



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES
DEBATES

61st Session

8th Assembly

Official Report



TUESDAY, FEBRUARY, 8, 1977

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

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, FEBRUARY 8, 1977

MEMBERS PRESENT

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

ITEM NO. 1: PRAYER

---Prayer

SPEAKER (Hon. David Searle): Item 2, questions and returns.

ITEM NO. 2: QUESTIONS AND RETURNS

Are there any returns? Deputy Commissioner Parker.

Return To Question W14-61: Post Office, Pond Inlet

DEPUTY COMMISSIONER PARKER: Mr. Speaker, I have several returns to make. On Friday, January 28th, 1977, Mr. Pudluk asked Question W14-61 requesting the support of the territorial administration in the matter of improvements to the postal service for Pond Inlet.

The administration has approached the Deputy Postmaster General on this matter and a reply has been received, dated February 7, 1977, advising that the Post Office Department is currently investigating improvements to postal service and post office accommodation in Pond Inlet, and a further report will be provided when their inquiry is completed. Should this information not be received prior to prorogation of this current session, Mr. Pudluk will be advised by mail when the information is available.

Further Return To Question W15-61: Post Office, Gjoa Haven

On Friday, January 28, 1977, Mr. Lyall asked Question W15-61 requesting information as to the proper procedure to be followed by the people of Gjoa Haven in requesting a post office for their community. He further indicated that the residents of Gjoa Haven were presently drafting a petition requesting local postal service.

The application for establishment of a post office at Gjoa Haven should be sent to the Director, Alberta Postal District, Edmonton, Alberta, for further action. This may be done by letter directly, through the settlement council, or through the office of the Fort Smith regional director if the settlement council would prefer.

Return To Question W19-61: Northern Transportation Company Limited, Freight Tolls

On Wednesday, February 2, 1977, Mr. Butters asked Question W19-61, concerning freight tolls charged by Northern Transportation Company Limited. The freight tolls charged by NTCL are subject to approval by the Canadian Transport Commission, and this agency is responsible for ensuring that the rates are fair

and in line with federal government policy. Mr. Butters might also be interested to know that \$24 million in special assistance from the federal government has recently been granted to NTCL to help the company finance its operating debt, and thus preclude the necessity to recover such funds through freight tolls.

Return To Question 028-61: Report On The Position Of Cabinet On The Pipeline Construction

On Friday, February 4, 1977, Mr. Butters asked Question 028-61, requesting that the administration attempt to obtain the document pertaining to a CBC news report carrying a statement made by the Hon. Alastair Gillespie relative to pipeline construction through the Mackenzie Valley. This report is now available and will be circulated to Members by the Clerk in the usual manner.

Return To Question W29-61: Societies Ordinance Of The N.W.T.

On Monday, February 7, 1977, Mr. Butters asked Question W29-61, concerning incorporation of native associations in the Northwest Territories.

The Metis Association of the Northwest Territories, the Indian Brotherhood of the Northwest Territories, and the Committee for Original Peoples Entitlement are all incorporated under the Societies Ordinance of the Northwest Territories. The Inuit Tapirisat of Canada is incorporated under Federal Letters Patent, Canada Corporation Act, section II, November 1, 1971.

Because of the volume of material involved, copies of the bylaws and constitutions of the three associations incorporated under the Northwest Territories Societies Ordinance have not been made for each Member. However, one copy of each document has been filed with the Clerk for Members' perusal, and on application, additional copies for individual Members will be made if required.

MR. SPEAKER: Item 2, written questions. Mr. Butters.

MR. BUTTERS: Mr. Speaker, I rise on a point of privilege. I asked an oral question on January 21, relative to an exploratory meeting between the Government of Canada and the Northwest Territories Indian Brotherhood and I can not see the question recorded in the book nor do I recall getting a reply. Should I repeat that question under oral questions again?

MR. SPEAKER: Do you have a response?

DEPUTY COMMISSIONER PARKER: I regret that I have not made that reply to Question W16-61 and I will have the answer for tomorrow morning if I could have the indulgence of the House.

MR. SPEAKER: Thank you, Deputy Commissioner Parker. Are there any further written questions? Mr. Steen.

Question W31-61: Economic Feasibility Study

MR. STEEN: Mr. Speaker, I wish to ask a question of the department: What is the policy of the Government of the Northwest Territories? Do you take a feasibility study before the Department of Economic Development sets up other businesses in a community?

HON. PETER ERNERK: Mr. Speaker, I will take that as notice.

MR. SPEAKER: Are there any further written questions?

Item 3, oral questions. Hon. Dave Nickerson.

ITEM NO. 3: ORAL QUESTIONS

Question 032-61: Ferocious Lion In Yellowknife

HON. DAVE NICKERSON: Mr. Speaker, has the Department of National Defence been advised of the presence of wild, vicious animals ranging at large in Yellowknife? Mr. Speaker, only this afternoon I came face to face with a ferocious lion outside of the office of the Toronto-Dominion bank.

MR. SPEAKER: And I know you do not drink.

---Laughter

Are there any further oral questions? Deputy Commissioner Parker.

DEPUTY COMMISSIONER PARKER: I was not aware that a member of the territorial administration was on the loose.

MR. SPEAKER: Item 4, petitions.

Item 5, reports of special and standing committees.

Item 6, notices of motions.

ITEM NO. 6: NOTICES OF MOTIONS

Hon. Arnold McCallum.

Notice Of Motion To Introduce Bill 2-61: Supplementary Appropriation Ordinance No. 3, 1976-77, For First Reading

HON. ARNOLD McCALLUM: I give notice that on Wednesday, February 9, 1977, I shall move that Bill 2-61, An Ordinance Respecting Additional Expenditures for the Public Service of the Northwest Territories for the Financial Year Ending the 31st day of March, 1977, be read for the first time.

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

Notice Of Motion 8-61: Appointment Of Mr. Peter Fraser To The Standing Committee On Indemnities, Allowances, And Members' Services

HON. DAVE NICKERSON: Mr. Speaker, on Wednesday the 9th of February I give notice that I will move a motion dealing with the appointment of Mr. Peter Fraser to the standing committee on indemnities, allowances and Members' services.

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

Item 7, motions for the production of papers.

Item 8, motions.

ITEM NO. 8: MOTIONS

Mr. Butters, Motion 5-61, you will recall I dealt with at the closing of last evenings session, in terms of whether or not it was in order, and I indicated to you that the particular wording was not acceptable in that it offended the Executive powers given to the Commissioner and you indicated that you had a redraft of that but it does not appear to be in the book. Presumably you would like to give notice today of the new motion, would you?

MR. BUTTERS: Yes, sir, I would appreciate that, I do have ...

MR. SPEAKER: Then perhaps we had better go back to Item 6, notices of motions, so you can do that.

MR. BUTTERS: Thank you very much.

MR. SPEAKER: Can we have unanimous consent to do that? Can we have unanimous consent to return to Item 6, notices of motions?

---Agreed

REVERT TO ITEM NO. 6: NOTICES OF MOTIONS

Proceed, Mr. Butters.

Notice Of Motion To Amend Notice Of Motion 5-61: Canada's Economy, Adoption Of Austerity Condition

MR. BUTTERS: I give notice that tomorrow I will introduce an amendment to the motion as is contained in the motions book, and it will be the deletion of subsection (b) and the following will be inserted:

"Ensure the continuing efficiency of the territorial government public service and program delivery capacity to facilitate the transfer of moneys, grants or loans between objects and the personnel between programs and departments on the recommendations of the Executive Committee of the Government for the Northwest Territories and the authority of the Commissioner."

MR. SPEAKER: Mr. Butters, if I may say so the part that I found offensive was not that so much as the "Now therefore I move" and I think for it to be in order you would have to say something like "Now therefore, I move that this House recommend to the administration ..." etc.

MR. BUTTERS: Thank you, sir, that will be included in the amended motion.

MR. SPEAKER: Turning to Item 8, motions.

REVERT TO ITEM NO. 8: MOTIONS

Motion 6-61, Mr. Stewart.

Motion 6-61: Vehicle Insurance, Withdrawn

MR. STEWART: Mr. Speaker, with your permission I would like to withdraw this motion.

MR. SPEAKER: Motion 6-61 is withdrawn. Motion 7-61, Mr. Butters.

Motion 7-61: Advisory Committee Of The Constitutional Development Of The N.W.T.

