



**NORTHWEST TERRITORIES
LEGISLATIVE ASSEMBLY**

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HANSARD

FRIDAY, SEPTEMBER 18, 1992

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The Honourable Michael Ballantyne, Speaker

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MEMBERS PRESENT

Hon. Titus Allooloo, Hon. James Arvaluk, Hon. Michael Ballantyne, Hon. Nellie Cournoyea, Mr. Dent, Mr. Gargan, Hon. Stephen Kakfwi, Mr. Koe, Mr. Lewis, Mrs. Marie-Jewell, Mr. Ningark, Hon. John Pollard, Mr. Pudlat, Mr. Pudluk, Hon. Tony Whitford, Mr. Zoe

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Michael Ballantyne):

Good morning. I would like to recognize, in the gallery, Mr. Gary Bohnet, President, Metis Nation.

---Applause

Item 2, Ministers' statements. Item 3, Members' statements. Mr. Dent.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Arrival of G.N.W.T. In Yellowknife

MR. DENT:

Thank you, Mr. Speaker. Exactly 25 years ago today, approximately 35 members of the Government of the Northwest Territories headquarters staff, including the newly appointed Commissioner, Stuart M. Hodgson, arrived in Yellowknife from Ottawa.

The move north followed an announcement in January, 1967 by the Honourable Arthur Laing, Minister of Indian Affairs and Northern Development, that Yellowknife would become capital of the Northwest Territories on May 1, 1967.

Mr. Laing also announced that the territorial government would move here from Ottawa before the onset of winter. Mr. Speaker, on September 18, 1967, the government employees boarded a DC-7 aircraft in Ottawa. Travelling with them were a pet skunk and a budgie bird. A second charter plane carried a half a ton of paper per employee, a total of 46,800 pounds, and 11,500 pounds of books, records, reports and publications.

The red carpet was rolled out for their arrival in Yellowknife and approximately 1,000 people greeted the newly arrived government. Among the people gathered at the airport were residents of Fort Smith, Hay River, Inuvik and, of course, Yellowknife.

Commissioner Hodgson's first words were, "at last we are home." Mr. Speaker, with Canada celebrating our 125 anniversary, it is worthwhile marking this important event in the history of this government. The start of the move north, began on September 18, 1967. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 3, Members' statements. Mrs. Marie-Jewell.

Member's Statement On Bishop Paul Piche's Funeral

MRS. MARIE-JEWELL:

Thank you, Mr. Speaker. I rise today, Mr. Speaker, to thank Father Labat, Bernie Ouelette, and many other individuals in my constituency who worked hard to organize the funeral services for the late Bishop Piche.

The refreshments served were greatly appreciated and I want to thank my constituents who donated so generously. Mr. Speaker, there are so many people to thank. My colleagues, who travelled, including yourself, I also want to thank my colleagues in this House who allowed for changing of the sitting hours, so that we could partake in the services without disruption of business in the House.

Mr. Speaker, I would be remiss if I did not take the time to thank, Sister Sutherland, who spoke so eloquently about the late Bishop Piche. Sister Sutherland is currently writing the memoirs of Bishop Paul Piche. He allowed Sister Sutherland to open the first shelter in the Northwest Territories for abused women.

Mr. Speaker, which reminds me, the "Take Back the Night March" is on tonight in my constituency. I would like to take a moment to encourage my constituents to participate in this march. The purpose of the march is to enhance awareness, and to work towards zero violence against women, which I know the late Bishop Piche so strongly believed in.

Thank you.

---Applause

MR. SPEAKER:

Thank you, Mrs. Marie-Jewell. Item 3, Members' statements. Mr. Pudlat.

Member's Statement On Bishop Paul Piche's Funeral

MR. PUDLAT:

(Translation) Thank you, Mr. Speaker. Although I did not attend the funeral services, it was in my mind. I stand today, although I am not going to name any names, as I did not attend the O.M.C., because I had phone calls. The person who called me, I cannot remember his name, told me a person was medevaced down to a southern hospital from Sanikiluaq.

I am sorry that I cannot remember the person's name, but I know that they are going through hardship right now in the Sanikiluaq area. However, they will pull through in spite of the hard time they had stated to me. I know that this always comes to our life, Mr. Speaker, and I stand for this reason to state in the House. These hardships will come our way.

I also wanted to thank the people who attended the funeral, although, I was not there personally, they were in our thoughts.

Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Pudlat. Item 3, Members' statements. Mr. Lewis.

Member's Statement On Social Assistance Recipients Needing Employment

MR. LEWIS:

Thank you, Mr. Speaker. There is nothing in the proposed budget, and that is what we are dealing with in this session. It encourages me that this government recognizes the desperate state of

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many people in the Northwest Territories who see no economic future for themselves, other than continued dependence on government, Mr. Speaker, people need work. Work is created when there is investment. The climate for investment has to be created. The words in the budget, "that we are open

for business" are hollow words, unless they are accompanied by concrete actions.

