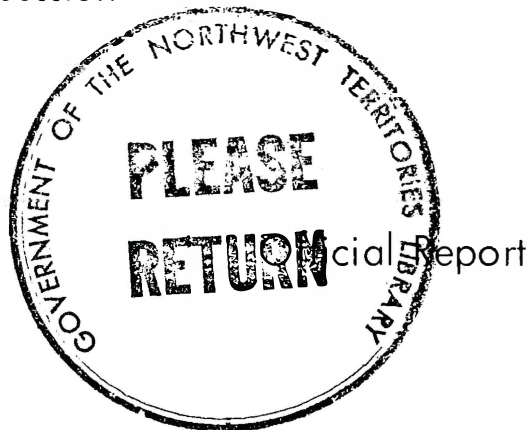




LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
DEBATES

60th Session

8th Assembly



THURSDAY, JANUARY, 20, 1977

Speaker The Honourable David H. Searle, O.C.

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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, JANUARY 20, 1977

MEMBERS PRESENT

Mr. Steen, Mr. Stewart, Mr. Lyall, Mr. Butters, Mr. Fraser, Mr. Whitford, Hon. Arnold McCallum, Mr. Evaluarjuk, Hon. Peter Ernerk, Mr. Pearson, Hon. David Searle, Hon. David Nickerson.

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. David Searle): This house will come to order. Gentlemen, turning to the orders of the day, Item 2, questions and returns. Are there any returns, Deputy Commissioner Parker?

ITEM NO. 2: QUESTIONS AND RETURNS

Return To Question W47-59: Removal Of Taxes For Resource Harvesters

DEPUTY COMMISSIONER PARKER: On Friday, May 28th, 1976, Mr. Butters asked a three part written question W47-59 concerning the recovery of excise, sales and federal tax by trappers and fishermen. Further to the information given in my oral reply on May 28, 1976, and Information Item 17-60 on this subject dated October 13, 1976, I have requested the fish and wildlife service to research this matter further and they have made available to hunters' and trappers' associations the following information.

Excise tax on gasoline. Hunters, trappers and commercial fishermen are entitled to a rebate of the federal excise tax on gasoline of ten cents per gallon. Claim forms and instructions have been provided to hunters' and trappers' associations by our officers. Excise tax on motors. Hunters, trappers and commercial fishermen may purchase tax exempt outboard motors exceeding 20 horsepower for use in hunting, trapping and fishing operations. The excise tax is ten per cent. Federal sales tax on boats and motors. Commercial fishermen may purchase boats, motors, repair parts and equipment exempt of federal sales tax. This provision does not apply to hunters and trappers.

Fish and wildlife officers have been instructed to assist hunters' and trappers' associations in completing claim forms for tax refunds. In the Arctic regions most commercial fishermen are members of hunters' and trappers' associations. We have advised the Northwest Territories Fishermen's Federation of the tax exemption available to commercial fishermen. With respect to section (b) of Mr. Butters' question, we are not aware of any action or studies by officers of the administration to remove other onerous taxes and imposts. In reply to section (c), the only legislative action that could be taken by the Assembly to further ease the financial burdens of harvesters of northern resources would be removal of territorial petroleum taxes. This has been considered in the past but not implemented because of the difficulty in separately identifying petroleum products used in resource harvesting as against that used for transportation, pleasure, etc.

MR. SPEAKER: Under Item 2, are there any other questions?

Item 3, oral questions. Mr. Butters.

ITEM NO. 3: ORAL QUESTIONS

Question W32-60: Date Of Commissioner's Visit To The Western Arctic

MR. BUTTERS: Mr. Speaker, I guess the questions I have should be written or in written form. I wonder if the Commissioner might advise the Assembly, and through the Assembly the people of the Western Arctic when he will be visiting the Western Arctic communities, in view of the fact he was requested to defer the visit that he had planned to the Delta last fall.

Question W33-60: Possibility Of Producing A Report On The Study Done On Students
Re: Education Ordinance

Secondly, I understand an examination was made of over 400 grade ten students in the territories and the results of those examinations were most interesting. I wonder if it would be possible for the results and the data compiled as a result of those examinations could be made available to the Assembly during our study of the Education Ordinance.

MR. SPEAKER: Mr. Commissioner.

Return To Question W32-60: Date Of Commissioner's Visit To The Western Arctic

COMMISSIONER (Mr. Hodgson): Mr. Speaker, on the first part of the question I plan to visit the Delta and the Western Arctic during the first couple of weeks in March. As this Assembly will recall I originally scheduled a visit to that area in November but deferred it with the concurrence of this Assembly to go to the High Arctic and Eastern Arctic and see that copies of the Education Ordinance were taken to all the communities.

Return To Question W33-60: Possibility Of Producing A Report On The Study Done On Students Re: Education Ordinance

As to the second part of the question, perhaps we might have the permission of Council to make the information available some time as quickly as we can get it this morning. I personally have not seen the results of that study myself.

MR. SPEAKER: Mr. Pearson, oral questions?

Question 034-60: Report Of Commissioner's Tour

MR. PEARSON: Mr. Speaker, a supplementary question to Mr. Butters' question. In light of the fact that the Commissioner visited the Eastern Arctic and made an extensive tour and held extensive discussions with the native people in that region, will he be tabling a report to this Assembly outlining basically what took place and what comments he heard from the people in that region?

MR. SPEAKER: Mr. Commissioner.

Return To Question 034-60: Report Of Commissioner's Tour.

THE COMMISSIONER: I have been concerned as to what method I should use to convey that information to the Assembly. I thought first of tabling a document and then I was not sure if that was the right procedure or just giving a verbal report in the committee stage. I am prepared to do either. I made very extensive notes of 18 meetings I held and, whichever the Assembly wishes, I will be most pleased to do it.

MR. SPEAKER: May I suggest, gentlemen, that as we will be going into committee of the whole on the Education Ordinance that that discussion might be opened by the Commissioner, he can give his report. That seems to be an appropriate approach and that is why we will discontinue the discussion so he might, for the Members from the area, bring in a properly translated copy to the house. Would that be acceptable to Members? We could proceed with the report of the Commissioner when we get into committee of the whole.

---Agreed

Are there any further oral questions? Mr. Fraser.

Question 035-60: Canol Camp, Norman Wells

MR. FRASER: Mr. Speaker, there is some concern in my constituency on the Canol camp just across the river from Norman Wells. I was talking to some of the people in the Norman Wells area and the camp is now being destroyed and all the buildings and the sites around it will be buried come this summer. Some of these camps are 40 or 50 years old and they are concerned about them in the future, them becoming a tourist attraction and at the present time they are something to look at. However, we would like to know if there is any way we could stop the destroying of these camps and maybe just destroy the garbage and the buildings, that is if the administration could tell me if this could be done. If that is so, I would appreciate it.

MR. SPEAKER: Would you like to take that as notice, Mr. Deputy Commissioner? It is not really an oral question.

DEPUTY COMMISSIONER PARKER: Yes, Mr. Speaker, I am aware of the problem and will file a report.

MR. SPEAKER: Gentlemen, before proceeding on to Item 4, petitions and looking at the membership of the Assembly this morning, in view of the transportation problems with Members getting in, would it be agreeable to suggest that the simultaneous translation in Eskimo await the arrival of the Members who need it, in other words, save their time and energy on translation into Inuit? Is there anyone who objects to that? Mr. Lyall and Hon. Peter Ernerk I would think might wish to have translation continue and if you do we can but I wondered if you wished to. Mr. Lyall.

MR. LYALL: Mr. Speaker, in view of the people in the audience I think we should have that translation going.

MR. SPEAKER: Item 4, petitions. Mr. Pearson.

ITEM NO. 4: PETITIONS

MR. PEARSON: I wish to present a petition on behalf of the student residents of Frobisher Bay. I am not quite sure as to how to proceed. Do I read the basis of the petition itself?

MR. SPEAKER: Yes.

Petition 1-60: Students At Frobisher Bay

MR. PEARSON: This is addressed to the Commissioner, the Director of Education, myself and various other people in the Department of Education.

"We the students at Ukkivik residence would like to ask you to consider the following. It has been said at school that the spring break and Easter holidays would be combined and we would be off school from April 7th to April 18th, 1977. Eleven days is a long time to stay in the residence, especially when the other students get this time with their families. School does not finish this year until June 24th, 1977, and by that time most of our families will be gone camping and hunting. By the time we get out of school, we will miss them also. So, would it be possible to go home for the long Easter break, or to go to school during this time and go home earlier in June so that when our families go on the land we can go with them. Please consider this matter as it is very important to us. Thanking you, we remain..." and there are 100 or so signatures which accompany the petition.

MR. SPEAKER: Are there any further petitions?

Item 5, reports of standing and special committees.

Item 6, notices of motions. Mr. Butters.

ITEM NO. 6: NOTICES OF MOTIONS

Notice of Motion 24-60: Formation Of A Special Committee For Development Of Territorial Legislation After The Construction Of The Mackenzie Valley Pipeline

MR. BUTTERS: Mr. Speaker, I wish to give notice that I will move tomorrow, the following motion. This is on January 21st: "Now therefore, I move that a special committee of the Legislative Assembly be struck to develop the territorial legislation that will be required to be in place, before or shortly after, approval is granted to construct the Mackenzie Valley natural gas pipeline". I will add the "whereas" clauses to it, then.

MR. SPEAKER: Are there any further notices of motions?

Item 7, motions for the production of papers.

Item 8, motions. Are there any motions left over, Mr. Clerk?

CLERK OF THE HOUSE (Mr. Remnant): No, Mr. Speaker.

MR. SPEAKER: Item 9, tabling of documents. Mr. Stewart.

ITEM NO. 9: TABLING OF DOCUMENTS

MR. STEWART: Mr. Speaker, I would like to table Tabled Document 12-60, concerning the Catholic Assumption Church in Hay River. Inasmuch as this affects clause 61 in the Education Ordinance, I wonder if I could have the permission of the Assembly to have this printed if possible?

MR. SPEAKER: I do not see any problem there, Mr. Stewart. Mr. Clerk, would you see that that is printed, please?

CLERK OF THE HOUSE: Yes, Mr. Speaker.

MR. SPEAKER: Any further tabling of documents?

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

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

This house will resolve into committee of the whole for continuing consideration of Bill 1-60, the Education Ordinance, with Mr. Stewart in the chair.

---Legislative Assembly resolved into Committee of the Whole for consideration of Bill 1-60, Education Ordinance, with Mr. Stewart in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-60, EDUCATION ORDINANCE

THE CHAIRMAN (Mr. Stewart): The committee will come to order for the purpose of consideration of Bill 1-60, the Education Ordinance.

MR. PEARSON: Mr. Chairman, I wonder, Members, if we can honestly consider the matter before us in light of the fact that the Members from a large area of the Arctic are not here due to weather conditions in the case of Mr. Pudluk and illness in the case of Mr. Kilabuk.

THE CHAIRMAN (Mr. Stewart): The Chair is at the discretion of the Assembly. I understand we were going to have a report from the Commissioner at this stage to report on the trip made to the Eastern Arctic. I wonder if we could not deal with that at this time as these people were part of that trip and have full knowledge. Is it your direction that we ask the Commissioner for a report on his trip to the Eastern Arctic?

---Agreed

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

THE COMMISSIONER: Mr. Chairman, will you just give me ten minutes? I have just sent for my report on it. It slipped my memory this morning when I came down but I have sent for it. Perhaps you could go on with other questions and as soon as I get it, I will go through it with you.

THE CHAIRMAN (Mr. Stewart): Thank you. We will establish a point of return to this bill. My notes say we are on page 41, clause 47, establishment and operation of separate boards of education. You will find on the Members' desks a blue book. Clause 47 is also at page 41 in the blue book. Would the committee like to adjourn until the information comes with regard to the trip, the Commissioner's report? Agreed?

---Agreed

THE CHAIRMAN (Mr. Stewart): This committee stands adjourned for five minutes.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): Would the Sergeant-at-Arms collect the Members, please? The committee will come back to order. Mr. Commissioner.

Commissioner's Report On Trip To Eastern Arctic.

THE COMMISSIONER: Mr. Chairman, Members of Council, the November tour was the most extensive, I think, I have taken since the tour I took of that area in 1969. The party was on the road for ten days and in those ten days we held some 18 meetings. During the course of the meetings, I can not recall any of them being less than two to two and a half hours and the longest was ten hours and 34 minutes. We were not dealing with the Education Ordinance all that time, but it did consume a tremendous amount of time. The people were obviously interested in not only what I was doing and the administration, but were quite interested in what this Council was doing. It became apparent to me that while I took some heavy broadsides on behalf of everybody and received some criticism, that the criticism was not personal but there was more of an awareness in the Arctic in the last two years and the tremendous change was noted. As a matter of fact I even found myself defending the CBC, the Inuit Tapirisat, the territorial Council, the Government of Canada, the territorial government and even some of you distinguished gentlemen sitting around the table.

I do not think it is my job as I tour these communities to criticize people. I think it is my job to try and not necessarily make passionate defences of people but try and explain what that department or organization or corporation policy or what they are attempting to do. Sometimes it may look like I am in favour of everything. I am going to leave the Frobisher Bay report for the end,

although that was the first meeting. The reason is that in going through my notes here I noted there was a petition that was given to me by the advisory committee and I gave that petition to the educational people. I have not got it in my notes here and I have sent for it. By the time I am finished with the report perhaps it will be here and I will be able to read it to you.

Itinerary Of Trip

I will begin with Resolute Bay advisory board. To put you fully in the picture, this is the method by which I proceeded. I asked Mr. Mulders from the Department of Education to join me and on the way to Frobisher Bay we attempted to pick up the regional superintendent Mr. Black from Keewatin but unfortunately due to the almost 40 to 50 mile an hour gales and a whiteout we missed him and we proceeded without him. We did pick up Mr. Stapleton at Frobisher Bay. I gathered together these people at Resolute Bay and while I handled the Resolute Bay meeting myself with Mr. Ludy Pudluk, the assistant regional superintendent went with Mr. Pudluk to Grise Fiord, Pond Inlet and Arctic Bay. I am afraid I have not a copy of exactly what was said.

From Resolute Bay I went to Igloolik and from Igloolik to Hall Beach where we met Mr. Ipeelee Kilabuk. I handled both Igloolik and Hall Beach and then Mr. Mark Evaluarjuk and Mr. Mulders left and went to Cape Dorset, to Coral Harbour and to Repulse Bay. I have a report from Mr. Mulders, a very extensive report on what took place at these meetings and I will read this to you. I then proceeded with Mr. Kilabuk and Mr. Stapleton and covered Broughton Island, Pangnirtung, Lake Harbour and Cape Dorset, having already done Resolute Bay, Frobisher Bay, Igloolik and Hall Beach.

Meeting In Resolute Bay

At Resolute Bay, I met first with the advisory board at 4:00 o'clock p.m. in the afternoon of November the 23rd. The advisory board were in disagreement with the way that the Education Ordinance had been handled. They felt that they had to have time to read the ordinance and make their comments. They could not understand why the ordinance had not been circulated to the communities first and translated. They were quite concerned about this. I at no time tried to sell the ordinance. I merely explained the whole procedure and the events leading up to that time. It had started in the Council period from 1967 to 1970 and then it carried on through the Council period of 1970 to 1975 and what the present Council is doing.

Mr. Pudluk explained that we had only got to clause 47 and up to PART II. As far as he was concerned it did not concern his people at all. Page ten to the end of the ordinance concerned the people and he said that we have to go over it before Christmas. Mr. Simeonie Amarualik, the chairman, said as far as he could see that education was part of their daily lives and he was very grateful that the party had come to visit with them. Mr. Walter Aoudla said, "We have to have much more input as an advisory council in the communities in cultural inclusion". Mr. Pudluk said, "We want to see adult education, teach what local government is all about." Mr. Walter Aoudla said, "We favour very much adult education and we want Inuit teachers. When the school system was introduced they only spoke English and we feel we should be taught more in the Eskimo language and culture." There was a long discussion on higher education, what should happen after the students graduate from higher education and they felt that Resolute Bay would be an excellent spot for the new community university of the North. They then sort of got into a few more discussions on housing, would housing be made available to Inuit teachers?

At the public meeting that night at 8:00 o'clock p.m. I explained the reason that I was there and I told them of the items that I wished to discuss and I talked about the Education Ordinance and they told me that they were aware that we had met that afternoon with the advisory board and that they felt it was not necessary at that time to go over the Education Ordinance as the advisory board had already done that. They said that the advisory board would be discussing it with the people in the council and with Mr. Pudluk and would give him their views for him to bring to this meeting here.

Trip To Igloolik

From there we went to Igloolik and at 3:45 o'clock p.m. that afternoon, on the 24th, we had a meeting with the hamlet council. I explained the background of the ordinance and what had happened and what this Council had decided to do. They thanked me very much for coming and said they had a tough time understanding the ordinance but now they felt it was going to be better. "After we read it we will ask some more questions" and there was lots of misunderstanding but they felt they were in a much better position to understand it. That public meeting started at 8:00 o'clock p.m. and Reverend Nasook got up and said that he felt that the Eskimos were losing their culture and that they should not lose any more. He told the people not to be shy about expressing their views. "Sometimes we would agree and sometimes we would not agree." The chairman said we should have much more input into the ordinance, and someone from the floor asked how we were going to deal with this word by word. I explained how I thought they should go over it themselves and give their point of view to Mr. Evaluarjuk.

I said that I would be prepared to answer any questions but that I was not going to get into a discussion as to whether it was a good or bad ordinance. An advisory member asked if we could make amendments and I said by all means. The point of irritation seemed to be the ten dollar fine that was proposed in the ordinance for people if their children did not go to school, particularly if they had gone with their parents on the land. I told them that this had not yet been discussed by the territorial Council, they had not reached that one but was sure they would be most pleased to have their views. People thought there should be no fines for kids not going to school.

Mr. Kadlutsiak said that we should be talking about what we do not like in the school system. "We did not know what we are getting into when the schools first came in as they were taught in the southern way." The parents believe that education had damaged the students, and it was worse at the high school level and we should work together because we needed a better way. They were not against the whites but they wanted their own system. He asked the territorial Council for more input from them into legislation. Last territorial Council meeting he said people were getting scared because most of the Council Members seemed to be for the ordinance but it was not too good according to the CBC. People wanted to have more to say and there should be an inquiry into the whole question of education.

The Father said he wanted a statement by the government where they were going on education, just what they were trying to achieve, and I stated that that could be done. A lady said she was against the ten dollar fine and a member said "How do I get myself involved in education?" Another member said that he felt that before the ordinance was introduced there should be some method of giving the people some understanding of what the ordinance draft is. This was not meant to cover every ordinance but major ordinances that affect the people in the communities. Mr. Kadlutsiak said that since the Council session a lot of people had been examining the ordinance. He felt there should be more cultural inclusion and more Inuit language taught. The adult educator explained what happens when there is no law and he said that he felt that more authority should be given to the board, and that included adult education. He thought it was a good thing and said that a program was put together at the present moment by the Alberta government and asked how many skills would be needed. People had been asked to give their views and he thought that they should give their views. He said any program that was developed without local input, there would be no assurance that it would ever be successful. He felt that the people were now being given input, and that before they had not been given input and this is something in legislation that had never been done before and he thought it was a good thing, not just the ordinance but the consultation process.

Money For Cultural Inclusion

Someone wanted to know how much money was being spent on cultural inclusion and I explained that it was on a per student basis. They said well, whatever it was

was not enough. They thought there should be more time spent with the kids outside the school on cultural inclusion and it should not necessarily be taught just in the school. However, I said that that was a good point and I thought also that a certain amount of culture should be taught at home. We discussed some of the responsibilities, if the advisory board became a society. Reverend Nasook said it looked like they were divided, but it only looked that way. They discovered they had trouble understanding each other and said "You teach us and we trust you." There was more general discussion on what the people thought and Mr. Kadlutsiak said maybe we should not pass it at all. I said "that is entirely up to you" and then we went back onto the ten dollar fee, and how they could pay if they had no money. The Father said that as far as he was concerned education should sell itself, it should be a program they should understand and our program should be something that sold itself to the people.

Another gentleman who spoke said that he saw the ordinance taking things away and said in any event the commission had the final say and said that there were a lot of needs, or Inuit needs. The CBC thought it was not a good ordinance and he said; "If Inuit start making laws affecting Inuit, but also laws affecting non Inuit it would not be passed. Let the Inuit do it and if the Commissioner does not like it he can change it. The Inuit does not know anything about southern Canada and would be the last to be making laws for southern Canada. The same should happen with non Inuit, and the only way to get around or change the law is by expressing your view."

Then he told us how they travelled in the old days by komatik, and he flopped down on the floor and stopped the whole meeting and showed us how to navigate on the land. It was very interesting. I think it was a much better -- the meeting to me showed that the people were participating and they were trying to tell us at the meeting some of the things that were important for the people and the kids to know. He then made a further comment and said today there is more cultural inclusion in the classroom, but he said that one of the things they noticed was that the kids are no longer listening to their parents. He said the school system has done a lot of damage to the children and you are introducing the subject, you are not trying to push it, and we appreciate that. Then he said "We will make our comments by March."

Comments From Meeting

Then we had a long discussion on the Inuit way of life, and living on the land. A fellow said, "We would like to see the Education Ordinance passed but we must be allowed to have our say, we must be consulted before it is passed. I have a lot of things in my mind I want to discuss". Another fellow said he was not sure if it was a good ordinance or not and said, "We have to have the support from the communities and we have to have more consultation. We will prepare our views for March, for the next session. I will think about it for a month, over Christmas and then by March let you know my view". Another fellow said one month is not long enough, we need more time, there has not been enough input by the Inuit people. A lady said she agreed with the last speaker. Another member said people should be given a limited time, maybe a year, they should be given that long to think about it. More people said they needed more time. Another person said, "It is up to the parents to decide what type of education the children get."

After a while they decided that the meeting had gone long enough and said we can get together and talk about it, but that did not prevail. The meeting continued. It started out incidentally with about 300 people and ended up with about 37 people present. Other people sort of had their say and then drifted off. Generally, there was a view at Igloolik, at that time that they should have more time to discuss it. One fellow said, "I want to go home, let us get the meeting over with." Another fellow said he had a number of the copies of the summary produced last summer and passed them out but people do not understand them, and this is much more complete. One of the advisory committee people said, "Let us take a vote right now, take a show of hands" and the show of hands was that the ordinance should be delayed. So, then they began talking about getting in touch with people in other communities to see if they would support their position. That meeting ended in the wee hours of the morning at Igloolik. I hope you do not mind me going through this but I think this gives you a capsule of everything that happened.

Meeting In Hall Beach

Then, we went into Hall Beach and had a meeting there with the council and explained what I was there for. They said thank you very much and then proceeded to discuss everything but the Education Ordinance. So, we kind of talked about all of these other things and it became apparent that they did not want to talk about the ordinance, they would rather talk about the ordinance later. Mr. Evaluarjuk explained what had happened at Rankin Inlet. The chairman asked "How do you want to deal with this?" They asked "Can we write Mr. Evaluarjuk about it so he can make amendments?" and the answer was yes. They complained that every time when they wrote the education people they were never answered and the education people said "Well, what particularly did you write us about we did not answer?", and they could not recall it at that moment. In any event we talked about the powers of the advisory council and then some people said that the teenagers were losing their culture and they would appreciate a full time teacher to teach them about their way of life. Kids do no longer know how to build an igloo. The ladies of the advisory committee said they tried to set up a program that would teach them their way of life but they would not come. They all agreed that young people did not know how to live off the land any longer. A man said, "The cultural inclusion program should be included and in there should be taught how to live on the land and what to do if a storm comes up".

Problems Of Getting Instructors

One of the teachers said, "One of the big problems is that I have great difficulty in getting anybody to get them into the school to instruct the kids. We have got the money and have asked the old people to come in and instruct but they do not show up. We set up programs but we can not get anybody to come in. There is a lot of talk but no action. We will pay, we have the money and we will pay for teachers to come in." A man said, "I do not believe the principal, I do not think he has been trying to get anybody. You may have called one or two people but did not tell me, you never approached me except in a secret way. Maybe we could resolve this." The principal said he would be delighted. He said, "It is my job to carry out the wishes of the Council and the Education Department, in the ordinance, and the curriculum, and also work with the advisory committee. You tell us how you want things set up, you come and we will pay you to take the kids out on the land. We know a lot about these programs and this is good. You have the authority and can hire whoever you want."

There was a lot of talk about the CBC but really nothing firm. It was decided they had money in the budget and they could talk amongst themselves and one person said "Do not blame the public for saying we are not active enough because we will not accomplish anything that way but we will guarantee you to go over the ordinance and are very happy that you have come." The Father said "We can support the education system and we can talk about cultural inclusion but there is no hope of anybody going out on the land to live unless the girls and women agree to go. It is impossible for a man to live on the land by himself." There was a lot of talk about whether we should be on a trapping economy or a wage economy. There was a lot more talk about.

whether there should be more money for Inuit teachers and the Inuit teachers should be entitled to staff housing the same as the white teachers.

MR. PEARSON: Hear, hear!

Discussion In Clyde River

THE COMMISSIONER: At 10:05 o'clock p.m. we finished discussing the ordinance and agreed they would give Mr. Evaluarjuk their views and went on to other matters. From there we went to Clyde River and at Clyde River they said thank you very much when I explained about the ordinance and in each case I distributed hundreds of copies of the ordinance in each community. They said "We do not have too many questions at the moment. People should read it and we will tell Mr. Kilabuk what we want changed." They said Mr. Kilabuk is our Council Member and very good to us. They wanted to know if this covered the whole Northwest Territories and I said "Yes, it covers the whole Northwest Territories and the regulations will no doubt be written so that it will go with this ordinance" but to my knowledge they were not with it. We then talked a little bit about the gym. They wanted another teacher for Clyde and they wanted grade nine to be extended to the community. They said they had 146 students and next year they will have 151 and the year after they will have 157. They talked about the physical plant there, the rooms and the books and things of that kind.

The education advisory board is working very well and that was all they had to say when we left the subject. This meeting was with the advisory council. At the public meeting that night we talked about the Local Initiative Program and a number of things were explained about the Education Ordinance. They said that they realized we had met that afternoon with the advisory council and that the advisory council would be talking to the public and that was very good. They would talk to Mr. Kilabuk about it and they had great trust in Mr. Kilabuk and trusted that he would introduce it to Council.

Broughton Island Meeting

The settlement council meeting at Broughton Island started at 2:30 o'clock p.m. and we talked about a number of questions but we never did get to education and the meeting ended at 7:40 o'clock p.m. We started immediately or shortly after the education meeting with the education advisory board. The main concerns of the community and the students was that there should be more Inuit language taught in the schools. We talked about the budget for cultural inclusion. They said they used to have bingos to raise money for cultural inclusion but they stopped the bingos. We talked about a gym for Broughton Island. One of the people said "You people introduced education in the North and now you have to accept things that we are requesting."

MR. PEARSON: Hear, hear!

THE COMMISSIONER: "We want more adult education in the community. In the past the local teachers have taught adult education but we feel we should have an adult educator here." After talking for hours about it, we agreed to provide them with an adult educator. Mrs. Brewster and Mr. Aimo Nookiguak with me explained what the ordinance was all about.

Interpreters Commended

I must interrupt at this moment to say that the interpreter corps in my opinion never performed better and they became so good at it that I did not have to say anything. They knew exactly what the ordinance was. They were not trying to push it or criticize it, but they could stand there in half an hour and explain what it would take me three or four hours to explain. I must commend all of them who were on that tour. They were just fantastic. They paid the price for it because at the end of the tour they could not speak. The community said "Let the committee discuss this whole business and we will give Mr. Kilabuk our views" and I said "Okay, that is

fine with me." We still had not met with the public and we went on with the hunters and trappers and after ten hours and forty-five minutes they decided they would like me to come back in February and have a public meeting. I said I would go back there about the 26th of February so that ended the meeting there.