MR. BUTTERS:

WHEREAS the report of the steering committee established to develop terms of reference for the inquiry regarding constitutional evolution in the Northwest Territories was tabled Friday, February 4;

NOW THEREFORE, I move that the tabled report be referred to committee of the whole for consideration.

MR. SPEAKER: Moved by Mr. Butters and is there a seconder? Mr. Lafferty. Discussion.

SOME HON. MEMBERS: The question.

Motion Carried

MR. SPEAKER: The question being called. All in favour? Contrary? The motion is carried.

---Carried

Item 9, tabling of documents.

Item 10, first reading of bills.

MR. BUTTERS: Mr. Speaker.

MR. SPEAKER: Mr. Butters.

ITEM NO. 9: TABLING OF DOCUMENTS

MR. BUTTERS: Tabling of documents. I wish to table Tabled Document 10-61, a long telex from the Minister of Indian Affairs and Northern Development, Hon. Warren Allmand to Mr. Sam Raddi of the Committee for Original Peoples Entitlement in Inuvik on February 8th, 1977, relative to a land freeze being established in the Husky Lakes area.

MR. SPEAKER: Thank you, Mr. Butters.

Item No. 10, first reading of bills.

ITEM NO. 10: FIRST READING OF BILLS

Bill 9-61, Public Inquiries Ordinance, Hon. Peter Ernerk.

First Reading Of Bill 9-61: Public Inquiries Ordinance

HON. PETER ERNERK: Mr. Speaker, I move that Bill 9-61, An Ordinance Respecting Public Inquiries, be read for the first time.

MR. SPEAKER: Is there a seconder? Mr. Lyall. For first reading of bills there is no debate you will remember. The question being called. All in favour? Contrary? Carried unanimously.

---Carried

Bill 10-61, Constitutional Development Advisory Committee Ordinance. Deputy Commissioner Parker.

DEPUTY COMMISSIONER PARKER: Mr. Speaker, since Bill 10-61 is still under review I would ask that first reading not be proceeded with at this time.

MR. SPEAKER: Item 11, second reading of bills.

ITEM NO. 11: SECOND READING OF BILLS

Bill 9-61, the Hon. Peter Ernerk.

Second Reading Of Bill 9-61: Public Inquiries Ordinance

HON. PETER ERNERK: Mr. Speaker, I move that Bill 9-61, An Ordinance Respecting Public Inquiries, be read for the second time. The purpose of this bill is to empower the Commissioner to appoint a board for the purpose of inquiring into matters of public business or public concern.

MR. SPEAKER: Is there a seconder? Mr. Butters. On second reading of bills the principle may be debated. Is there any discussion?

SOME HON. MEMBERS: The question.

MR. SPEAKER: The question being called. All in favour? Contrary? Carried unanimously.

---Carried

Item 12, consideration in committee of the whole of bills and other matters.

ITEM NO. 12: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

Mr. Butters, did you want unanimous consent to include under Item 12 the matter of the committee report?

MR. BUTTERS: Yes, Mr. Speaker.

MR. SPEAKER: Unanimous consent being requested to include under Item 12 the committee report on constitutional development. Agreed?

---Agreed

This House will resolve into committee of the whole for consideration of bills and other matters. I understand, Hon. Peter Ernerk, Bill 3-61, you want to finish the Education department, do you?

HON. PETER ERNERK: That is correct, Mr. Speaker.

MR. SPEAKER: The House will resolve into committee of the whole for continuing consideration of Bill 3-61, the Appropriation Ordinance with Mr. Stewart in the chair.

---Legislative Assembly resolved into Committee of the Whole for consideration of Bill 3-61, Appropriation Ordinance, 1977-78, with Mr. Stewart in the chair.

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER BILL 3-61, APPROPRIATION ORDINANCE, 1977-78

THE CHAIRMAN (Mr. Stewart): The committee will come to order to continue the study of Bill 3-61, the main estimates.

Department Of Education

I direct your attention to page 12.01, Education, capital expenditures, \$6,913,000, operating expenditures, \$35,689,000 for a total of \$42,602,000. Mr. Minister, would you like to make an opening comment?

HON. ARNOLD McCALLUM: Mr. Chairman, just a comment that the change in capital requirements has primarily come about as a result of the construction of two new schools brought about by, of course, increased student enrolments in both Yellowknife as well as in Pine Point. There are other capital items, another large one would be consideration of the requirement for increased trade shop space at the Adult Vocational Training Centre. The O and M increase over last year comes primarily about because of increased salaries with our collective bargaining and the increased costs of providing materials, etc., in terms of the operation of various schools. Other than that, Mr. Chairman, I do not have any particular remarks.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Minister. Remarks of a general nature on the Education estimates. Mr. Butters.

MR. BUTTERS: Just one question, sir. I wonder if the Minister has had an opportunity yet to determine the results of the examinations of those 400 plus students in mathematics. Could he give us some indication of how they fared in the standardization tests, whatever they were, and in keeping with that question ask the Minister or his director of the development of a program for the testing throughout the whole school system, especially in the lower grades, relative to required skills, basic skills and abilities?

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

HON. ARNOLD McCALLUM: Mr. Chairman, if the Member from Inuvik will give me a couple of moments I can pick out this piece of paper relative to the placement examination that was conducted among students in various of the schools. I can pick it out and come back to it. In relation to developing a standardized testing for a test to evaluate the progress or placement of other students in relation to the concepts they were able to acquire at the lower levels, we are, as I had indicated earlier at the reconvening of the last session, actively working toward this particular end and establishing and attempting to get something.

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

MR. BUTTERS: Just to say that if the Minister provided the reply in our question reply book, that will be sufficient as far as I am concerned. His answer on the other question is satisfactory.

THE CHAIRMAN (Mr. Stewart): Thank you. Comments of a general nature on Education. Mr. Pearson.

Finances For Developing Community Ideas And Philosophies.

MR. PEARSON: Mr. Chairman, at the discussion on the ordinance which took place prior to the beginning of this session I asked a question and the question was: Given the new powers under the new ordinance, alleged new powers I should say, if a community decides to go in a certain direction with regard to education in that community, for example, in a very heavy cultural way developing the ideas and philosophies after that community with regard to the curriculum and the development of a curriculum based primarily toward the native people in that particular native community, where in this ordinance or, rather, in this bill, this financial statement do we see provision, financial provision necessary for that to be accomplished?

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

HON. ARNOLD McCALLUM: Mr. Chairman, these estimates were, of course, developed prior to the passage of the Education Ordinance in relation to the development of educational societies or any other local education authorities, that is, an increase in them. This budget does not reflect any kind of financing that may be required to assist these local educational authorities to begin operation. We anticipate that local educational authorities as envisaged within the Education Ordinance will not come about until the regulations governing the ordinance have been fully developed. Not only that, Mr. Chairman, but it has been the express desire of this House to have those regulations made known to the Members of this House prior to their setting up and coming into force. As a result, sir, we do not see the ordinance coming into effect until the next school year since we would have to have some kind of consultation with Members of this House regarding these regulations. It may well be at that time, notwithstanding that we may be able to identify funds from the existing budget, this budget, we may have to come back to the House in terms of looking for additional funding to assist local educational authorities in their initial establishment, as well as the beginning of carrying out their responsibilities.

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

Identification Of Funds For Cultural Inclusion

MR. PEARSON: It is ironic that we should be hearing these words from the Minister in support so vehemently of approval of the Education Ordinance and he at that time intimated, if not stated, that once the Education Ordinance came into effect all our problems would be over and that education would make a great step forward in the North. I was certainly under the impression that once the ordinance was passed there would be provision for communities which so elect, to have greater input into the cultural inclusion or whatever you want to call it in the system, that funds would be readily available and they would be able to do that. In fact, I received a rebuttal from the Speaker at that time to a question of mine, when he suggested that once the ordinance was passed and once we got into the budget that all of our problems would be over. If funds were not identified in this for those items and those matters, that Members have a good argument.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Pearson. Comments of a general nature.

HON. ARNOLD McCALLUM: Mr. Chairman, if I just may say, only in so far as providing by law, by ordinance, local autonomy in the management of educational concerns in a community was I vehement in any kind of reaction or in attempting to have the ordinance passed by this House. That is not to say that we do not recognize there is a need to provide service funding to local educational authorities as may be established under the Education Ordinance. We certainly recognize the need for it and we recognize the need to provide a great deal of assistance, not only verbal but financial, to the local educational authorities, if and when they are established.