There is nothing in this budget which tells the business community in what way the Northwest Territories is really open for business.

Ever since we chose Madam Premier as our leader, Mr. Speaker, I have been more and more convinced that we are continuing to fall into the trap, the only future we have in the Northwest Territories is oil and gas, and mining.

I represent a constituency in a mining community, Mr. Speaker. I am aware of the tremendous impact that mining has had on our economy. For the Northwest Territories, mining, oil and gas may provide some revenues for governments. It may make us richer as a government, but what does it do for the dignity of people, that want to see a future. Where work will continue from generation to generation, even after the renewable resources have gone.

Mr. Speaker, our government seems to believe that oil, gas, and mining is the only real option for us to have. That simply perpetuates the view that the federal government and provincial governments have had for a very long time now, that the north is just a huge warehouse of minerals which will continue to feed the south and meet metropolitan interests.

We should be more concerned with getting a balanced economy, where everybody in the Northwest Territories can see an economic future for themselves, not simply a bit more revenue for a government to provide services, which, I agree, everybody needs to have, but really does not provide dignity for people who know that they have work and that it is going to last a long time. Thank you.

MR. SPEAKER:

Thank you, Mr. Lewis. I would like to take this opportunity to recognize in the gallery, Mr. Rocky Simpson, the Deputy Mayor of Hay River. Item 3, Members' statements. Item 4, returns to oral questions. Item 5, oral questions. Mr. Pudlat.

ITEM 5: ORAL QUESTIONS

Question O818-12(2): Construction Of School In Cape Dorset

MR. PUDLAT:

(Translation) Thank you, Mr. Speaker. I stated a few days ago to the Minister of Education, and I will understand if he does not have a response today, of the concern in Cape Dorset, of the Sam Pudlat School regarding the additional five classrooms, the sixth would be the gymnasium. Would the Minister of Education have a response during this Legislative Assembly?

They are requesting the sixth room to be the gymnasium. The school is fairly new, the other school the Sam Pudlat school and want the additional classrooms to be added onto the school. Would the Minister have a response to this, concerning the school in the Cape Dorset? If he has a response during the Legislative Assembly, not necessarily today, I understand, but if he could inform the House during this sitting of the Legislative Assembly, it would be appreciated. Thank you, Mr. Speaker.

MR. SPEAKER:

Mr. Arvaluk.

Return To Question O818-12(2): Construction Of School In Cape Dorset

HON. JAMES ARVALUK:

(Translation) Thank you, Mr. Speaker. I have responded to Mr. Pudlat's questions with a letter, it has to be translated into Inuktitut. Mr. Pudlat will receive the translated letter today. Although the letter is not addressed to Mr. Pudlat, the letter was addressed to the school board yesterday. The letter has to be translated and Mr. Pudlat will receive it today. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 5, oral questions. Before I take your question, Mr. Koe, I would like to recognize in the gallery, Mr. Sam Inaksajak, the Chairman of the Pelly Bay Community Education Council.

---Applause

MR. SPEAKER:

Mr. Koe.

Question O819-12(2): Re-evaluation Of Family Allowance Payments

MR. KOE:

Mahsi, Mr. Speaker. The question is to the Minister of Finance. Yesterday, we heard news that a bill was passed by the Parliament of Canada eliminating family allowance payments. My question is, will the Minister be re-evaluating the Northwest Territories' budgets, especially the social envelope, in lieu of this event.

MR. SPEAKER:

Mr. Pollard.

Return To Question O819-12(2): Re-evaluation Of Family Allowance Payments

HON. JOHN POLLARD:

Mr. Speaker, we are evaluating, right now, the impact of the federal bill on people in the Northwest Territories. I do not think that it was a surprise, they had talked about it for some time and Members will note that in our budget we do have a tax credit system that will be in place next year. That tax credit system is adjustable with enough notice, Mr. Speaker, and we do have the ability to compensate people of lower income if they are adversely effected. So, we are actively considering it, Mr. Speaker, thank you.

MR. SPEAKER:

Item 5, oral questions. Mrs. Marie-Jewell.

Question O820-12(2): Audit Of Procedures In Tendering Contract

MRS. MARIE-JEWELL:

Thank you, Mr. Speaker. My question is, again, for the Minister of Finance. The Minister of Finance is aware of the numerous times that I have made reference to irregularities in the tendering and contracting procedures used at the Thebacha Campus of Arctic College. I think that in the interests of fiscal responsibilities, and efficient contract management the Minister of Finance should consider taking a direct role in the control of the college's contracting procedures. So, Mr. Speaker, I would like to ask the Minister if he would consider requesting his deputy to bring forward a request to the government's Audit Committee for an audit in respect to the procedures used on all Thebacha College's contracting, to be completed by the territorial Audit Bureau? Thank you.

