion was introduced by Councillor Butters and with the approval of the committee this has been set aside to be debated sometime next week, I think probably Monday.

On the study of the Education section of the budget a motion was put forward by Councillor ...

MR. PEARSON: Pearson.

MR. STEWART: I have difficulty remembering your name. I do not hear it very often. Is it normal that this motion be read in at this time or just notification that a motion was passed?

MR. SPEAKER: I should think it would be more appropriate to report the appropriations out, either all at once or department by department as you complete them. So probably you might wait until you have completed Education and report it out as completed and all the motions with respect to it.

MR. STEWART: Thank you. Your committee then, sir, wishes to report progress on Bill 4-58.

MR. SPEAKER: Thank you, Mr. Stewart. I have three announcements. One, of course, Members will recall the social function at 8:00 p.m. this evening which they are invited to, those who wish to go. Number two, there is a caucus meeting at 1:00 p.m. Saturday in the Executive board room of the Arthur Laing building, sixth floor. That is 1:00 o'clock in the afternoon tomorrow. Number three, apparently only two Members have responded to date indicating their wishes to the Clerk concerning a proposed lunch and briefing on the Mackenzie Delta regional plan. Unless there are more Members responding one way or another, we shall have to assume, I guess, that it does not excite the Members.

Mr. Clerk, orders of the day.

ITEM NO. 11: ORDERS OF THE DAY

THE CLERK OF THE COUNCIL: Orders of the day, Monday, February 9, 1976, 9:00 o'clock a.m.

1. Prayer
2. Questions and Returns
3. Oral Questions
4. Presenting Petitions
5. Reports of Standing and Special Committees
6. Notices of Motions
7. Motions
8. Tabling of Documents
9. Second Reading of Bills: Bill 3-58
10. Consideration in Committee of the Whole of Bills and Other Matters: Bill 4-58, Bill 3-58, Bill 2-58, Bill 9-58, Bill 12-58 and Report of Task Force on Great Slave Lake Fisheries
11. Orders of the Day

MR. SPEAKER: Just before we adjourn for the day, I think for the purposes of Members planning their time next week, we can probably be assured of sitting all day Monday and Tuesday, which is normally a committee day. I think we will probably have to sit at 9:00 o'clock in the morning on Tuesday. I have not made up my mind about Thursday. Let us just see how it goes Monday, Tuesday and Wednesday. Likely we will have to sit then too. I have suggested that we reschedule the rules committee that was scheduled to meet Tuesday morning to a luncheon, Tuesday. If there are any others who have scheduled Tuesday meetings they had best reschedule them because I think we will be sitting. Mr. Commissioner.

THE COMMISSIONER (Mr. Hodgson): Mr. Speaker, I just received a call from Mrs. Plumptre and she is pleased to report that she was able to rearrange her schedule and she will now be here for two days. She is coming on the 10th, overnighing and will be here on the 11th. I am not exactly sure when her departure is.

MR. SPEAKER: Mr. Commissioner, in view of this ongoing saga that we have regarding the arrival of Mrs. Plumptre, it is kind of building up to a climax here. I hope we are not disappointed when we eventually see her.

THE COMMISSIONER: I hope Mrs. Plumptre will not be either! (laughter)

MR. SPEAKER: That is good humour to conclude on. Anything else? Council stands adjourned until Monday morning, the 9th of February at 9:00 o'clock a.m., at the Explorer Hotel.

---ADJOURNMENT

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