THE CHAIRMAN (Mr. Stewart): Thank you. Comments of a general nature? If there are no further comments of a general nature -- Mr. Pearson.

Need For Education Of Native People

MR. PEARSON: Mr. Chairman, I have a lot to say about education. I always have had a lot. My colleagues have had a lot to say about education. It has gone on for years. This House has discussed it for years, long before we were ever a part of this Legislature. The communities have a lot to say about education, the people who we represent are concerned about education. The people I represent are not getting an education. We are spending dozens of millions of dollars in what I think is probably the most single important area of life in the North today. There is no question that the people are ill-equipped and will never be able to take on the responsibilities that we hope and pray they will be able to take on, the new, emerging areas of the Northwest Territories, the impact and encroachment of so-called civilization, the need for the native people to be given full participation in this country, in the affairs of this country. All of these things are possible but only when people are equipped. The only way they can be equipped, there is no other way, is for them to obtain an education.

I do not believe that the system presently being used throughout the Northwest Territories is adequate or comes anywhere near being adequate. I think the Minister would probably admit that there are many areas that require a tremendous amount of effort. His staff, the director of the Department of Education, the teachers will readily admit that it is not working.

Now, I could sit here for the next ten years I suppose and go through my standard speech on education but I do not think it will accomplish anything. I do not personally feel that I am qualified to go the next stage. I think what must happen now, and I think the Commissioner has hinted at this, I understand he made a comment on the radio last week to the effect that he was looking at the possibility of an inquiry. Now, I have been looking at the possibility of an inquiry into education for many years, for as long as I have lived, many years, in the North.

I think that is the only thing that will satisfy, certainly satisfy me, and the people I represent and I think many other people, many Members sitting around this table. They have expressed concern over this whole matter.

Inquiry On Education Proposed

It is my belief that there has got to be an examination of education in the Northwest Territories, from one end of it to the other. Education is far more important than any pipeline could ever be. Education has a more far-lasting and devastating effect on the lives of people than any pipeline could ever affect them because it affects every man, woman and child in the Northwest Territories, and in every region and every community, and not just the Mackenzie corridor, or wherever a pipeline happens to go. I think what this House has got to do, in order to satisfy the needs of the people, which I do not think we are doing, is to call for an inquiry into education. I do not want this to be something set up by the Commissioner and for him to appoint the people to sit on this inquiry which so often happens. That is not the way that this should be done, and the Commissioner will have to appoint them, there is no question about that but we, it should be this body who determines who they are, and the level or calibre of these particular individuals. I think it is a priority if this Assembly does nothing else, if this Assembly does nothing else in the next two years but help to establish a decent education system in the Northwest Territories for everybody but this must be done very carefully.

Motion To Establish Board Of Inquiry Into Education

I move, I wish to make a motion, Mr. Chairman, I move that there be a board of inquiry into education established in the Northwest Territories, and that a committee of this Assembly be formed to examine all the ramifications of that so that it be set up as soon as possible and as thoroughly as possible.

THE CHAIRMAN (Mr. Stewart): Mr. Pearson, the way that motion is worded, I believe it is out of order. You can request the Commissioner to set up a board, but a board is relative to funding and it would indicate that funding is required, so I do not believe the manner in which you worded your motion would be accepted. Would you write it out for me, please?

MR. PEARSON: Agreed.

THE CHAIRMAN (Mr. Stewart): Have you any objection to my taking another speaker while you write that out?

MR. PEARSON: No.

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

MR. STEEN: I think I will wait until he puts on his motion because it is relevant to what he just said.

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

MR. EVALUARJUK: Mr. Chairman, maybe what Mr. Bryan Pearson asks, his question. For \$35,689,000 would that be used by all the teachers in the Northwest Territories or what will it be used for? Will it also be used to run the school and if a school has to be fixed up or to get materials into the school? Also I would like to know how many or how much would be used for teaching in Inuktitut and how much in English? I would like to have that question answered.

THE CHAIRMAN (Mr. Stewart): Mr. Minister, did you get the question? My outfit here was not working too well and I just got parts of it.

HON. ARNOLD McCALLUM: Could you repeat it?

MR. EVALUARJUK: As I mentioned before, I asked the question and that was if this money, what it will be used for, for the teachers in the Northwest Territories? Also will it be used if there are not enough schools in the Northwest Territories, which is the case as we all know and also will it be used, or how much of it will be used in teaching in English and also how much will be used to teach in Inuktitut? That is what I am asking.

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

Funding For Teaching English And Inuktitut

HON. ARNOLD McCALLUM: Well, Mr. Chairman, as I understand the question, or questions, how much of the total budget will be used to teach English and how much of the total budget will be used to teach in Inuktitut and how much would be spent on teachers, were those the questions?

MR. EVALUARJUK: Yes.

THE CHAIRMAN (Mr. Stewart): That is my understanding of the questions.

HON. ARNOLD McCALLUM: Mr. Chairman, of the total budget, the amount of money that will be spent on teachers' salaries, and related amounts, or on related administrative areas would be under activity 7070 on page 12.17. It would as well involve those salaries that are there on page 12.19, and there are amounts of money and salaries in continuing education and adult education and I would have to do a very quick addition. I would roughly calculate it to be in the vicinity of \$17 million on salaries, possibly even more because you could talk about administrative salaries and salaries of pupil residences, or that of people involved in pupil residences but it is, on actual teachers' salaries, in that vicinity. Of the total budget of \$42,602,000 for proposed Education expenditure, about \$7 million is in terms of capital expenditure and roughly the salaries of in-school teachers is in the vicinity of \$16 million or \$17 million.

Now, how much would be used to teach English would again depend upon the schools, where they are located, how much would be spent to teach in Eskimo, and it again would depend. I am afraid I do not have that kind of figure. I could attempt to see if we could break it down that way.

THE CHAIRMAN (Mr. Stewart): So, Mr. Minister, will you endeavour to get Mr. Evaluarjuk some type of a breakdown on that? Mr. Evaluarjuk.

MR. EVALUARJUK: Mr. Chairman, I think I understand the answer and I would like to ask another question. I would like to ask about the students who go to Frobisher Bay and also to other little places. I feel that once in a while they would like to, that for the high school students, the parents find it very difficult to talk to their children who are going to school and I have mentioned this before. The Education Ordinance, or the proposed Education Ordinance -- also we heard that if the Education Ordinance is going to be passed I have heard that children from the age of six up to 15, they have to go to school. I would like to know if the parents will have more say than the teachers on education. I know that going to school is very important to the children and in some parts more so because some of the students quit school and can not get anywhere at all. I would like to find out what would happen to these students. Thank you.

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

Communication With Parents

HON. ARNOLD McCALLUM: The Education Ordinance was passed and within the Education Ordinance there is a section that deals with the age for which children will be in school, and that is from six years to 15. The Member mentioned or I think asked something about parents having more say as to what teachers were to be employed, that is how I take it, which teachers are to be employed in a particular community.

Under the Education Ordinance the local educational authority will have a say in what teachers are employed in a particular community. Students are supposed to be in school between those ages, however, as the discussion on the Education Ordinance suggests, there are many exceptions that can be made for a student to be out of school, such as learning in another environment, or within another area. It was also mentioned regarding students going to Froebisher and other places, that the parents would like to be more in contact with their children. I am not sure whether I have got the whole thing correct but he mentioned that once in a while students should be able to go home.

MR. EVALUARJUK: They should be able to talk to their parents, by long distance calls.

HON. ARNOLD McCALLUM: On communication with their parents, Mr. Chairman, that can be done within the residences in which they live, by telephone call. I am not sure whether he is referring to whether we should pay for those calls and if that is so, we certainly have not as far as I know thought of paying for the cost of telephone calls for students, or between students and their parents. I can not say offhand if they have a number they can do within a year or whether there has been any consideration given to that.

It is something I would have to find out about, whether there is a policy to allow for parents and for the department to pay for the cost of long distance telephone calls between students and their parents. I am not sure, Mr. Chairman, whether I have answered those questions because I am not sure what the intent of the questions was other than the last one in terms of the Education department paying for these calls.

To go back to the others, very briefly, under the passed Education Ordinance, the one that was just passed, there was certainly a period of time in a child's life or student's life when he should be in school, between six and 15. I realize that there are students who drop out of school and I think this was very much debated during the debate on the ordinance itself.