MR. SPEAKER:

Mr. Pollard.

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Return To Question O820-12(2): Audit Of Procedures
In Tendering Contracts

HON. JOHN POLLARD:

Mr. Speaker, just yesterday afternoon the Minister of Education requested the Department of Finance look into the contracting situation at Arctic College. From that investigation will flow some information. I would assure the Member that the Minister of Education and myself are fully prepared to have an audit of Arctic College, if that is necessary. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 5, oral questions. Mr. Ningark.

Question O821-12(2): Cambridge Bay Education
Facility

MR. NINGARK:

Thank you, Mr. Speaker. My question is directed to the Minister responsible for Education. Mr. Speaker, yesterday, a concern was directed to me by the staff of the Kitikmeot Education Board regarding the proposed construction of a new school for Cambridge Bay. The question, Mr. Speaker, is what is the status of this new educational facility for Cambridge Bay? Thank you.

MR. SPEAKER:

Mr. Arvaluk.

HON. JAMES ARVALUK:

Thank you, Mr. Speaker. I will take that as notice and will report to the Member as soon as I have the status of that one. Thank you.

MR. SPEAKER:

The question has been taken as notice. Item 5, oral questions. Item 6, written questions. Item 7, returns to written questions. Item 8, replies to opening address. Item 9, petitions. Item 10, reports of standing and special committees. Item 11, reports of committees on the review of bills. Item 12, tabling of documents. Mr. Pollard.

ITEM 12: TABLING OF DOCUMENTS

HON. JOHN POLLARD:

Mr. Speaker, I would like to table the following document, tabled document 92-12(2), the Aurorales - Expo '92 Financial Statements, August 31, 1992, in English and Inuktitut.

MR. SPEAKER:

Item 12, tabling of documents. Item 13, notices of motion. Mr. Kakfwi.

ITEM 13: NOTICES OF MOTION

Motion 34-12(2): Tabled Document "The Justice House" Report Of The Special Advisor On Gender Equality

HON. STEPHEN KAKFWI:

Mr. Speaker, I give notice that on Monday, September 21, 1992 I shall move that tabled document 70-12(2) titled "The Justice House" Report of the Special Advisor on Gender Equality be moved into the committee of the whole for discussion.

MR. SPEAKER:

Item 13, notices of motion. Item 14, notices of motions for first reading of bills. Item 15, motions. Item 16, first reading of bills. Item 17, second reading of bills. Item 18, consideration in committee of the whole of bills and other matters: tabled document 9-12(2) Strength at Two Levels; tabled document 10-12(2), Reshaping Northern Government; tabled document 62-12(2), Report on the Northwest Territories Operations at Expo '92 as at May 31, 1992; motion 6, Discussion on Sobriety Clause in Contribution Agreements; committee report 10-12(2), Special Committee on Constitutional Reform Report on the Multilateral Conferences on the Constitution; committee report 17-12(2), Report on the Review of the 1992-93 Main Estimates; committee report 18-12(2), Multilateral Meetings on the Constitution and First Ministers' -Aboriginal Leaders' Conference on the Constitution; Bill 9, the Insurance Act; Bill 31, an Act to Amend to the Student Financial Assistance Act; Bill 33, Appropriation Act No. 2, 1992-93; Minister's statement 82-12(2), Update on National Constitutional Reform Negotiations; Mr. Ningark in the Chair.

ITEM 18: CONSIDERATION IN COMMITTEE OF
THE WHOLE OF BILLS AND OTHER MATTERS

CHAIRMAN (Mr. Ningark):

The committee will now come to order. We stood down committee report 17-12(2), and Bill 33. What is the wish of the committee? Mr. Dent.

MR. DENT:

Mr. Chairman, I would like to recommend that we continue discussion on those documents today.

CHAIRMAN (Mr. Ningark):

Is the committee agreed? Thank you. We were in the Department of Education. We were discussing the matter. Minister of Education, would you like to bring the witness in?

HON. JAMES ARVALUK:

Thank you, Mr. Speaker. Yes, please, my witnesses are on their way, and will probably be here within three minutes. I would request that since we have no presentation, that we continue with the answers and questions, general comments, etc., that is where we left off, I think. I would request your permission to take a short break, five minutes, until they get here. Thank you.

CHAIRMAN (Mr. Ningark):

Mr. Minister, your wish is my command. We will take a break. Fifteen minutes. Thank you.

---SHORT BREAK

CHAIRMAN (Mr. Ningark):

The committee will now come to order. We are discussing the Department of Education, and Mr. Minister would you like to bring in your witnesses, please?

