



**NORTHWEST TERRITORIES
LEGISLATIVE ASSEMBLY**

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Day 45

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The Honourable Samuel Gargan, Speaker

THURSDAY, DECEMBER 14, 1995

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MEMBERS PRESENT

Hon. Jim Antoine, Hon. Goo Arlooktoo, Mr. Barnabas, Hon. Charles Dent, Mr. Enuaraq, Mr. Erasmus, Mr. Evaloarjuk, Hon. Samuel Gargan, Mrs. Groenewegen, Mr. Henry, Hon. Stephen Kakfwi, Mr. Krutko, Mr. Miltenberger, Hon. Don Morin, Mr. Ningark, Hon. Kelvin Ng, Mr. O'Brien, Mr. Ootes, Mr. Picco, Mr. Rabesca, Mr. Roland, Mr. Steen, Hon. Manitok Thompson, Hon. John Todd

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Samuel Gargan):

Thank you, Mr. Enuaraq. Good afternoon. Orders of the day, item 2, Ministers' statements. Mr. Premier.

HON. DON MORIN:

Thank you, Mr. Speaker. There are a number of important statements prepared and ready for delivery, including reports from Ministers on recent meetings with their federal and provincial counterparts. Since the session will likely conclude today, I would like to request the indulgence of the House and seek unanimous consent to waive Rule 34(6) which specifies a 20-minute time-limit for Ministers' statements so that all statements can be given before the session prorogues. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. The Premier is seeking unanimous consent to waive Rule 34(6). Do we have any nays? There are no nays. Proceed, Mr. Premier. Item 2, Ministers' statements. Mr. Todd.

ITEM 2: MINISTERS' STATEMENTS

Minister's Statement 4-13(1): GNWT Fiscal Situation

HON. JOHN TODD:

Mr. Speaker, yesterday the Premier spoke about the challenges faced by the 13th Legislative Assembly and about how this Legislature intends to meet these challenges. My purpose in speaking today is to elaborate on some of the fiscal challenges outlined by the Premier. I have just returned from the Finance

Ministers' conference in Ottawa. It was obvious during our discussions that the federal deficit reduction agenda is once again coming to the forefront. The federal Minister was quite clear that the federal government intends to meet its deficit reduction targets. Unfortunately, we have little clarity concerning federal plans and their potential impact on the NWT until the federal budget comes down in February. What these national developments emphasize is the need to address our current financial problems and achieve a balanced budget as early in our term as possible. Although there are no quick fixes to our fiscal situation, the problem is manageable and our goal of a balanced budget can and will be reached. However, to do this we must take the time to develop a comprehensive recovery plan based on fair and quality decisions.

Mr. Speaker, later today I will be tabling the Interim Financial Report for the year ended March 31, 1995. The report will show that we closed the last fiscal year with a \$26 million deficit. This represents two per cent of our total revenues of just over \$1.2 billion. This took us to an accumulated deficit of \$12 million. For the current fiscal year, our revised forecast is for a deficit of \$30 million, due in large part to higher social program costs than budgeted for. This will increase our accumulated deficit to \$42 million. Under normal circumstances, this level of deficit could be eliminated with only moderate spending reductions.

However, in the last federal budget a five per cent reduction to our 1996-97 formula funding revenue was announced. This translates into a \$60 million decline in our revenues for next year. When coupled with the increased spending required to meet the relentless growth in our social programs, the financial shortfall for next year could climb to over \$100 million, Mr. Speaker. Unchecked, the deficit would soon compromise our ability to respond to the needs of our residents. But, Mr. Speaker, we will manage the looming deficit; we will not let it manage us.

Avoiding a major deficit next year will not be

easy. There are no quick and easy solutions. As our social spending indicates, many of our residents depend on government support. As our unemployment statistics show, the jobs are simply not there in the smaller communities to allow people to become more self-sufficient overnight. Although we must improve education and training levels and support job creation, these are long-term solutions. In the meantime, we cannot abandon support to those most in need.

Our new Legislative Assembly has taken major steps to prepare itself, to plan for and make the difficult choices that will be necessary. The new standing committee structure, the significant measures to improve communication and cooperation between ordinary Members and Cabinet, the adoption of a multi-year planning process and the commitment to a more open and consultative approach with the public will position us to develop and implement a quality plan that will have the support of the large majority of NWT residents. But we must take the time to allow these new approaches to work to find opportunities to do things in better ways and to develop this plan.

Let me, Mr. Speaker, give you an example. In the Premier's statement, he talked about empowering communities to have more control over decisions that affect them. With this goal in mind, we need to discuss, among many other ideas, whether title to all government infrastructure used to deliver

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community-based programs should be transferred to each community.

We need to discuss whether the community should take over full operating and maintenance authority for this infrastructure, whether all communities should have access to block funding for construction and maintenance, and whether communities need more authority and flexibility to raise revenues and finance new infrastructure. And we must consult with the communities on these options.