Views In Pangnirtung

We went on to Pangnirtung and at Pangnirtung we met with the hamlet council. We discussed a variety of things with the education group. What they did in Pangnirtung was bring in all their committee, their chairman and as we dealt with the hamlet we dealt with every organization as each one was given so much time to discuss their items. They wanted to know what the total budget for Pangnirtung was and I must confess I do not know. I said we do not break it down that way. They wanted the grades extended in Pangnirtung. They said it was tough on the kids and parents when the kids have to go out for higher education and the kids come back from school and they will not go hunting or trapping. The students will not listen to their parents. They felt that there should be more higher grades taught in the schools. They talked a little bit about a school bus and then that was that. They agreed to talk it over amongst themselves later at another meeting and, as you know, Mr. Kilabuk comes from Pangnirtung so they seemed to be much better informed. They were quite happy to leave the matter to Mr. Kilabuk and they would tell him what their views were.

Trip To Lake Harbour

At Lake Harbour Mr. Bryan Pearson was there and they said if they had any questions they would raise them with Mr. Pearson. They wanted to know if they could write him. Mr. Pearson said "I will come and see you before the meeting. One month is not much time." Fortunately the government was able to cover the subject very quickly and they gave their views on it and the reasons why they felt strongly about it. I will not go into that. I will tell you about it as I go on. They said this is new to us and we can not answer you. We will have to have time to accept it and let you know. A lady said "Can we write on the book, that is the translation, our views?" and I said "Yes, by all means." They talked about cultural inclusion, there was not enough time spent teaching cultural inclusion and it is one period in the week and that is not enough. It should be taught five hours a week. They would like to see it taught longer but the principal does not seem to agree. "After reading the ordinance we will know about it. We want to be taught Inuit ways so they are not forgotten. If we forget and the parents die, we will not be able to regain our way of life. We have a big school but no gym and the school is not used for student activities. The principal does not let us use the activities room. The old one let us use it." We talked about that and explained it and I think we sort of got that sorted out.

Need For Better Communications

We then talked more about the need for better communications. Mr. Stapleton was there and he was leading the discussion about the principal. I will not go into that either. There seemed to be a morale problem among the students and their morale seemed to be dropping, so we agreed to look into that and see if we could get it up. A member said "He was in favour of the ordinance being talked about and he said that he would give his views to Mr. Pearson". He said "Once the ordinance is passed some kids do not like school. The kids should not be penalized because they do not go. It is difficult for some children to learn English and Inuit both at the same time. It is hard to strike a balance". We had a public meeting at 1:30 o'clock p.m. after dinner and we talked about a number of things. We did not talk about the Education Ordinance other than to explain what the education advisory board had decided.

Cape Dorset Marathon Meeting

At Cape Dorset we had a marathon meeting there also which lasted eight hours and Mr. Mulders had been there and talked to them also. Mr. Mulders was there. I will look at Mr. Mulders' notes. I will check my own to see if I have anything. "All of the elders are not going to be around forever. The children must not lose the culture and therefore Inuit teachers should be appointed. Children lose respect for their parents and do not listen to them anymore. Therefore full time Inuit teachers are needed. Children are learning everything in English. Therefore they should be exposed to more cultural inclusion, especially the younger ones. The teachers have influence over our children because they know a lot more than the settlement people. Some people go to other settlements and lose the Inuit way of life and before they come back they get into mischief. Teenagers do not know their parents anymore, do not speak their language and forget their own way of life. This worries us because we want them to have a good life when they grow up. The education society should be able to determine the highest grade level to be taught in the settlement. Some of our children are easy to get to school and others are not and they should be allowed to keep one son or daughter at home who would learn the ways of their parents and they would then be later able to teach Inuit ways to the children who have gone to school."

Another person asked what was being done at Rae-Edzo for Indian programs in Inuktitut and English should be developed. "Would it be possible in the future to send students to Greenland to learn the Greenland language and culture and then come back and teach about it?" Another person disagreed with this and suggested that the students have to learn English. "I want my children to learn English. Boys should be allowed to go hunting and this could be done on nice days and when weather is bad they should go to school. Why is Inuktitut not taught in grades 11 and 12?" The chairman announced the conclusion of the hearing and said that he would bring the following issues up again in the spring. That was the meeting with Mr. Mulders, and at the meeting, I was there, and we dealt with 17 items and I do not think that education was discussed too long, the reason being that we were meeting with the education advisory committee. The main concern seemed to be that Inuit was not taught in the schools. In any event they said they would let us know.

Report From Coral Harbour

At Coral Harbour, on Mr. Mulders' report, his report says "We have no questions now and need time to read the ordinance" but they did complain about the ten dollar fine and said "After reading the ordinance we should make a list of all the things we want Mr. Evaluarjuk to know and then we will write to Mr. Evaluarjuk. After we have read the ordinance, someone knowledgeable on the ordinance should explain whatever we do not understand, especially on technical terms. We refer to the ordinance as a proposal but it does not say that on the cover so we should distribute it locally and then meet with the principal and the education advisory board and if necessary we may want someone from Rankin Inlet and Yellowknife to explain it some more. We are too busy in December to discuss

the ordinance itself and you and the Council Members should have the power to say that the discussion on the ordinance should be postponed beyond the January session. We understand this has been in preparation for many years and now you want us to rush through it. The ordinance is something for the future and we must study it very carefully. Mr. Bruce said to say hello to the Commissioner for him.

Repulse Bay Views

At Repulse Bay on November 28th they said "We should have time to read the ordinance before we discuss it. Inuit and non-Inuit have different ways and we have to satisfy the Inuit before the ordinance is passed. The major complaint is that in Repulse the younger people no longer know the old ways. In Repulse, it is small and there are no jobs and we must know what we are doing before any of the local education authorities are set up. First we will have to read the ordinance and then ask questions later. There is not enough money to run Inuit cultural programs. In days gone by we did not need money but now we need money for everything, including this. After all the education advisory board has explained the ordinance to the people, and after they have done that we will then know to what extent the people are happy with it. Many people will not be happy with the ordinance because they will have to become involved before it is passed. People will be unhappy if it is passed without the Inuit supporting it. We are thankful to the Eastern Arctic Member for having delayed the ordinance". I think that is you, Mr. Pearson, he is talking about.

"Some of the people from the settlements might agree with it but we want the settlement people to let us know what is going on in other settlements. We do not like it when we talk to our children in Inuit and the answer is in English so therefore we think it is good that the children learn Inuit first and English second. We have to read the ordinance first to find out what it is and then depend upon what the people think of it and then our decisions will have to be made."

Inuit Would Have To Make Own Rules

Then there was a general discussion on the Inuit language and a fellow said that he was not against the education system and the ordinance but he said "The Inuit would have to make for themselves rules and have to study the ordinance very carefully. Five year old children should not have to go to school, they are too young. They should not start school before they are six years old. The problem here is that in August teachers start looking for young children to start school or even go to some parents to get their children to go and we do not like the idea of having to pay a fine when the children do not go to school. Could someone be appointed to go around and ask the people what they think of the ordinance after it has been read? After we read the ordinance people should write down their ideas and give them to the education advisory board and they should meet and discuss it. Why are only the Eastern Arctic Members going around to introduce and explain the ordinance? Does this mean the people in the other communities understand everything and agree with it?" Mr. Evaluarjuk said "Why is it that these four Members were the only ones who really felt that their people were not or had not fully understood the ordinance?" So I agreed to go with them and make it possible for them to speak. He only knew about the people in Coral Harbour and Repulse Bay and as far as the Keewatin, he did not know what the rest of the people in the Keewatin thought.

"So, since only four Members are going around would the other 11 vote as well? And since we and the people do not speak in the Northwest Territories Council, I think they thought that it is wise our Members spoke to us first. Since the Council is only two months away this would be very rushed if we were to try and get a meeting of the Keewatin advisory boards before the next Council session." I think that pretty well finishes the items raised at Repulse Bay.

Frobisher Bay's Comments

At Frobisher Bay Mrs. Greba gave a written submission and I apologize, as I say, I gave this to the education authority and I have not got it but as soon as I get it I will table it with you. Mrs. Greba said that it was a very important document, it could be used to prepare and "We need more time to discuss it and make changes because if we hurry people will resent it." A gentleman who is an ex-miner from Rankin Inlet felt that he should make some comments and said "Why were we not told the Commissioner was coming to Frobisher Bay for this meeting?" Mr. Pearson said "I think it needs more time." Reverend Andrew Atagotaluk said that there was pretty short notice about the meeting. We talked about the publication and they felt that there were three school boards in Frobisher Bay, one for the high school, one for the public school, the base, and one over in Apex.

So, the school boards decided to function and present their views as individuals, and they said that no matter what happens with the ordinance they felt that Apex should have a separate board. "They need a bigger separate school board and also greater programs in Apex. We want to have a say and we should come up to it to teach." Mr. Simonie Michael said he did not understand that much about the ordinance, he was not sure about Apex. He said "The schools should provide more subjects on the Inuit way of life and should have more Inuit teachers." Mrs. Jeffreys said that the teachers should look after the schools during the school recess and another lady said "We are parents and never have been asked to give our views. I have two children at school and one learns about trees and houses and things in the South so I took him out and I will not send him back to school. Cultural inclusion is there but the white teachers do not understand Inuit ways so let Inuit teachers be there full time, in the schools." Mr. Simonie Michael said "It will take some time to do this. We have not been able to assess it and find out where we are going. We need to find out and assess our mistakes." He talked about the Inuit Tapirisat of Canada and the land claims.

Ordinance Difficult To Understand

The president of the Baffin Island Inuit Association said "We were not consulted and have not had enough time to consider this and to make up our minds. Luckily some of us understand the English language but there are only few of us and there are still a few words that were not translated. We are not going to be able to recruit Inuit teachers to do this job. Everybody should be able to discuss it." Another gentleman said "I have worked at the school for three years teaching syllabics, teaching kids to understand Eskimo but we should teach white kids also. They know how to write but no one teaches them the language. If white people are going to live in the North they should understand the Inuit language and there should be more in the ordinance on the language."

Another gentleman said he found the ordinance very difficult to understand. Reverend Burrows said he would try and said "Whether I like it or not I will try and find out about the ordinance. A lot of white people are dissatisfied with the ordinance. I feel that education should be the same there as in any other part of Canada. I find education is not necessarily a knowledge of the English language. We live in a frustrated community and teachers and parents are divided." He said "Half an hour teaching in two languages and two cultures, no matter what language I use I am not understood. They do not grasp the meaning of my words. Learning has to be very individual for both. So school is not a place or situation that leads to that situation. Kids in other languages have to be brought along. I wonder if Rae-Edzo is not the perfect situation." He felt there should be more local control. He wondered whether the Council as it stands at the moment was not slanted towards the principals too much. He said "Could you imagine if the communities could sway the principals to different ideas?"

Another gentleman said he had a lot to say but not about the ordinance so he talked about a lot of other things. Another gentleman got up and welcomed everyone to the meeting and said "I am having a hard time understanding the ordinance and I want to know why the word 'confidential' was printed on the ordinance. I want to know what first, second and third reading means, and there are many things that are wrong. We can only be touched by things if we understand the language and we have no power and neither does the Council but we will not be satisfied until we get what we want. We want a greater say as to what happens in this community." One guy spoke and said "We have to give a lot of thought to this, Inuit people are getting confused with culture and have to get kids to learn culture. Teaching kids the ways of the Inuit and teaching adults English, and we should have adult education and get together as I am teaching adult Inuit to know more English and I am also teaching the kids to learn more Eskimo." He said "I am very pleased with the new syllabic system."

People Should Work Together

Another gentleman said "Why can not all people work together and in that way, the Inuit can all work together and be in one department. Some supervisors are rewarding and some are not too rewarding. I have worked for the last 15 years and seen a lot of changes but we should all be working together. Some supervisors do work together", I think he must have been talking about the residence. Another lady said "People from outside want to teach in different languages and the people resent it. The balance of power is wrong, the kids respond better to Inuit." She said "The whites here are not satisfied with the education system and the Inuit can not comprehend it and the balance is swayed in favour of the whites. There certainly are other means of raising money for school boards as taxation is not the answer." There was a long discussion on the difference of the three stages of boards and Mr. Mulders explained what these levels were.

A problem one of them said was that when the kids were taken out of their homes and sent off to school the parents then had to depend on experts to teach the kids and said that this was unfortunate. Someone said that the worst frustration is on the students. There was a long discussion on how long kids should be taught at the beginning in the Eskimo way and then turned over to English and taught a general school curriculum. This gentleman said that the school in Churchill was where the kids really learned and they did not learn as much at Frobisher Bay.

Another gentleman said that the students have too much freedom in the schools. They can not learn through just talking to the teacher. He said he was taken to Yellowknife to learn a trade and he learned it but that was not what his trade was but he did agree it helped him a lot. He said "I was checked on all the time and that is why I learned it." He said the teachers are not strict enough. Mr. Pearson said "I will continue to oppose it until I get an overhaul of it."

Points From Views Of People

Mr. Chairman, I think that gives you a capsule of what took me ten days to gather, listening to the views of the people. I feel that out of the tour there came a number of points and I think one of them was that there was a genuine appreciation on the part of the people in the communities that we visited for coming. I think they were pleased that the Department of Education and the Department of Information and the Legal Advisor had taken the time to translate the ordinance on a clause by clause basis. I think that they would like to have had more time and there were those who did not want the ordinance at all. There were those who felt it should be delayed a year and there were those who were satisfied to go over it and give their views to their Member, whatever those views were, and he would be able to make representations. There was a universal theme "We have to find some way on major issues such as education and game, liquor, social welfare and things of that kind when major overhauls or brand new ordinances are being introduced in this Assembly of letting the people know ahead of time before it is finally passed what those changes are going to be."

I know there are differences of agreement, honest differences of agreement on this, but the North is different than the rest of Canada inasmuch as in the rest of Canada there is no such thing as participatory participation. That is a dream and that is a wish but unfortunately it is not a reality, not because the government does not want it to be reality, but for a variety of reasons people do not care, do not understand, are apathetic, too busy, do not get an opportunity. One of the reasons is they do not seem to take advantage of the opportunity of participation.

Northern Communities Want To Participate

In the North that is not the case. The people want to participate and in all of the communities I think that on that trip I must have talked to over 2000 people.

That is the difference in the North. Somehow we should try and retain that and somewhere along the line give the communities an opportunity to discuss it and have their input. I am talking about everything, not necessarily the Education Ordinance. That is what I learned from the tour. While it was fairly exhausting, I came away with the general feeling that it was one of the best trips I have been on in the last four years.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Commissioner. We have a report on the whereabouts of Members. Mr. Pudluk is weatherbound at Resolute. He may be on an aircraft tonight. Mr. Kilabuk, due to illness of his wife and mother, is not expected to be here before February 1st.

MR. PEARSON: My goodness!

THE CHAIRMAN (Mr. Stewart): Mr. Evaluarjuk is in town and has been contacted. Mr. Whitford is en route from Rae. Mr. Lafferty is in town and has been contacted. With this in mind so that we would hope to have more Members present, do I have agreement to adjourn at this time for coffee with the idea being that more Members may appear?

---Agreed

Thank you. We stand adjourned for 15 minutes for coffee.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and calls this committee meeting back to order. At this time I have to have direction from this committee on how you wish to proceed. I would suggest one of the three following methods that may be adopted and if there are others, I will accept them from the floor. We could one, proceed to clause by clause because that basically is what this committee is to do. Two, we could open debate by way of general comment on the bill. If this is to be done at this time, I suggest a time limit be placed, or three, we could recess until 2:00 o'clock p.m. with the hope that the other Members would be present. The Chair would recommend for your consideration that we recess until 2:00 o'clock p.m. The Chair will now accept comments on these three points only. Mr. Pearson.

MR. PEARSON: Mr. Chairman, in light of the comments made by the Commissioner and the very expensive undertaking that was taken by the government to visit the communities in the Eastern Arctic, I have some questions of a general nature that I would like to ask the Commissioner. I am prepared to go along that route with some general comments until we can determine the whereabouts of the native Members from the Eastern Arctic. I think in light of the tremendous expense that was undertaken by this government on their behalf, certainly we have to hear from them or discuss the matter.

THE CHAIRMAN (Mr. Stewart): Thank you.

HON. PETER ERNERK: Mr. Chairman, one of the Eastern Arctic Members from the Keewatin is here.

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

MR. BUTTERS: Mr. Chairman, I would suggest that we move in to general comments. I think this may be a profitable area to pursue.

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

MR. FRASER: Mr. Chairman, in view of the fact that the people from the Eastern Arctic are not present and they were the ones who wanted more consultation on the Education Ordinance, I feel that we should recess until such time as they can be here to protect themselves.

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

MR. LYALL: Mr. Chairman, I personally believe that you told the rest of the Assembly Members here where Mr. Pudluk was, he is stuck in Resolute Bay until 10:00 o'clock p.m. this evening. Also Mr. Kilabuk is not going to be here until February. The other Member for whose benefit we stopped this Assembly meeting in Rankin Inlet is in town. Seeing that he is not really interested in the ordinance, otherwise he would be here, I personally believe that we should go clause by clause.

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

MR. STEEN: Mr. Chairman, I think I would go along with Mr. Butters and agree to have a general discussion on the ordinance.

THE CHAIRMAN (Mr. Stewart): Thank you. Any other comments?

HON. DAVID SEARLE: Mr. Chairman, I must say that I share the view expressed by Mr. Lyall. As I look around the Assembly, Mr. Lafferty I am told is in town. For what reason he is not here I do not know. Mr. Whitford is on his way from Rae so he will be here very soon. Mr. Evaluarjuk is in town. That only leaves Mr. Pudluk I think who may be in late this evening as the only Member who will not be here in a time frame consistent with our handling this bill. Mr. Kilabuk, because of sickness in his family, will not be here in any case, we have been told, until at least the first of February. Therefore, it seems to me that we should proceed

with the bill. Mr. Pudluk will appear here presumably tomorrow morning and that is the only one who will miss part of the debate on this bill due to impossibility. Anyone else who is missing the debate on this bill is doing so as a matter of choice and, therefore, I for one do not feel like marking time and waiting until people choose to arrive here. The date and time were set and recommended by caucus. Everybody knows what we are doing here and what it was adjourned for and if they do not choose to be here on time, excepting, of course, Mr. Pudluk through impossibility, and, of course, Mr. Kilabuk through sickness, the rest of the Members, if they do not choose to be here, then presumably they are quite prepared to see us proceed with the ordinance and deal with it as we see fit. To do anything else, gentlemen, suggests that we should sit around and twiddle our thumbs until each and every one chooses to get up and wander in on his or her own time. That to my mind is not a businesslike approach to the government of this country and certainly in that we are talking education it is hardly the basis to proceed to build this territory as a nation on. We are all adults, we all know the purpose here, we are all elected and I think we have a responsibility to be here. If we are not here, we surely must appreciate the others may proceed in our absence. I suggest we stop fiddling around and get on with the job.

THE CHAIRMAN (Mr. Stewart): Thank you. Any further comments? Could I have instruction from this committee by way of motion which way you want to proceed so we can put it on the record?

Motion To Have Clause By Clause Study Of The Bill

HON. DAVID NICKERSON: I move we proceed with a clause by clause study of this bill.

THE CHAIRMAN (Mr. Stewart): To the motion. The question. All those in favour? Pardon me, Mr. Butters.

MR. BUTTERS: I think there is some value in proceeding with a general discussion on what we have heard from the Commissioner. I found those comments most interesting and Hon. David Nickerson's motion suggests to me that we will move right into clause 48 under school boards, which I am willing to do, but I would like the opportunity to have some general discussion on the bill since we have been back in our constituencies for approximately two months and perhaps this may be a good time for Members who do have comments, to make them now and if this motion passes, I would then like to move to clause by clause.

THE CHAIRMAN (Mr. Stewart): Mr. Lyall. To the motion.

MR. LYALL: I was going to second the motion that Hon. David Nickerson made, but the thing is that I personally believe that we have already had the general discussion. We did that in Rankin Inlet and I support the motion of Hon. David Nickerson, the motion Hon. David Nickerson made.

MR. PEARSON: Mr. Chairman, against the motion. This Assembly agreed in Rankin Inlet that there would be further discussion by Members with their constituents. This government has gone to an incredible amount of expense to send the Commissioner and his troupe from community to community with arms full of translated ordinances discussing it with communities. Surely, Members would like to see how the money was spent on that trip and exactly what benefits were gained on that trip. I think that can only be accomplished, Mr. Chairman, by a discussion of a general nature and not by a clause by clause continuation of the bill.

There was a pause in proceedings and I see absolutely no reason why there should not be a pause in proceedings at this time to first of all, question the Commissioner and to examine his report in more detail to determine exactly what it is the people want, because we, whether we like it or not, represent the people.

Motion Carried

THE CHAIRMAN (Mr. Stewart): Thank you. To the motion. Are you ready for the question? The question being called. All those in favour of the motion to proceed at this time with a clause by clause study. All those in favour? Five. Opposed? Three. The motion is carried.

---Carried

We will proceed with clause by clause. Mr. Commissioner.

THE COMMISSIONER: I mentioned the document or the brief that was presented to me at Frobisher Bay and what we have done with that brief is we have broken it down into questions and answers and if Council would like we will have these typed out or even copies made and a little later on if you like we can table it so you will have the benefit of the brief that was presented at the meeting at Frobisher Bay. Is that agreeable?

THE CHAIRMAN (Mr. Stewart): Is that agreeable to the committee? Would that be available right after lunch?

THE COMMISSIONER: We will do it as quickly as we can.

THE CHAIRMAN (Mr. Stewart): Is it agreed? Is that agreeable to the committee?

---Agreed

My records indicate that we are on page 41 of the new blue book that everyone has in front of them and it is not indicated that clauses 47 and 48 were approved. So, it is my intention at this time to start with clause 47, the establishment and operation of separate boards of education on page 41. Clause 47. Mr. Nickerson.

Motion To Amend Clause 47

HON. DAVID NICKERSON: Mr. Chairman, I move that clause 47 be amended to read as follows: " (1) The voters of any religious faith of an education district may petition the Executive Member to establish a separate education district in the municipality. (2) A petition for the establishment of a separate education district shall be in the form prescribed by regulation and shall be signed by 50 voters of the religious faith indicated in the petition."

THE CHAIRMAN (Mr. Stewart): Speaking to the motion. Mr. Pearson.

MR. PEARSON: A question of the Commissioner. What views were expressed by the people of Igloolik on clause 47, to the Commissioner, on his trip?

THE CHAIRMAN (Mr. Stewart): Mr. Commissioner. The question was what the feeling was of the people of Igloolik with regard to clause 47?

THE COMMISSIONER: Mr. Chairman, I do not seem to see anything specifically on clause 47, on protestant ratepayers or Roman Catholic ratepayers of an education district, or the petition for the establishment of separate education districts. I do not recall that being raised specifically at the meeting. I do not know whether it has been raised since or not.

THE CHAIRMAN (Mr. Stewart): Hon. David Nickerson, for clarification is this a recommendation coming from the committee, or is this your own? I should clarify the record because it might be made on behalf of the committee.

HON. DAVID NICKERSON: This was brought in on behalf of the standing committee on legislation.

THE CHAIRMAN (Mr. Stewart): Thank you for the clarification. Mr. Pearson.

Use Of The Term Ratepayers

MR. PEARSON: Now, I gather the amendment is simply that this would apply not to ratepayers, as the clause states but to voters and yet all the way through this ordinance we find the work "ratepayers". How many communities are there in the Northwest Territories that have such a thing as ratepayers? How many communities? For example, take Igloolik which is primarily a two-religion community, it is approximately 50-50. If the people in that community can find -- if this motion fits that aspect how about every other aspect throughout the entire ordinance that deals with ratepayers? The point is, Mr. Chairman, that by approving this motion does the term "ratepayer" therefore become redundant throughout the entire ordinance?

THE CHAIRMAN (Mr. Stewart): Hon. David Nickerson.

MR. PEARSON: It only applies to communities where there are ratepayers and I repeat, out of the 72 communities in the Northwest Territories very few of them have any ratepayers.

HON. DAVID NICKERSON: Mr. Chairman, had I been allowed the normal courtesy of speaking first to my motion I might have been able to explain it in greater detail.

THE CHAIRMAN (Mr. Stewart): The Chair stands corrected. Mr. Nickerson.

Other Religious Faiths Allowed Same Prerogative.

HON. DAVID NICKERSON: There are two things in this amendment and the first is to not restrict separate schools to protestants and Catholics but to allow the same prerogative to members of other faiths such as members of the Jewish faith. I think that goes without saying, that we should do that. The second change is to change in clause 47 the word "ratepayers" to "voters" and you will notice if you will read clause 48 that although the action to set up a separate school board in a municipality, if this amendment carries, is to be initiated by the voters rather than the ratepayers, and it will be the ratepayers who have to decide whether or not such a separate school board is set up. The reason for this is quite obvious, because the ratepayers are the people who will be the ones who are paying taxes for it.

The reason why it is recommended that "ratepayers" be changed to "voters" in clause 47 is because in many municipalities in the Northwest Territories there are hardly 50 ratepayers of one particular faith. Now, if you said for instance the protestants wanted to set up a separate school board, it would be marginal whether or not you would get 50 protestant ratepayers say in the town of Fort Smith. This is my reason for recommending a change in clause 47, but as I said before it would still be, if you took again the example of Fort Smith, it would still be the protestant ratepayers in Fort Smith who would decide whether or not this would take place and whether or not they would be prepared to support a separate school district through local taxation.

THE CHAIRMAN (Mr. Stewart): Thank you. To the amendment, Mr. Pearson.

MR. PEARSON: A question of Hon. David Nickerson. As Hon. David Nickerson points out this does not deal strictly with Catholics and protestants, but members of any other faith. How about adding the words "creed or culture" so that 50 voters in any community can establish a separate school where they may teach their own culture and be funded by this government as this motion would ask, that this government would fund the school of any of these religious persuasions? How about cultural persuasions?

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

Case Against Separate School Districts

MR. STEEN: Mr. Chairman, I do not know what the heck we are getting into here. First we see a separate district for religions and now we see a separate school district based on culture. It sort of burns me up when we start seeing these kinds of things getting into the school system. What it means really is we are starting to separate again, we are starting to break up and I thought this Assembly was an Assembly that was trying to pull people together and trying to educate our children under one school system and you start separating, making separate districts for each and every community, which may result after a while, we are following down the road to separating ourselves. So, I can not agree to that, not even that whole clause necessarily.

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

HON. ARNOLD McCALLUM: Mr. Chairman, the reason for the inclusion within the ordinance of the provision for the establishment of separate boards of education is basically because it is within Canadian law now under the BNA Act, there is provision to allow for the establishment of separate schools based on religion. That is the act under which Canada exists, or one of the acts under which it exists and you have to go back in history to the time when that was enacted, and rather than go through a history lesson here we must accept the fact that it is part of the BNA Act and we, in our particular instance, have to make that provision.

One point I would like to make on this particular amendment is that if you recall, and I am sure that three of the Members of this Assembly will recall that at the Inuvik assembly meeting there were a number of points brought about regarding education, I forget the number, 19 comes to mind, but one of them, one of those 19 points stated in fact that this particular clause should remain the same as in the old ordinance, and that is why it was there. We discussed it at our committee meeting and said that voters can petition but under the present set-up of financing schools ratepayers should decide if they are responsible for providing part of the moneys in terms of setting up and organizing and administering these school districts. Finally, Mr. Chairman, there is no condition in the BNA Act for establishing of separate schools in Canada on the basis of culture.

THE CHAIRMAN (Mr. Stewart): Thank you. To the amendment.

Clause 46, Agreed.

MR. BUTTERS: On a point of order, Mr. Chairman. I hate to bring up a minor point, but this body has not approved clause 46. I was in the chair when clause 46 was raised in Rankin Inlet and this was the point where Mr. Pudluk stopped the whole thing. I just looked back at the debates and I am sure -- I read from my statement on page 915, "Clause 45 was agreed previously and I believe that is about as far as we got. We recessed and reported progress on clause 46. What is the wish of the committee?" I suggest to be legally correct we should be discussing clause 46 and have approval from the committee before we proceed to clause 47.