Students Dropping Out Of School

As to what becomes of them, we would hope to be able to attract in some way, shape or form, students into a learning situation, into educational programs whereby they are not left out. With all the various programs which are available not only within the Education department but within other departments I would hope we would be able to attract these students to some kind of a program. I think it would be ridiculous for us to assume that because the ordinance says students should be in school or children should be in school, attending school between the ages of six and 15, that we are going to stop students from dropping out of school. Students have been dropping out of school since schools began. They will be dropping out of schools in the future. All we can do is attempt to be able to provide them with something that they find is of benefit to them but there certainly is no intent in here to abandon students, by the Department of Education.

THE CHAIRMAN (Mr. Stewart): Thank you. Mr. Evaluarjuk, did you get the answers to the questions all right?

MR. EVALUARJUK: I have a couple of more questions, very short questions. First of all, I would like to ask about some of the people who teach kids in English right off the bat. We would like our children to learn English as well and also we would like participation in teaching more Inuktitut in the schools and more cultural inclusion for the schools. I would like to ask the Minister of Education, in Cape Dorset, we do not have enough teachers in Cape Dorset. The local advisory board inquired and they were told they would have enough teachers in Cape Dorset. There are too many students in a class and also they do not have any teachers. Also last year in Coral Harbour they did not want their children to go to school in Frobisher Bay and also other bigger places. I would recommend that the grades be upgraded in Coral Harbour. I would like to ask him if he knows about this problem.

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

Language Of Instruction

HON. ARNOLD McCALLUM: Mr. Chairman, under the ordinance that has been passed in relation to the teaching in a particular language, the ordinance, as Members may recall, specifically indicates what language will be used and how that will come about. There will be a local education authority who will determine the language of instruction to be used in the first three years, including kindergarten, in a school. After that time the local educational authority may recommend that the language of instruction that was used in the first three years of school be extended to other particular years of school so that it now becomes law when the regulations to this ordinance have been determined, for the local educational authority to determine the language to be used in the teaching of subjects.

As well, Mr. Chairman, as to the cultural education there are sections within the ordinance whereby principals of the district and the superintendent shall be guided by what the voters or the residents of that district have expressed through the educational authority. The kinds of cultural inclusion and the amount which will be taught in a particular school and aspects of the local area, the community's culture must be within the curriculum material, the teaching methods and also as well, the local educational authority will have a great say in determining who will do this kind of teaching or by whom the subjects will be taught.

One of the difficulties that we now experience in education is extending the grade levels taught in any community beyond that which it is at present. There have been a great number of communities, especially in the Keewatin, who want to have their grade levels extended. As well I have indicated on previous occasions that we intend to put some kind of a secondary school in the Keewatin. The location has not been determined, nor has the kind of school been determined because the department does not believe it should be specifically a southern type of high

school. It must provide some aspects of it but there are other concerns that have to go into the kind of school that should come about.

Grades Taught And Teachers Employed In Communities

There have been representations made from various communities, Chesterfield Inlet, Repulse Bay, Coral Harbour, Cape Dorset, to extend the grades, especially to grade nine in some areas and in some cases to grade ten. The department is presently trying to determine what this will involve in the way of staff members.

As to the number of teachers at Cape Dorset, there are presently nine teachers and five classroom assistants at Cape Dorset which has a student enrolment of 247 students from kindergarten to grade nine. Many communities would want larger staff allotments. We have a policy of providing a teacher in an elementary or junior high school, a ratio of approximately one teacher for every 20 students. There are 14 people at Cape Dorset involved with instruction and there are less than 250 students at the present time.

THE CHAIRMAN (Mr. Stewart): Mr. Evaluarjuk, have you any further questions?

MR. EVALUARJUK: Mr. Chairman, I just remembered now when I was in Hall Beach I was told by the school committee in Hall Beach something and I was going to look into it if the communities treated it in a different manner. When I was in Hall Beach I was told the kindergarten students in Hall Beach were told that the teacher had told the kindergarten students not to study any cultural inclusion. I am wondering now if the administration could tell me if that is the way the administration wants them to operate or are they doing it on their own, not telling the kindergarten students to study the Inuktitut way. They were told not to do so and I would like to get an answer from the administration.

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

HON. ARNOLD McCALLUM: That definitely is not the departmental view, that there should be no cultural inclusion taught within the schools. I do not know the particulars of the Hall Beach situation. I would like to take that as notice and try to determine just what the difficulty is and come back to the Member from Foxe Basin with an answer.

THE CHAIRMAN (Mr. Stewart): Thank you. Mr. Pearson, we now have your motion typed. It is probably a typographical error but the word "Council" was used. Would that be "Legislative Assembly", Mr. Pearson?

MR. PEARSON: Exactly my sentiments. It is a typographical error.

THE CHAIRMAN (Mr. Stewart): I see.

MR. PEARSON: The words should be "Legislative Assembly".

THE CHAIRMAN (Mr. Stewart): Would you like to move your motion at this time?

MR. PEARSON: Would you like me to?

THE CHAIRMAN (Mr. Stewart): I would love you to.

Motion On Inquiry Into Education Reworded

MR. PEARSON: I move that the Council -- I move that the Legislative Assembly recommend to the Commissioner that an inquiry into education be held and that members of the board of inquiry be approved by this Legislative Assembly.

THE CHAIRMAN (Mr. Stewart): Motion on the floor. Would you like to speak to it first, Mr. Pearson?

MR. PEARSON: I think I have said enough. Perhaps some other Members may wish to add to it.

THE CHAIRMAN (Mr. Stewart): I agree with that observation, Mr. Pearson. To the motion. Mr. Steen.

MR. STEEN: Mr. Chairman, I think Mr. Pearson is a little bit afraid that we are going to oppose it but anyway I was listening to the Member from South Baffin a little while back before he decided to make a motion and it came to my mind that -- what are we looking for? What kinds of education are we looking for? I say that because when I went to school they did not tell you your grades. We were sitting in a hostel in Aklavik and we were treated with a lot of discipline. When we were fed, we were fed frozen fish, stuck in the oven and fed that. They never scaled them, never removed the insides or anything. The same way with the meat. The meat was taken out of the shed where the flies had got into it and the maggots were floating in the soup. We tried to bring this to the attention of the caretaker there and they said it was a new kind of rice. When we had religion taught in the schools, if you did not know who Jesus Christ was, the teacher would bang his hand on the table and say "Come over here and stand here and hold our hands out like this." We had to kneel down and there would be five or six of us kneeling down with our hands like that for a long time and they would slowly fall down from tiredness. We were so scared, you know, we had to obey.

Opposition To Inquiry

It was that kind of discipline, and in looking at what you have now, you have sugar in your tea, you have sugar on your porridge in the new schools, you have everything. You get a chance to go home every now and then, back then you stayed for months. I can say now that I can sit across from the Member from South Baffin and talk to him face to face with the little education I had and I think when a motion comes up like this, I do not think that the Northwest Territories need an inquiry into the education system. I think each territorial Member could bring back the problems from the communities. If we support a motion like this then it means simply we are too lazy to do it ourselves. If there should have been an inquiry, it should have been done before education came into the country.

MR. PEARSON: Hear, hear!

MR. STEEN: It is now too late, it is after the fact.

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

MR. LAFFERTY: Mr. Chairman, Mr. Steen just took the words out of my mouth as I am familiar with the past education systems of the North. I think in some instances it produced a lot better people than the present system is producing, in spite of the limited education that some of these people have received, as they are the only people as far as I am concerned who keep and manage to put things together in the communities. We have so many committees, advisory boards, commissions, research bodies, directed at such a small group of people

in the North that many of the people have become confused and they do not have to work because everything is happening for them, designed for them, and planned for them. Just recently we heard comments over the CBC by Mr. Jonah Whale who is also a graduate from the so-called old school up here that they learned to look after themselves when they were 16, and they worked with everybody in the North to survive so that nobody was an outsider.

I went to a school where you had to work, you had to have your own garden in the springtime and plant it and look after it during the summer and in the wintertime you stacked wood, and for water you melted ice to wash yourself and there was discipline and there was a standard of life, it was clean.

Some of the modern schools we see are filthy, and maybe they are not in Yellowknife or the larger communities, but in some of the lesser communities, these schools are neglected and they have budgets to provide for janitorial services and unlimited amounts of money to care for and cover the costs of administering the schools and the child is left floundering in confusion.

Education For Northern Purposes.