Department of Education

HON. JAMES ARVALUK:

(Translation) Yes, Mr. Chairman. The witnesses are here, and they are available now.

CHAIRMAN (Mr. Ningark):

(Translation) Yes, Mr. Minister. You may go ahead. Honourable Mr. Arvaluk, would you like to introduce your witnesses please?

HON. JAMES ARVALUK:

(Translation) Thank you, Mr. Chairman. To my right, Mr. Hal Gerein, Deputy Minister of Education, and to my right, Paul Devitt, Director of Finance. Thank you.

CHAIRMAN (Mr. Ningark):

(Translation) Thank you, Mr. Minister. To the Department of Education, general comments.

CHAIRMAN (Mr. Ningark):

To the Department of Education, are there any general comments? Mr. Gargan. Mr. Zoe.

MR. ZOE:

Mahsi, Mr. Chairman. Mr. Chairman, the Minister of Education said in presenting the main estimates for the Department of Education that he recognizes the importance of reshaping our education system in a broad way. The Minister has a large task ahead of him. The education system right now is not meeting the needs of our people in the Northwest Territories. There are some very basic and fundamental failures. I share the view of the Minister that the government needs the input and advice of ordinary Members in the communities. I hope the direction that we will provide will be considered carefully by his department. Mr. Chairman, I do not intend to take up a great deal of time in my comments to talk about English language in the education system, but there are a number of issues that are of great concern to

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me, and I must raise them. I have raised them before, and they still have not been addressed adequately. For instance, Mr. Chairman, in regard to adult literacy, I have expressed my concern in the House that there is not enough focus in the government for improving adult literacy rates. The government funds some programs, but are they working? In October of 1990, the literacy strategy was tabled in the House by the Department of Education. At that time, the Northwest Territories had the highest rate of illiteracy in Canada, and 44 percent of the people in the N.W.T. over 15 years old had less than a grade ten education. The strategy promised that it would have an immediate impact on individual literacy levels, and a long term impact on the N.W.T. literacy rate. Mr. Chairman, I would like to know if the government strategy has had a positive impact. It is not enough to say, we are spending money on programs and assume we are solving the problem. We need to know if the programs are working, and

they must be working in all communities, both large and small.

If the people of the Northwest Territories are going to be able to take on more challenges, to assume more areas of responsibility from the federal government, and to take the responsibility at the community level for design and delivery of programs and services, we have to be able to read and write.

According to the main estimates, there is an increased emphasis on aboriginal languages, and literacy. I support this emphasis, Mr. Chairman, because it is necessary to the preservation of aboriginal culture, our way of life. I am not convinced that we are not simply throwing money at the problem, hoping that it will go away.

What effect these programs have had, I am not too sure yet, Mr. Chairman. Are people aware of the Aboriginal Languages Literacy Programs in the small communities? I am not too sure that we are conveying that to the communities either. Are the programs accessible? What efforts are being made to reach the people in their languages? How many people are learning to read and write the aboriginal languages?

Mr. Chairman, we need appropriate evaluation procedures for these programs, so that we can make sure that they are effective, sufficient, and economically feasible. Mr. Chairman, I am sure that the honourable Members of this House are deeply concerned at the low graduation rates in the territories. We have an extremely high drop out rate. There is no easy answer to this problem.

The government identified this as a priority, when they presented their employment development strategy in 1990. How much has been accomplished since then? What results can the government present from its strategy?

However, Mr. Chairman, I do think that one goal we must work towards in order to develop an effective northern education system, is the presence of more aboriginal teachers within the schools. There have recently been projects by divisional boards of education, the department, and Arctic College to provide teacher training within the communities.

I congratulate all the players for what is turning out to be a successful and innovative program, that is attracting interest internationally.

One of these projects recently concluded in one of my communities, Mr. Chairman, in Rae-Edzo. I understand that one is scheduled to begin next fall in my other community of Lac La Martre.

The community project in Rae-Edzo was very successful. Listening to the Minister's opening remarks, I did not hear any outline of the department's plan to continue on this path. The department's overview refers to the current projects in the Keewatin and South Slave regions. What are the department's long term plans? The training of more aboriginal teachers must be a crucial component of any comprehensive strategy to improve our education system.

Mr. Chairman, another area that must be reviewed by the Department of Education, is the level of funding that is provided for special needs education. I agree, and this was a major concern of mine when I was a member of the education council for my own community of Rae-Edzo. I know that the Minister said a few days ago that the level of funding for special needs education must be increased to meet projected increases in enrolment, but Mr. Chairman, even at last years' enrolment levels, funding was not adequate.

For 1992-93, the Dogrib Divisional Board has had cut positions used to support special needs students in North Slave schools, because of loss of income that the board used to receive from interest earned on quarterly contribution payments.