THE CHAIRMAN (Mr. Stewart): Our records indicate that clause 46 has been handled, but I will check your complaint and ascertain it.

MR. BUTTERS: Sir, your records are incorrect.

THE CHAIRMAN (Mr. Stewart): It would not be the first time. The point has been brought up now that clause 46 -- shall we go back to clause 46, record of debenture?

---Agreed

Clause 46 is agreed to. Clause 47, as amended. We have an amendment. Do you want to go through the whole procedure again? Mr. Butters.

Financing Of Separate Schools

MR. BUTTERS: I still want to get my licks in but I realize I would probably be cut off. I wonder if the mover of the motion or possibly the Minister of Education might just give us some indication of how this will affect the financing of a separate school system because we are not only talking about the Roman Catholic system which is in place now in this community, but I think we are talking about -- I could see 50 voters in other religions wishing a separate school under this. I just wondered how it would be financed. Would it be financed by the religious community themselves or would it be financed by the territorial government?

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

HON. ARNOLD McCALLUM: Mr. Chairman, well, if a separate school board or board of education is set up in any community, the financial arrangements would be the kind of arrangements that are now in existence to fund the present school boards in the Northwest Territories. I continue to get this confused and I will ask the Deputy Commissioner to correct me if I am wrong. It is 100 per cent of the capital that the government pays and 75 per cent of the operation and maintenance.

DEPUTY COMMISSIONER PARKER: It is 85 per cent.

HON. ARNOLD McCALLUM: Sorry. So 15 per cent of the operation and maintenance costs are assessed that school board or board of education through the ratepayers. My own personal opinion is that I do not think we need a proliferation of separate school boards. I see nothing wrong with a group of people petitioning to have a separate school board. People in the community, voters, perhaps a person who must pay, in terms of being a ratepayer, I would not want a group of people coming into a town or municipality and saying that they would like their own way and then that group moving out of the country, moving out of the town or municipality and leaving the ratepayer with that kind of added financial burden. I think I would be correct in saying that it is the administration's viewpoint that we would not want to see a proliferation of separate schools in the Northwest Territories.

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

Definition Of Religious Beliefs.

MR. BUTTERS: A supplementary question. You noticed that the change the amendment makes, not only is it changed from "ratepayers" to "voters", but here also the words "protestant and Roman Catholic" have been dropped out. I am wondering, there has been among native people great awareness of their religious beliefs that were held by themselves in the years prior to the coming of the white man and we are now seeing a resurgence of native religious activity and especially in the West. What I am asking now, if religious groups of people wish to pursue and practice a native religion, say, the Dogrib people, and 50 of them petition, would they be entitled then to 100 per cent of the capital and 75 per cent of operation and maintenance under this amendment?

HON. ARNOLD McCALLUM: I think, Mr. Chairman, again we have to remember that voters may petition but in this particular ordinance it would be ratepayers. If the amendment said "any religious faiths" I think I would be the last one in the world to try to define what would be considered to be a religious belief. I do not know, recognized religious beliefs, faiths or creeds? I do not know.

I would suggest in Yellowknife or in Hay River, in Inuvik, from some of the correspondence I have had on it, there are many different kinds of churches. I think in Hay River there are seven or nine and in Yellowknife there might be the same corresponding number. Some of the church groups have formed a ministerial association here in Yellowknife. Whether all churches belong to that or not I do not know, but I recognize Mr. Butters' comments on the resurgence of this way of life or belief. From the amendment it simply says the voters of any religious faith. If that is to be considered a religious faith in yours, or our, or their eyes, I would think that they are well able to do it.

THE CHAIRMAN (Mr. Stewart): Hon. David Searle.

HON. DAVID SEARLE: Mr. Chairman, originally when I saw the motion I thought it was probably a good idea. However, I have changed my mind and want to speak against it. What we are talking about here is the formation of school boards within the municipalities, places like Yellowknife where, as the Hon. Arnold McCallum has said, the taxpayer will provide support by way of money, albeit only 15 per cent of the operation and maintenance to that facility. I think that the cost of education today is high.

MR. PEARSON: Hear, hear!

Separate Schools Could Cause Problems.

HON. DAVID SEARLE: It is going to be an awful lot higher if you have a Proliferation of denominational schools, schools for the Lutherans, schools for the Baptists, schools for the Pentecostals and so on. In fact I do not know of any move by those faiths to do that. That being the case, I am not sure we should be leading the way in suggesting that they might think of it which is really what this amendment does. It opens that sort of thing up. For my part I was educated here, as Members know, in Yellowknife. There were two school districts. I believed then when I was in school, that a separation, even between protestants and Catholics, led to serious problems at school.

MR. PEARSON: Hear, hear!

HON. DAVID SEARLE: I am not even sure therefore that those separations are good but I am prepared to recognize the constitution of this country, prepared to recognize that in the case of our Roman Catholics they have the right to have a separate school if they want. That does not mean to me that I agree with it. My experience in the past indicates that those sorts of differences, if over-emphasized, a separate educational facility, we will have real problems with children getting along. I am going to vote against the amendment, though at the same time I would support the section if it is called.

THE CHAIRMAN (Mr. Stewart): To the amendment. Mr. Pearson, you indicated your wish to speak.

MR. PEARSON: I think the Hon. David Searle has put it very well. I would like to ask if the Minister of Education, the Member of the Executive for Education in considering the expense this government went to to visit the Eastern Arctic, the Commissioner's complete examination of education the so-called, whirlwind tour...

THE CHAIRMAN (Mr. Stewart): You are out of order.

MR. PEARSON: He did not find out what people felt about this particular clause in the ordinance.

THE CHAIRMAN (Mr. Stewart): To the amendment and the question asked relative to the amendment. Mr. Minister.

HON. ARNOLD McCALLUM: Mr. Chairman, I did not get the byplay you had going. Am I to understand that you have not ruled out the question as to why I did not accompany the Commissioner?

THE CHAIRMAN (Mr. Stewart): The position taken by the Honourable Member is why you did not with regard to this particular section accompany the Commissioner.

HON. ARNOLD McCALLUM: Mr. Chairman ...

THE CHAIRMAN (Mr. Stewart): I would presume that there are no municipalities or ratepayers in that district.

HON. ARNOLD McCALLUM: I really do not know, in actual fact, the question. Is the question why I did not accompany the Commissioner on that particular tour to the Eastern Arctic and various places? Simply because it was that, my recollection of the Rankin Inlet session of this Legislature and in fact in caucus, we decided or agreed to have the Commissioner go on to lead and to approve the Commissioner taking moves along with various Members. In fact I understand the Member from South Baffin accompanied the Commissioner on part of that, as he calls it, whirlwind tour.

Amendment to Clause 47, Defeated

THE CHAIRMAN (Mr. Stewart): Thank you. To the amendment. Are you ready for the question on the amendment? Question being called on the amendment, clause 47. Those in favour of the amendment? Three. Opposed? Six. The amendment is lost.

---Defeated

Clause 47, Agreed

Clause 47, are we agreed?

---Agreed

Clause 48, meeting of ratepayers, agreed?

MR. BUTTERS: I wish to get those general comments in now.

THE CHAIRMAN (Mr. Stewart): Relative to clause 48?

MR. BUTTERS: I think it is, sir. Because there has been a very decided break between clause 45 and clause 46, some two months, I think it is worthwhile to hear some general comments on changes in attitude that may have occurred during that break period. There is not continuity here and it is on that basis I wish to comment and on the basis of the Commissioner's intimations.

THE CHAIRMAN (Mr. Stewart): Mr. Butters, this committee has voted to go clause by clause and if you oppose the motion to allow me to do that, that is fine with me, but my instructions at the moment as I understand them from this committee are that we are on clause by clause.

MR. BUTTERS: I wished to speak to clause 48. I think the Commissioner's report was an excellent one and I think he is to be commended on his concern with regard to the work we are doing here and the time he spent listening to the people of the High Arctic. I think what he brought back to us was the fact that they want exactly what we are trying to give them in legislative form, which is this ordinance. It is interesting how frequently he raised the point and raised concerns ...

THE CHAIRMAN (Mr. Stewart): I must call you to order. We are dealing with clause 48 which has to do with ratepayers and Executive Members and I do not see that your comments thus far have anything to do with this section. Surely you could find some section to deal with this later on, possibly tomorrow, but this is certainly not it, in my opinion.

MR. BUTTERS: I will accept your ruling on this clause but will raise my hand on the next one and attempt to make my comments until you actually recognize that you will have to listen to me for three minutes and that is all.

Clause 48, Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. I will wait until we can find a point where it is relevant. Clause 48. Is it agreed?

---Agreed

Clause 49, elections. Mr. Butters.

MR. BUTTERS: In the remarks communicated to us by the Commissioner, they indicated that what this Legislative Assembly is attempting to do is to give the people in the communities what they want which is more control over the education system of this country. I think that in that sense that any further delay by this body would be inexcusable at this time.

HON. DAVID NICKERSON: Mr. Chairman, has this any relevance to clause 49 which is under discussion?

THE CHAIRMAN (Mr. Stewart): Not to date. This clause deals with separate school boards.

MR. BUTTERS: Do you rule me out of order?

THE CHAIRMAN (Mr. Stewart): Unless you are going to come to some point relative to separate school boards.

MR. BUTTERS: Three minutes is all I ask.

THE CHAIRMAN (Mr. Stewart): You can do that when we get to it.

MR. BUTTERS: These are general comments.

THE CHAIRMAN (Mr. Stewart): We are on clause by clause.

MR. BUTTERS: Do you rule me out of order?

THE CHAIRMAN (Mr. Stewart): I rule this out of order. Clause 49. Is it agreed? Mr. Butters.

MR. BUTTERS: One concern I think that came back to us was the fact that this Legislature seems to have no mechanism for getting draft regulation to the people of the country before it is discussed.

HON. DAVID NICKERSON: Mr. Chairman, a point of order. Are we or are we not, Mr. Chairman, discussing this clause by clause?

Clause 49, Agreed

THE CHAIRMAN (Mr. Stewart): That is the instruction of this committee and we are on clause 49. Is clause 49 agreed?

---Agreed

Mr. Butters, your comments thus far have no bearing on clause 50, dissolution, and you will be ruled out of order unless you come up with something relative to clause 50. Mr. Pearson.

MR. PEARSON: Mr. Chairman, surely a Member is allowed the right to make a general statement whether he is dealing with a clause, a paragraph, a number or a page. Surely he can make a comment or an observation before he goes on to make his remarks about the clause, whatever the silly clause may contain. Surely Members are not going to be denied the right to make general comments in this so-called democratic house. My God, what the hell is the point in coming here? I totally

disagree with what Mr. Butters is going to say, but he certainly has the right to say it as far as I am concerned.

Clause 50, Agreed

THE CHAIRMAN (Mr. Stewart): We are on clause by clause. Clause 50. Is it agreed?

MR. PEARSON: Nay.

THE CHAIRMAN (Mr. Stewart): Is it agreed?

---Agreed

Clause 51, taxes. Mr. Pearson.

MR. PEARSON: Speaking to clause 51, wherever it is, I would like an indication from the Commissioner, in light of the trip that he went on to the Eastern Arctic, if he had a strong indication or any indication from the people at all that they had approved all of this Education Ordinance and particularly this particular clause?

THE CHAIRMAN (Mr. Stewart): This section deals with separate schools and I presume your question is to the Commissioner whether or not on this trip he had any support for separate schools.

THE COMMISSIONER: It depends upon which trip you meant. On the particular one Mr. Pearson raises, no to the last half of the question and to the other half of the question, the answer is that a lot of people do not support the ordinance. Some people do support the ordinance and other people felt they should discuss it and present their views. There was no over-all consensus in support of the ordinance.

MR. PEARSON: No consensus in support, is that what the Commissioner said?

THE COMMISSIONER: I said there was no overwhelming or over-all consensus in support of the ordinance as such during our trip. There were some for, some against and some felt that they wanted to discuss and give their views here to the Assembly.

MR. PEARSON: Would the Commissioner agree that there was in fact over-all dissatisfaction with the ordinance and particularly with education up to the present time in the Eastern Arctic?

THE CHAIRMAN (Mr. Stewart): This is not relative to clause 51.

MR. PEARSON: We are dealing with clause 41 ...

THE CHAIRMAN (Mr. Stewart): Clause 51 and it has to do with separate education districts. If you would direct your questions on this matter the Chair will accept them and if not you will have to be ruled out of order.

Need For Clarification By Commissioner

MR. PEARSON: The Commissioner has made a statement and I would like to get that statement clarified and I think that is a fairly reasonable thing. It is not a question of whether it is in order or out of order, who cares? I am asking for a statement by the Chief Executive of the Northwest Territories, the Queen's representative in the Northwest Territories, the Prime Minister's representative in the Northwest Territories. I am asking him a question and I do not see any reason why the Chair should want to delay the answer to the question or want to make it a technical issue, or why you would even want to get involved in it, it is a simple question, I am trying to get an answer. I am trying to get some value for my money. A lot of my money went into that trip as a taxpayer and I would like to get an indication from the man who has the responsibility, or who took it upon

himself to determine what the people want, what the people need.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Pearson, but I would assure you that in the clauses, clause by clause there are more than ample opportunities to bring out those questions you wish and if you would have patience enough until such a clause as clause 57 for example comes up, but there are a lot of clauses that will get you gentlemen into the position where you can do what you want to do, but certainly not under this section. There are a lot of places in here you can do exactly what you want but clause by clause has got to be on the clause you are discussing and these questions, in my opinion, are not relevant to what the clauses say. That is all. Mr. Butters.

MR. BUTTERS: Mr. Chairman, my hand has been up, but go ahead, Mr. Lyall.

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

MR. LYALL: Mr. Chairman, I think there was a motion on the floor to discuss this clause by clause and if the two Honourable Members are going to play games, they know how to do it because they have been in the Assembly for quite a while but I will have no part of it because I do not know. I am here to give the people a chance to get an Education Ordinance so they could have more power in their communities and right now they have nothing. I think that that motion should be read again and if we should go clause by clause.

THE CHAIRMAN (Mr. Stewart): Mr. Lyall, actually you are out of order. We are getting to the position -- I am prepared to recess for lunch or something because this is getting to the point of being ridiculous and wasting everybody's time. Surely Mr. Pearson and Mr. Butters, in what is left in this ordinance, you can bring up any question you want as there is sufficient room. I am not trying to prevent you from speaking, but all I am asking you to do, gentlemen, is to do it at the right place, that is all, and it is a matter of three pages down until there will be ample opportunity presented to you.

The Right To Speak

MR. BUTTERS: A point of order. Mr. Chairman, I in no way wish to delay the progress of this Assembly and I think Members are probably also aware that Mr. Pearson and I are on totally different sides of the fence. I think what we are talking about is the right to speak and I will accept your ruling as I have done on each provision but if you could indicate to me where I could raise these general points -- and I have underlined "general points", as I can not find I can raise these under clause 57 but if you will tell me the provision then I will wait patiently until that arises and raise my points then. This is my first opportunity, but tell me.

THE CHAIRMAN (Mr. Stewart): I will do that.

MR. BUTTERS: I would like to know or have your assurance I will get this and if you could indicate to me within the next few minutes where it would be ...

THE CHAIRMAN (Mr. Stewart): A great deal of what the Commissioner reported could be handled under clause 57, a great deal of what he said. There seemed to be quite a bit regarding culture when he gave us the problems in the Eastern Arctic.

MR. BUTTERS: Those are not the points I will be raising, but as soon as you give me a provision then I will cease being obstructive.

THE CHAIRMAN (Mr. Stewart): How can I give a ruling on a matter of that nature when I do not know what you want to say, so I do not know where you can put it? I have a few suggestions which I doubt you would like either. Clause 51. Is it agreed? Hon. David Nickerson.

Motion To Amend Paragraph 51(2)(a)

HON. DAVID NICKERSON: I would move that paragraph 51(2)(a) be amended by adding after the word "district" in the fifth line the following words, "... or shall specify the ratio in which his taxes shall be divided." Or wording to that effect if the Legal Advisor advises otherwise.

THE CHAIRMAN (Mr. Stewart): Could you give us an explanation of that please?

HON. DAVID NICKERSON: Yes, Mr. Chairman. You will see in the case of a corporation the corporation can specify under this ordinance that its taxes can be split a certain proportion to a public school board and a certain proportion to a separate school board. In the case of an individual, without this amendment, he would be obliged to put all his taxes into one account, either for the public or separate school board. Of course, the ratepayer could always get around this by incorporating himself and having his property held by a corporation, but I think that the individual ratepayer should, for the purposes of deciding where his money is to go, which school board, he should have the same right as a corporation.

THE CHAIRMAN (Mr. Stewart): To the amendment. Is there anything ready for circulation at this time?

HON. DAVID NICKERSON: It is only the matter of a few words, if you would wish to have it typed out ...

THE CHAIRMAN (Mr. Stewart): Could you restate the amendment and the appropriate place for it?

HON. DAVID NICKERSON: As it is amended paragraph 51(2)(a) now reads: "(a) every owner of assessable property shall record with the municipal assessor a declaration setting forth whether he is a supporter of the public education district or the separate education district ... or shall specify the ratio in which his taxes shall be divided". I am not sure if that is the correct legal wording but that is the effect of what I would want to say.

THE CHAIRMAN (Mr. Stewart): Madam Legal Advisor, can you give us any comments on this? The Legal Advisor advises that she feels that that amendment would be all right. The amendment would be all right.

Difficulties Of Municipal Assessor

LEGAL ADVISOR (Ms. Flieger): The only difficulty, Mr. Chairman, would be the arithmetic that would be required of I take the municipal assessor who would have to take sixty-six and two thirds and thirty-three and one third of the taxes and assign them to the school boards as directed under this rather than taking the entire tax of one taxpayer and assigning it to one school board or the other.

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

MR. BUTTERS: It mentions where his taxes shall be directed, how his taxes in this case, referring to that portion of his tax which he is paying toward education, because certainly the bulk of his taxes is going for other municipal matters.

THE CHAIRMAN (Mr. Stewart): This would be a school tax.

MR. BUTTERS: It does not say school tax. It just says "taxes".

THE CHAIRMAN (Mr. Stewart): It is referring to school taxes so I presume that would be the reference. It could be a case of a partnership where one partner wants to support one school board and the other wants to support the other and I presume under this amendment they would be able to put half of the school taxes in each school.

MR. BUTTERS: If you are happy with it as mayor of Hay River, I guess it would be all right.

HON. ARNOLD McCALLUM: I wonder if it would be possible, if there is some difficulty, that we could maybe just stand this section aside and maybe work something out and get it proper and just move on and come back to it.

THE CHAIRMAN (Mr. Stewart): As there seems to be some doubt relative to this, perhaps we could do that and get proper wording on it. Do you agree to set it aside to check the wording?

HON. DAVID NICKERSON: I accept that, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Agreed to set it aside?

---Agreed

Clause 52, member to vacate seat. Mr. Pearson.

The North Needs United People_

MR. PEARSON: I just want to make a comment on this clause, if I may. It is a comment of a general nature, though. It is in keeping with the views expressed by one Mr. Steen a few minutes ago when he said "What are we all doing fighting over this business? We should all be trying to resolve the problems of the North for one solid, united people", or words to that effect. The Hon. David Searle said that he was basically in principle opposed to the matter of separate schools and I think it is unfortunate that this ordinance should reflect the matter of separate schools, an ancient, archaic attitude toward education where you separate people, where it is possible to separate people, by religious persuasion and set them up in separate institutions and give them separate and special deals. Surely if we were looking at an enlightened piece of legislation, where all men are given the same opportunities of education, available on the same basis for everybody -- "separate" is a term applied to a Catholic institution but there are other institutions that are growing at a tremendous rate in the Northwest Territories, the Pentecostals and all the other persuasions. Here we are setting up special separate deals for religious faiths but we are not setting up special deals for cultural beliefs and attitudes and languages. We are forcing them into the one grey mass that we are giving people of one religious persuasion.

Provision For Separate Schools In BNA Act

HON. ARNOLD McCALLUM: Mr. Chairman, on a point of privilege, may I? The point of privilege, Mr. Chairman, is that we have already indicated to this Assembly that we operate under a Canadian constitution and the last word I had was that this was still part of Canada. We can not change the BNA Act and that affords the right of separate school boards. We are not trying to separate.

indicated to you before, to the Members of this house, that we are not trying to promote separatism of schools and continue something that is archaic and all the other adjectives that were bandied about. We have to operate under this country's constitution. Surely Mr. Pearson of all people should know that.

THE CHAIRMAN (Mr. Stewart): I think you were slightly bordering on a problem for the Chair again. Mr. Pearson.

MR. PEARSON: I was going to tell some other funny stories. What is the name of the school -- Samuel Hernia, the one in Inuvik? The wrong bishop walked into the wrong classroom and blessed all the kids to his great consternation ...

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

MR. PEARSON: Two separate hostels up there and two separate playing fields and a wire fence down the middle.

THE CHAIRMAN (Mr. Stewart): It is obviously part of the Northwest Territories Act and is beyond the authority of this Legislature to change without changing the act, without having the Northwest Territories Act changed. That is the reason.

MR. PEARSON: It is unfortunate there are no cultural safeguards under the BNA Act and if there are, they are certainly not being recognized by this piece of archaic legislation.

HON. DAVID SEARLE: We would not be called "British" if there were.

THE CHAIRMAN (Mr. Stewart): Clause 53.

HON. DAVID NICKERSON: Mr. Chairman, I notice in an earlier draft of the Education Ordinance people were to have been prohibited from serving on a school board in the event that they became insane. In this particular draft I now see it is quite possible for insane persons to serve on the board of education.

THE CHAIRMAN (Mr. Stewart): It would not be any different from this Legislature, I suppose. Do you have any comments, Ms. Legal Advisor?

LEGAL ADVISOR (Ms. Flieger): I do not know which part of the statute Hon. David Nickerson is referring to.

Clause 52, Agreed

THE CHAIRMAN (Mr. Stewart): Clause 52, agreed?

---Agreed

MR. PEARSON: One more comment on clause 52. I suppose it is fortunate for the people of these other religious faiths that there is a section dealing with separation because they are assured of at least getting a decent education and I suspect that the standard of education in the separate schools is a hell of a lot higher than it is in the "others".

THE CHAIRMAN (Mr. Stewart): Clause 53, dealing with separate school boards. Hon. David Nickerson.

HON. DAVID NICKERSON: Mr. Chairman, one point that was brought up with regard to subclause 53(3), particularly applies to Yellowknife and Detah. The number of children from Detah who attend schools in Yellowknife, were this to be enacted, the boards of education in Yellowknife would be able to charge a fee to the parents of children from Detah who attend a school in Yellowknife. This is a cause of considerable concern to the parents in Detah whose children do attend

school in Yellowknife. I wonder if the Minister of Education can give us his thinking on this particular subject and whether he would consider whether there is any other protection given in the ordinance that parents will not be charged for their children attending school in Yellowknife.

THE CHAIRMAN (Mr. Stewart): Mr. Minister, do you have a reply to that or did you hear the question?

HON. ARNOLD McCALLUM: Yes.

THE CHAIRMAN (Mr. Stewart): Subclause 53(3) is concerned with whether the children from Detah would be charged a fee going to school in Yellowknife.

Children Living Outside A School District

HON. ARNOLD McCALLUM: Mr. Chairman, the board of education set-up for territorial schools, as long as I would be concerned with it, will not charge to have students educated in their schools even if they live outside the district. That is the assurance I would give.

HON. DAVID NICKERSON: If that is the case, Mr. Chairman, would it not therefore be possible and maybe something we should do is just delete subclause 53(3) all together, if that is what the Minister of Education has just told us, if that is true, then there is absolutely no necessity for subclause 53(3) to be in there at all.

HON. ARNOLD McCALLUM: I think the inclusion of that section of this clause, Mr. Chairman, was done because there were students attending schools from outside the Northwest Territories, in territorial schools. The body who would be responsible for their education was in fact charged for their education in the Northwest Territories. I am not sure at the present moment whether there are students from outside the Northwest Territories attending school in the Northwest Territories. If there are, they would be charged. For example, the school in Fort Smith had a number of students from Fort Chipewyan attending school there rather than going to Fort McMurray or other places. They were charged a fee which was payable by the Department of Indian and Northern Affairs.

HON. DAVID NICKERSON: Mr. Chairman, if this is the case, what the Minister of Education is telling us is that it is the intent that school boards be allowed to charge in respect to children attending schools in the territories who are resident outside of the territories. He tells us it is not the intent at all that parents should be charged in respect to children attending a school outside of the district but still resident in the Northwest Territories. This to me seems a very logical thing to do and it appears to me that the legislation here does not reflect that thinking. It is probably just an oversight.

Motion To Amend Subclause 53(3)

In that case, Mr. Chairman, I will propose to move an amendment to subclause 53(3) to delete the word "district" in the third line and substitute therefor the words "is not a resident of the Northwest Territories." Strike out "district" and put in "is not a resident of the Northwest Territories".

HON. ARNOLD McCALLUM: Speaking to that amendment what concerns me is if boards of education are in fact set up they then become a body corporate and, you know, in terms of a separate school board especially, that becomes a decision in terms of that particular group, whether in fact they would want to charge a fee for students outside their particular district. In territorial schools a fee has not been charged. I am not sure whether in fact the present separate school board does charge a fee. I do not know but it would seem to me that that would be something that the board should have, in terms of a separate school, they should have that particular right. We, as far as the territorial schools are concerned, do not charge. We have schools where students come from all over the world and they will not be charged fees for attending that school where there is not a class or a grade category at that particular level so a student has to move out of his own area.

HON. DAVID NICKERSON: We have been told once, initially, that there was no intention for children in Detah being charged a fee for their children going to school in Yellowknife. We have been given that assurance and now the Minister turns it all around and says they may do it. We must know one way or the other. It would appear to me that there must be some protection written into the ordinance so that parents in Detah and other places are not charged a fee.

Charging Fees To Students Outside Districts

HON. ARNOLD McCALLUM: I did not turn anything around. I think Hon. David Nickerson asked, as I interpret his question, whether we in fact are charging or will charge, or if there is any intention to charge, and you want an assurance that we would not charge fees in schools and I said no, we would not, and I am referring to a separate school in here. I told him we would not be charging territorial students to go to attend a school and in a district other than their own. A separate school board set-up becomes a body in itself.

THE CHAIRMAN (Mr. Stewart): As I understand your answer this may apply to anyone attending any of the public schools in Yellowknife but if they wish to attend the separate school they may be charged a fee. Is that correct? You have lost me too. I was just wondering for clarification on the point here, and in trying to clarify it in my own mind, do I understand you to say that if a student from Detah wants to go to any public school in Yellowknife that there is no charge, but if he chooses to go to a separate school, he may be charged?

HON. ARNOLD McCALLUM: In a territorial public school that is correct. That is what I said at territorial public schools because schools in the territories are public unless set up under a separate board of education such as there is presently. All schools in the territories are open to the public.

THE CHAIRMAN (Mr. Stewart): I believe I have Mr. Fraser and then the Hon. David Searle.

MR. FRASER: I have been sitting here listening to this argument back and forth about separate schools and I wonder what the smaller communities -- I think this started with the separate school in Fort Smith and I am aware of it and was in Fort Smith at the time when they put up the separate school. First of all, they got rid of all the teachers that were not of the Catholic religion and then they built a big fence that was to stop a child from going to the other place, and we had quite a fight actually in Fort Smith on this. We stopped it because we thought if some kid fell over the fence that would be the end of him and that was what it was getting to. Now we are getting back into separate schools and Fort Smith keeps coming up and that is where it all originated, but let us look at some of the smaller communities where we do not have this problem. You have this problem in the big communities and they are arguing back and forth about separate schools and we are trying to get through a school ordinance that will fit into all the communities not just Fort Smith and Yellowknife. These smaller communities are concerned with education. They are not concerned whether they are Catholic, protestant, Anglican or whatever they are, but this separate school bit to me is getting carried a little bit too far and I would like to see the whole thing thrown out and let us just put education in here and never mind separate schools.