I do not think we are educating people for northern purposes, for northern people. I do not think that we should set up a commission to do more studies, to put all committee recommendations into one package and to bring it back to the Legislature because that is where it will end up. I think that if each one of the Members of this House could take a very close look at our communities and get involved in our own communities, we could decide once and for all what is really needed. I personally think that this kind of commission will result in unneeded expenditure. I feel that the Honourable Member always bellyaches about the high cost of government administration and this will just swallow up more of whatever little money we have, because it would be a fantastic task to operate such a commission of inquiry. I feel we have other very important matters on which we can spend money. Thank you, Mr. Chairman.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Lafferty. Hon. David Searle, speaking to the motion.

HON. DAVID SEARLE: To the motion, Mr. Chairman. I think the important fact is that we have just, a couple of weeks ago enacted an Education Ordinance which in certain sections, particularly dealing with curriculum and local control over curriculum, local control over cultural inclusion matters is very wide spread, in terms of the power that it gives to the local education authority. Now, whether or not the system in the past requires adjustment I think is up to those local education authorities. It seems therefore to me that we should have some history in working with the present ordinance which has just been passed, which is not even yet in force and effect, before an inquiry would be appropriate. It seems to me that we should have two, three or four years of working with the present bill before such an inquiry would make sense. If you had an inquiry now, and if I were one of the commissioners of the inquiry, which I would not be, but just projecting myself into that role, I think I would come back with the following advice. It is too early for us to assess the education system under the new ordinance because it has not been implemented and even if it had been implemented, by the time I got around to making the inquiry, it would not have been in force and effect long enough to make any intelligent assessment.

Timing For Inquiry Not Appropriate.

Therefore, it seems to me that a thorough examination at this point in time is hardly appropriate. Surely we have to wait until the bill has been first brought into force and effect and secondly, until it has been used and worked with. To do an inquiry right now would only indicate to you, presumably, that,

the Education Ordinance in terms of the experience of the past, is required. That, of course, we have done, and until the flexibility that is envisaged under the ordinance is put into effect at the local level, and until the people working with it become familiar with it, and really appreciate the wide input that they have under this ordinance, it would seem ridiculous to go launching into an inquiry. If you went in now to the settlements with an inquiry, and asked for their views on education, the first thing they would ask you to do is explain the present bill.

So, although I am not saying that such an inquiry might not, in a year or two be of some benefit, but at this point in time, surely what we should do is spend our time, energy and money in getting the document in force and effect and building up some experience with it, after which then there is some logical basis to enter into an inquiry. However, at this point in time it seems to me that the speaker, Mr. Chairman, who said that either it is too late has a point, or in my case, I am saying it is too early. In any case, whichever way you look at it, it is not now appropriate to do it.

THE CHAIRMAN (Mr. Stewart): Thank you, Hon. David Searle. In view of the hour, this committee stands recessed 15 minutes for coffee.

---SHORT RECESS

THE CHAIRMAN (Mr. Stewart): The Chair recognizes a quorum and calls this committee back to order. Prior to the recess we were discussing the motion. To the motion? Mr. Whitford, do you wish to speak to the motion?

MR. WHITFORD: Mr. Chairman, in light of what has been said by Mr. Steen and by Mr. Lafferty, probably things were different in Aklavik but in Resolution we stayed there, or I stayed there for seven years of my life, and I can honestly say it was not all that bad. I was able to be educated, and the food there was the best that could be afforded at the time, a lot of it, of course being wild meat, fish, caribou, buffalo, etc. The education at that time was first brought in by the missionaries, basically for the purpose of trying to educate to understand what was happening then. I think what Mr. Pearson is getting at is basically that we are not looking at the past in terms of what has happened, but looking at the future.

MR. PEARSON: Hear, hear!

Prepare For The Future

MR. WHITFORD: With what is coming in the country, and in order to prepare for that kind of future, we have to have the education abilities, of understanding these various kinds of things. I agree with Mr. Pearson, I voted in favour of the Education Ordinance because I wanted to have a structure, but it does not mean that that structure can not be changed, and that was well agreed upon by many Members, that this structure could be changed. So, I agree again with Mr. Pearson's motion, I am willing to support it, I do not think it should happen this month or next month, it could happen within a year or somewhere but we have got to go back and check this out before it is too late of course, so that this kind of thing can be done.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Whitford. To the motion. Mr. Pudluk.

MR. PUDLUK: In Inuktitut. Mr. Chairman, I must say that the teachers in my settlement, most of the people do not like them, but nobody ever says anything about it to the Education people and the people would like to report to the principal about the teachers. I know for a fact that sometimes they are friends with the teachers and sometimes can not say anything about it. Now, at Pond Inlet, concerning the students in Pond Inlet, like most of them, even when they do not like going into this school any more and I heard, like even if we punish them to go to school, they will not go to this school any more. I support this motion if there would be a board of inquiry, towards education in the North. I thank you very much.

THE CHAIRMAN (Mr. Stewart): Thank you. To the motion. Hon. Peter Ernerk.

Give New Education Ordinance A Chance

HON. PETER ERNERK: Mr. Chairman, I would like to support this motion. However, I would tend to go along with those comments of the Honourable Speaker, mainly because of the fact that if such an inquiry is to be conducted in various communities across the Northwest Territories I think we would be listening to views from people, being no different than they are now. We would reach the same conclusions, we would hear the views expressed by many of the Legislative Assembly Members here today, or within the last few years. I think the way I should look at it, and I am looking at it myself personally, is to give the new Education Ordinance a chance to make itself known to the people in the settlements.

We approved or passed this Education Ordinance just a matter of weeks ago and it has not been put into use to date. If there are going to be changes as a result of the approval of the ordinance, and I am sure there will be, then I think what we should do is think about giving this particular piece of legislation a chance to have some effect. Then we can go on to take some other measures and say that an inquiry should be held, that such study or research should be conducted at some point in the future. Maybe what we should do is to give it at least one year after the Education Ordinance has been put into effect and the people will have had the opportunity to use it and then perhaps we can go on to look at such an inquiry. At this time I believe we will be listening to people with the very same views as we have been listening to today.

THE CHAIRMAN (Mr. Stewart): Thank you. To the motion. Hon. Dave Nickerson.

Reorganization Of The Department Of Education

HON. DAVE NICKERSON: Just some very brief comments about this particular motion, Mr. Chairman. I am not strongly in favour of it or strongly not in favour of it but what would seem to be the most logical thing to do at the present time is, because we have just put a new Education Ordinance into effect, is to give people some time to find out how well that ordinance is working before people are asked their views as to possible change. I do not really think it is fair for us to go around immediately and ask people what they think of it and how well it is working because they just will not know. I think we have to give them possibly a year or so before they can realistically make up their minds whether it is working or whether it is in need of further amendment. Similarly, Mr. Chairman, I understand that a certain reorganization of the Department of Education has seriously been thought about at the present time. They wish to streamline their organization, hopefully for the benefit of education in the Northwest Territories.

Similarly with this, it will probably take some time before the full effects are made known to people and before they can reasonably be expected to discuss it intelligently. Therefore, although I think that possibly at a later date we should engage in some form of inquiry into education, I think at the present time it is probably not necessary.

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

MR. EVALUARJUK: Mr. Chairman, I would support it. My reason is that a lot of Inuit people in the Northwest Territories did not understand the ordinance itself. I heard that this thing would be very expensive but a lot of the older Inuit people kept saying that the students are getting into a lot of trouble in school, like most of them are destroying their lives because of going to school in other places. We tell them they should not be away from us. In an area, they are there to study and now a lot more children are in the Northwest Territories too, but in the past there used to be few. We used to get in trouble too, but they are not away from us like everybody kept saying, the older people, that they are, because of going to school that they are being destroyed. I do not think about it that way. I would think that we should organize ourselves. Even if we run out of money, if you destroy a life, it seems worse to me. The money, if it is gone, you can earn it again. I want to support this motion that there should be a concern about the Inuit people more. Thank you.

THE CHAIRMAN (Mr. Stewart): Thank you. To the motion. Are you ready for the question or would you like to wind up, Mr. Pearson?

A Realization Of The Responsibility

MR. PEARSON: Mr. Chairman, I have listened to the comments of my colleagues. I am concerned and dismayed in some cases at the comments they have made. I wonder if they really fully realize the responsibility that is on their shoulders in the matter and in the area of education. We are dealing with a group of people who represent at least a quarter of the total population of the Northwest Territories, 11,000 or 12,000 or 14,000 people, a rather substantial number of people and, of course, we are not dealing with those who are not yet in school. If we think in terms of the future, as I am trying to do in this motion, we are talking about what could represent a figure of some 50 per cent of the total population of the Northwest Territories. As I have said and stated for the six or seven years I have been in Assembly, every session I have attended has dealt with this matter of education, this grave, serious problem.