Much of this money was used for special needs students, but now it is gone. It is not really correct to speak of increasing the services when more funding is needed, just to put the board back to where it used to be.

Mr. Chairman, I am pleased, also, to see that the department intends to bring forward a directive on student bussing. I would support bussing being included in the funding formula. The Minister is aware that I do not feel that the department has been consistent in this area. I remember that the responses that I received from the past Minister on February 25, to my questions on the bussing policy, were that additional funding would be required to implement consistent guidelines.

I would like to know if the Minister does plan to provide adequate funding for student bussing? This is really a safety issue and I do not think that it is an area that the department can risk ignoring.

Mr. Chairman, I look forward to seeing the Department of Education's strategy, that they have been talking about. The recommendation of our Standing Committee on Finance, that it be completed by October, 1993, is a reasonable one.

Quality education has to be a priority of this government. This is the key to the success of northern people. Mr. Chairman, these are some of the points that I wanted to raise. Before I conclude, I want to raise another issue, or put the department on notice, that the Dogrib region is in a process of developing a comprehensive industrial strategy for the whole region. One of the key components of this industrial strategy, will involve manpower planning. We expect to work cooperatively with your department.

In short, Mr. Chairman, at some point in the near future, our region will be approaching the Department of Education for assistance in terms of training, and development of our regional workforce. When we do approach the department, we will be seeking their assistance from their own resource person to share some of the data that they have in regards to the labour market, etc.

This is part of what my region wants to do, develop a comprehensive industrial strategy. They will be knocking on your door. This is just to advise the department that we are looking forward to working with them cooperatively. Mr. Chairman, these are

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the points that I wanted to raise with the Department of Education.

Another area, before I conclude, Mr. Chairman, I wanted to touch on, is in the area of a program that the department has been offering.

It is in regard to the Northern Leaders' Training Program. I understand that the department is eliminating funding for this important program. Mr. Chairman, as the House knows, in my Member's statement, I indicated that the Dogrib region is pursuing regional land claims. When our claim is completed in the next year or two, it is of tremendous importance that we have people trained in the management and administration of land claims.

This program that we had in place, I do not see it in the current budget. My understanding from going through the documents is that they are eliminating this

program totally and I disagree with the department for doing that. I think that it is important that we continue on with funding this program. There are other regions that may be pursuing regional land claims and we have got to have people in place to undertake this type of work for us and if we start eliminating this program now, we will not have anybody in place.

So far, there have been three main people that have been pursuing regional land claims, the T.F.N., Gwich'in, Sahtu and now the Dogrib are in pursuing that route. It may be that the other two regions, the Deh Cho and the South Slave, may also be going that route. So, I think that it is premature for the department to eliminate funding for this important program where we will train to have proper people in place when we conclude our claims.

I think that the department is going in the wrong direction by eliminating this particular important program. Mr. Chairman, those were some of the points that I wanted to raise with the Department of Education at this time. Mahsi.

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Zoe. Mr. Minister, the Honourable James Arvaluk.

HON. JAMES ARVALUK:

Thank you, Mr. Chairman. Certainly there is no disagreement with some of the ideas and comments that Mr. Zoe has brought up. I also recognize that there has been very poor education planning since it started way back when. Most of it has been processed in a system that was introduced, as a carbon copy of other jurisdictions. In fact, a lot of it was imported directly as to how the missionary education program worked through the federal policy.

I suppose that it was a rather rough road when the northerners themselves, especially aboriginal citizens, decided to have culturally-based, or cultural inclusion as a part of the school system. I do not believe though, that has led to illiteracy of adults, people today. It is more like introducing an education system without proper planning and giving the citizens of the aboriginal people direct participation right from the beginning in terms of planning, administration, and curriculum development.

The Adult Education Program and the cultural department, which we will be touching on later, recognizes that it needs a better monitoring system so

that we will know what positive impact it has, how much impact it has. Are they learning to read, to write, to tell stories? Are they becoming more literate in terms of oral communication, or in fact, is literacy in reading not necessarily books, but also communicating with their children, etc.?

We have this pride of participating in the literacy projects but we have no real monitoring projects to find out exactly what positive effects it has on the adult population. I think that the government is not denying that there is a very low number of high school graduates who have entered into the education system or school system. That is rather complex. It has a lot to do with both the Education Department, educators, and the society itself.

Maybe some of us expect that we did not have good enough counselling programs in the school when the students are in the grade five or grade six level, and also when they reach grade nine. We presumed that they would, naturally, go to school until they reached grade 12. For some funny reason we have not recognized that the dropout rate was not acceptable to any society, even an educationally-developing society like the N.W.T.

We are now finally in the last ten years trying to tackle that problem of how to manage our education system. Not too much in the curriculum development because that is being initiated by the divisional boards, not so much on teachers' attitudes, but rather to help students who are in the school who may consider different ways of dropping out of school. We have not tackled their individual problems as effectively as we should have done.