MR. PEARSON: Hear, hear!

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

Support For The Amendment

HON. DAVID SEARLE: Mr. Chairman, I was trying to get your eye to try and straighten out what I clearly saw as the difference between the Hon. David Nickerson and the Hon. Arnold McCallum. I think they were each talking about different subjects and I can see the Hon. Arnold McCallum's point, because he used the words "territorial school" as meaning a school under the jurisdiction of the

Northwest Territories and outside the school board, whether it is separate or not. What this section concerns itself with is not a territorial school but rather a school that comes under a public or a separate school board. I would just like to say, Mr. Chairman, that at the risk of having the taxpayers of Yellowknife march on my home tonight and burn it to the ground, that I do not think that a public or a separate school board should be able to charge a parent of a student who lives in Detah, and that is the situation we are thinking about. The reason I do not is because the school district for the tax or the taxpayers of Yellowknife only contribute 15 cents on a dollar on the operation and maintenance towards operating the schools and I do not think we should get down to those sorts of nickels and dimes in charging the parents.

So, speaking to the amendment, I would like to suggest that I support it, that instead of the word "district" as appears in that third line, it should say "Northwest Territories" or "territories" or whatever the Legal Advisor suggests should appear.

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

MR. FRASER: The amendment is on clause 53, is that right?

THE CHAIRMAN (Mr. Stewart): It is on clause 53, subclause (3) and it is to change the word "district" in the third last line to read "Northwest Territories".

MR. FRASER: I did not realize we had completed clause 52.

THE CHAIRMAN (Mr. Stewart): Clause 52 according to my records was agreed to. The Legal Advisor has a point.

LEGAL ADVISOR (Ms. Flieger): Mr. Chairman, the amendment proposed by Hon. David Nickerson I think would not work if it is intended to cover students from Detah coming to school in Yellowknife because this subclause would then relate to students from outside the Northwest Territories and not to students from Detah being outside the district but not outside the Northwest Territories. They would not be included in that description and I think also he would have to propose an amendment to subclause (1) of that clause to achieve what he wants to do.

DEPUTY COMMISSIONER PARKER: Could I suggest, since there is some difficulty with this clause, the intention has been quite clearly stated by the Hon. David Nickerson and I think the Hon. David Searle underlined it and would it be possible to stand it down until after the luncheon break so that it too could be reviewed along with clause 51?

THE CHAIRMAN (Mr. Stewart): Is the mover in agreement?

HON. DAVID NICKERSON: Yes.

THE CHAIRMAN (Mr. Stewart): Is it agreed that we set it aside?

---Agreed

Clause 53 is set aside. Clause 54, we are getting close, Mr. Butters, and I think clause 55 is a place where you might indicate your intention to speak. Now, clause 54, dealing with kindergartens.

Motion To Amend Subclause 54(1)

HON. PETER ERNERK: Mr. Chairman, I wonder if I could suggest an amendment to subclause 54(1). It says "The local education authority shall prescribe the language of instruction to be used for kindergarten, if a kindergarten program is offered, ..." and I think for my own liking the words "where a kindergarten program is offered" would assure me much more than the word "if".

Motion To Amend, Carried

THE CHAIRMAN (Mr. Stewart): Is there any technical difficulty there? The question is to drop the word "if" and insert the word "where". To the amendment, is it agreed?

---Carried

Clause 54 As Amended, Agreed

Clause 54 as amended, are we agreed?

---Agreed

Clause 55, language. Mr. Butters.

MR. BUTTERS: I see the word "Commissioner" comes in here so perhaps I could refer to the Commissioner.

THE CHAIRMAN (Mr. Stewart): I knew you would find a way.

MR. BUTTERS: I wish to repeat and think it is worth repeating now that he is out of the room, and we recognize that he has just recently received the award as Canada's top civil servant, and I think that the pilgrimage that he embarked on following the Rankin session on our behalf leaves us much in his debt and I think that if we could conclude the ordinance with success and fairly quickly, I think we owe a great debt toward the Commissioner on the work he did on our behalf in bringing this to fruition.

However, I wish to point out in saying that, that part of our problem has resulted from the fact that while the previous Council asked that a special commission on education be mounted and carried out, as was the case in the Yukon, and in fact we even got to the point where \$50,000 has been put into the estimates for that commission to be mounted and carried out, unfortunately, it was never done. I think this in a large part is the reason we are having so much difficulty now. We started off on the left foot and it is very, very difficult to get back on track again. I think we should recognize this and in order to get the ordinance through and to bring it to the people of the North, we are going to have to accept a few of its shortcomings.

Community Consultation On Legislation

I would like to point out too that as a result of the Commissioner's visits, it was made very clear, especially at Frobisher, that the people of the North are extremely concerned that legislation is discussed by this body without prior knowledge and examination by themselves, and rightly so. The news broadcast of the Frobisher Bay meeting indicated that this Legislative Assembly for some reason is responsible for the fact that such legislation is not examined by the people of the North prior to its being brought to this session here. I think there was some suggestion that this would be raised at the session and we would examine the problem and see if there was some mechanism by which legislation could be discussed and approved here and so that it could be put to the communities prior to the time it was tabled in this Assembly. I think that all of us know that at the present time the only way we can do this is by giving it first reading at one session and getting it on the table and then raising it again during the succeeding session.

You will remember that the minister, the previous minister, when he permitted the amendments to the Northwest Territories Act, he made it very, very clear that legislation, and this is the way they do it in the Yukon, legislation is not made even privy to the Assembly before it is discussed in chamber, and I think that it almost seems to be a blind eye on the Minister's part that we have a legislation committee and that they are considering legislation prior to the advent of it arriving here. But, as was brought out at Frobisher Bay this is unsatisfactory.

We must find a way to get legislation into the communities before we assess it and it would save an awful lot of time.

Availability Of Upcoming Legislation

I am very, very concerned that we have another very, very important piece of legislation touring the communities, the Game Ordinance and that ordinance is neither available to the Members of this Assembly, nor to the public at large and yet, the Game Ordinance draft is privy to individuals outside of this hall. So, I think this is one of the most critical things that the Commissioner brought back, the matter that was raised at Frobisher Bay about people not knowing what we are going to be discussing. Certainly we raised the point, the previous Council raised the point time and time again, and I hope before this session closes we will have some, or have worked out some method by which legislation is not as the man at Frobisher said "confidential" to the people whose life it will affect, it is not secret to the people who live under the ordinances of these territories. I suggest we must work that out. Thank you, sir.

THE CHAIRMAN (Mr. Stewart): Mr. Lyall. Clause 55, Mr. Lyall.

MR. LYALL: Mr. Chairman, just as a point of clarification. The legislation on game is not going around the settlements but the game council is going around the settlements trying to get that piece of legislation together.

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

Legislative Assembly Should Develop Legislation

MR. PEARSON: Mr. Chairman, just a point on Mr. Butters' philosophizing, I agree with him in principle. The legislation that comes before this Assembly should be given wider consideration. In fact I think it was Mr. Butters' motion which originally changed the words or changed the name of this body from the Council of the Northwest Territories to the Legislative Assembly of the Northwest Territories and that to me means an organization that actually develops legislation. This group does not develop legislation. This group receives great reams and tons of paper on its desk and it says "yea" or "nay" with its little rubber stamp, bang, bang, "Yes, sir, no sir, we will see you next time around, make sure my cheques arrive on time" and that is about the extent of the input of this Assembly into the legislation unless we go through one of these great books here and amend every bloody word -- pardon me -- every word that comes up. Surely the laws of the land come from the people. Surely the people initiate the things. Surely the Legislative Assembly initiates the thing. We are a Legislative Assembly and that means we assemble for legislation. It does not work that way.

To get the thing going in the proper direction, we are dealing with the single most important thing this Assembly has ever dealt with. We do not deal with pipelines and that is important, but pipelines are nothing compared with the importance of the education of the people who live in the Northwest Territories, nothing compared to the importance of this document before us now. Pipelines come and go and sometimes they do not even come. They will be spending millions and millions of dollars talking about them but education is here to stay in one form or another, be it in this archaic, 18th century type of education that they propose to foist on this Legislative Assembly or whether it be in the form of some enlightened, 20th century thinking to take into account the qualities, the very special qualities of the people who inhabit this country and will do so for a hell of a long time to come, the native people with all their wonderful and strange languages, with all their interesting and ancient ways of doing things. We as a Legislative Assembly, come along with our bulldozers and just wipe it right off the face of the earth. If this were enacted tomorrow, there would be no difference in the quality of education in the Northwest Territories at all, none, not one bit. Can you imagine, I have said it before, can you imagine an Englishman ...

HON. ARNOLD McCALLUM: That is the point, you have said it before.

MR. PEARSON: Can you imagine ...

THE CHAIRMAN (Mr. Stewart): The language is in there .

MR. PEARSON: Can you imagine an Englishman who does not speak English? Can you imagine such a creature? I know Eskimo people who can not speak Eskimo and it is tragic.

HON. DAVID SEARLE: I know an Englishman who can not speak English.

MR. PEARSON: My view is clear. My instructions are very clear from the Commissioner's remarks this morning, from the views of practically every person over here in the country that I represent, the constituency that I represent, as do the Members who are unfortunately not here today, our message is clear. This is not acceptable to us. Time out.

Clause 55, Agreed.

THE CHAIRMAN (Mr. Stewart): On clause 55, agreed?

---Agreed

Clause 56, teaching of language, agreed? Mr. Butters.

MR. BUTTERS: I just wish to ask a question with regard to the teaching of native languages as a first language, how successful has the territorial government been in developing a cadre of people to instruct youngsters in their mother tongue? I remember that while we have an excellent interpreter service today, the planning for this was quite a while in the future, I think two years before the end of the seventh session. I wonder how long, how far along their work is for the program to provide such people because I can foresee there may be large numbers needed.

THE CHAIRMAN (Mr. Stewart): Mr. Minister, did you get the question?

Instruction In Native Languages In Schools.

HON. ARNOLD McCALLUM: I can not comment. I do not know if this is dealing with the training of the interpreters. I do not know. If it is in the development and instruction in native languages in schools in the territories, I think it is coming very well. We have people who are involved with Eskimo languages within the department who are very knowledgeable and who have developed and helped in the training of the interpreters which I would suggest, as Mr. Butters and others have indicated, do the job very well. That is not to say it is in all languages, but certainly in areas such as Rankin Inlet where we were, the people who are involved with the instruction in the native language there in my estimation do a tremendous job.

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

MR. BUTTERS: Mr. Chairman, I would agree with the Minister that the example of Rankin was most illuminating and I would commend the principal and his staff there for the work they are doing but what we are talking about here is not the type of program they have at Rankin Inlet. We were talking about language of instruction which means that Cree, Slavey, Dogrib, the various Eskimo dialects would be the language of instruction and when we approve this ordinance and it becomes law a group of people, the advisory committee or board, will be entitled by law for this service to be requested. If they are entitled by law, I wonder how the Minister is going to deal with it. He may say "We just do not have any teachers who could instruct in your own language." What I am asking the Minister is where are these people, these trained teachers who are going to use Dogrib and Loucheaux or Western Arctic Eskimo as the language of instruction should that so be requested by the advisory body?

HON. ARNOLD McCALLUM: Mr. Chairman, the students who are taking teacher education in the teacher education program, of which at the present time I think there are 26 or 28, all speak a native language. The teachers who are in the employ of the department now who have that facility are in schools. Within the department itself we are providing new instructional manuals, programs, the actual division I think is under very capable hands with the people who have been involved and the people who will be involved with the department. I would answer Mr. Butters by saying that we would hope we would be able to attract as many people who have that facility into the teaching profession as possible. I have heard it said, and I have read about it in the past, "Let the poor native people

into the teaching profession." I could not agree more. We have a program, we have evidence these people can get into our schools. We can not come out and twist their arms to get them into the schools. The programs are available for them to come into the schools and we utilize teachers who have this facility, who have a native language, be it one of the Indian dialects or Eskimo, in schools at the present time. We would like to see more. We will continue to attempt to attract more people into it but you can not lead them into it if they do not want to enter into the profession, just as one can not get into any kind of profession if one does not want to. I think that we are making and have made great strides in the development of teaching materials and in the development of personnel to instruct in a language other than English in our schools.

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

HON. DAVID SEARLE: Mr. Chairman, are we on clause 57 or clause 56?

THE CHAIRMAN (Mr. Stewart): Clause 56.

HON. DAVID SEARLE: Question.

THE CHAIRMAN (Mr. Stewart): Question being called on clause 56. Mr. Pearson.

MR. PEARSON: Mr. Chairman, the Hon. Arnold McCallum's comments are interesting. A very large territorial school, the Nakasuk elementary school in Frobisher Bay with I think approximately 450 students has attempted for years to try to introduce cultural inclusion into its curriculum but because of the paltry sum of money that is allocated for that subject or for those subjects in the native language by this Assembly and by this government, the administration of that school this year found it necessary to apply for a Local Initiative Program grant from a federal government agency, to beg on their hands and knees for \$30,000 to enable them to continue on with their cultural inclusion. They had to beg on their hands and knees to a federal agency, bearing in mind that we are spending \$40,000,000 on education in the Northwest Territories for 10,000 students. They had to beg on their knees and they got \$10,000. That is it, folks! They have not received the \$10,000 yet. They hope to get it in the very near future and that will enable them to employ a couple of native people to come into the school and to teach native children some of the cultural aspects of their own culture. There are literally millions of dollars being spent to teach them about the white man's ways, something which they will never need, but the administration of the school had to beg on its hands and knees to find \$10,000 to teach them about themselves. Is something wrong with a system that does that? Have we not got this ass about front? Cultural inclusion, native languages, you are joking! You are joking, fellows! It is words and does not mean anything. It is garbage as Mr. Pfeiffer would say.

Clause 56, Agreed

THE CHAIRMAN (Mr. Stewart): Clause 56. Is it agreed?

---Agreed

MR. PEARSON: I have some comments I would like to read, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Are they relevant to the matter of languages?

MR. PEARSON: Is it ever! It comes from the committee, the education committee in Frobisher Bay and deals with both the high school and the elementary school and it is clause 21 of their submission: "There should be more teaching in the Eskimo language, one hour per day is not enough. Clause 22. A separate budget should be made for teaching the language, not from the cultural money." They are taking money from the cultural inclusion program to teach the kids of the schools their own language. Can you imagine the kind of system we have got going here that denies people the right to speak their own language and learn their own language in school? Do you call that an education system? That is a farce!

Budgets For Cultural Inclusion

Budgets for cultural inclusion are not presently enough, \$27 per student per annum. Cultural inclusion teachers receive about four dollars an hour, four dollars and something an hour and adult education teachers receive nine dollars and fifty cents an hour. These are extra teachers brought into the school, you know, part time teachers in the English language, they get nine dollars and fifty cents an hour, but native teachers get four dollars and something and are brought in from the community. There should be some full time native cultural teachers. What they mean by that is it should be part of the over-all policy of education for the native people. It is like Christmas, please may we learn about ourselves, please sir, can we have the right to speak Eskimo in our own schools. Do you call this an education policy, that the superintendent may, with approval -- big deal, how generous of you to allow them even that. These people are Inuit, the people I represent, they speak their own language, they can actually sit down and communicate to each other in it, amazing as it may seem to some people. They can even write to each other in their own language and read what they say. Amazing, is it not? They are completely competent in their own language and they can be and can carry on without English. They can live without English for the next 200, 300 or 500 years, exactly the same way the Chinese can live without English but we will give them a couple of bucks and let them learn all about it. We are coming in there with a bulldozer and they will learn English whether they like it or not and we will force it down their throats, and that is what this policy says, that is what this education system says.

Other Organizations Concerned With Education In N.W.T.

A commission on Canadian studies, under the auspices of the Association of Universities and Colleges of Canada has written me. They are very concerned about the aspect of the education of native people in the Northwest Territories. T.H.B. Simonds, commissioner, wrote to a very august organization. The Canadian Association of Adult Education, a very large powerful organization in this country, is concerned about this Education Ordinance, this archaic 18th century type of document with approaches towards 18th century education. There is no integration of education, there is no integration of the cultures that live in this country, in the Northwest Territories, this fascinating place. There is no continuing aspect of education in this thing at all and the words "adult education" hardly come into it, but people can actually continue their education throughout their whole lives, not just for a few years. Have you read the philosophy? I like that phrase, in great English, but it does not mean a damn thing.

HON. DAVID NICKERSON: A point of order. I believe that the present speaker has been speaking in excess of ten minutes and is probably against the Rules of the Assembly.

THE CHAIRMAN (Mr. Stewart): By my watch he has one minute.

MR. PEARSON: Do not confuse him with the facts, his mind is made up.

THE CHAIRMAN (Mr. Stewart): You have one minute, Mr. Pearson.

MR. PEARSON: I thought you were going to throw me out on my ear. This ordinance was not written for the 20th century, it was borrowed from some crappy ordinance from Alberta and adopted ...

HON. ARNOLD McCALLUM: If you would have attended the meetings you would have known better.

MR. PEARSON: It is adopted for every piece of legislation adopted in the provinces ...

HON. DAVID NICKERSON: A point of order. Surely that is the most unparliamentary language I have ever heard.

MR. PEARSON: I beg your pardon.

THE CHAIRMAN (Mr. Stewart): The apology has been made. You may proceed, Mr. Pearson.

Report From Economic Co-ordinating Council

MR. PEARSON: I will withdraw what I said. There is a report and I lost the thing, I lost it on an airplane, in fact, somebody stole it, it is so valuable. It is a report from the organization of economic development, co-ordinating committee, or rather council, the co-ordinating economic council from Paris and the members of this organization include all non-communist countries. The matters they deal with are the economic development and educational development of the member countries. They came to Canada and examined education and their views on the native education process in this country are something you should read and I will obtain a copy of it before this session is over so you can read what they say about the treatment of native people in Canada and the lack of the availability of teachers, the lack of cultural inclusion, the complete disregard of native people's rights and privileges in the educational system. Now, this is not only about the Northwest Territories but the whole of Canada.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, you have gone over your time. I notice that the time is now 1:00 o'clock p.m. The Hon. David Searle.

HON. DAVID SEARLE: I know we should adjourn for lunch but I can not help but insist on asking you to let me make a comment that will last about 15 seconds. If I may, it is exactly this, everything that Mr. Pearson has said is wrong and the reason it is wrong is because he absolutely refuses to read the words in front of him and if he would read the very next clause, clause 57, that we will be debating right after lunch and when he comes back after the lunch break he can apologize to everyone and to the administration. Hopefully the press will read it during lunch so they do not go printing a whole bunch of incorrect and wrong impressions.

Now I would like, Mr. Chairman, to be recorded as the very first speaker after lunch on clause 57 because I am going to read it to Mr. Pearson, I am going to insist that he listen and then I am going to discuss it and I am going to insist that he listen to that discussion as I have had to listen to this because that is what is written and once we get to it we will see that is what it says, and what he wants is there.

---Applause

MR. PEARSON: Hooray!

THE CHAIRMAN (Mr. Stewart): I have a note here that there will be a caucus meeting, a luncheon, at the Gold Room of the Yellowknife Inn set for 1:00 o'clock p.m. This meeting will stand adjourned for its noon recess.

---LUNCHEON ADJOURNMENT

The Chair recognizes a quorum and I call this committee to order. Before lunch the Hon. David Searle requested the floor on clause 57.

Responsibility For School Program

HON. DAVID SEARLE: I do not want to repeat what I said before lunch, Mr. Chairman, but I think I would just like to look at the wording of clause 57. I think that the plain meaning of the section is sufficient rebuttal to about 95 per cent of what my colleague Mr. Pearson has said. I would hope he might read along with us: "57(1) In planning the school program for an education district the school principals of the district and the superintendent for that district shall be guided by the wishes of the voters of the district as expressed by the local education authority." Of course, that deals with school districts there.

MR. PEARSON: It does.

HON. DAVID SEARLE: The point is, however, that the principals and the superintendents in those districts shall be guided by the wishes of the voters as expressed through the education authority. In other words, in those districts the education authority is in the position in effect of instructing the superintendents and the principals as to the program. I suggest that that is not only a high degree of local control, but local control, pure and simple.

Then, subclause 57(2) says: "The school staff shall ..." Look at the word "shall". It is imperative "...utilize aspects of the local cultures in the curriculum, curriculum material and teaching methods of the schools, and the principal shall consult with and be guided by the local education authority in planning such utilization." With respect to cultural inclusion in the curriculum, the curriculum material and the teaching methods, the principal has to consult with the local education authority and he must be guided by that authority. That to me in layman's language says that when it comes to local culture, when it comes to how and what methods shall be used in the school, the principals are required to consult and they are required to be guided by the wishes of the local education authority. Frankly, I do not know how much further you could possibly go than that.

Those two subclauses in my mind provide for everything that Mr. Pearson essentially has been saying over the last several years. They provide in the local education authority all of the power to design a cultural content that fits the local area. The principals are required to consult with respect to that and they are required to be guided by the views of that authority. If that is not putting education into the hands of the people at the local level in the important area of cultural inclusion, in actually designing the curriculum, in actually dictating the teaching methods, then I do not know how much further you have to go. That is the plain meaning of the bill. I would like to suggest that my colleague go home and read it over five or six or seven times, commit it to memory and then ceases from saying all of those wrong, just factually wrong things that we have been hearing him say, because that clause says what he has been saying all along. It contains all of the thoughts he has been expressing, gives to the local authority all of the powers that he has been demanding that they have with respect to culture. He ignores the existence of that clause and that is very, very bad.

Cultural Inclusion Tailored For The Locality

Now, we are in clause by clause study so, Mr. Chairman, I will not go on from clause 57 to clause 58, but if you read that as well, at the same time you examine clause 57, you see a further safeguard ensuring that what is done at that particular school reflects the ethnic and cultural variations in that particular area. In other words, we are not talking about a cultural program designed the same in every school in the territories, but a program that may be designed at the local level, tailored for the school in that area. It would be different presumably in Cambridge Bay than it would be certainly in Yellowknife and different even than it might be in Frobisher Bay. That, Mr. Chairman, is what

those clauses say and I submit that they are consistent with all of the very good ideas which Mr. Pearson has with respect to cultural inclusion but that they are entirely inconsistent with what Mr. Pearson says when he says none of this is being done, that none of it will be changed, that this ordinance, if implemented today, would change nothing. That is entirely, totally, completely inaccurate.

What is being done today in this area is being done at the discretion, at the sufferance, at the pleasure of the Minister and the Commissioner totally without any legislative sanction or legislative requirement. You may have these programs in place in some schools, but it is because today they choose to have them in place. This bill, if enacted, requires them to have them in place and requires their officers to consult and requires their officers to take the direction of the local education authority once they have consulted. That is what changes today, Mr. Chairman, and gentlemen. It becomes a matter of law, a matter of requirement, a matter of statute and not a matter of benevolent dictatorial discretion. If that is not a substantial change for the good, then I do not know what is.

THE CHAIRMAN (Mr. Stewart): Thank you, Hon. David Searle; Clause 57?

Legislation For Cultural Inclusion Programs Necessary

HON. PETER ERNERK: Mr. Chairman, I had to leave earlier before 1:00 o'clock p.m. I would like to disagree with Mr. Pearson's comments before lunch hour. It is fine and dandy for Mr. Pearson to continue to look at the negative side of things from his viewpoint. However, I want to always look at the positive side of things. I for one believe in this piece of legislation simply because the people in my constituency have always been asking for various programs to be implemented in their own communities. For example, when I was living in Baker Lake in 1974 we continually asked the Department of Education as well as the authorities in Yellowknife for various local cultural programs. We were unable to get those kinds of things. We were unable to get local cultural programs because there was no piece of legislation to back it up. To take it another way, the Honourable Member from Frobisher Bay continues to say that there are no native teachers in the Northwest Territories.

MR. PEARSON: I did not say that. When did I say there were no native teachers?

THE CHAIRMAN (Mr. Stewart): Order, please.

HON. PETER ERNERK: Mr. Pearson has been saying that for the past seven years ever since he was elected to this Legislature, there are no native teachers.

MR. PEARSON: On a point of privilege, Mr. Chairman, I have never said there are no native teachers in the Northwest Territories. I have said that there are not enough.

Native Language Program In Schools

HON. PETER ERNERK: Mr. Chairman, I was speaking. If you want to put it another way, I was going to say exactly what you just said, there are not enough native teachers in the Northwest Territories. There are certain stories behind this. I support every native teacher in the communities, I support people who are unable to speak the native language and teach it and use it in the classroom, but I believe that if the people in the small communities have to be brought to 20th century society, then they have to be educated first. I believe that schools using native languages in the classroom is appropriate. I believe that, for example, the Eskimo language could be used in the classroom. The basis of one hour a day is said to be not enough. I happen to feel one hour a day is enough. Who are you going to teach it to? If you are going to teach it to grade one, two, three and four and maybe up to five, that is fine and dandy, but once the Eskimo children are growing up and come to the age of 15 or 16 or 17 they do not particularly forget about their own language, provided they are in the community.

I think if you want to talk about local control, if we want to talk about giving the communities more authority, in many cases I know it is not spelled out in this present proposed Education Ordinance, maybe not enough of it, but I would support it and tell you that it would be a beginning. It would be something new. It would be a start.

THE CHAIRMAN (Mr. Stewart): Thank you. Agreed?

---Agreed

MR. PEARSON: Mr. Chairman, as the recipient of these comments and remarks of these two last speakers, I suppose I have to rebut. I need the practice. It is going to be a tough one. The matters which the Hon. David Searle mentions are all clearly spelled out in the ordinance, in the proposed ordinance, under clause 57 but those rules, regulations, attitudes and ideas are not new. They are in effect in many of the areas that I represent, but I told you this morning, I did not tell you a pack of lies, I told you this morning there was no device to bring these wonderful great ideas in black and white as they are written down here, these words, into effect. Where is the guarantee in voters, that the school program that the "district shall be guided by the wishes of the voters"? They are guided by the wishes of the voters today as expressed by the local education committees, and are you trying to say they are now illegal, they are not bona fide, as they function.

Funds For Cultural Inclusion

They meet and discuss curricula with the educators, they meet every week or every month and tell the principal, "This is what we want" and there is no difference, that is exactly what is taking place today. They advise the principal, they advise the teachers, they all sit around and chat away and say "we want this and we want that" but in order to get it, in order to bring about their wishes, because you need dollars and cents with which to do it, they have to apply for an LIP grant if you do not mind, an LIP grant from a federal government agency. I will repeat they begged on their knees for some money to carry out what shall be determined under this legislation, but this is just words, it means nothing, it has no substance, because exactly the same thing is being done today. Where the hell is the money, where is the money? "I am sorry we had to build a new school or a new gym, it had to go into the increment in wages for teachers" or, "it had to go into this or that" and they are told, "there is no money for that" or, "get the Eskimo parents in the schools and let them teach for nothing and if they do not want to do it for nothing there must be something wrong with them" Those are the kind of things one hears. "There is no money to pay the people who come into the school and do the jobs". They get dollars, four dollars and fifty cents an hour and a relief teacher gets nine dollars and fifty cents to teach other southern Canadian subjects.

It is all down in black and white, but where are the guarantees that it will happen, it is just words, verbosity, or whatever the phrase is.

THE CHAIRMAN (Mr. Stewart): Hon. David Searle.

HON. DAVID SEARLE: Mr. Chairman, my dear friend Mr. Pearson obviously was not listening because there is no doubt that today there are committees in effect who, because they are not there as a result of any legislation that currently exists, have purely an advisory role. That is true today. This legislation however says that the programs, as cited by the principals and the superintendents in the districts in question shall be those as directed and indicated by the local education authority. It says "shall be" and "they shall be guided by". It is not only advisory. That is the whole point. Mr. Pearson has finally come full circle and made the exact point today which surprises me, this legislation requires consultation and indicates that these officials, the principals and the superintendents shall be guided by.