We have heard every time economic development comes up of the problems found across the territories of finding people to take on responsibilities and community councils which need educated people to function and play a role in those councils. We see the need for the government to bring in literally hundreds of new southern Canadian civil servants into this country every year because the native people, the northern people are not taking on those responsibilities. It is growing at an alarming rate. It continues to grow.

Mr. Steen a few moments ago mentioned the shocking and dreadful cruel treatment that he received as a child in a hostel which sounded more like Auschwitz or some other concentration camp than a school hostel somewhere in the frozen North. God forbid that there are any more facilities such as that! At the same time he also stated the need today for discipline and I agree with him that there is a need today for discipline. It seems as though that is just one aspect of it but there is a need that has grown across the territories because of the inability it seems, the inability and the lack of willingness on the part of the education system to provide this kind of discipline.

The Present System Is Not Doing The Job.

We listened to Mr. Lafferty who again contradicted himself when he said the present system is not doing the job and therefore he will not support my motion. The reason for my motion is because the present system is not doing its job. You can not go on sticking your head in the sand. That is not going to do anything. These problems have got to be met face to face. We have to look at this thing and see what it has done. The schools are not turning out the products that we need. The schools are not turning out native people who have a conviction and a commitment to work and to take on a responsibility in the North, if they get that far. Usually they drop out at such an early age it does not really matter anyway. We are not educating the people of the North for northern service. We are not educating them so they are prepared even to live in the North.

I have before me a review of national policies for education prepared by the Organization for Economic Co-operation and Development, an international organization that includes many European countries and each of these groups examine each others economies and developments, expansions, standards of living and various other matters. It says about Canada: There is no over-all conception for the improvement of the education opportunities of native children and for their study and devoted realization. It goes on to say: It makes little sense that there are still far too few, about 15 per cent, native people. This does not deal just with the North, it deals with the whole of Canada. On the North it goes on to say: Native children suffer, as do handicapped children, from the splintering of responsibility for their education amongst sectors of government.

Speaker Searle obviously was discussing Yellowknife in his approach to education. Things are fine in Yellowknife but they sure as hell are not fine in Frobisher Bay, I will tell you that. Members of this Assembly travelled with the Commissioner through the regions, fortunately I suppose, for us in Baffin Island. The Commissioner came to the East, travelled to the communities with members of the Interpreter Corps, Members of the Assembly, spoke and discussed education in the communities as long as ten and 12 hours at a crack. Every single meeting there was a display of complete dissatisfaction and unhappiness with the education system, complete, 100 per cent. Hon. Dave Nickerson suggests, as did other Members, that we allow the thing to move along and allow a couple of years before the thing gets where we can really assess it but two years, three years -- how many more dropouts, two years, three years, how many more disillusioned kids?

No Funding For The New Approach

There is no funding whatsoever in the budget for the new approach, no funding whatsoever in the budget for the new approach. The elementary school at Frobisher Bay that has a responsibility for 400 kids and more has no money for cultural inclusion, no money, nothing. They have to go to the federal government and plead for cultural inclusion money and they got \$10,000. The amount of money that was in their budget for this year was spent in the first couple of months. They applied to the federal government, a territorial government school has to apply to a federal government board for a handout to teach Eskimo children some of their own language, some of their own culture. I would say that if we followed the approach of Hon. Dave Nickerson, that an inquiry such as this is unnecessary for a few years, I put it to you that it would be three or four years before something happened, before any inquiry ever took place, which means four years could be the length of a student's time in high school, an entire high school student's career. It is important, time goes very quickly and an examination is needed. The ordinance is there, the ordinance can be amended, there is no question about that, and no one has ever tried to convince me otherwise. The ordinance gives powers to certain individuals and certain people, certain communities provided they fit into the category. The ordinance gives vast discretionary powers to the director of Education, who is geographically remote from 99 per cent of the communities and schools he will be dealing with.

When you are talking about the areas we are talking about, if the ordinance is in effect, possibly right away someone will form a school board, but how many of the Eskimo communities will have such a luxury? Possibly Inuvik and Frobisher Bay, they are the only tax based municipalities that could have fully bona fide school boards. So, that effectively leaves 23 communities with the second rate or third level, second level or third level.

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

An Important Factor Of Life In The N.W.T.

MR. PEARSON: The other point is, and it has been stated here time and time again by this Assembly that important legislation should not be passed by this House until it is given complete examination by the people. This is already there, it is after the fact. Members have said, you have all said it, that you approve the principle that the Game Ordinance will go before the people, before it comes before this House, and be examined by them. Now, I urge you to support the motion so that we can have an inquiry into something which is more important than any single factor of life in the Northwest Territories.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Pearson. The question being called.

HON. ARNOLD McCALLUM: I would perhaps like to refute a couple of things and as far as me justifying my own existence, I would like to point out that all schools, all students, as far as cultural inclusion money is concerned, there is approximately \$350,000 for cultural inclusion moneys within schools and if the elementary school in Frobisher, Nakshuk, has 400 students that is approximately \$12,000, I am not sure of the exact number, but if there are 400 to 500 students in that school they would get \$12,000 to \$15,000 as it is with all schools. To say that they had no money for cultural inclusion is wrong. The other thing, the ordinance says very little to the director of Education giving him discretionary powers. There is one paragraph that says that the Executive Member may delegate to the director any or all of those particular powers.

Examiners' Results Of Education In The N.W.T.

The other thing is that Mr. Pearson alluded to the book prepared by the examiners under the OECD, Organization for Economic Co-operation and Development, and he was very correct in suggesting that in Canada, under the federal government, they spend a lot of money and have spent a lot of money. If he would go on and read from page 58 of that particular book, he would know that the examiners found that the one place where there were things going on, as regards education for natives in Canada, was in the Northwest Territories. I think it is the second paragraph in that book, the sentence beginning with "Examiners ..." and it is indicated that there were things going on and that was the one place where they saw any hope, where they were impressed with things going on regarding native education. I do not want to prolong the discussion, Mr. Chairman, but just to point out those particular things.

SOME HON. MEMBERS: The question.

THE CHAIRMAN (Mr. Stewart): The question being called. Mr. Pearson.

MR. PEARSON: I do not want to belabour the point and I will read exactly what it says, if I may, the sentence that Hon. Arnold McCallum is referring to and I am afraid he will find little support for this one around here. "The examiners were able to see some fine examples of vocational training and retraining in Fort Smith, Northwest Territories." Well, I can assure the Minister I do not think it is necessary -- that the views of the people of the Eastern Arctic when it comes to the facilities at Fort Smith do not quite jibe, but anyway, the question.

Motion To Establish Board Of Inquiry Into Education, Defeated

THE CHAIRMAN (Mr. Stewart): The question being called. Do you want me to read the motion? "I move that the Legislative Assembly recommend to the Commissioner that an inquiry into education be held and that members of the board of inquiry be approved by this Assembly." All those in favour of the motion? Opposed? The motion is defeated.

---Defeated

I direct your attention back to the main estimates.

HON. ARNOLD McCALLUM: I wonder if I may ...

MR. PEARSON: It is a sorry day for the Northwest Territories, Mr. Chairman, and I want that shown on the record, that the Assembly voted against this motion and I will no longer sit in this room today.

HON. ARNOLD McCALLUM: I wonder if I could go back to some of the questions that Mr. Evaluarjuk asked. I think he talked about Hall Beach and the teaching of kindergarten in that community. In regards to instruction with kindergarten classes, instruction in kindergarten may be done either by a qualified teacher or under the direction of a qualified teacher. Kindergarten classes at Hall Beach may be taught by a classroom assistant if it is the wish of that community and if it is such that there is difficulty we would only be too happy to have somebody in the community qualified to teach the children of the kindergarten classes in their own language. Again, under the ordinance that is the kind of thing that shall occur if the local education authorities so want it and that is the wish of the community.

THE CHAIRMAN (Mr. Stewart): Thank you. Back to page 12.01, Education, the main estimates. Any further comments of a general nature? There are no further comments. Hon. Peter Ernerk.

Student Accommodation

HON. PETER ERNERK: Mr. Chairman, one of the concerns I have, and I feel it is part of my responsibility, is to look at various accommodation facilities in the Northwest Territories for students who are taken out of their home communities and placed into various student hostels or residences.