We have introduced counselling programs in most of the schools, but is that enough? We are now trying to involve the parents and the society to participate in the school system especially with the encouragement of the students to stay in school, but should we, as a department, also create a system where more help can be given to the students who may be considering, or having a hard time in school.

These are the questions that we will have to address, and we have not yet fully addressed them. I have no disagreement, whatsoever, on the policy on education, or creating a policy on education that reflects the society in the north. Although, it will be a complex type of policy because even in the Northwest Territories, there are different segments of society. Not just in the western Arctic and eastern Arctic, but also in the smaller regions such as Inuvialuit, Sahtu,

South Slave and even in the eastern Arctic the different societies of Keewatin, North and South Baffin. So, the policy will have to reflect those societies' attitudes, determinations or objectives. That type of creation of policy, introduction of policy, or development of a policy, will require everyone's input into that. That is why the Department of Education is seeking advice and recommendation from different divisional boards, and the communities.

In terms of special needs, we recognize that we have been using the national average in determining the level of funding. When we had very selective community research work done on that, we immediately found out that the requirements for special needs is much higher than the national average, yet, under these financial restraints, it is very hard to address that. That will require action from the Legislative Assembly.

In terms of bussing, we know that is a problem, but when the bussing policy was introduced, and the criteria for funding in 1988 or 1989, the funding formula was not adequately addressed. We give approximately \$1.5 million to divisional boards of the N.W.T. for bussing purposes, but they are still on an ad hoc or needy basis, and this area, too, will have to be reviewed. How we will be able to pay for it is another question. It is very hard to deal with that because bussing is also important, but it is not as critical as other areas of financial requirements of the school system.

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In the area of the Teacher Education Program, I think we have been addressing that fairly quickly. We have been going more slowly on this, not so much because there is a lack of aboriginal peoples deciding to become teachers, rather, because there has been a lack of funding in that one. Although we have 25 percent aboriginal teachers now in the N.W.T., we are still committed very much to have 50 percent aboriginal teachers by the year 2000. Certainly, in the next three years that I am allowed to sit in the House, I will work very hard in achieving that, at least beyond 25 percent with a target of 50 percent by the year 2000. That would require a very, very strong decision on the part of the Legislative Assembly in financing it. Also, setting up a system, because not all the regions or divisional board regions, are the same in terms of their requirements. For example, in the eastern Arctic, it was not very hard, because they were already strong in their aboriginal languages. In certain areas, such as the Beaufort Delta, those

potential teachers, or the potential students on top, might have lost some of their languages, and may require special training, or at least refreshment courses on their languages, if that is required. So, it will take an imaginative approach to developing a criteria, or system, into the Teacher Education Program.

In terms of the comprehensive strategy that Mr. Zoe is recommending, to form a partnership, or in terms of planning and implementation, to developing a regional workforce in certain areas, and create a labour market in the regions, I am thrilled by this. I would really like to give a welcome to individual groups. In fact, we had a meeting with the Gwich'in Tribal Council last night or yesterday afternoon, it was an intriguing discussion, and as long as we have tea and coffee, we will keep that hot, Mr. Chairman, because we are very much interested in that.

However, in terms of the Northern Leaders' Program that was introduced in the 11th Assembly, we have reviewed this request seriously, and we were very reluctant to remove it.

We have convinced the F.M.B. that there is a need for and, a very, very high demand for student financial assistance in the regular post-secondary or Arctic College. We have approximately, close to, 500 aboriginal post-secondary students and, 610 aboriginal students that we have to finance. The student financial assistance is for 580 non-aboriginal people, so I guess we are saying, in the real terms, the Northern Leaders' Program is very expensive, and there is a waiting list for other student assistance requirements. We felt that we could enrol two on the student financial assistance for the price of one on the Northern Leaders' Program. So, we are averaging about \$20,000 or \$18,000 per student on the Student Financial Assistance Program. We tried our best, but under these times of financial restraint, we cannot really afford to have a high cost per student education program. That is why we have been reluctant, but have to take this very difficult decision, to eliminate the Northern Leaders' Program, and increase financial assistance for regular post-secondary students. So, we try to multiply the productivity in that area. There is no disagreement on Mr. Zoe's statements, however, can we afford it? That is the question. Can we afford it in the next two years? The very, very important question, why are there any budget cuts in education, when it is such a high priority? I ask that question too. I think everyone in the Arctic has asked that, but we have no more an exceptional department than anyone else, we are simply a part of a

department that was asked to cut back to balance the budget, two years from now.

We abide by it, and we agree with it, in order to look at the bigger picture. We had to make some cuts. Mr. Chairman, I will stop now, because we could have this dialogue going, I have no disagreements with Mr. Zoe's statements. Thank you.