Now, that is not purely advisory, that is not purely advisory. So, it seems to me that we have today, through the informal situation that exists, which I said, true, and through the discretion of departmental officials, what we have here is a legislative structure requiring consultation and requiring officials to be guided by advisors, setting out how these local educational authorities can design the curriculum as they see fit. They can design the teaching methods for the school as they see fit and later on you will see that there are amounts included in the budget, and certainly if the principals and the superintendent are going to be guided by their advice they are going to have to make sure that they get the money in their budgets.

Now, that is how it will work and I do not know how Honourable Members can sit there and ignore the plain meaning of those words and say "this means nothing". I know, Mr. Chairman, I am probably repeating myself but I suppose I will have to as Mr. Pearson has done over the last several years until I make him understand.

Clause 57, Agreed.

THE CHAIRMAN (Mr. Stewart): Clause 57. Is it agreed?

---Agreed

Clause 58, teaching staff. Mr. Pearson.

MR. PEARSON: Well, just to -- clause 58, I have not finished dealing with clause 57. Was I being cut off because the Hon. David Searle comes back to his argument? I go back to mine, where is the guarantee, the dollars and the cents? The total amount according to the information I have which is \$27 per student and could someone give me a nod of the head on that one, on cultural inclusion?

HON. ARNOLD McCALLUM: It is \$30.

MR. PEARSON: It is \$30. I want to know where the guarantees are and the Hon. David Searle has failed to point that out to me that these views expressed to the people who run the schools are going to be listened to because they are expressing their views today and they are not being listened to.

HON. DAVID SEARLE: The bill says that they must.

THE CHAIRMAN (Mr. Stewart): Mr. Deputy Commissioner.

Guarantees On Funding Not Possible

DEPUTY COMMISSIONER PARKER: Mr. Chairman, with all due respect I do not think there is a jurisdiction in the world in which those guarantees can be given through legislation. The statements are made, the statements will be adhered to, to the very best of the funding ability of the government, and in this government's case the funding abilities are not totally in our own hands. Now, the strongest assurances that can be given are contained in this legislation and I can only underline my statement that you did not find guarantees of a different nature in any other legislation, that is not the purpose of legislation. The legislation sets out what is to be done and then it is a matter for the administration, for the Minister and for the total government and legislature to assure that that is followed, but you can not outline that in the legislation. I am afraid, Mr. Chairman, that Mr. Pearson is seeking something that is not possible.

MR. CHAIRMAN (Mr. Stewart): Thank you. Mr. Evaluarjuk.

MR. EVALUARJUK: I will not say too much but last year, before Christmas, and also during Christmas we were talking about the Education Ordinance going to the settlements and also that the Commissioner would be touring to the settlements on Baffin Island. Now, for myself I spoke to a teacher who knows about education and he kept saying that the Education Ordinance is trying to be fixed for the people of the North and he kept saying that the ordinance, if it was passed, that the educational advisory committees in the settlements would be able to run their own program. He kept saying that, and I am sure they will do it, and I believe him and the people of the North. I do not want my people up north to be sidetracked but I know in the past that any ordinance coming up in the Northwest Territories, when it is passed we try and do something about it, it is hard to try and put input into it.

Views Of Constituents In Foxe Basin

Also, I am saying right now that the other Members should be more aware of their own constituencies, or they should know the views of their constituencies, and if not they should go to the settlements and ask their constituents a series of questions concerning this Education Ordinance and then they can come back. For instance we have not even finished the whole ordinance itself and speaking for my constituency, for Hall Beach, Igloolik and Repulse, I went and spoke to the committees and they kept saying to me that they do not understand the ordinance at all and they do not think it is right to look at it because they have not had enough time and they did not get it soon enough before Christmas to look at it.

One particular thing they were opposed to was the ten dollars fined to a student if he did not go to school, that they would have to pay if their kids did not go to school and we are opposed to that particular thing. Secondly, my constituents kept saying that they did not want the proposed ordinance passed until they could look at it and, for myself, I think we will be defeated I am sure most of the Members will agree with me there will be more than just us opposed to it, and I think it will be a hard thing to work on. Now, looking here at clause 55, or I should say page five in the ordinance and I think that ...

MR. LYALL: A point of privilege. I think what we are discussing right now, I thought we were going clause by clause and we are not on clause 57 the way he is talking.

MR. EVALUARJUK: I believe him but I am looking at page five and I do not think we will be able to look at it again and the people of the settlements, the hamlet council and also the settlement councils in the settlements, if we have to vote right now nobody likes that and if they try and vote for two different things in this legislation, or on this ordinance -- we must follow the rules and we have finished that page before and I am trying to make it clear that we have passed it. You see there is nothing in here in the ordinance, looking at page

15, it says they should be able to go to school but this is the white way. It says that these people should go to school at all times and the parents should be able to look after their children but it does not say that in the ordinance.

Now, I am saying like the Commissioner was saying, if we did not like it, if we wanted to amend anything in the ordinance we should be able to change it, or add to it and do what we wanted to do with it. Now, I just say we have to do this and if an Inuit or an Indian has a young child, and if he does not want his child to learn any English, the parents should be able to have something to say about it. It also does not say in this ordinance that an Inuit person could be a teacher, it does not say that but I know for a fact, I know if he is educated and can get a certificate or diploma or licence he can become a teacher, a qualified teacher. It does not say in this ordinance that if an Inuit becomes a teacher and makes money, in order to be qualified -- like, I am trying to make it clear my point, our view and comment towards this proposed ordinance.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 58.

MR. LYALL: Mr. Speaker, or Mr. Chairman, do I understand that we can make general comments?

THE CHAIRMAN (Mr. Stewart): The Chair would like the direction from this committee, and we allow you to vary a little but we want you to stay as close as possible because it was at the discretion of the Chair that I allowed that.

Clauses 58 And 59, Agreed

Clause 58, teaching staff. Agreed?

---Agreed

Clause 59, non-professional workers. Agreed?

---Agreed

Clause 60, Lord's Prayer. Hon. David Nickerson.

Motion To Amend Clause 60

HON. DAVID NICKERSON: Mr. Chairman, in clause 60 I would like to give those people who might have some objection to reciting the Lord's Prayer the same protection that they have in subclause 61 (3). I would move, Mr. Chairman, that the words "any student shall be excused therefrom upon presenting a written request from his parent or guardian" be added at the end of clause 60.

THE CHAIRMAN (Mr. Stewart): To the amendment to clause 60. Mr. Butters.

MR. BUTTERS: I would like a point of clarification. When Hon. David Nickerson brings forward an amendment, is he speaking as chairman of the legislation committee or is he making these on his own? What I am just saying, this amendment he has just made now, is that something that has been ratified by the legislation committee?

HON. DAVID NICKERSON: Yes.

THE CHAIRMAN (Mr. Stewart): It is my understanding that it is.

MR. BUTTERS: Why was the change not included in the bill as presented to us?

HON. DAVID NICKERSON: I think, Mr. Chairman, that the Minister of Education would be the person to best answer that question as to why that recommendation was not included.

THE CHAIRMAN (Mr. Stewart): Mr. Minister of Education, do you know?

HON. ARNOLD McCALLUM: I thought I was a good stickhandler! To be quite honest,

Mr. Chairman, I do not recollect that this was in fact a recommendation of the committee who wrote this. I stand to be corrected. As to why it was not, I can only suggest to you that the clauses that were changed were clauses that were discussed at Rankin Inlet. That was my understanding and we were to then discuss these and make changes as they arise. I would trust that there are other Members who have the same recollection. You know, various amendments would come up and there certainly was discussion in both the standing committee on legislation as well as the government's legislative committee.

THE CHAIRMAN (Mr. Stewart): Clause 60 as amended.

MR. BUTTERS: Is the amendment circulated?

THE CHAIRMAN (Mr. Stewart): The amendment is not circulated. It is just to include that students could be exempted from the Lord's Prayer upon presentation of a letter from the parents to conform with the other sections where religious instruction may be held but they could be exempt. This is just allowing an exemption section for children who may not want to -- their parents may not wish them to recite the Lord's Prayer.

Responsibility Of The Local Advisory Authority

MR. BUTTERS: With respect, I think what we are doing is impinging upon the authority that we are giving here to the local advisory authorities. I suggest that we are putting the responsibility on the local advisory authority which may direct and why should they not be able to determine that that be done? We leave it up to them rather than give them chapter and verse.

MR. FRASER: Mr. Chairman, if you look at subclause 61(3), it tells you there a "student who presents a written request from his parent or guardian that he be excused from a class when religious instruction is given ...".

THE CHAIRMAN (Mr. Stewart): Yes and the suggestion is that same type of exemption be included in clause 60 for the Lord's Prayer.

MR. FRASER: Thank you.

Clause 60, Agreed

THE CHAIRMAN (Mr. Stewart): Clause 60 as amended. Agreed?

---Agreed

Could I have the committee's approval to vacate the chair in favour of the Hon. David Nickerson for clause 61 because I have a point to make on behalf of my constituents.

---Agreed

THE CHAIRMAN (Hon. David Nickerson): Clause 61, religious instruction, gentlemen, I believe there is one typographical error in subclause 61(2) in that the word "instruction" according to written information from the administration the word should appear as "education" to use the same terminology as was used before clause 60. Are there any comments on clause 61?

Motion To Amend Subclause 61(2)

MR. STEWART: In subclause 61(2) I have a request from the Catholic Assumption Church in Hay River that an amendment be made to leave the total percentage of parents voting on the subject of religious instruction in the school and placing instead the following amendment to replace this: "Where at least 50 per cent of the parents and guardians of students in a school present the principal with a written request, signed by them, that religious instruction be given in the

school, the principal shall organize and schedule a program of religious instruction."

The proposed amendment would be "where at least 50 per cent of the parents of students of the same religious denomination present the principal with a written request that they can have religious instruction in the school the principal shall organize and schedule a program of religious instruction."

My concern is that various religious groups in any given area may not have the right to get religious instruction in the school when they are not in a position of over 50 per cent of the total population and they feel that each individual religious faith should have the opportunity of having such instruction in the school based on their own area of faith. I so move that the amendment be made.

THE CHAIRMAN (Hon. David Nickerson): To the amendment.

MR. BUTTERS: You are rushing. The amendment has not been circulated and interpreted and we are dealing with a matter of great importance which is a person's religion. I beg of you to slow down and I think that with respect before we look at the amendment particularly that it changes the whole concept that we should talk about religion in the schools and what this clause is doing with your permission.

THE CHAIRMAN (Hon. David Nickerson): There is at this time a motion on the floor ...

MR. BUTTERS: It has not been circulated, I beg.

Motion To Amend Subclause 61(2), Set Aside

MR. STEWART: Mr. Chairman, if Members will look in their book of documents, number 12, you have the wording, the full wording is at the bottom for your perusal. This document was presented this morning. It is number 12-60 in the large book of tabled documents and it is at the bottom of the last paragraph. Mr. Butters has brought up a good point and I have no objection to setting aside my motion for general discussion. I would withdraw my motion at this time but nobody was speaking so I went ahead with it.

THE CHAIRMAN (Hon. David Nickerson): The motion will be set aside for the time being and we are open for general discussion on clause 61. Mr. Butters.

MR. BUTTERS: Mr. Chairman, the right or the privilege to provide religious instruction in Northwest Territories schools is a very old one. I think it reflects in the main on the fact that many of the people in middle age now and even in their 50's and 60's can thank the church for giving them in their mission schools at Providence and Hay River many, many years ago an excellent education and later in various other communities. It certainly is a tradition of excellence in the service provided by the churches which has been most appreciated by the people in the North. I think this reflects that historical fact. Now we are looking at a situation where within the school day an entitlement is to be provided for 150 minutes time. We are aware that not all the parents -- what I really want to convey to you now is the discussion that went ahead at the Inuvik education advisory study group, not all the parents wished to avail themselves of the religious instruction being offered and requested the principal to provide them with an alternative course of study. Certainly they can not be released from school. The question asked by members of the advisory committee was: What do these children do, the children of parents who do not avail themselves of religious education being offered? Do they continue along the course of study which has been adopted by the school or are they babysat for an hour and a half? This question was not satisfactorily answered in the discussion in which I participated or which I listened to. Maybe the Honourable Minister can advise us on the score of what happens to students who do not participate. Maybe the Minister could answer that question now.

Students Who Do Not Participate In Religious Instruction

HON. ARNOLD McCALLUM: Mr. Chairman, the proposed legislation under subclause 61(4) is a program of regular school studies that is supervised by a teacher shall be provided for students excused from religious educational classes. There has always been, to my knowledge, regular classes going on for these students in core subjects and other subjects. My experience has been that this is so. We would propose in here that regular classes in other subject instruction would go on for students who are excused by parental request from attending classes of religious education.

MR. BUTTERS: This is what the advisory committee anticipated as well and they felt that it was very unfair if you are now dealing with a core subject to take the students who are not taking the religious instruction, being educated an extra 150 minutes a week in a core subject and the students who are taking religious education are not receiving the same quality of instruction as are these other students. This concerned the members of the education committee because they felt that this imbalance was unfair.

HON. ARNOLD McCALLUM: Mr. Chairman, I can relate my own experience in this. In scheduling under the pastoral ordinance in the school time for religious instruction, religious education in the school, it would be given in the beginning by teachers and staff and gradually by either lay members of a particular denomination and/or religious people. We tried that and found academic subjects, core subjects, there was that kind of reaction to it. At the time we tried it in the school in which I was then, we tried to put in other subjects against religious education so in fact there would not be that kind of end result.

Religious Instruction Versus Interest Courses

The end result of that was that I was the subject, as the then principal, of a tirade from a church pulpit in that I allowed religious education to be an elective subject against interest courses of students. So, I guess the point I am trying to make is no matter what way we try and do it, in the schools, we were running into difficulty either from either parents, and/or church officials.

MR. BUTTERS: The point I was making is that this is a very real problem, that a child taking religious instruction may be removed from a core subject for up to 150 minutes a week to their detriment, especially if they are a weak student because then it is a real detriment. The committee also considered the other aspect. Suppose the program developed by the principal did not include core subjects but included fun subjects whether it is art work or games or something, music or something that would be very attractive to the students, then I think the churches would be very angry because these kids are going off on religion and his classmates are going off on some other fun subjects and he will be peeved or perturbed. So, the committee did not know what to do but looked at these points. I think they are very, very valid points.

HON. ARNOLD McCALLUM: I should not say I resolved it but the conclusion we came to with church officials, that is, with the group, the church who was wanting religious education or instruction in religion in the schools was that they decided to put up their own building and they could teach the students after school, outside of the school and under the old ordinance there was a provision in it, there had to be a certain amount of time laid aside. Just on this point, if I may, Mr. Chairman, I have had representations along the same lines from Hay River and from people in Inuvik dealing with the concern that has been expressed through that earlier comment and motion that Mr. Stewart mentioned that they would want to have -- to ensure that a minority group, religious group, would have access to time in the school for religious education. My comment would be simply this: where there are a number of people who are concerned that religious education should be co-ordinated, organized, scheduled within school hours, and that was a concern especially for example in Inuvik, that there seems to be a number of people who really do want religious education. Religious education as we are talking here in this proposed ordinance, the parameters of that term, is not confined to one particular religion. There is, within the ordinance, provision for the establishment of schools, and school boards for the express purpose or to insist that one particular religious belief may be the basis for the operation of that school. However, I think that religious instruction encompasses not just one particular denomination, faith or religion, it involves it all and, in my experience, it was not just one religious group or denomination who wanted this religious education, there were three or four at that time, or at least four different groups, and we provided time within the school for all of them, if the parents wanted it, the child to have this education.

Separation Of Church And State

I have also had representation from various people of various religious denominations saying that religion should not be taught during school time, that there is a separation of church and state. Now, I do not want to get into a discussion or debate on the merits of that but there are a number of people who were of that particular opinion. What we are attempting to do here is to in fact allow for religious educational classes to be organized, set up and co-ordinated within the school day. If half the parents of children in the school want religious education in that community that is.

There was a further request made of me that we should have included in here "Where the recognized officials of an organized church request the principal or give the principal a written request signed by them that religious education should be given in the school, the principal will then set it up". My point here is that in my opinion the parents should decide whether in fact they want their child to have religious education rather than the recognized leading -- an organized church because then we get into difficulties with that kind of definition and as I suggested earlier this morning about the number of denominations, religions, churches that are in the territories.

THE CHAIRMAN (Hon. David Nickerson): Mr. Butters.

MR. BUTTERS: I do not think there is any argument on the Minister's statement. I do not think he really answered the question. I take it from what he says, as I say, he outlined the points and opinions the Inuit community saw, and from what I understand if this passes, which I expect it will, that students that request or take the religious option would go to a religious class and during the half hour the other students would continue on with their scheduled subject material, no matter what that may be, core subject or no.

HON. ARNOLD McCALLUM: Mr. Chairman, I guess I can say yes, that that is correct, recognizing the concern that the Inuvik advisory board has expressed to Mr. Butters at a meeting which he attended, that there may be increased amounts of three 50 minute classes per week to students who do not want, or whose parents do not want their children to have religious instruction. Now, as to the individual subjects that may be scheduled opposite that religious education, if it is the feeling of this particular group that we should legislate as to the kind of subjects that should be scheduled there that is an indication, you know, that we would have to have. I know, as I tried to mention before, the dilemma because you will be damned if you do and damned if you do not, depending upon what subjects are scheduled.

Handling Of Religious Instruction In Fort Smith

I do not have the answer and the answer I arrived at through the various religious groups in Fort Smith while I was principal of the school there would be to try both things but neither one met with a great deal of success. So, in talking with religious officials there they decided to teach it out of school. You know, I do not know which one is the right one and if Mr. Butters expects me to say to him which we want to do, I have tried all three. I could only give my own preference and that is not a preference I think this legislation should dictate.

THE CHAIRMAN (Hon. David Nickerson): Mr. Stewart.

MR. STEWART: Mr. Chairman, the basic reason I support the Education Ordinance is that it seems to me there has been a direct attempt within this ordinance to put in the hands of the people their choice of how these schools are to be run. Now, because religious education has been allowed in the territories for years and is part of the education system, it appears to me to be logical that this new bill should include an option so people do not have to have 50 per cent of their children's time in school, because what would happen to a minority position? Really when you come down to it if you were going to include religious education as part of the curriculum, and have it taught in the schools, there are many subjects taught in the school that do not require 50 per cent of the students in the school to open, it is not done on that basis at all. It is done on the basis that there are a sufficient number interested in a particular subject and then the subject is held and so it should carry into the religious education as well. In other words, you do not have to have 50 per cent of the parents to agree to bring in some outside subjects, and I am not speaking of core subjects which are laid down by the education people, but there are many extra classes that are held and certainly you do not require 50 per cent of the total number of people in that school district to vote in favour of it. So, I think this approach should also be used for religious education.

THE CHAIRMAN (Hon. David Nickerson): To the motion.

HON. ARNOLD McCALLUM: Mr. Chairman, does the proposed amendment read as in the tabled document because that is different from the correspondence I received from the same church official. Is Mr. Stewart proposing that where at least 50 per cent of the students or parents of students, and I take it he means guardians as well, but with 50 per cent of the students or parents and guardians of students of the same religious denomination present the principal -- is that the correct one?

MR. STEWART: That is correct. I received that on January 20th and perhaps you have an earlier copy.

HON. ARNOLD McCALLUM: The one I have says the parents of students.

MR. STEWART: It is probably a typographical error.

Amendment To Subclause 61(2) Repeated

THE CHAIRMAN (Hon. David Nickerson): The amendment before the committee is as follows: "Where at least 50 per cent of the students or parents of students of the same religious denomination present the principal with a request that they can have religious instruction in the school, the principal shall organize and schedule a program of religious instruction." And that is the amendment before the committee at the present time. Hon. David Searle.

HON. DAVID SEARLE: I have some sympathy with what is being proposed but I have some difficulty with the wording that is being proposed. For instance, where it says here "Where at least 50 per cent of the students or parents of students of the same religious denomination ..." etc., that suggests that let us assume we had four children of one faith and six children of another and eight of another and so on. You could on the indication of two out of four of the one group and three out of six of the next group and four out of eight of the next group require the principal to set up a religious program which would obviously be then three programs, one for two or four children in one group and another one for three to six children in the second group and a third one from four to eight in the third group if you have a majority in any one in one particular faith. I think what the ordinance originally contemplated was that if you have a majority of people in a certain school area of a particular faith then that majority should be entitled to some class time instruction, or at least that is what the Education Ordinance is talking about, but this one would open it up, I would think, for every faith, as long as they had more than two people of that particular faith in the school to require there be a religious program for that particular faith. That is how it appears to me from the wording but I am maybe wrong.

THE CHAIRMAN (Hon. David Nickerson): Mr. Stewart.

MR. STEWART: Well, basically I believe the same is true, Hon. David Searle, with regard to the present subclause 61(6) but the only difference there is that you have to have 50 per cent of the parents requesting the religious instruction but once that request is in, and if you have nine religious bodies in a town such as Hay River, you could have nine different classes. In other words, you are not saying the children have to go to the predominant religion but there will be religious instruction and from my reading of that, if there were nine asked for, nine would have it. So, the number of classes to be held would not change either way, the only difference would be as you say if there happened to be four of one religion who asked for it you would essentially have to set up for two people and the rest of the school might not have any, it would be any -- it would be at the choice of the religious body as I would read it when they would put it in.

THE CHAIRMAN (Hon. David Nickerson): Thank you. Hon. Arnold McCallum.

Program Content Up To Religious Denomination

HON. ARNOLD McCALLUM: Just one point. The administration of a school would not determine what would be taught. They would organize it and make sure space would be provided within the building for it but they would not set up a particular program for it. That would be up to -- if we go through with it, depending upon the religious denomination, the various religious denominations I am sure would want to ensure whether it is their own beliefs that are being taught. It could not be a universal subject as such. I would not expect it to be, if you go along with the amendment that it will be for particular denominations.

The other point I was going to make and the Hon. David Searle obviously beat me to it would be that in some communities there may be a small group of people but there may be a large number of a small group and I think that is why we said in the beginning the parents themselves, all the parents. I really do not have any -- I have certain personal convictions but I would not be hung up on this at all. In the schools all religious education would be taught at the same time. In other words, we would not make it difficult in terms of the administration and say from one period it would be such and such a religious education and the following period a different kind of religious education. It would all be at one time as much as possible within the grade.

THE CHAIRMAN (Hon. David Nickerson): Thank you, Hon. Arnold McCallum. Mr. Butters, to the amendment.

Giving Responsibility To Local Advisory Committees

MR. BUTTERS: I agree with the Hon. David Searle. It would seem to me that the amendment would favour a very small religious denomination. That means the various sects and not necessarily protestant and Roman Catholic. I think it could be very poor legislation to develop. The education advisory council realized that subclause 61(2), if that were passed, would just about remove religion from the schools because they did not read it -- maybe the Legal Advisor could give us an interpretation as the Honourable Member from Hay River did a moment ago. They did not interpret that in the same manner either. They felt to have any religion taught in the schools, you would have to have 50 per cent of the parents and guardians of students and in large schools that is quite a few. What they suggested trying to do was to delete subclause 61(2) altogether and turn it over to the local advisory committees and let them work it out with the principals, the churches just exactly what is required so we get away from this 50 per cent.

THE CHAIRMAN (Hon. David Nickerson): Thank you. Are you ready for the question on the amendment? Mr. Evaluarjuk.

MR. EVALUARJUK: Mr. Chairman, I would also like to know about this. If religion is taught in the schools and it has to happen, there is either a time for religion or education. As I have said teaching religion in the classroom of the school, I feel that this particular time, we should be teaching it. I think that we should try to teach our children to not go to the devil. We are teaching them actually, talking about religion, what we have right now is appropriate if it is taught in the school. I agree with that.

THE CHAIRMAN (Hon. David Nickerson): Does anyone else wish to speak to the amendment? Mr. Butters.

MR. BUTTERS: Just to say that I will be voting against the amendment because I would hope that that whole clause would be deleted.

HON. PETER ERNERK: On the amendment, I do not particularly agree with the amendment. The people in Mr. Evaluarjuk's constituency are one kind of people, but I do not feel that people in my constituency would go for this kind of amendment. As has happened in the past, as Mr. Evaluarjuk says, the Roman

Catholic or Anglican ministers go to the schools and teach religious faith whenever it is possible so I would just like to say that I am going to vote on subclause 61(3) as it is.

THE CHAIRMAN (Hon. David Nickerson): Thank you, Hon. Peter Ernerk. Mr. Stewart.

Rights Of Minority Religious Groups

MR. STEWART: Mr. Chairman, I think I should point out to Mr. Evaluarjuk and the Honourable Minister that this does not change, this amendment does not change that in any way, shape or form, but it gives minority groups, if they wish their own religion to be taught to their own people, they have this right. It does not interfere with the rights of the priest or the Anglican ministers or anybody else. It just extends the matter a little bit. It is not taking anything away. It is adding to it and I think that has been the nature of the argument on this whole ordinance, that we should make it as broad as possible. If this amendment does not pass, then this complete deletion of subclause 61(2) would be a saving grace on this matter at least. Really, the amendment does not do as you suggested.

THE CHAIRMAN (Hon. David Nickerson): Are we ready for the question on the amendment? Mr. Whitford.

MR. WHITFORD: Mr. Chairman, as you are probably aware, in the Rae-Edzo school we are over 90 per cent Catholic there. I only feel along with the Hon. Peter Ernerk that it is more fitting for those who do not want to attend the religious classes to be excused as in subclause 61(3). I am just wondering, Mr. Chairman, if we vote on this amendment as it is now we are in fact letting that amendment stand even if we vote against it, say we voted against it. Could we discuss it again under subclause 61(3)? If we defeat it this way...

THE CHAIRMAN (Hon. David Nickerson): The procedure, Mr. Whitford, is this, if we vote on the amendment and it is passed, it will be substituted for the present subclause 61(2). If it does not pass, then the draft will stand as it is at the present time and there can be further discussion on clause 61 altogether. Are you ready for the question on the amendment? Not quite, I see. Mr. Stewart.

MR. STEWART: I would just like to clarify for Mr. Whitford. This amendment was sent to me by the Assumption Catholic Church of Hay River. It is their request that this be put in so it is not something that is going to interfere with the Catholic church because that is where it is coming from.

MR. WHITFORD: Mr. Chairman, I understood that, but I was just saying that I would prefer in the Rae-Edzo school that those who were not Catholic who are a very small minority, they would have the opportunity to be excused.

THE CHAIRMAN (Hon. David Nickerson): Mr. Lyall.

MR. LYALL: Mr. Chairman, the amendment is to subclause 61(2). Mr. Whitford is speaking of subclause 61(3). We are dealing with subclause 61(2).

HON. PETER ERNERK: Mr. Chairman, I was under the assumption that we were dealing with subclause (3).

THE CHAIRMAN (Hon. David Nickerson): No, Hon. Peter Ernerk, we are dealing with an amendment which has been moved by Mr. Stewart, an amendment to subclause (2) of clause 61.

HON. PETER ERNERK: Then I would withdraw my earlier comments, Mr. Chairman.

Motion To Amend Subclause 61(2), Carried

THE CHAIRMAN (Hon. David Nickerson): Thank you. Are we ready for the question? All those in favour of the amendment? Seven. All those opposed to the amendment? Two. The amendment is carried.

---Carried

Is there further discussion on clause 61?

HON. ARNOLD McCALLUM: Mr. Chairman, I would just like to acknowledge that I owe you an apology. On March 19th, at the standing committee meeting, that addition of the intent of subclause 61(3) was in fact discussed and it was a recommendation of the committee to include that in clause 60.

Clause 61, Agreed

THE CHAIRMAN (Hon. David Nickerson): Thank you, Hon. Arnold McCallum. I was reading from my notes of that meeting anyway. There being no further discussion of clause 61, is clause 61 agreed?

---Agreed

Clause 62, academic year. Agreed? Mr. Pearson.