Speaking for my own constituents, the people or the students who are often taken out of their communities are usually 15, 16 or 17 years of age and older. I wonder if the Honourable Minister could explain to this House the present policy which is followed by his department in terms of placing students into various accommodations or accommodation facilities, residences, private homes, etc.

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

HON. ARNOLD McCALLUM: Mr. Chairman, over the past four or five years, the number of students who have been taken from their home communities to attend school in other communities, and hence, live in residences has been cut by more than half. I would have to find out the exact number at this time that are in residences. However, there are some residences that we still have, that is the government, the department still operates. They are, of course, at Yellowknife, Akaitcho Hall; Inuvik and Frobisher Bay, various kinds of residences in connection with the vocational centre in Fort Smith, there is a small residence in Fort Good Hope, a group of small trailers, and Fort Liard and in Cambridge Bay.

To go along with reducing the number of students who would have to leave their homes to attend schools, is, of course, a reduction in the number of residences. The present policy is to extend the grade levels taught in the communities. In some areas where there were no schools in the past, there are now schools. In other areas where the schools went to grade three they have been extended and in some areas where the schools went to grades seven, eight or nine, the grades as well have been extended. I think this has been in response to the direction from this House and past territorial Councils, in reducing the number of students taken from their home communities and, as well, increasing the number of communities where higher grades are being taught. Our present policy is to continue that. However, there are demands made by various communities to provide residences in that community because of people leaving to go out on the land to do hunting or to pursue traditional lifestyles.

Community People Offering Accommodation

Where there is no hostel or residence available in a community, it is our hope, that is, the department's hope, that the people of the community who do not pursue a traditional way of life will take the students in for varying periods of time while the students' parents are out on the land.

There is a per diem allowance paid to those people who take in students and it varies with the communities. At the present time I believe it goes anywhere from five to eight dollars per day. We can not simply cut out all the residences because of the demands and the requests made by people in communities for that kind of facility. It would be very easy for us to say, "Fine, we will not have any hostels or student residences of any form" but the simple fact of the matter is that they are necessary to some degree because (a) some communities want them and, (b) we can not afford, at the present time, to extend high school grades or their equivalents in every community in the Northwest Territories.

THE CHAIRMAN (Mr. Stewart): Thank you. Any further comments of a general nature? Hon. Peter Ernerk.

HON. PETER ERNERK: Mr. Chairman, in other words, the department has a responsibility for providing local homes, for providing boarding homes, which is a better word, I guess, in the case of students who are attending residences in places like, let us take for example, Yellowknife. If for some reason a student is no longer able to live in the residence, then I take it that it is the department's responsibility to move this individual and place him in a private home?

HON. ARNOLD McCALLUM: Mr. Chairman, I am sorry if that came across in my explanation. The department does not provide boarding houses or private accommodation. The department will pay a per diem rate for people who board students in their home communities. There are three large high school residences in the territories at Frobisher Bay, Inuvik and in Yellowknife. If a student is dismissed from a hostel, we do not provide the private accommodation. We provide funding to a limited degree for people to take this person in or this student. In the case of the three large hostels it has been the practice for students to return to their home communities upon having been expelled from the large high school residence. If, however, there are extenuating circumstances in terms of the student wanting to finish a matriculating year, for example, grade 12, for a short period of time, there have been instances where we attempted to provide assistance in locating suitable alternative accommodation.

THE CHAIRMAN (Mr. Stewart): Thank you. Any further comments of a general nature? Mr. Pudluk.

Adult Education

MR. PUDLUK: Mr. Chairman, I would like to ask Hon. Arnold McCallum about the adult education. How far do you relate it to the adult education?

HON. ARNOLD McCALLUM: How far do we relate it?

MR. PUDLUK: Yes.

HON. ARNOLD McCALLUM: Mr. Chairman, does Mr. Pudluk mean in terms of years? In other words, who is eligible for adult education?

MR. PUDLUK: No.

THE CHAIRMAN (Mr. Stewart): Mr. Pudluk, could you rephrase the question?

MR. PUDLUK: First of all, I would like to say I was sorry I was not here when the ordinance was passed. The question I had at that time about the ordinance was for 1977-78. Since adult education is not included in this ordinance, where is the adult education for 1977-78? I believe there is a lot more to be added in relation to adult education.

HON. ARNOLD McCALLUM: Yes, Mr. Chairman. In the ordinance it talks specifically about vocational education. It identifies an adult educator. It indicates who is eligible to make application to enter into adult or vocational programs. What the department and the administration attempted to do in providing these sections within the ordinance was to leave it open enough so that a great number of people could avail themselves of a great number of different adult programs. It would be, in our estimation, too strict to list the various courses which would be offered to adult people. We would prefer to simply say who was eligible, that we support adult education, not only in regional centres, but in most communities. In point of fact, Mr. Chairman, there are a great number of adult courses now going on throughout the territories for which Education is not only responsible to provide the staff, but for which the students are paid the equivalent Manpower rates.

Basically, Mr. Chairman, we did not want to get too strict in dealing with vocational or adult education programs, but, rather, that where there was a need expressed by a community that adult education courses would be offered in that community by the Department of Education.

THE CHAIRMAN (Mr. Stewart): Thank you, Mr. Minister.

MR. PUDLUK: Mr. Chairman, on adult education, can adults follow through right from kindergarten?

Different Guidelines And Regulations For Adult Students.

HON. ARNOLD McCALLUM: Mr. Chairman, if Mr. Pudluk is talking about having adult students go to school or go to classes under the same guidelines or regulations as the in-school students do, no. Where they are in various residences we would hope to be able to prevail upon the adult students to be able to use their own good judgment not only in their conduct within the classes or even within a residence if, in fact, they are living in residence. We do not attempt to treat adults in the same manner as we would attempt to treat in-school age students as to their deportment or their conduct.

Capital - Activity 7070, Administration, Agreed.

THE CHAIRMAN (Mr. Stewart): Thank you. Any other comments of a general nature? I refer you then to page 12.02 of the main estimates, Education, administration, activity 7070, detail of capital and that is in the amount of \$15,000. Agreed?

---Agreed

Capital - Activity 7071, Schools

Page 12.03, Education, schools, activity 7071, detail of capital in the amount of \$4,954,000 shown on page 12.04. Before this is passed I wonder if Mr. Fraser could take the chair for a moment?

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

MR. STEWART: Mr. Chairman, I wonder if the Minister could advise me of the scheduling for the new schools in Hay River?

HON. ARNOLD McCALLUM: Mr. Chairman, the scheduling of school construction is a five year plan and I know that is nothing new to the Member from Hay River. He asked the same question a year ago in relation to Hay River. We within the department have a new school slated within a five year forecast but at the present time with the uncertainty of development within the North we feel the present facilities will look after the anticipated population in Hay River so that, Mr. Chairman, we do not have a new school scheduled for this coming year or within the next year. I would want to check to be more specific for the Member as to what year we in fact have that school slated.

THE CHAIRMAN (Mr. Fraser): Thank you, Hon. Arnold McCallum. When can you have an answer for him?

HON. ARNOLD McCALLUM: Mr. Chairman, the only school facility that we would hope to replace or want to replace at the present time under the present conditions would be the St. Paul's school in Hay River. We anticipate getting into design and feasibility studies in 1980 with the hope that we would be able to have construction within 1981. Should there be a requirement before that with our five year forecast as regards to new school construction, it would have to be altered if there is increased development or development goes ahead within the territories.

MR. STEWART: Mr. Chairman, it is a difficult decision to be made and I sympathize with the Minister. However, as you are fully aware, the St. Paul's school is in the centre of a highly industrialized area and this area is closing in on all sides. As a matter of fact, if the pipeline goes as projected, the present school will be probably in the middle of a railway line. I can not see that we can wait to get caught with our pipeline showing there without proper planning, at least in the planning stages to have a school ready to go as we know it takes a year for planning and probably a year for building. Surely with the situation the way it is at the present time the planning could be done prior to 1980.

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

Designing School Facilities

HON. ARNOLD McCALLUM: Mr. Chairman, planning of a kind does go on. In the construction of schools, we attempt to design facilities that would meet projected requirements. I realize full well and appreciate very much the comments of the Member from Hay River regarding that particular school. We are continually attempting to have designed for us, functional school buildings, and even more so today because of the increased costs associated with construction. I will assure the Member from Hay River that we are looking at plans of varying kinds for school construction and that if and when there is a decision made regarding development in the Northwest Territories and should it have any effect on Hay River and the facilities that are required there, we would be able to move in a manner and within a time limit to ensure that there would be proper educational facilities in Hay River.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Minister. Is there anything further, Mr. Stewart?