CHAIRMAN (Mr. Ningark):

Thank you, I am sure you will survive the next three years, we will get to see the year 2000. Thank you, Mr. Minister. Mr. Zoe.

MR. ZOE:

To follow up on the Minister's comments, Mr. Chairman, the Minister has tried to respond to the remarks that I made. He did not really answer me in terms of what the department's plans are in regards to Teacher Education Programs. Particularly the one that is attracting international interest, like the one that they had in Rae-Edzo.

In the Minister's opening remarks, as I indicated in my statement, he did not outline anything in the department's plan to continue with this program in the near future. Does the department have a long term plan in this area? That is my first question.

The other area that the Minister did not really touch on, is in regards to bussing. With regards to bussing, the department has said that they would be requiring additional funding to implement the whole thing, based on the guidelines that are within the policy. The Minister did not really indicate what the department is doing in that regard.

Getting back to the Northern Leaders' Program, if the department is going to eliminate this funding, what alternatives has the department looked at to cover the intent of this program? The intent of the program was to train people in the management and administration of land claims. What alternatives is the department going to pursue if they are going to eliminate the funding for this program?

CHAIRMAN (Mr. Ningark):

Thank you, Mr. Zoe. Mr. Minister, you have a strategy in place? Mr. Minister.

HON. JAMES ARVALUK:

Thank you, Mr. Chairman. In terms of the Teacher Education Program for the Rae-Edzo area, yes, we are encouraged by the results of what has come out of the T.E.P. program, including C.T.E.P. We are currently reviewing it now as to the successes, or what we can improve. Was the quality good enough to call these teachers? Was there any complaints in terms of quality standards, since these C.T.E.P. students have been teaching, and in what area?

We are doing the review now. Our target is to get the report done, and our own recommendation as to where we will go from there is by December of this year.

We are not slowing down on funding those C.T.E.P. programs. We are not stopping anything. Anything that is going on, will go on. We are not going to say let us stop this for now, until we find out. We are not doing that. We are continuing the process, and reviewing at the same time.

In the area of the Northern Leaders' Program, I am having a very hard time at the exact directive that was given. Was it for land claims, or is it for those who needed extra financial assistance beyond student loans or grants, to become potential leaders? I did not find that anywhere. What it does to me, is to eliminate, or at least minimize, the potential hardship for these students, if they were on salary they would feel more comfortable. Under the present Student Financial Assistance Programs, the options are still completely open. They can still take post-secondary education under student financial assistance, even if they are potential leaders under the land claims, or under the economic development, or under the social programs, or aboriginal experts. The university courses which we fund the students under the student financial assistance, are still completely available.

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The only difference is that the leadership program is much more expensive on a per capita basis, whereas, we could put more post-secondary students under student financial assistance.

CHAIRMAN (Mr. Ningark):

We seem to be losing some Members in this House. Mr. Zoe.

MR. ZOE:

Mr. Chairman, in regards to the Northern Leaders' Program, it was important, there were an elite group

of people who had to go through a certain process in order to be recommended from the regions. I understand that there is a problem with money currently within the government, that is why they are eliminating it.

That is not the point that I am trying to make. The point that I am trying to make is that, the intent of the program is specific to train people in the management and administration of land claims. The government has given special attention to this group of people so that we can be ready when claims are settled, and have appropriate people in place.

The process that was in place, it was hard to even get on to this program. You had to go through your regional councils, and the whole region had to make a recommendation to the department, to even get accepted. It is only an elite group of people that were eligible for this program. The region is the one that decided who would be the most capable, and the most likely to be a successful person to finish this program, somebody who would come back to the region and work in the region in the area of claims. That was the intent of this whole program. Now if the department is going to eliminate this program, what alternative is there to further their education in the area of claims?

I realize that we have the normal student financial assistance and so forth, but has the department considered giving them special attention or special consideration, or had the department even considered that when they were looking at eliminating this particular program? It is critical, in particular for my region at this point, because we are pursuing regional claims and we have to have people in place.

We have got to start training people now so that we do have adequate people when we do settle our claims. As I indicated, other regions may be pursuing claims and they have got to have their people in place. So, the fact that you are eliminating this program because of money does not jive with me. The amount of money that we were spending on this particular program was benefitting everyone.

I think if the Minister is going to eliminate it this year, you had better start thinking about doing something for those students that we want trained in the area of claims. I certainly am not supporting the department eliminating this Northern Leaders' Program. It has been successful so far, and I am sure that my other colleagues would agree with me.

Another point that I raised, Mr. Chairman, in regards to the Teacher Education Program is that the Minister is indicating that they are going ahead with what has been happening over a number of years, but it has been on a year to year basis. What I had asked of the Minister or of the department, is does the department have long term plans in regard to the Teacher Education Program?