MR. PEARSON: Mr. Chairman, in keeping with the petition that I tabled this morning on behalf of the students of the Ukkivik student residence in Frobisher Bay and the question of the school year and the question of them being incarcerated in a hostel for an unnecessary length of time while teachers have conferences and mid-term breaks which is totally unnecessary, that Members will refer to the letter which is now in their books and the petition. It is necessary for me at this time to discuss the matter of the school year and how irrelevant it is to the needs of the people it is supposed to be serving. I am only concerned with the people it is supposed to be serving in the Eastern Arctic at the moment for this argument. I think it is something that has got to be dealt with at length. I think that the seasons of the Arctic are important. They govern the lives of the Inuit and have for the past umpteen thousands of years and we come along with our superficial southern oriented Canadian approach to life in the North and impose artificial, seasonal holidays on northern conditions. I think it is essential that this matter be considered by this Assembly some time or other.

School Year

I have heard for many years from people across the North that the school holidays do not fit into the trappers' life, the hunters' life, the fishermen's life at all. We have, the Members will have at the back of their books the matter of the Easter holidays, the Easter break when the kids do get home at the end of June and their families have already left. They are out on the land and it becomes very difficult for them to get out on the land with their families. In their view the 80-odd students in Frobisher, it is that the sooner they have all these silly, idiotic holidays throughout the course of the year, have the whole thing be abolished, the better. They seemed to then be convinced, these holidays can be reduced in length, and the academic year could be concentrated and they could get home, they feel some time in May just prior to the breakup and then they can take off with their families, returning when the families return to the community some time in July and the school year could start at that time. Now, in keeping with the arguments we heard here today, particularly from the learned speaker, Hon. David Searle, QC, recognizing the ethnic and cultural variation, blah, blah, blah!

Under clause 57, in planning the school program for an education district the

school principals of a district and the superintendent of that district shall, and let me underline "shall" as the Hon. David Searle said, they "shall be guided by the wishes of the voters". Now, because of the very broad sweeping generalizations made in this ordinance it gives no consideration to the matter of a regional high school particularly the regional high school in Frobisher Bay which caters to the kids of the entire Eastern Arctic from the Belcher Islands to Grise Fiord, in other words, from southern Canada to the North Pole, and the various seasons that occur and the length of seasons which occur in that length of time. The fact that it is a regional high school, the authority can not come directly from the community of Frobisher Bay because they have no jurisdiction over these students who are there from other communities -- I am sorry I said from as far south as the Belcher Islands and as far as Grise Fiord and as far west as Rankin Inlet and Baker Lake, and perhaps even a little bit further west. So, in that enormous area we have students, we have seasons that vary in length, we have traditions in the various areas of the hunting season, particularly the spring breakup and yet the ordinance says, Labour Day, Thanksgiving Day, Labour Day all southern holidays and does not give any consideration to the fact that these damn kids will be stuck in that hostel, in that artificial southern Canadian atmosphere and are being stuck there while teachers are doing their thing, having their holidays and the kids are stuck in hostels when their parents are out on the land having a great time, and the kids could be out on the land learning something about themselves. Now, I think it is coffee time.

---Laughter

Clause 62, Agreed

THE CHAIRMAN (Mr. Stewart): It is nice of you to tell us something that is factual. We were dealing with clause 62 which has to do with the number of days in the academic year and I think you agree you were speaking to clause 63 and relative to clause 62, is it agreed, that sets the number of days? Is it agreed? You cite that is agreed.

---Agreed

We will now recess for coffee.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and calls the committee back to order. A request of the Assembly with regard to your microphones. When you wish to speak would you press your buttons so the little red light goes on for the operator. We are on page 50, clause 62. Mr. Lyall.

Central Arctic Sets Own School Year

MR. LYALL: Mr. Chairman, just before we went to coffee Mr. Pearson made quite a few statements that I would like to comment on a little bit myself. I do not know, I have said this before at many Assembly sessions, but it seems to me that a lot of places are way behind. Now, in the Central Arctic we have lots of teachers who are Inuit people from there, from those settlements, and also right now, I do not know for how many years now, but we have set our own time of school, when we want to start and when we want to stop. That has been like that for a long time, the people just do it on their own. The advisory committee does whatever the people in the settlements want. This has always been that way in the Central Arctic and it is the same with the teachers. We have a girl in Spence Bay who has been teaching school for eleven years. We have teachers in the school in Spence Bay who do not speak any English, they teach syllabics and Inuit to all the kids in the school and this is the wish of the people and they just went ahead and set their own time and they set what they want taught.

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

HON. DAVID SEARLE: Mr. Chairman ...

THE CHAIRMAN (Mr. Stewart): We are really not on clause 62. I am sorry.

HON. DAVID SEARLE: The discussion of Mr. Pearson and also that of Mr. Lyall is covered by clause 64 and if Mr. Pearson would read that I think when we get to it he will be able to see there is the flexibility in there that Mr. Lyall spoke of as well as what Mr. Pearson wants, when we get to clause 64. That is the only comment I wanted to make.

THE CHAIRMAN (Mr. Stewart): Clause 62. Mr. Butters.

MR. BUTTERS: Am I correct in believing that the number of days in school in previous terms was greater than the number shown in clause 62? I thought it was 206 or 208.

THE CHAIRMAN (Mr. Stewart): Mr. Minister, has there been a change in the number of school days?

HON. ARNOLD McCALLUM: Mr. Chairman, I do not think there has been a change. It may have been way back under the federal government, it may have been 200 and I have taught in schools where it was 205 or 210 but I think that 190 is accepted across the country.

MR. BUTTERS: Thank you.

Clause 62, Agreed

THE CHAIRMAN (Mr. Stewart): Clause 62. Is it agreed?

---Agreed

Clause 63, holidays. Mr. Butters.

MR. BUTTERS: Just one question. It seems to me at one time there was talk of developing a Heritage Day in the Northwest Territories. If there is should it not be included in the list?

HON. ARNOLD McCALLUM: Mr. Chairman, I think what has been done here is to include in this list, because of the manner in which contracts are negotiated, we accepted statutory holidays. If there is another statutory holiday, you know, if there is a decree that there will be another statutory holiday of course it would be included by simple amendments.

Clause 63, Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 63. Is it agreed?

---Agreed

Clause 64, academic year. Is it agreed? Mr. Butters.

MR. BUTTERS: I wonder if the Minister could examine this suggestion, and that is that in subclause 64(2): "In preparing the calendar for the academic year the Executive Members shall consult the local education authorities ..." and is there no value here in requesting that teachers be consulted also. Now, the advisory committee felt that these people are professionals and it may be that a professional as mentioned here would be helpful to the people who were establishing the calendar.

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

HON. ARNOLD McCALLUM: Well, Mr. Chairman, I may be corrected on this by the chairman of the standing committee, whether this in fact was discussed or not, whether it was. I think the basic idea here or the basic thought would be that teachers are to be employed, they enter into contracts as to their working conditions, and, as such, we feel it should be the community who determines the dates, closing dates in terms of clause 64, basically the people of the community. That is the section you are referring to is it, Mr. Butters?

MR. BUTTERS: Are you saying that you do not see any necessity to avail oneself of professional advice or the professional advice that teachers would be able to give?

HON. ARNOLD McCALLUM: I do not mean to hedge on it but no I would not say that we do not see the need to. We feel that the local education authority or authorities are the people to consult as regards establishing dates for various education districts, to take into account the lifestyle which sets up the opening day of school and the school year. I am not saying there will not be times -- there will be times when that group of teachers or group of professional people in a community may indeed give their expertise to the local educational authority. I would expect that a local educational authority would in fact at times discuss education with the educational people in a community and if there are concerns or ideas they would have as a professional group they would make them known to that educational authority.

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

Conflict With Teachers' Contracts

MR. STEEN: Mr. Chairman, I guess I have two questions to ask of the Minister of Education. I would like first of all to know if this ordinance would in any way conflict with the Northwest Territories Teachers' Association Ordinance or with the Northwest Territories Teachers' Association. What I mean by that is if the government hires teachers under the influence, if they put in the teachers' contracts, or terms of reference in the contracts of when they shall teach schools and when they shall quit or terminate -- for instance, just to give you a clearer picture, some teachers are now coming into the territories and they refuse to work during Christmas and New Years against the wishes of the local advisory boards and thereby it shortens their school academic year. This happened once in the community of Tuktoyaktuk this year and I was led to believe that the teachers have some say through the Northwest Territories Teachers' Association and I was just

wondering whether or not, when you write these contracts up would they put this in a teacher's contract, this stipulation that if the community wishes to work during the Easter and Christmas holidays in order to get a shorter, or in order for them to get school finished earlier in the spring so that people can get out on the land with their children. I guess that is about it.

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

HON. ARNOLD McCALLUM: Mr. Chairman, teachers are hired by the Department of Education at the present time as an agent of the Commissioner and under the proposed ordinance they will be hired for societies and educational committees to teach the school year in a community as that school year has been formed or suggested by that local education authority. That is the idea within this, that the local educational authority will have great input and set down what that school year should be, that is the parameters of it, when it should open and close, and that is the reason for the inclusion in here. A teacher who goes to that particular community in a school year that is different than what we now accept as the school year will be aware that he or she will be teaching in a particular year, school year as outlined by that educational authority, but there would be nothing in terms of a contract as negotiated by the Northwest Territories Teachers' Association with the government that would preclude that. They negotiated conditions of employment and it is a school year for which they are hired. We are saying under this proposed ordinance the local educational authorities express the requirements, the needs, the lifestyle of people in that particular district. Teachers are therefore hired to teach and must go along with that. They have two choices.

THE CHAIRMAN (Mr. Stewart): Did you have another question, Mr. Steen?

MR. STEEN: I would just like to have a yes or no answer from the Minister. Would it in any way conflict with the Northwest Territories Teachers' Association Ordinance?

HON. ARNOLD McCALLUM: I would say no.

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

Provision For Regional High Schools

MR. PEARSON: Mr. Chairman, the point I raised earlier is still valid in light of what Mr. Speaker, the Hon. David Searle says. My concern is in the particular case of the high school in Frobisher Bay there is no provision in the ordinance for regional high schools, regional authority of same, as to who decides what would be the best time of the year for the individuals in that school because they come from an area almost one million square miles stretching from southern Canada to the northern extremes of Canada, approximately 2000 miles in length that that region takes in. What is good for the Belcher Islands is not good for Igloolik or Baker Lake or Grise Fiord. Each of these regions go on holiday at a different time. Who is the authority, the school district? How the hell do you have a school district? Is it going to encompass every community, one representative from every community in the Eastern Arctic that has a representative at the high school, that has a student at the high school? Do I make myself clear, Mr. Chairman?

THE CHAIRMAN (Mr. Stewart): I wonder if the Minister might answer that question, can you?

HON. ARNOLD McCALLUM: I have answered every question you ever asked. I have no difficulty. To answer the last question, I have no trouble understanding you. We speak the same language. I recognize that there is a difficulty there as there will be a difficulty in the other two areas where there are regional schools and that point was expressed in Rankin Inlet with the idea that the government would come up with and table a piece of information on this. We are in the process now and I can only apologize for it not being ready at this moment because of the movement within the personnel at our department level. We have undergone personnel changes for a variety of reasons but we would attempt to come up with this. I recall it was either the Hon. David Searle or the Hon. David Nickerson who raised this point and asked that we talk about looking at changing the boundaries of the district to take into consideration those regional schools at Inuvik, Frobisher Bay and Yellowknife.

How we can reconcile it is another question. I do not have a ready answer to that. I appreciate the concern because not only is it in Frobisher where people come from all over but also at this school, Sir John Franklin and I suggest to a lesser degree at the Inuvik high school. Certainly here at Sir John Franklin there are students from many areas of the North who have different lifestyles, different times when people are doing different things in their lives or pursuing a livelihood. I do not have a ready answer to Mr. Pearson's question as to what would be the final result. I would expect that we would have something that would possibly promote some further discussion on this before this session -- within the next session.

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

Amendments Can Cover Regional Schools

HON. DAVID SEARLE: Mr. Chairman, following on with that, there are only three schools, three regional schools where I understand it there would not be an educational authority to consult at this time. Presumably when the Hon. Arnold McCallum's people come back at one of the future sessions, hopefully an early one, we can amend the ordinance and provide for a regional type of educational authority for this school, this school in Frobisher Bay and the school in Inuvik. Until then it seems to me subclause 64(1) is very clear and that is that the Executive Member shall cause to be published each year, etc., a calendar setting forth the dates of school opening, school closing and vacations for all schools. In order words, the regional schools, simply because they do not have education authorities are not excluded. He has to set them for all schools but the next subsection says he must do so with the educational authorities where there are those with respect to those schools.

However, the point is that he must set the calendar dates for all schools. Surely in the case of Frobisher Bay with people coming out into Frobisher Bay from Eastern Arctic settlements who have generally speaking the same situation, it seems to me that the Minister can easily take into account those requirements and set an appropriate date, even though he does not have today an educational authority with whom he can consult. It is much more difficult, however, I should think in a place like Yellowknife. Here, for instance, part of the high school students are students from Yellowknife and others of them are students from the Arctic coast settlements who come to Yellowknife and live in the hostel. In other words, the days that might suit the parents and children of the people of Yellowknife might not suit the parents and children who come here to this school from the Arctic coast settlements so that would be probably a much more difficult thing to do here.

Minister Has Responsibility For All Schools

The point is, however, that the Minister has that responsibility for all schools which made it easier for him in all of the schools with the exception of the three regional schools where he has an educational authority with whom he can consult.

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

MR. BUTTERS: I think that Mr. Steen's question is a very valid one and I would like to see a copy of that particular part of the agreement between the Northwest Territories Teachers' Association and the Government of the Northwest Territories regarding holidays. I am just wondering whether there is any guarantee in that agreement that teachers get a stipulated period of holidays during what might be termed the Christmas season.

The second question I raise on the matter of holidays, am I correct in believing that when people from the Department of Education go recruiting, either in the North or in the South, in April or so, do they at that time inform the potential applicants for teaching positions in the territories that the days of teaching in the next school term will be such and such and do they inform that applicant or confirm that information in writing? I suggest if they do so, such written confirmation would be an agreement between the agent for the Government of the Northwest Territories and the teacher. If the teacher came north expecting to teach a certain number of days in a certain manner in a certain place and found out that the advisory board or committee in that settlement stipulated otherwise and requested that he do so, then I would feel there might be a breach of contract. I do not know. I wonder what the Minister would say?

Definition Of Academic Year

THE CHAIRMAN (Mr. Stewart): Mr. Butters, possibly to clarify this, if we go back to the beginning of this ordinance under "interpretation" you will find the definition of an academic year and you will find that is a full year from July in one year ending on the 30th day of June the following year. If you go to clause 84 on page 67 the ordinance is quite specific with regard to what the teacher has to do and what control this ordinance does have over the hiring of teachers.

HON. ARNOLD McCALLUM: Mr. Chairman, I think Mr. Butters asked three questions. The answer to the first one is no. The answer to the second one is yes and the answer to the third one is that teachers are told what the academic year is. The problem we have now is that advisory boards change during the school year. Under the proposed ordinance the school year would be clearly defined.

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

MR. PEARSON: Under the proposed ordinance the school year would be defined by the Executive Member but I see that that would be with consultation with the local authority.

HON. ARNOLD McCALLUM: That is what subclause 64(2) says.

MR. PEARSON: It says the same thing in my book too. That is all very good, but there is a question again about the operation of the residences. It is fine to tell Members that these things are going to be amended and changed at some later date. It is like assuring the guy who you are just about to hang that you are going to amend the capital punishment bill one of these days. That is a great bit of information as he climbs the 13 steps.

Request For Change In The School Year

The students at Ukkivik residence are asking you consider a change in the academic year, the approach to the holidays, and in this particular case at Easter, the spring break as it is called, there is no mention of this in here, just schools should be closed on all Sundays and the following holidays. It does not mention what you call the spring break followed immediately thereafter by the Easter break, followed shortly there before by the teachers' conference which is thrown in there. These days of inactivity bear very heavily on kids who are placed in these hostels with absolutely nothing to do, knowing full well that their moms and dads are loading up the canoe for the camping trip and heading out to the camps in the spring when the school year could be condensed into a more workable and useful unit and they could be joining them where they would like to be, not stuck in some academic institution, being catered to by whatever.

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

MR. PEARSON: It is a question of the Hon. Arnold McCallum, the man with the responsibility, responsibility given to him by this Assembly. How does he see this responsibility or this matter being dealt with? Teachers' conference, a conference or meeting that should be held either before the school year starts or when it is finished, not right in the middle of it and 190 days a year is really not a lot to ask people to produce, is it? When you put it in one lump 190 days is not a lot of work, not that they ever stopped short of time. End of comment for the moment.

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

HON. ARNOLD McCALLUM: The question was, how do I interpret or intend to look after their request? By having the Director of Education who is responsible for the administration of the department consult with the regional superintendent and the people concerned with that particular problem there. Under the present situation with teachers the school break, the spring break of the Easter holidays in most localities, they are given the opportunity to combine that particular time as to whether we can remove them and have the students go home at the time or be in school during that Easter break and have them leave early, and the teacher is on duty until the end of that particular school year. We can go back to the way it used to be where the teacher was hired for 11 months and teachers were in the community or in the schools when the students were not around at all. As a result of the petition that Mr. Pearson has tabled I will be consulting with the department officials as to how best reconcile the request of the students.

Clause 64, Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 64. Is it agreed?

---Agreed

Clause 65, school day. Is it agreed? Mr. Butters.

MR. BUTTERS: I wonder if the Minister could advise the committee how the five and five and a half hours were chosen. On what data were those figures chosen?

Length Of School Day

HON. ARNOLD McCALLUM: Mr. Chairman, pretty well on the practice of having students in the first six years of school attending school in other areas. The five and a quarter hours and maximum five and three-quarter hours after the sixth year is again based on the requirements to reach matriculation or diploma. They are the hours or times required to take that particular course, but it is basically on accepted practice.

MR. BUTTERS: My understanding is that educational research has shown that for grade one students, in particular, a five hour day is quite long and that in the case of the grade ones anyway this might be reduced by half an hour to four and a half, say, four and a half to five hours.

HON. ARNOLD McCALLUM: I think you could find research to indicate, dependent upon who does it and where it comes from, to satisfy a number of variations of the length of an actual school day. From my limited experience involved with primary, elementary, junior, senior and higher education, I do not feel that five hours, from 9:00 to 12:00 and 1:00 to 3:00 o'clock as a minimum is too long in a school or from 1:30 to 2:30 o'clock if it is three hours in the morning and two in the afternoon, that that is too long for a primary school student. That is my own personal opinion and I can not back that up with any kind of research other than my own experience.

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

MR. BUTTERS: The educators I spoke to suggested there was some feeling on this and from my own experience it seems to me that there would be some value in having your primary students, grade ones into their parkas and off the school grounds before the herd came out, the two to sixes, so they could have a chance to get home before some of the bigger ones.

HON. ARNOLD McCALLUM: I think ...

MR. BUTTERS: You are forcing them to accept the same hours and there should be some provision made for these primary students, it should be shorter.

HON. ARNOLD McCALLUM: In some cases, Mr. Butters, the primary group may be there for five hours and the elementary group are there for five and a half hours and you avoid the conflict.

THE CHAIRMAN (Mr. Stewart): Clause 65. Mr. Lyall.

Length Of School Day In Cambridge Bay

MR. LYALL: Just one question following what Mr. Butters was saying about the younger ones. Now, at Cambridge Bay we have 9:00 to 11:30 o'clock for grades one and two and do you know about this?

HON. ARNOLD McCALLUM: I do not know where they got it. Are you saying that in Cambridge Bay that grades one and two go from 9:00 o'clock in the morning until 11:30?

MR. LYALL: I do not know about grade two but I know for sure grade ones do. They get off at 3:30 o'clock p.m.

HON. ARNOLD McCALLUM: And go back at 1:00 p.m.? Well, in hours from 9:00 to 11:30 o'clock a.m. is two and a half and from 1:00 to 3:30 o'clock p.m. is two more hours so that is four and a half hours they are putting in in grade one you are saying.

MR. LYALL: Yes.

HON. ARNOLD McCALLUM: I was not aware of that and can not comment on it.

MR. LYALL: There is no complaint.

HON. ARNOLD McCALLUM: I would imagine not. I could not comment on that though because I was not aware of it.

THE CHAIRMAN (Mr. Stewart): Hon. David Nickerson.

HON. DAVID NICKERSON: Mr. Chairman, one thing that bothers me about clause 65 a little is that with a proposal for all these cultural programs to be undertaken at the school I do not really know what they are likely to be composed of but I understand it might involve for instance taking the children out with a boat or picking berries or chasing rabbits or something of that nature. I can see these provisions for normal classroom activities but I wonder if it is the intention of the Minister of Education to apply them also to cultural inclusion activities.

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

HON. ARNOLD McCALLUM: Do I understand, Mr. Chairman, Hon. David Nickerson's question to mean that the time allocated for the teaching of cultural inclusion courses within the school is to be contained within that -- the parameters of the school day as outlined?

HON. DAVID NICKERSON: Not necessarily.

HON. ARNOLD McCALLUM: Perhaps you could pass that by me again.

Scheduling of Cultural Inclusion Activities

HON. DAVID NICKERSON: I do not really know what some of these cultural inclusion activities might be but I rather suspect that one of them might be taking the children out on the land so to speak, taking them away for a day and if you have to travel for an hour or an hour and a half to get where you are going and an hour and a half to get back, it does not give you much time to do much while you are there. I just wondered if you had something in mind where you might extend these hours for cultural type programs. We used to call it nature studies.

HON. ARNOLD McCALLUM: The only comment I would make is that in scheduling these on-the-line programs they are usually scheduled for a period of time that would allow for that kind of movement back and forth, say, a morning of it or an afternoon or a full day or two days or whatever would be required not to the exclusion of the core subject. There may be other comments, and Mr. Lyall has a comment and perhaps this is to a particularity in his constituency, but as far as we are concerned if we make an allowance for it within the school day then it would be scheduled so as to take in the comments and views of people in that particular community.

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

MR. LYALL: Just to answer Hon. David Nickerson, some of the things they do, there is Spence Bay and Cambridge Bay and Coppermine that I know of, they go trapping and their fishermen teach the older kids to commercial fish and take fish and I understand that when they go out hunting, if they want to bring their children they take the children and it is considered part of the training and also we have taught in all the three communities I know of igloo building and survival on the land. For the ones I see coming out of school now it is quite beneficial because the young fellows who use it to go to school here in Yellowknife and in the school are going out hunting on their own and doing very well.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 65, school day. Is it agreed?

---Agreed

Clause 66, recess. Is it agreed?

---Agreed

Clause 67, opening and closing times. Is it agreed?

---Agreed

Clause 68, educational standards. Mr. Butters.

MR. BUTTERS: I just wonder about this clause, and how does it read in the new ordinance. Is it "The Executive Member"? The "Commissioner" has been removed, has it? Thank you, I have no further comments.

THE CHAIRMAN (Mr. Stewart): Is it agreed? Mr. Pearson. I am sorry, Mr. Commissioner.

MR. PEARSON: I will bow to the Commissioner.

THE COMMISSIONER: I will bow to Mr. Pearson.

MR. PEARSON: After you, sir.

THE COMMISSIONER: What was that about me being removed?

---Laughter

Concerning Responsibilities

No, I am just kidding. I just wanted to say this that while I agree that the Executive Member should satisfy himself by whatever means he considers necessary that education programs undertaken by students in the territories are at all times of the highest possible standard, that that still does not take the primary responsibility away from the Executive and myself to ensure that the education system is producing the results that both this Council, and the people of the Government of Canada hope for it to achieve in accordance with the demand and the amount of funds that are being expended. I said this at various times only because it was said to me and I think it became quite evident as a result of our extensive tour at the end of the year that the passing of this ordinance, or with the passing of this ordinance, it will not solve all of the problems of

education and we will still be plagued with a lot of problems and we will still be grappling, trying to find solutions to them.

Since the Council last met we completed our recruitment for new leaders, administrative leaders within that department and our search took us across the nation and, after interviewing a number of people unfortunately I could not personally sit in on all the interviews but I can tell you that the board came to the conclusion that we should select someone who had been in the territories and being in the field to take on this job and as a result we chose two people who have both been promoted, one to a directorship and the other to an assistant directorship.

Now, whether we can expect them or should charge them with the full responsibility of overhauling the system on that, I really do not know. I know that they have a lot of ideas and they are not going to turn education on its ear but I think that they will probably bring a new look to it. What this Council should know is that sometimes, after this matter has been dealt with, whether it is right away or within a year or two years, but some time it will be necessary to go to the people I think and ask them for their views and whether we do that through a public inquiry or a commission or something of that kind, I think that is something we will have to be thinking about. It is just as well to leave you with that thought at this stage, but that should not in any way detract from what you are doing today because it seems to me that what you are doing here is setting up the structure but you can not rest with just the structure, there has to be an opportunity I think because we do have, not necessarily a multicultural society here in the Northwest Territories, there can be no doubt of that, but we have such a large area and such a difference between some of them. I think that is something that is very much in my mind at the present time.

MR. PEARSON: Hear, hear! The comments of the Commissioner are interesting but here is the kind -- this is the time now when an inquiry should be taking place, when the people are asking for it. The people stood and asked the Commissioner for it in every community. They told him they were completely dissatisfied with what they had been doing. In every community he went into they lambasted the guy for hours on end and yet we still do not rise to the occasion. We still have not risen to the occasion. We are still fighting this battle of getting this piece of legislation through that is going to change the whole world.

Maintenance Of Educational Standards

Clause 68, maintenance of educational standards. "The Executive Member shall satisfy himself by whatever means he considers necessary that education programs undertaken by students in the territories are at all times of the highest possible standard." That is a real mouthful.

Looking at subobjectives of education in this one, the budget, for up and coming discussion, it is amazing, like "to make aesthetic and moral judgments and to apply these judgments to the conduct of daily life, to develop the capacity of understanding human values, to appreciate expression in the arts, to understand and to analyze the significant social and moral concerns of mankind." I never read such prose and eloquence in all my life -- fantastic! Where is it happening? Where are the results of it? Who sets academic standards in the high school at Frobisher Bay that has been operating for five or six years for white kids? They are failing right, left and centre as they go south. They are unable to fit into the higher levels of academic training. They can not get into universities. They are being sent back for more training. There are literally dozens of kids who have had the same problem in the last couple of years who have left Frobisher and who have attended schools, southern Canadians who have attended schools in the North for quite a few years and in fact some of them through their whole academic life are getting dumped out of colleges and universities in southern Canada because the standards are not good enough. Who sets the standards? Who determines...

HON. ARNOLD McCALLUM: Mr. Chairman, perhaps the Member would like to let me know what institutions in the South are dumping out our graduates. I would really like to know what institutions of higher learning are dumping out dozens of graduates from the Frobisher Bay high school. It seems to me in Rankin Inlet Mr. Pearson was complaining about the dearth of graduates and now we have literally dozens of them coming from Frobisher Bay. Let me quote you a couple of instances. The number of graduates ...

THE CHAIRMAN (Mr. Stewart): Order! Order, please. Mr. Pearson:

MR. PEARSON: Thank you. The dearth of native graduates from the Frobisher Bay high school, yes, one. We have had one. There are all kinds of southern Canadian students, non-native people, hundreds, and they are having a hell of a time. Mount Royal College in Calgary, University of B.C., colleges in Ontario. I know of what I speak.

HON. ARNOLD McCALLUM: Maybe I should pass on some information that would make you aware ...

MR. PEARSON: Let me speak and then the Honourable Minister can have the floor for the rest of his life.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, your time is almost running out.

MR. PEARSON: May I say in more ways than one?

THE CHAIRMAN (Mr. Stewart): I am glad you recognize it.