MR. STEWART: I appreciate what the Minister said and I am not disagreeing with the track record of Education in so far as getting schools, permanent type schools built, within a given time frame ...

HON. ARNOLD McCALLUM: If I could say before we get too far, Education does not build the schools and I can appreciate the track record of getting them finished.

MR. STEWART: You know what I am talking about but I need help from you to plan the thing now so that we are ready to go on with it. Anyway, I will go by way of motion for debate later on. Thank you.

THE CHAIRMAN (Mr. Fraser): Thank you, Mr. Stewart. Activity 7071.

Capital - Activity 7071, Schools, Agreed.

THE CHAIRMAN (Mr. Stewart): Activity 7071 in the amount of \$4,954,000. Is it agreed?

---Agreed

Capital - Activity 7072, Continuing And Special Education, Agreed.

On page 12.05, Education, capital, activity 7072 in the amount of \$83,000. Is it agreed?

---Agreed

Capital - Activity 7073, Adult Vocational Training Centre, Agreed.

Page 12.06, Education, detail of capital, activity 7073, Adult Vocational Training Centre, in the amount of \$1,832,000. Is it agreed?

---Agreed

Page 12.08.

HON. DAVE NICKERSON: What happened to page 12.07?

THE CHAIRMAN (Mr. Stewart): The total is on the other page, 12.08.

MR. STEEN: I would like to speak on this.

Capital - Activity 7075, Pupil Residences.

THE CHAIRMAN (Mr. Stewart): I will just call it. Page 12.07, Education, activity 7075, pupil residences, capital in the amount of \$29,000. Mr. Steen.

MR. STEEN: I would just like to ask the Honourable Member for Education, I see you have \$2000 for Fort McPherson settlement council, Fleming Hall, and below is another \$2000 Fort McPherson settlement council, Fleming Hall. Could you explain just what we are going to do with that \$4000? Is this \$2000 or \$4000?

THE CHAIRMAN (Mr. Stewart): Those were in the estimates of 1976-77 and the estimates for 1977-78 show no figures.

MR. STEEN: Was that for tearing down the hall?

HON. ARNOLD McCALLUM: Mr. Chairman, those were moneys that were spent within the community of Fort McPherson for the closing down. It was decided in the beginning that we would dismantle the building but upon request from the community, rather than dismantle the building it would be moth balled, parts of it, and other parts put to use by the community. So, this is money from last year. We are not contemplating spending any money this coming year.

MR. STEEN: I realize that but I understand that you are going to use part of this school for a hostel, am I correct? I thought I saw that some place and I see no money in here.

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

HON. ARNOLD McCALLUM: I am not aware of that, Mr. Chairman. I know there was a few months ago, in talking with Mr. Steen and people from Fort McPherson, they had asked if we would consider alternative methods of housing the students at Fort McPherson there but there has been no decision made about converting part of the existing residence or other particular buildings for this coming year.

MR. STEEN: So there is no plan then to house the students other than keeping them -- what are they doing now, are they keeping them in residents' homes?

HON. ARNOLD McCALLUM: I would expect that they are either finding short-term private accommodation with other people in the community, or the people of Fort McPherson are taking their children with them while they are on the land.

MR. STEEN: Thank you.

HON. ARNOLD McCALLUM: I think some of the older ones are still going to Inuvik.

MR. STEEN: While I have the floor, Mr. Chairman, could I ask the same question you asked? When are they going to build ...

THE CHAIRMAN (Mr. Stewart): Not if you are going to jeopardize my school, no.
Grade Ten In The Mackenzie Delta

MR. STEEN: When are they planning to bring grade ten into the school or up to grade 12 in the Mackenzie Delta? Are there any plans at all for that?

HON. ARNOLD McCALLUM: The entire question of the provision of extended grades in various communities is being looked at, but it is being looked at in view of the total offerings that could be made throughout the territories, as well as with a view to what can be done in constructing new high schools or schools that go beyond junior high school.

It would be the department's hope that we would be able to, in the larger communities, and certainly not in all communities, but in the larger communities to extend the grade levels to at least grade ten. Now, that is a proposal or a thought that the department is pursuing. Please let me emphasize that it has not, or is not as yet a policy but is something that we are thinking about and how best we can accomplish that.

MR. STEEN: I get burned every time I go through this and I would like to see you hurry it up.

HON. ARNOLD McCALLUM: I would agree with Mr. Steen, the problem being that it is not just all that easy to simply say, "Yes, we are going to put grade ten in the communities." We are concerned with the additional number of staff that would be required because in grade ten we would have to concern ourselves with what courses would be taught, and if all the courses on the grade ten curriculum, for credits, would be taught, the provision of adequate science laboratories and other particular specialized classes that would be there, or would have to be in the school. So, I am not trying to delay or defer the idea of putting these grades in the communities but I am trying to emphasize that it is not just a question of saying, "Fine, next year we will have grade ten in the larger communities." It is not that simple.

MR. STEEN: Thank you.

Capital - Activity 7075, Pupil Residences, Agreed

THE CHAIRMAN (Mr. Stewart): Thank you. Activity 7075, \$29,000. Is it agreed?

---Agreed

O And M - Activity 7070, Administration, Agreed

Education, operations and maintenance, page 12.09, activity 7070, administration in the amount of \$3,563,000. Is it agreed?

---Agreed

O And M - Activity 7071, Schools, Agreed

Activity 7071, schools, in the amount of \$24,000,000. Is it agreed?

---Agreed

O And M - Activity 7072, Continuing Education, Agreed

Activity 7072, continuing education, in the amount of \$3,179,000. Is it agreed?

---Agreed

O And M - Activity 7073, Adult Vocational Training Centre, Fort Smith, Agreed

Activity 7073, Adult Vocational Training Centre, Fort Smith, \$2,651,000. Is it agreed?

---Agreed

O And M - Activity 7075, Pupil Residences, Agreed

Activity 7075, pupil residences, \$2,296,000. Is it agreed?

---Agreed

The total Education budget, \$35,689,000. I direct your attention to page 12.13, the revenue, recoveries and transfer payments. I draw your attention to page 12.15, grants and contributions in the amount of \$1,036,000. This then concludes the estimates for Education.

Do you wish to at this time report progress or do you wish to complete the bill for third reading? To make sure I get all these totals right I might have to get together with the Deputy Commissioner. Could I get together for a moment? Possibly we could conclude this and it would not take too long.

---Agreed

MR. SPEAKER: Mr. Stewart.

Report of the Committee of the Whole of Bill 3-61, Appropriation Ordinance, 1977-78

MR. STEWART: Your committee has been studying Bill 3-61 and wishes to report progress at this time.

MR. SPEAKER: Are there any announcements? Hon. Peter Ernerk.

HON. PETER ERNERK: On a point of privilege. Last week when we started our session I developed a very swollen left ear. I went over to see the doctor, the ear, nose and throat doctor and he indicated to me that the kind of earphones we have are unfit for the ears. As a result of that I have been using an earphone with a little hook. I would like to inform the Members here that as a result of these earphones, although they are good, I have had a very swollen ear and I still have problems with my left ear. It seems I am not the only Member of this Legislature with a problem and whoever else has that problem, perhaps they could speak for themselves.

MR. SPEAKER: It shows you you have to be careful what you put in your ear.

HON. PETER ERNERK: What did you say?

---Laughter

MR. SPEAKER: Item 13, orders of the day.

ITEM NO. 13: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Remnant): Orders of the day, February 9, 1977, 9:00 o'clock a.m., at the Explorer Hotel.

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. First Reading of Bills: Bill 2-61
11. Second Reading of Bills: Bill 2-61
12. Consideration in Committee of the Whole of Bills and Other Matters: Bill 3-61, Bill 2-61, Bill 6-61, Bill 9-61, Bill 11-61, Motion 24-60, Recommendation to the Legislature 1-61, Sessional Paper 1-61, Territorial Government Policy as to Pricing Liquor, An Integrated Housing Policy for the Northwest Territories, Tabled Document 9-61
13. Orders of the Day

MR. SPEAKER: This House stands adjourned until 9:00 o'clock a.m., February 9, 1977, at the Explorer Hotel

---ADJOURNMENT

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