You are doing it on a year to year basis, and I did not hear the Minister saying that, yes, we do have long term plans in regard to this particular program. He has indicated that it is ongoing, but it is on a year to year basis. I want to see a long term plan, and he has not addressed my question that I have raised. Mahsi.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Minister.

HON. JAMES ARVALUK:

Mahsi, Mr. Chairman. I am having a very hard time with the northern leaders system since I have looked everywhere since I have gone into this department because I was very, very intrigued by this program that the government has introduced. What beautiful courses or high standards, different from regular post-secondary, if the North American university is not good enough, are they being sent to Harvard or something like that? I cannot find out anywhere that they are making post-secondary education any different for students who are being funded under the regular Student Financial Assistance Program.

The only thing that I have found out so far, is that they live a little bit better than regular students who are not elitists. I do not know if we want to create that in the north on purpose. That is why, in terms of courses, the requirement for higher standard books, any of those things, the government has not been able to tell me.

I cannot convince or justify the Financial Management Board for continuing the leaders program, because I cannot see any differences in courses that they would be taking, other than the regular students that we send out under the financial assistance program. I think that what will have to happen, that is if we were wrong, and they were taking special courses that cannot be offered or the courses that they were taking were more expensive than the regular students in post-secondary education, then we will have to be told that or at least, it should be given to us so that

financing for this kind of thing can be justified for the Financial Management Board and to the House.

What we are doing in this case is eliminating it, we are increasing the potential number of regular students because it is the same amount of money that the government allocates under the appropriation. If we eliminate that, we would then be able to increase the number of students that would be going to post-secondary school which is quite a bit cheaper.

In terms of C.T.E.P. programs, because we have an objective to increase 25 percent of the C.T.E.P. graduates to 50 percent of the total teaching personnel in the N.W.T. by the year 2000, then that is why we are reviewing this program so that we can get to that objective by the year 2000, successfully. That is the long term plan. We cannot really have solid long term objectives without reviewing it, looking at it, and seeing what a better success rate we can have to reach our goal. Thank you, Mr. Speaker.

CHAIRMAN (Mr. Ningark):

Thank you. Mr. Pollard.

HON. JOHN POLLARD:

Mr. Chairman, there has been an accident at Giant Mines. We would move that we report progress and go into caucus. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Ningark):

Thank you. The motion is in order. It is not debateable. I do not have a quorum, I need a quorum to vote on this motion.

The motion to report progress is not debatable. All those in favour? All those opposed? Motion is carried.

---Carried

I would like to thank the witnesses at this time.

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MR. SPEAKER:

Item 19, report of the committee of the whole. Mr. Chairman.

ITEM 19: REPORT OF COMMITTEE OF THE WHOLE

CHAIRMAN (Mr. Ningark):

Mr. Speaker, the committee has been considering Bill 33 and committee report 17-12(2), and wish to report progress. Mr. Speaker, I move that the report of chairman of the committee of the whole be concurred with.

MR. SPEAKER:

Mr. Chairman, is there a seconder? Mr. Zoe. Motion is in order. All those in favour? All those opposed? Motion is carried.

---Carried

We will take a short recess at this time. I would like to make a short statement on behalf of the Legislative Assembly. Because of a grave accident at Royal Oak Mines, I would like to say that the Legislative Assembly of the Northwest Territories is shutting down today, and will not be resuming session until Monday. Item 20, third reading of bills. Item 21, Mr. Clerk, orders of the day.

ITEM 21: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Speaker, meetings for Monday morning at 9:00 a.m. of the Standing Committee on Public Accounts, and at 10:30 of the Ordinary Members' Caucus. Orders of the day for Monday, September 21, 1992:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Oral Questions
6. Written Questions
7. Returns to Written Questions
8. Replies to Opening Address
9. Petitions
10. Reports of Standing and Special Committees
11. Reports of Committees on the Review of Bills
12. Tabling of Documents

13. Notices of Motion
14. Notices of Motions for First Reading of Bills
15. Motions
- Motion 34
16. First Reading of Bills
17. Second Reading of Bills
18. Consideration in Committee of the Whole of Bills and

Other Matters

- Tabled Document 9-12(2)
- Tabled Document 10-12(2)
- Tabled Document 62-12(2)
- Motion 6
- Committee Report 10-12(2)
- Committee Report 17-12(2)
- Committee Report 18-12(2)
- Bill 9
- Bill 31
- Bill 33
- Minister's Statement 82-12(2)

19. Report of Committee of the Whole
20. Third Reading of Bills
21. Orders of the Day

MR. SPEAKER:

Thank you, Mr. Clerk. This House stands adjourned until 1:30 p.m. Monday, September 21, 1992.

---ADJOURNMENT