Educational Standards

MR. PEARSON: I am very concerned about the standards and how we arrive at those standards. How do we establish testing systems across the Northwest Territories for grade 11 mathematics? How is that accomplished? Is it accomplished territorial-wide, run by the Minister's office, or is it set up by individual teachers who are actually teaching the courses in the individual schools? Is there a national standard? Is there a territorial-wide standard? How do you arrive at this great phrase "shall satisfy himself by whatever means he considers necessary that the standards be maintained at a certain level" when there is no standard at the higher academic level? In other words, the high school in Frobisher Bay standards could be totally different to the standards in the school here, totally different. If you have three grade ten teachers test their own kids, you satisfy the teachers that they are capable of going on to grade 11. It is consideration of a territorial-wide standard, this is within their realm of possibility. I think if it were and if something were achieved like that, there is a likelihood we could develop some much higher standards than we have got now. I know of graduates from this school who have gone on and done brilliantly, brilliant people from this school right here in Yellowknife who have gone on to McGill and God knows where but they are the fortunate ones, the few fortunate ones. I am talking about southern Canadians, not about native people, Indians or Eskimos, but "others".

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, you are a minute overtime. There were some questions relative to standards. Would you like to answer those, Mr. Minister?

HON. ARNOLD McCALLUM: Which of those questions am I supposed to answer?

MR. PEARSON: Could I suggest one?

The Highest Possible Standards

HON. ARNOLD McCALLUM: Please, do not have him repeat it! Sure, I would very much agree that there is nothing wrong and nothing difficult in setting up standards for the schools and programs and courses given in the territorial schools. I know that there are standards now. I know there are. I taught the courses. I think that the department does employ people who instruct and provide learning situations for the students to get the highest possible standard. Mr. Pearson talks about the dozens, literally hundreds of people who drop out of school.

MR. PEARSON: Hundreds.

HON. ARNOLD McCALLUM: Or the number who talk about dropping out and can not meet the requirements to get into various faculties of higher education courses. I can quote him many others more who have had the same kind of schooling who do in fact meet those and pass the courses they pursue at higher education institutions very effectively. What we are saying here in this particular proposal is that we will use every means to ensure that we are in fact providing a comparable kind of education that a student would get anywhere in the country. I know it. I am satisfied with the education my children are getting and they attended school from kindergarten to grade 11 in the territories. They always have. They know no others. I know of many other people. I look around at people who are in particular organizations in the Northwest Territories and know they have had that kind of education in the Northwest Territories.

HON. DAVID SEARLE: Mr. Chairman, on a question of privilege. I can not resist raising a question of privilege here as to the comments Mr. Pearson has made to say that I personally object to the suggestion that standards are lower here in view of the fact that I am personally a product of this system. I know the system. I have been in it from grade three through to grade 12. I personally went to a reputable university and obtained a reputable law degree, among others, and I have not had any problem. I did not have any problem in the university and being one of those who has gone through the system here and gone on to higher education I think it is important that I say that. At the same time I am now in the same position as Hon. Arnold McCallum with children in the system and I am very alert to make sure that they are getting a good education. I do not agree with that sort of statement. I think I am personal evidence to the contrary and I think there are a lot of others who are. That is my comment.

Standard Of Education Has Depreciated

MR. BUTTERS: Mr. Chairman, I think the comments by the Commissioner were most interesting in that he told us quite bluntly that he has not advocated the responsibility for education in the Northwest Territories. No matter how many times it is put "Executive Member in charge of education or this, that or the other thing," the Northwest Territories Act has given him the responsibility of administering these territories and he is the final arbiter and knows what is required of him.

The other point I want to make is I am very much in agreement with my colleague from Frobisher Bay, not possibly his extended tirade, but I will say to the Member from Yellowknife you, sir, with all respect are the product of a different era. I spoke to a native youngster -- he is not a youngster any more -- who was in grade 12 eight or ten years ago in Inuvik and he said "Thank God I got my education when I did in the territories" because I agree with Mr. Pearson that the standard of education has depreciated very drastically.

MR. PEARSON: Hear, hear!

MR. BUTTERS: I asked for the document, the test that was taken of over 400 grade ten students and I was alarmed this could not be produced for me. I understand it was done here and the figures that I understand that test revealed were that over 400 grade ten students, 74 per cent did not achieve the 50 percentile, 74 per cent did not make 50 per cent. If that is what is happening in grade ten, what is happening in the junior grades? We have had a very, very relaxed standard over the past six or seven years. Mr. Chairman, I would hope the Minister does not attempt to defend his own professional integrity or the years he spent in the system. I would ask him to look at this objectively and do not feel that I am criticizing him for any decisions he may have been part of in the education system over the past seven to ten years, but I asked on June 10th, 1975, a question relative to skills testing and the answer in part was, "Canadian tests for basic skills which we have here are not used in the territories but the Department of Education is presently studying the possibility of the wider use of standardized tests in the schools in the Northwest Territories".

Now I say sir I do not think these tests have been made and I think if similar tests were conducted in the lower grades we would be alarmed and shocked. I suggest kids are being passed now who have not acquired the basic skills, grade four, grade three, and they are now in grade eight. I challenge the Minister to fault me, I challenge to show me these tests and I also say that I would like to see the man who said he -- I challenge the person who takes responsibility and I challenge the Commissioner to run these tests and if these tests are not run you are not meeting the responsibility you have under the Northwest Territories Act.

Nobody Is Getting Short Changed

HON. ARNOLD McCALLUM: If I may make a comment. First of all Mr. Butters asked about this particular paper this morning, we are in a clause by clause discussion of the proposed ordinance and I said then that we would get it, we would have the paper produced and I can give you comments on it but one thing I would like to comment, or my second comment is that this was a grade placement test developed by teachers who were teaching mathematics in the schools, administered to grade nine students, who were moving into the grade ten year, the tenth year of school. The results of that particular effort in determining how well they would be placed are alarming. I am not trying to defend my past performance I am simply saying to you, when I refer to myself, I do not believe for one minute that my children are getting short changed in school in the Northwest Territories. Not for one minute and that is in this era, that is now. Now, if I believed they were getting short changed then I would make every possible effort to make sure they do not.

I am very much concerned about the results, and Mr. Butters is correct, and he had the information on it, but the results in grade nine -- given to grade nine students as they went into grade ten to see if they were properly placed are very definitely alarming and I say this to you that I am very much concerned about it and that I will be very much more alarmed if it does in fact continue. I intend to take the results of this that I found out about today, to the department officials, and I am not trying to defend what I did before I simply am saying that I do not think my children are being short changed. I do not think all of them are doing as well as I would like them to be but they are three different children and they will all three not be the same, at least we are making attempts and we will be doing more to ensure that nobody gets short changed. It was not that long ago in terms of the direction in which education should have been going, not only from this body but from other areas, parents and everything else but children can not be failed and now we are suffering the consequences in terms of education and we are in turn looking at where we are going to go now.

Education Standards Will Change

Education is like anything else living, and it does change and that is why it continuously undergoes revision. If the consensus of society in the past was to ensure that you can not keep poor relationships in a school situation in a classroom milieu, they have -- children grow up with their peers, they must take their courses with other children of their own age, size, stature, you do not want to have a 12 year old back in grade two with the five or six or seven year olds. That is why they were moved along in the hope that they would be able to improve and society said that we could not have kids dropping out that they must keep them in school. We pay people money to stay in school, to students. If the direction of this Legislative Assembly is to go back to making sure that there will in fact be failures and recognize that that is a way of life, someone does not meet up to a particular standard then okay, fine. As a group of educators within the department we will make that adjustment and that I suggest to you is what we would be able to do and are going to do.

MR. FRASER: Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): The hour is past 5:30 o'clock p.m. so I suggest to this committee that I report progress. Is it agreed?

---Agreed

MR. SPEAKER: Mr. Stewart.

Report of the Committee of the Whole of Bill 1-60, Education Ordinance.

MR. STEWART: Mr. Speaker I wish to report progress at this time.

MR. SPEAKER: In view of the fact that we do have a considerable number of sections left, and only one day left to do them in, as well in view of the motion that was made in the session a few months ago when we were in Rankin Inlet and allowing the extension of hours of sitting, I would propose that we break now for supper and return at 7:00 o'clock p.m. Is there any serious objection to that suggestion, is it agreed?

---Agreed

This house stands recessed until 7:00 o'clock p.m.

---SHORT RECESS

MR. SPEAKER: The Chair recognizes a quorum. This house will resolve into committee of the whole for continuing consideration of Bill 1-60, the Education Ordinance, with Mr. Stewart in the chair.

---Legislative Assembly resolved into Committee of the Whole for consideration of Bill 1-60, Education Ordinance, with Mr. Stewart in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 1-60, EDUCATION ORDINANCE

THE CHAIRMAN (Mr. Stewart): The committee will come to order. We were dealing with clause 68. There were several speakers who indicated they wished to speak and unfortunately I have mislaid my list so I will have to start over again. Mr. Pearson.

Maintenance Of Education Standards

MR. PEARSON: Mr. Chairman, on the matter of clause 68 I would like to deal with, continuing that discussion, the quality of education and the matter of the Executive Member satisfying himself by whatever means to maintain the highest possible standard. At the recent meeting in Frobisher of the education committee which I attended the matter of the new academic year was brought up and the principal of the school was asked what his budget would be for the forthcoming year. He was unable to answer but he did indicate that there would be no increase in his staff which would cause him to have to drop certain programs within the vocational and academic side of the school. When asked what he would drop, he said he had no choice. He had to drop the section that deals with the least number of people and that section was matriculation. Because of the possibility of him being reduced in staff and not being able to do the work that they are supposed to be doing, he would have to drop matriculation. I think that is a very, very serious problem. It is unfortunate that a person of his responsibility would even consider having to take such action. Finances caused him to have no choice. End of comment.

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

MR. BUTTERS: Just a very brief comment, sir. I was pleased to learn that the Minister is aware of the situation which was described as alarming. I would like assurance from him that he will be pursuing similar testing in the lower grades especially to determine whether or not the same type of omissions or lacks are reflected in the grades below nine.

HON. ARNOLD McCALLUM: Most assuredly, Mr. Chairman.

MR. FRASER: Mr. Chairman, I would like to speak on behalf of the Minister of Education. I think he has been given a rough time before we recessed. He got a little white in the face anyway. I have had ten children educated in the Northwest Territories. One is just completing grade 12 this year and one completed grade 12 three years ago and she is now a secretary here in Yellowknife. Two of them completed grade ten and decided they wanted to go into vocational training and were successful in passing and one is an equipment operator and the other has two years in welding. I still have three children going to school here in Yellowknife. They were in Norman Wells but they are now here in Yellowknife for a short period and as far as their marks are concerned I was going to bring their marks with me but there is nothing wrong with their marks in school.

I would just like to ask Mr. Pearson how many children he has who have completed grade school? He seems to be doing a lot of talking about children not passing and I just wondered if he had any children who failed. I do not even know if he is married or not, but the way he talks he talks like his children are not happy with their grades. The Department of Education in the Northwest Territories, I have to say that I can not see anything wrong with it. Like I said, in the years I have spent in the territories, I have had children going to school in Fort Smith, children going to school in Norman Wells, Yellowknife, Spence Bay, Cambridge Bay

you name it, they were all over the territories. As far as their grades were concerned they were good as far as I was concerned and they came home with good marks. Thank you.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Fraser. I do not know if you are bragging or confessing, but thank you for your comments. Clause 68, educational standards. Agreed?

---Agreed

Clause 69, kindergarten. Agreed?

---Agreed

Clause 70, kindergarten teachers. Mr. Butters.

MR. BUTTERS: Mr. Chairman, I wonder if the Minister might explain whether or not subclause 69(2) is necessary.

HON. ARNOLD McCALLUM: Mr. Chairman, clause 69 dealing with kindergarten, the first section states that the department recognizes that there should be kindergarten classes or programs and this includes kindergarten. In other words, the department recognizes kindergarten programs as being of value in the total education of children in the school years. There may be areas, communities who do not want to send their children to school at that age, that is, from five to six. We are saying to them if the community wants to have a kindergarten program we recognize we will be hiring teachers to teach kindergarten classes and we will be able to provide for that, the personnel. If the educational authority does not want a kindergarten program, they do not have to have one.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 70, kindergarten teachers. Agreed?

---Agreed

Kindergarten Teachers

MR. PEARSON: Clause 70, "All kindergarten programs shall be taught by a teacher or by a person who is acting under the direction of a teacher". We still do not recognize the native people as teachers, people who work in the kindergarten schools. We do not use the word "teacher". It is reserved for special people.

HON. ARNOLD McCALLUM: Mr. Chairman ...

THE CHAIRMAN (Mr. Stewart): Under the definition a teacher is a person who holds a certificate of qualification issued by the Executive Member and who is employed to teach school.

HON. ARNOLD McCALLUM: Regardless of their ethnic origin, they could be a teacher. It could be there is a classroom assistant. That is what is referred to here. Anybody who is certified to teach in the schools is a teacher regardless of their ethnic origin. We do not differentiate between native teachers and non-native teachers. They are teachers. If it is a person who comes in to assist the teacher, be the teacher native or non-native, that is the person we are referring to here. If that person who is helping, the assistant, is in the employ of the local educational authority or the government, Department of Education, and is there and does a good job and wants to continue on teaching, there are means by which that person can become certified to teach but that person who is assisting in kindergarten, there is nothing in here intended, implied or anything else that deals with ethnic backgrounds.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 71, attendance.

MR. BUTTERS: No, Mr. Chairman. I wonder if the Minister might examine the clause as it is written there and advise us relative to the last part where it says: "All kindergarten programs shall be taught by a teacher ..." and you read out the definition "... or by a person who is acting under the direction of the teacher". It strikes me the direction here loosely interpreted could be "Would you go over to Annex B where there is a class of preschoolers. Would you take them over for the morning?" Anybody. I am wondering if that is the interpretation of the clause as it reads or does it mean it is somebody who is teaching under direct supervision?

Under The Direction Of A Teacher

HON. ARNOLD McCALLUM: Mr. Chairman, it means under the direction of a teacher. "Direction" being an area where there may be 25, 30 or more students in a kindergarten program. There is one teacher because kindergarten students are there half days, approximately two and a half hours or thereabouts. That person is in the room under the direction of the teacher assisting or helping out in that program. It may mean as well because of the lack of being able to find certified substitute teachers -- I guess there is another term that is used but I have forgotten what it is, but that person will go in for a particular day. That person is in there to substitute teach in instances where the teacher may be ill or whatever and the program is then under the direction of the teacher, of the person responsible for it, but the person then comes in and simply fills in for a day. It is under the direction of a teacher.

MR. BUTTERS: As I understand it the teacher does not have to be physically present in the classroom. Does that mean that in the events that occur in class and a pencil was thrown and as a result of that a child lost his eye that the damages could be claimed against the school? The school would stand behind the person who was acting in the classroom under the direction of the teacher?

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

HON. ARNOLD McCALLUM: No.

MR. BUTTERS: Pardon?

HON. ARNOLD McCALLUM: The answer was no.

MR. BUTTERS: If a teacher qualified as Hon. Arnold McCallum explained at length to us a while back was in the room and the same situation occurred and the child lost an eye, would damages be able to be claimed against the school?

HON. ARNOLD McCALLUM: I am sorry, Mr. Chairman. I did not get the last part. Would the damages be charged against ...

MR. BUTTERS: In the system is there some place where the parent could sue or whatever is done and claim damages as a result of the loss of an eye or something in that situation? What I am saying is does the fact that the professional is absent from the situation make it a different situation according to law where an accident occurs?

HON. ARNOLD McCALLUM: The person who has responsibility in the classroom, the government is self-insured.

MR. BUTTERS: Anybody who is in the classroom, whether they have a certificate or not, as a teacher, is protected and her charges are protected in the event something occurred of that nature?

HON. ARNOLD McCALLUM: Yes.

THE CHAIRMAN (Mr. Stewart): Hon. David Nickerson.

HON. DAVID NICKERSON: I was going to say very much the same thing as the Minister of Education.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 70, kindergarten teachers. Agreed?

---Agreed

Clause 71, attendance. Agreed?

---Agreed

Clause 72, special education programs. Mr. Butters.

Motion To Amend Clause 72

MR. BUTTERS: I would like to move an amendment, a very small amendment to this one that that word "may" be deleted in the first line and the word "shall" -- I have asked that the amendment be typed up because there are two amendments. So, if the committee could stand this aside until I get my written amendment. What it is is that "may" would be deleted and that "shall" be put in its place and "program" should read "additional teaching positions for".

The reason for this amendment is that there are a number of students and I think we see more of these students in schools, in the school in Inuvik, what you might call grade retarded, who have got behind their peers and are not adjusting too well in the milieu in which they find themselves. So, where you find students that require special education there must be teachers who will provide these people with the instruction they need and probably at a much greater reduced teacher-pupil ratio than is usually the case.

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

HON. ARNOLD McCALLUM: Mr. Chairman, with reference to the amendment, Mr. Butters would have that subclause 72(1) read "The Executive Member shall establish additional teaching positions for programs of special education..." etc.

MR. BUTTERS: This is what the committee suggested but myself I would be satisfied with "shall" because if shall is there this means you have to.

THE CHAIRMAN (Mr. Stewart): Mr. Deputy Commissioner.

DEPUTY COMMISSIONER PARKER: Mr. Chairman, I have two points on this one. I do not think that it is a wise move to try and say in the ordinance exactly how a thing should be done; in other words, we say here that a program should be put in place but I do not think it is a good move to try and define that program in the ordinance by saying "you shall establish teaching positions". You may contract or hire a society to do it or you might do a number of different things. It might not be the best move to insist that teaching positions be there. So, I think if the ordinance simply said that "programs must be in place", I think that is the best move, but as far as the choice between the "shall" and the "may" -- Members should think carefully about that. My understanding of special education is that it involves people with all sorts of different problems and it may not be possible to establish, within a district, programs for say one or two students who must be treated in a completely different fashion than the fashion that is available in the regular school curriculum. I am not sure that you can insist that this be done within the district.

MR. BUTTERS: Just one further comment. I accept the Deputy Commissioner's first suggestion and would withdraw the words "additional teaching positions" and my amendment is that the word "may" in the first line have "shall" inserted instead. The Deputy Commissioner referred to special education within a district and I do not think the word district is in the clause as I can see, but it just says that the Executive Member shall establish such programs. There are people who require special programs and we are just asking them to do that. So, the amendment is "shall".

Motion To Amend Clause 72, Carried

THE CHAIRMAN (Mr. Stewart): The amendment. Is it agreed?

---Carried

Clause 73, attendance. Is it agreed?

MR. BUTTERS: I wonder again in subclause 73(2) where the word "may" might be more effective if it were "shall". I wonder if the Minister would comment on that.

HON. ARNOLD McCALLUM: Is that in subclause 73(2)?

THE CHAIRMAN (Mr. Stewart): "... the Executive Member may organize a program ..." and it has been proposed to read "shall".

HON. ARNOLD McCALLUM: Would that then negate clause 74 on the next page "where it is not practical or educationally effective to provide in a regular school or in a special school within the territories..."?

MR. BUTTERS: Okay, I think the Honourable Minister is right.

THE CHAIRMAN (Mr. Stewart): Clause 73? Is it agreed?

MR. STEEN: I would like to say something about subclause 73(1) which is the one "Where a special education program is operated, a student participating in the program shall remain in the school he normally would attend whenever such arrangement is practical". Now, I do not know how far this "shall" goes because there are times when people, especially native people who are taking part time special education in the communities, they can only afford part time education and sometimes when we say "shall" then we will have them in the schools during that time, and perhaps he has to make a few extra dollars for his family or something and I would like some clarification on that use of the word "shall" or perhaps we should replace it with "may".

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

HON. ARNOLD McCALLUM: I am not sure I know Mr. Steen's concern as he is saying that where a special education program is operated the student participating in the program may remain in the school or he normally would attend wherever such arrangement is practical? I am not sure that I appreciate his concern.

Adult Education

MR. STEEN: The way I read this section, under special education, it would also mean adult education and is that the same thing?

HON. ARNOLD McCALLUM: Not necessarily adult education.

MR. STEEN: What I am trying to say here is that if adult education came under that section then maybe the student, if he did not want to come to school that particular day, or that particular afternoon he would have a chance to leave, pertaining to the circumstances.

THE CHAIRMAN (Mr. Stewart): Mr. Steen, I think that was covered by "wherever such arrangement is practical".

MR. STEEN: I would imagine so.

THE CHAIRMAN (Mr. Stewart): I think if it was an actual circumstance that phrase would cover it.

MR. STEEN: If the Minister would confirm that then perhaps I could agree with it.

HON. ARNOLD McCALLUM: Mr. Chairman, when we are talking in terms of special education we are talking in terms of in-school age children rather than adult aged school children, and that is a stupid remark, but adult aged students, not adult aged children -- we were talking about their years particularly in terms of special education, handicapped to a degree. We are not talking in terms of adult education here.

MR. STEEN: That answers my question. That clarifies it except the way I read special education was that sometimes adult education is called special education.

HON. ARNOLD McCALLUM: No. Adult education is a continuing form of education beyond the school year but not special education.

MR. STEEN: All right.

THE CHAIRMAN (Mr. Stewart): Clause 73, attendance. Is it agreed?

---Agreed

Clause 74, special school outside territories. Is it agreed?

---Agreed

Clause 75, vocational courses. Is it agreed? Mr. Pearson.

Vocational Training Courses

MR. PEARSON: Mr. Chairman, we have a matter here of great concern again to the people of the Eastern Arctic, the concern over the lack of facilities available in the Northwest Territories to provide proper, adequate and decent vocational training courses in the area of a million and a half square miles, with one properly constituted vocational training centre, one, supposedly the facility for the entire Northwest Territories located in Fort Smith.

Now, we have here an item which deals with this very vital and important area of education, vocational education, and it takes up approximately three paragraphs. This does nothing to inspire anybody, it does nothing to show a real interesting breakthrough in this area. It makes no recommendation about localities where courses could take place, or deal with areas where training centers could be established. It simply says "to establish vocational courses to meet the needs of the residents of the territories" providing they are all in Fort Smith I guess is the gist of this thing. Now, in light of the amount of money the administration would like to see squandered in Fort Smith, another two and half million dollars on a facility they hope to build there, I would say that it looks very strongly like they are interested in pushing Fort Smith against the wishes of about 40 per cent of the people of the Northwest Territories, the people of the Eastern Arctic, and in fact you can throw in the Keewatin and the High Arctic, but they should go to Fort Smith for vocational education, or vocational training. That is a traumatic experience for them, it is a failure, an utter failure.

HON. ARNOLD McCALLUM: Not so.

MR. PEARSON: And yet, you want to squander this money on it but the direction is already there, you can see it because there is no other direction shown here.

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

MR. LYALL: Mr. Chairman, I just wanted to make a general comment on Mr. Pearson's remark. I went to vocational school here for 24 months in 1962 I think and I went out and took the whole course and went to Alberta and took an apprenticeship in Alberta because at the time we could not do it in the Northwest Territories, but of course now you can. The thing is I went out there and did very well I thought, I got my certificate for what I was doing in the school here.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 75.

Vocational Centre For The Western Arctic

MR. STEEN: I would back up Mr. Pearson a little bit this time for once. I think we should also add the Western Arctic there because the people of the Western Arctic do not want to go to Fort Smith either and I think we have said that before. So, in the event there is any development in the Western Arctic, which could happen, I think it will happen eventually so I think what Mr. Pearson was saying, Stringer Hall, we have mentioned it before and I do not like to repeat myself but I should say that that place should be turned into a vocational centre for the Western Arctic.

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

MR. WHITFORD: Mr. Chairman, I have to agree with Mr. Pearson. We have found from working in the communities, building our own houses there that it would work a lot better than sending them to Fort Smith, because basically once the course is over in the daytime the people who went to Fort Smith found that there was nothing for them to do or they were not interested in anything that was happening in Fort Smith. Eventually, I think within a two week period, and they were gone for supposedly a month and a half or better, they were back in Rae. So, I believe that the program, in terms of carpentry for example, if the instructor came to the community and worked with the people there in building houses, that it would have been far more -- not in terms of being educationally involved, but at the same time, these people would have been home by themselves and would have learned a lot more. So, I have to agree with Mr. Pearson.

THE CHAIRMAN (Mr. Stewart): Gentlemen, with all due respect clause 75 does not say they are going to put the vocational school in Fort Smith or any other place. What I am trying to get at is, if we can deal with the position Mr. Pearson would wish to debate it would come under the estimates. If he does not want to spend two and one half million dollars in Fort Smith, that would be the place to bring it up. This is simply that we should have vocational schools. That is all it says. Mr. Whitford.

MR. WHITFORD: Mr. Chairman, with all due respect, perhaps we are not all learned like yourself, but I think this is the point I am trying to portray in that I agree with Mr. Pearson. Again, as I say, it may not fit in exactly with that but the importance of that issue is there.

THE CHAIRMAN (Mr. Stewart): Thank you.

Clause 75. Mr. Butters.

Motion To Amend Clause 75

MR. BUTTERS: Mr. Chairman, I wish to move an amendment to clause 75 and I think it is on that piece of paper at the bottom right there. The words "approval of local education authorities" would go in clause 75 after the "Executive Member in co-operation and with approval of the local education authorities and the superintendents..." It is the approval aspect I would like to see included in there somewhere. How do you define "co-operation"? What do you mean?

HON. ARNOLD McCALLUM: I do not know how to answer that, Mr. Chairman. "Co-operation" is sitting down and talking and assisting one another, helping one another. I guess that is not very good for a so-called educator who can not define "co-operation". I do not see anything untoward putting in the word "co-operation". I do not know. How do you define it?

MR. BUTTERS: I was not sure how the education advisory committee wished it to be phrased but I felt there should be some kind of approval granted, examination of the full program and approval of the priorities that are set up. Co-operation is like consultation, it does not mean very much.

THE CHAIRMAN (Mr. Stewart): This is a point where I understand we are in a bit of a problem at the moment with Yellowknife, Frobisher Bay and Inuvik. I assume the vocational school will be for a large area so what educational authority would you take this to for approval? I mean, if you went to that route because you are not just serving one small area with a vocational school.

MR. PEARSON: Under the present system they are serving -- I guess you would deal with Fort Smith. I mean that is it. That is the mecca of all vocational training.

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

MR. BUTTERS: The wording is not quite proper but if the word "approval" could be placed in there somehow.

THE CHAIRMAN (Mr. Stewart): Approval by whom, that is the question.

MR. BUTTERS: Approval of the program that is being developed. One would expect that the programs, most of them would be developed by the education people and brought to the advisory committee and the advisory committee then would approve the programs which the education people had developed for that community under the expectation that they best know the needs of the residents of those communities. If the superintendent comes in with a truck driving program and they know truck driving is not required, that something else is required.

Responsibilities Of Vocational Centres

HON. DAVID SEARLE: Mr. Chairman, I would suggest that the wording of the section as it reads, suggests that the Executive Member, in co-operation with the superintendents, I think that means all the superintendents and I think it means in all the local education authorities, shall establish vocational courses to meet the needs of the residents of the Northwest Territories. In other words, the vocational centre is not responsible to a single educational authority. Indeed there is no educational authority.

Indeed, there is no educational authority which is in the same position as the regional high school. Then you can only assume, can you not, that what the Executive Member has to do is confer with the superintendents and determine somehow the requirements of the territories as a whole through consultation with various local educational authorities and then design the vocational program within that. I think that is really what it is saying. To me it does not make any sense for that section to be saying anything else, because it does refer to superintendents in the plural and it refers to education authorities in the plural and does refer to the needs of the residents of the territories as a whole. That appears to be one of those very broad sections that says you have to do your very best after you have consulted with everybody.

Obviously when it speaks of "in co-operation with the superintendents" really that is a strange wording because the Executive Member obviously does not need to co-operate with the superintendents. They work for him, you know. He may have to co-operate with the local education authorities, but certainly the superintendents would provide advice, I suppose. The Hon. David Nickerson says there are some who work for school districts, but by and large they work for this department. I do not know. It just seems to be -- I hate to use the word -- one of those motherhood clauses but it seems to be one of the sections that says after you consult everybody in the business you have to then design an educational program which serves the population as a whole. I think that is the only interpretation to give it. Maybe I am wrong but that is the way it looks to me.

MR. BUTTERS: Mr. Chairman, I think that Hon. David Searle's explanation is the correct one. It clarified it for me and it made me see all the better the concern of the local committees. Their concern, the way it was worded, was that authority, which in this case is the bureaucracy, ends up running the program,

developing and running the program because the little groups meeting out here and out there really can not make their weight felt because you have the centralization which has been -- there is a concern about centralization which has been raised by Mr. Pearson. It seems more necessary now than ever to somehow -- I think the word the Commissioner said was devolution -- so people can have a real say in what these vocational training programs are, not centralizing it.

The Needs Of The Residents

HON. PETER ERNERK: Mr. Chairman, I was a party to this particular legislation. I seem to have forgotten what it said at that time. Anyway, the clause itself reads "The Executive Member, in co-operation with the superintendents and local education authorities, shall establish vocational courses to meet the needs of the residents of the territories."

There are two things I have in mind which are sort of confused here. The two things I have in mind are the facility itself and budgets. It would seem to me that it would be very difficult to establish a vocational course if there are no such facilities in the community and providing there was no budget it would also be difficult to establish such courses. The only answer I could possibly think of right now is to suggest that we look at it in the budget, in the forecasts during finance meetings or something like that because as it stands now I am somewhat unclear as to how such courses can be offered or such courses can be made available.

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

HON. DAVID SEARLE: Mr. Chairman, the difficulty I see with Mr. Butters' suggestion is that unfortunately we have a single vocational facility to date. It is very difficult to make the programs responsive to each and every one of the requirements of the educational authorities which exist throughout this whole territory. For my own part I foresee the vocational training centre in somewhat similar a position to the regional high schools. In other words, they serve people, this facility, like the regional high school, serves the needs not of just the residents of the community that it just happens to be located in but indeed people from all over the North who travel there for training. The only way that I can see to come to grips with the problem is to suggest that we ask the Executive to do the very same thing with the vocational training centre as we have asked him to do with the regional high schools. That is to put forward a paper, a recommendation to the Legislature at the same time as we do the ones with the regional high schools, recommending the type of educational authorities that the vocational training centre would be responsive to, as we asked them to do with respect to the high schools which presumably might include a representation from the regions from which the people are being drawn to attend the vocational training centre.

Then, if we have an authority special and peculiar to it, as we would have with the three regional high schools, then it seems to me that we could come back and reconsider clause 37 at that time. In other words, my suggestion would be if we had a consensus on that suggestion, leave that with the Executive Member, put this through as it stands for the moment because it is an innocuous sort of thing on the understanding that when we come up with the correct approach to life that we will then put that in to this section as we are going to do with the regional high schools. How does that grab you?

A Waste Of Money

MR. WHITFORD: Mr. Chairman, Hon. Peter Ernerk was concerned about where they were going to find the money if in fact there was a possibility of that kind of a program in the community. A couple of years ago in Rae, for example, they sent 20 students to Fort Smith and I personally felt that was a waste of money in the sense that the program first of all did not have an adequate amount of tools or equipment to be carried out. The cost of accommodation I do not know. At the same time the airplane tickets that were used to send these people out plus

looking after the families while they were out of the community to me seemed that, if you put it all together, the cost of bringing one person in, an adult educator or person in the particular case of building homes as an example, something the community could not only use now but extensively in the future would have been a program that would have fitted these people. I do not think that the program itself would have been of any value at Fort Smith, to them, but rather a practical thing on the scene.

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

Vocational Training In The Community

MR. BUTTERS: Mr. Chairman, I think I can accept Hon. David Searle's suggestion if clause 75 dealt with a vocational training centre. I think if it were a centre then the student in co-operation with the superintendent and educational authorities could work out what would go on at that centre but I think the point which Mr. Whitford makes is that many of the communities want to do vocational training in their own community. I think if we were to leave that now without indicating that fact which we know to be true in the communities then we would not be doing our job in coming here. I think we have got to have some indication of approval suggesting that the vocational training courses should be approved by that local board or committee or society which we are creating. I do now know what the wording would be to encapsulate that suggestion of Mr. Whitford of training in the community.

THE CHAIRMAN (Mr. Stewart): Thank you. We still have the amendment on the floor and have you withdrawn that amendment?

MR. BUTTERS: It is still there and I am not happy with it and I personally would like to see this stood down and perhaps the Legal Advisor could assist here because I do not know how to put it.

LEGAL ADVISOR (Ms. Flieger): Mr. Chairman, I take it that if the words "vocational courses" were deleted and something like "shall provide for vocational education to meet the needs of the residents" were inserted, that would give Mr. Butters' intention as expressed by Hon. David Searle.

MR. BUTTERS: The approval factor is the one I keep coming back to, that the local advisory committees, society, board or whatever, would make some kind of approval on the courses that have been designed for them, or for the residents.

LEGAL ADVISOR (Ms. Flieger): As I understand the meaning of this section, Hon. David Searle's interpretation is correct and therefore relating it to approval of individual local authority has not much meaning because this is the vocational program for the entire territories not just for each individual education district and to meet the flaw you see, I think you are correct that vocational courses is the wrong term to have there and what is really intended is vocational educational program as it is shown in the heading.

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

MR. WHITFORD: Mr. Chairman, what I am trying to do is I am trying to establish here that if the community chose to carry on a program within that community, or feel that they could in fact carry a program in that community, and they just needed an instructor to do so, so that it involves a good number of people in the community, this is what I am trying to get at, that there is community involvement and nothing to do with the vocational schools or schools in the territories or, if you want to get technical, at Fort Smith, for example. This is what I am trying to establish Mr. Chairman, and this is why I asked the Commissioner, I do not know if I am relating myself that well to it.

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

THE COMMISSIONER: What Mr. Whitford is saying is that he believes that in some communities, and using his for example Rae, that there should be vocational training on the job, meaning that the students go to grade eight or nine and they, say, in industrial arts if they chose, they should be able to, as a project build a house and that way the students can learn carpentry, or how to construct a house, and not have to be taken off to Fort Smith, or told "Wait until you get out of school and when you get out of school, we will send you to Fort Smith, to the vocational training centre." That is what he is saying and that is what he wants to see here under the ordinance, and if the ordinance passes and this section passes and school boards are set up, will the Department of Education, if such a

request comes in, provide an instructor for this kind of thing? He is not talking about adult education or vocational education, he is talking about a form of educating the kids who are not going to go on to university, who will not be academics or work in offices.

THE CHAIRMAN (Mr. Stewart): I wonder whether clause 79 the way it stands now with very little modification might do what you wish in that regard rather than trying to change this particular clause. Actually clause 79 in a broad sense would allow you to do just exactly what you have suggested.

THE COMMISSIONER: If you drop the fees, the kids do not want to pay for it.

THE CHAIRMAN (Mr. Stewart): As I said, with some modification. Mr. Lyall.

MR. LYALL: Could I get something here straight? You are talking about vocational education and are you saying that these people will just go in to train or are they training in a vocational school towards a ticket of some kind where you are already on the job and are an apprentice. Is this the sort of thing you are talking about or is this something you get training for and do not get a certificate at any time?

THE CHAIRMAN (Mr. Stewart): Hon. David Searle.

Away From Centralization

HON. DAVID SEARLE: I think I can see what a lot of the Members want and at the risk of Ms. Flieger telling me that my drafting is all haywire, let me just see if this is the sort of thing that Members are thinking. "The Executive Member in co-operation with the superintendents and local education authorities, shall establish, where feasible, vocational courses from time to time throughout the territories to meet the needs of the residents of the territories."

That is the emphasis I think of the house, it is from "time to time throughout the territories"; it is to get away from the centralization of everything at Fort Smith, but appreciating that it is central I think to precede it all with the words "where feasible". In other words, where legislation gives the emphasis intended.

MR. PEARSON: And then the department comes back with the excuse that it is not feasible.

HON. DAVID SEARLE: I do not see how else you can do it in legislation. You can not give executive direction through legislation. Now, perhaps Ms. Flieger might have better wording but I think that is what everyone is saying.

THE CHAIRMAN (Mr. Stewart): Thank you. I have an indication Mr. Pearson wishes to speak. No. Mr. Fraser.

MR. FRASER: Yes, Mr. Chairman. I understand that you are putting Mr. Whitford in different locations for different experience and different trades, but sometime or another, even though they take this practical training in different communities they are going to have to go back to a place that is set up and Fort Smith is set up as a vocational training centre, and sooner or later after they get some practical experience in the field they will have to go back and write their tickets, if they want tickets. If the group that is set up now at Fort Smith, will it travel from one community to the other and show people how to build a house and when they get into houses, they move into another community and build some more houses, and there will not be any tickets. They will not be able to get a ticket because right now you have people out, not necessarily carpenters, we had this in Rankin Inlet where they have teachers who have been learning in classrooms but who have been unable to get their ticket until they go through some kind of training in the community where they have the proper teachers and the proper facilities to train these young people.

I also agree with Hon. David Searle's comments on setting up programs in different communities but they will still have to go back to a central location so they can write their ticket and write the proper exams.

HON. DAVID SEARLE: That is where the part on feasibility comes in.

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

MR. LYALL: Mr. Chairman, Hon. Arnold McCallum, am I correct in saying that you are already doing a lot of this the way Hon. David Searle just explained it, do you hold training courses in Cambridge Bay on heavy duty, oil burning courses, the way Hon. David Searle said this, am I correct in saying you are doing this already?

Extension Programs

HON. ARNOLD McCALLUM: Mr. Chairman, we do have and have run for some time a number of courses, extension programs in various places. For example, in Rae we have sent people there on housing. We have various places where there are various kinds of programs going on such as Mr. Lyall has indicated. They have and will continue to go on. Now, I think that in terms of this particular clause we want to set up vocational courses in various parts of the community, or rather various parts of the territories, but obviously only if they are required in that community and that community believes we should have them there. I fully appreciate Mr. Butters saying there is no sense in putting a basket-weaving course in an area if that is not what is required. All we are asking for here is the department to put up, or put on these courses where they are required across the communities. I see no difficulty with the amendment that Hon. David Searle has suggested.

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

Motion To Amend Clause 75 Restated

MR. BUTTERS: I think that Hon. David Searle's suggested amendment very ably achieves what I attempted to do in my oddly-worded amendment. So, I will withdraw what I have there and if the Members agree we will have Hon. David Searle's words substituted.

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

MR. PEARSON: I just wanted to follow up what Hon. Arnold McCallum was saying that these courses are only established where necessary. I gather that all the courses that are currently operating in Fort Smith are necessary for Fort Smith and he could send people from Frobisher Bay or Grise Fiord to Fort Smith. Can you imagine the cost of that when there are facilities in Frobisher Bay that are idle, like a high school that is only half full and it has vocational school shops and trade shops that are half used. It has a federal building and accommodation for hundreds of people and it has been empty for years and never used but they keep on blowing the bill in Fort Smith.

Another point of clarification. The Commissioner used the word "kids" going to vocational school and I think for the record we are not talking about kids necessarily, we are talking about adults, may they be 15 years of age or 50, and this ongoing continuing education which is what I am talking about and spoke about earlier in the day is an element that is essential to orderly and healthy utilization of human resources. If some of our Members do not make it at the next election they can go down to a vocational training school and learn a new skill.

MR. FRASER: I will come with you.

MR. PEARSON: While we are on this subject, try as I may I can not find anywhere in this ordinance any reference to the term adult education. We have vocational

and schools but there is no adult education. Did someone forget something?

THE CHAIRMAN (Mr. Stewart): We are on clause 75.

MR. PEARSON: Under vocational education and adult education, continuing education and continuing vocational and that is what takes place at Fort Smith, adult and what is it called? Adult and vocational training, adult vocational whatever the hell it is.

THE CHAIRMAN (Mr. Stewart): Going back to the original question ...

MR. PEARSON: We were getting to the last couple of references on education.

DEPUTY COMMISSIONER PARKER: Clause 76 contains the word "adult".

MR. PEARSON: They must have made a mistake. Somebody sneaked it in there. Good heavens!

THE CHAIRMAN (Mr. Stewart): Did you find it?

MR. PEARSON: Yes, it was sneaked in down at the bottom of the page here. Thank you.

THE CHAIRMAN (Mr. Stewart): Clause 75, vocational courses, is it agreed that the wording will be changed and sent back so we will have the proper rewording or is the wording ready now that we can put in there?

HON. DAVID SEARLE: It is not for me to say what the wording would be. I can give you the wording again that I had but it is really for Ms. Flieger to say whether it is or is not appropriate. If you want, I can give it to you again and maybe we can leave it with Ms. Flieger to consider. After she has had an opportunity to do that, we can give it official approval. Do you want to do that?

Clause 75 Set Aside

THE CHAIRMAN (Mr. Stewart): We will set this aside then for the wording to be set up. We can get it from you. Clause 75 is set aside. Clause 76, eligibility for vocational program.

MR. WHITFORD: Mr. Chairman, I believe Hon. David Searle is on the right line. All I wanted was some guarantee that the community would be able to carry out this program accordingly as they so saw fit.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 76. Mr. Butters.

Eligibility For Vocational Program

MR. BUTTERS: I have a question. First of all I would like to make a comment. I think that Mr. Pearson has a point in that application for admission to an adult or vocational training program. If there were within this ordinance another section for adult education, then that reference would be of some rationale but there is not. As Mr. Pearson said, there is no other section dealing with adult education so that is sitting there like a forgotten thought. I suggest that it is an oversight on the part of the administration and they meant to clean it up or remove it. I think that Mr. Pearson's question about where is and why is adult education not included is a valid one and I would ask ...

THE CHAIRMAN (Mr. Stewart): There is only one point the Chair might make on that and that goes back to the interpretation section at paragraph 2(h) it includes adult education programs. "Education system" includes adult education programs. In other words, as I see it or understand it, education system includes adult education programs. That is under the definition section.

MR. BUTTERS: My second question I have is why 17 years? Why not 16 years? Why not 15 years?

HON. ARNOLD McCALLUM: Possibly, Mr. Chairman, for a couple of reasons. One is that at 17 years of age or 16 or 15 years of age, rather, we would expect those students to be within the school program. The other is that in terms of being involved with the Manpower rates as we are, there are certain restrictions involved with agreements with CMTP -- Canadian Manpower Training Program agreement.

MR. BUTTERS: You mean the Canadian Manpower agreement?

HON. ARNOLD McCALLUM: It specifies that one must be out of school and out of an in-school program in order to be eligible to get the rate.

Elibility For Admission

MR. BUTTERS: By specifying a particular age I think you may be excluding a number of people who would be taking it at 15 if they could get in at 15. It is restrictive putting it at 17 years. The third point I have is that I think that the phraseology of that "is eligible to make application for admission ...". I think a person at 14 should be able to make application for the year which he knows he is going to be there in case there is overcrowding. If you want to get into Harvard, you have to apply before you are born and I think that what you mean here by application for admission should be eligible for admission.

MR. PEARSON: There will always be lots of room in Fort Smith.

MR. BUTTERS: I think the wording should be "eligible for admission".

HON. ARNOLD McCALLUM: If that is the direction you people want to go on the wording of it, it is there. At the risk of continuing this, Mr. Chairman, in terms of this, you know, the shots that one receives about one's community can be moved around in a lot of directions. Fort Smith is not the only place where vocational courses are going on or will be going on. I have indicated that here before, as far as this government is concerned in anything else. I really do not expect much more than verbal shots. That is not the purpose of coming to this or it should not be. The purpose is to set up particular courses in education programs throughout which will do something of value for the people in the territories. If we want to get into the idea of throwing verbal shots, I am fully prepared to do that but I do not think that is the point of this.

The point is to get something whereby local people can get involved in planning educational programs for the residents of those particular communities and that is not any different than what has been said since I have been here over the last while. If you think that 17 years in this case is too young, we would have to go back and take a look but it would seem to me we are tied down to it in order to obtain the Manpower allowance. We are tied down to a particular agreement. You know, I can come back to it. I do not have the Manpower agreement with me but we can come back to it and bring back other information if that is required.

Powers Of Society

THE CHAIRMAN (Mr. Stewart): I wonder, Mr. Minister, if I could be of any assistance by directing your attention to page 21, paragraph 22(b)? It would appear to me on the advice of the Legal Advisor that any person of any age the age is not a qualification here for the community education society to recommend. Without that recommendation this section sets out that when you get to the age of 17 they may then on their own apply. There is a cross section there.

MR. BUTTERS: Mr. Chairman, I just wanted to say that I was not taking any shots at Fort Smith. Where did the Member from Fort Smith go? I do not think I have mentioned Fort Smith yet. I tend to feel that there is a great danger in the section you just read out covering Mickey Mouse programs. It does not matter to me about 17 years, but I think a lot of young people who are in the operators' course, some are 15.

MR. PEARSON: Mr. Chairman, the problem is -- stop me if I am wrong as I am sure you will -- that this unfortunate business is tied into a federal program and I understand, I recall the regulations are that before one is eligible for this type of Manpower deal one has to be of a certain age and out of school for a certain number of years. I believe three years or perhaps two years out of school. The unfortunate thing is that this government has seen fit to tie itself into a system that imposes these restrictions on people. The imposition comes from southern Canada, not from the North because the premise is that people must get paid to go to school. Manpower picks up the tab for a large hunk of this. I

am not sure how much but what Mr. Butters is talking about is people who are the dropouts, nine year old dropouts and we have got loads of them in Frobisher, from nine on up, even younger than nine who will not go to school. There has to be something for them because by and large those who drop out at the ripe old age of ten, 11, 12, 13, 14, 15 are intelligent guys who like to work and at sealift time can always be seen very busy down at the beach working for The Bay or the other outfit in town lugging stuff around. They are active, intelligent people who just will not put up with the kind of things they are supposed to in the classroom and opt out. Out they go. There are no truancy officers and nobody bothers enforcing the law anyway. They just do not go to school. There has to be provision for them.

Again as I say the unfortunate aspect of this is that it is tied into the Manpower program. There are all kinds of things, special training courses should be held for the so-called dropouts, the so-called uneducable who served time in the Frobisher elementary school and there are about 40 of them classified as uneducable. It is ridiculous. There has to be something for them, for the dropouts, special classes for these guys, people trained with an understanding of these rebels as they are so called who, as I point out, and will continue to point out, are intelligent people and can be encouraged to do all kinds of things and learn skills. That is why I think the thing has to be tied up.

No Policy For Adult Education

You know, we have just gone through an ordinance clause by clause that has dealt with page after page on the subject of religion, with all kinds of other things, kindergarten and everything else but the mention of the word twice or thrice on the subject of adult education, there is no policy for adult education. I have said all along and I repeat that one of the things that should have happened perhaps in this country was that the kids who were in school should have been moved out of the schools and the parents put in there. If we had made an effort over the past ten or 15 years to educate the parents in many of these communities this country would be so far ahead it would make your head spin. Giving the older people in the communities a chance to learn something, to go to school, a real vigorous worth while education program and there is nothing. There is no policy on this and yet the philosophy as outlined is "to make aesthetic and moral judgments, to analyze the significant moral concerns of mankind..." fantastic phraseology but there is nothing there to back it up. It is a school ordinance, that is all it is, a glorified school ordinance that came over with Noah on the ark. There is a complete disregard for this vital area that one hears about and reads and sees on television from time to time, on film, of underdeveloped countries in Africa that have these tremendously powerful adult education programs where they are going in and assisting people to adjust to the new way of life, to take on new responsibilities, to be concerned about municipal government. Look at Frobisher, there is a great example, and at the other aspects of living in the North, of living in the new changing way of teaching people to adjust to the new way of life.

The Government of the Northwest Territories deals with education in many, many different aspects but not all of it is under the Department of Education. Sometimes you wonder. Basic adult education is a responsibility of the Department of Education, alcohol education is a program of social development and apprenticeship training is the Department of Economic Development, along with a few others. Local government has community development. Home management itself comes under the Department of Education, but home management and health, an area that is absolutely vital to some of these communities and where do we see it, where is it, where is it spelled out in this Education Ordinance? Interpreter training is carried out by the Department of Information, or metrication, Executive Secretariat, settlement council training is Local Government and vocational education is again the Department of Education.

The needs in this country, we know the needs, we are aware of them, we know the areas of importance, we know they have tremendous numbers of people in the communities who are unemployed who could be employed if given the opportunities, and those opportunities can be achieved through adult education. In a lot of cases the Government of the Northwest Territories relies on Frontier College to do that for them but thank God for Frontier College because the North would be a hell of a lot poorer if it were not for Frontier College. However, nowhere in this is there any policies outlining the basic fundamental right of Canadians, the opportunity to an ongoing and continuing education. It is all part of the same deal folks, whether you like it or not, whether Hon. Arnold McCallum agrees or not. Hon. Arnold McCallum comments on the continuous talk on Fort Smith, whatever it was he said but President Harry Truman said another one, "If you can not stand the heat, stay out of the kitchen".

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

A Waste Of Years And Money

MR. WHITFORD: Mr. Chairman, this is exactly what I was talking about earlier and we did have a tremendous amount of dropouts within that age group, 14, 15 or 16, as you are aware, but it seems to me, unless I misunderstand, it seems to me that there seems to be a contradiction here in paragraph 21(1)(b) as advised on the assistance of establishment of vocational education centres with a view to a selection of students for it and their placement in special adult and vocational

programs and advise the superintendent on these matters. That is one and of course moving back to the original, it states there that you have to be 17 years of age. It seems to me that it is contradicting itself in saying that you can be a student or whatever and still proceed into vocational training and then of course later on saying you must be 17 years of age. This seems to be a waste of years and a hell of a cost not only to the community in terms of then turning from that to social development for dragging their feet in the community because they have nothing to do but at the same time giving them two years and from what I saw to eventually just not care and at the time they become of age it does not really matter anymore. So, all you then have is a twisted society unable to go back to the land, like a lot of us sometimes say, or, at the same time, not being able to compete in an economic society, thereby just being a ward of the government which I hope will soon be cleared up, or a good part of it. By a ward of the government I mean being on the welfare roll.

THE CHAIRMAN (Mr. Stewart): Thank you. Clause 76, eligibility for vocational program. Is it agreed?

---Agreed

Clause 77, tuition fees. Hon. David Nickerson.

Motion To Amend Subclause 77(1)

HON. DAVID NICKERSON: I move that clause 77, subclause (1) be amended by adding in the third line after the word "course" and have in it "established pursuant to section 75 and".

THE CHAIRMAN (Mr. Stewart): Do you have that printed?

HON. DAVID NICKERSON: No, if you would like me to get it typed I certainly will do so.

THE CHAIRMAN (Mr. Stewart): Would you give us the explanation?

HON. DAVID NICKERSON: The explanation is very simple and it is this. As this stands the private person or private organization would be prevented from setting up shop, they would not be able to charge a fee to their clients and the type of organization I have in mind is the type that might go around to the various mines in Yellowknife giving courses in basic literacy to immigrants into Canada and I think that should such an organization wish to charge or to make a nominal charge to the people it enrolls it should be able to do so. I do not think the intent of this legislation was to restrict that at all but I think that is an oversight which I am trying to correct.

THE CHAIRMAN (Mr. Stewart): Does this come from the committee?

HON. DAVID NICKERSON: This is personal.

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

MR. BUTTERS: What is it again?

THE CHAIRMAN (Mr. Stewart): Would you read it again?

HON. DAVID NICKERSON: After the words "course" indicated in the third line I would like to put in something of this nature, "established pursuant to section 75 and".

THE CHAIRMAN (Mr. Stewart): Any comments, Madam Legal Advisor?

LEGAL ADVISOR: (Ms. Flieger): In my opinion clause 77 does not include within its scope any private course of the kind Hon. David Nickerson is speaking of especially when you read the entire first subclause. That would be then a

program established I think under this ordinance by the department.

Motion Carried

HON. DAVID NICKERSON: That is the very point I am trying to get at, Mr. Chairman. The way it is written at the present time it is not clear.

THE CHAIRMAN (Mr. Stewart): To the amendment, is it agreed?

--- Carried

Clause 78, agreements. Is it agreed?

---Agreed

Clause 79, local study programs.

MR. BUTTERS: What is the purpose of this? What else beside Manpower programs would be contemplated under this?

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

HON. ARNOLD McCALLUM: I do not know if there are others, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Hon. David Nickerson seems to have some information.

HON. DAVID NICKERSON: Well I believe, Mr. Chairman, when this matter came up in the standing committee on legislation it was that this type of clause is necessary to give authority to the Commissioner to enter into these types of agreements which are agreements of a cost sharing nature, they are ones such as the ones described a few moments ago by the Minister of Education. Were it not for an enabling clause such as this it might be held that the Commissioner did not have that authority and therefore the Northwest Territories could not engage in these cost sharing programs.

THE CHAIRMAN (Mr. Stewart): Clause 78, agreements. Is it agreed?

---Agreed

Clause 79, local study programs. Is it agreed?

---Agreed

Clause 80, private schools. Mr. Butters.

MR. PEARSON: On clause 79.

MR. BUTTERS: We have covered 34 provisions today and have 25 to go and I suggest we report progress as I would like to comment a bit on the matter of private schools. I suggest we report progress.

THE CHAIRMAN (Mr. Stewart): What are my directions, is it agreed?

---Agreed

In my book, for the records, say I have clause 79 shown as agreed.

SOME HON. MEMBERS: Agreed

MR. PEARSON: Nay.

THE CHAIRMAN (Mr. Stewart): Is clause 79, local study programs, agreed?

---Agreed

MR. SPEAKER: Mr. Stewart.

Report of the Committee of the Whole of Bill 1-60, Education Ordinance

MR. STEWART: Mr. Speaker your committee has been studying Bill 1-60, the Education Ordinance, and we wish to report progress at this time.

MR. SPEAKER: Thank you. With respect to announcements gentlemen, tomorrow at 2:15 o'clock p.m., just outside the chamber there will be a little ceremony. Hon. Arnold McCallum.

HON. ARNOLD McCALLUM: Mr. Speaker, I realize that I had indicated to the Clerk of the House that we would like to have this but I would ask you to disregard that announcement at this time. It will be done at a later date.

MR. SPEAKER: You have now got everyone's curiosity up but it is a matter of naming the gym at an appropriate time and the Minister has decided he would do it then. Any further announcements? Mr. Butters.

MR. BUTTERS: It is a query with regards to tomorrows agenda. At Rankin Inlet the matter of the housing report was discussed very, very briefly in about five or ten minutes and there was some suggestion that it would be on the agenda of the 61st session. Is that correct that it will be on the 61st session again?

MR. SPEAKER: The indication from the Deputy Commissioner is that it will. Mr. Commissioner.

THE COMMISSIONER: Mr. Speaker, I would asked to be excused tomorrow from the Council as I will go down or intend to go down to Fort Smith on behalf of Hon. Arnold McCallum to meet the Minister, his party, and in the afternoon Hay River on behalf of Mr. Stewart to be with the Minister and his party and I doubt if we will get back until tomorrow night.

While I am on my feet, seeing I have not been asked yet to participate in the roast of St. John's for Bryan Pearson I wonder if I could make my comments now.

MR. SPEAKER: I somehow do not think you would get unanimous consent. Mr. Clerk, orders of the day.

Orders Of The Day

CLERK OF THE HOUSE: Orders of the day, January 21, 1977, 9:00 o'clock a.m. at Sir John Franklin School.

1. Prayer
2. Questions and Returns
3. Oral Questions
4. Petitions
5. Reports of Standing and Special Committees
6. Notices of Motions
7. Motions for the Production of Papers
8. Motions

9. Tabling of Documents
10. Consideration in Committee of the Whole of Bills, Other Matters and Information Items, Bill 1-60, Matters Arising out of the Recent Tour of the Legislative Assembly to the State of Alaska, Information Items 1-60, 4-60, 8-60, 16-60
11. Third Reading of Bills
12. Assent to Bills
13. Prorogation

MR. SPEAKER: This Legislative Assembly stands adjourned until 9:00 o'clock a.m., January 21, 1977, at Sir John Franklin School.

---ADJOURNMENT

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