If we are going to make government more responsive and more efficient, we will need

to address these questions and many more. We need to balance the urgency of dealing with the financial situation with the time needed to make good, quality decisions. Today I will be tabling the results of the public consultation on eliminating the deficit. This report shows the value of seeking public input. We must continue to explore new and innovative ways of getting public views on options and approaches. An achievable timetable for developing a multi-year plan was identified by the Premier yesterday. And let there be no doubt, this will be a plan for managing the looming deficit. We will make the hard choices and the changes necessary to achieve a balanced budget as soon as we can. Mr. Speaker, in the short time before this plan is fully developed, we must still provide for the ongoing operation of the government. Even the relatively small deficits of the past few years have meant that a former accumulated surplus is now a small accumulated debt. This has reduced our cash position to a point where we must, during the lean months, borrow money for cash-flow purposes. This cash-flow requirement has been rising and has meant that we must seek increased borrowing authority this year.

Mr. Speaker, it is important to note, increasing this borrowing authority does not allow the government to increase spending. Spending can only be increased with the authority of an appropriation act. But we must ensure that we always have the actual cash in the bank to honour the cheques we write. Later today, I will be speaking on this issue in more detail during consideration of the Borrowing Authorization Act.

Mr. Speaker, while there is an urgent need to deal with the current fiscal difficulties and plan for the future, we must also move quickly and decisively to ensure that the NWT is not set up for an even larger fiscal and political disaster with respect to division. The most immediate issue related to division is the incremental costs of funding two new territories. Recently, the federal government has been evasive about the nature and the timing for the provision of

incremental funding.

Without this funding, training cannot proceed, infrastructure cannot be built and the GNWT planning is being done in a vacuum. Now that the question of the capital has been decided by the people of Nunavut, there is no reason why a decision on funding should be delayed.

The federal Finance Minister is committed to discussing this issue with me early in the new year. It is our intention to aggressively pursue a federal commitment to fund incremental costs so that we can adequately fund two new territories on April 1999.

As we develop our long-range plans, we must also look down the road at our financial ability to meet the needs of our population. Once we manage our way out of our current financial situation, how will we ensure that we have the resources needed to address the structural, social and economic problems we face? How will we ensure that future generations will have access to a healthy future, to get a good education and to get a decent job?

Mr. Speaker, we will all be called upon to make hard choices over the next few months. Changes must be made on how we do business and to what people can expect from government. Our financial problem must be solved. But we cannot abandon support to those most in need. We must ensure that our actions are fair and equitable to all. This will require a comprehensive recovery plan for managing the deficit based on quality decisions. We have taken the first important steps to prepare this plan. Through the process we have started, through the leadership we will show and through ongoing consultations with our constituents, I am confident that we will solve our financial problems.

---Applause

MR. SPEAKER:

Thank you, Mr. Todd. Item 2, Ministers' statements.

Minister's Statement 5-13(1): Provincial-Territorial Council Of Ministers For Social Policy Reform And Renewal

HON. KELVIN NG:

Thank you, Mr. Speaker. Mr. Speaker, at the annual Premier's conference in August 1995, an agreement was reached on the establishment of a Provincial-Territorial Council of Ministers for Social Policy Reform and Renewal. Premiers supported the establishment of the council because Ottawa was acting unilaterally on changes to Canada's social safety net.

The social safety package includes a variety of programs and services relating to health care, education, welfare, unemployment insurance, training and care for children, single parents and the elderly.

Premiers directed the Council of Ministers to prepare a set of principles which the provinces and territories would use to guide changes to Canada's social policy. Since August, the process of developing these principles has involved consulting with other provincial/territorial ministerial forums

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which meet regularly to deal with health, social services and labour market training issues.

On Tuesday, I attended a meeting of provincial and territorial Ministers responsible for Social Services in Calgary.

On Wednesday, I attended the meeting of the ministerial council; also in Calgary.

Mr. Speaker, the Tuesday meeting produced a consensus among Social Services Ministers on a number of issues. For example, Ministers reaffirmed that the federal government has the primary responsibility, in law and through policy, for funding social service programs for aboriginal Canadians. Social Services Ministers also confirmed their commitment to reducing overlap and duplication.

Ottawa, the provinces and territories, municipal and aboriginal governments must be more efficient in delivering programs and services.

Social Services Ministers completed their one-day meeting with a package to forward to the Social Policy Council. I should also note that Health, labour market and Status of Women Ministers have separately forwarded their views to the ministerial council.

On Wednesday, the council reviewed a draft report which will be forwarded to Premiers in the coming weeks. Provincial and territorial Premiers are expected to meet early in the new year to review the report. Their job will be to confirm a set of guiding principles for future negotiations with Ottawa on reforms to Canada's social programs.

Mr. Speaker, I realize my remarks have focused largely on the process. However, getting 10 provinces and two territories to agree on anything requires an initial commitment to process from all participants. Nevertheless I can report that:

- A number of the provinces, particularly in the West, are taking a strong stand on federal responsibility for aboriginal social programs;
- Ministers in the South have recognized the reality of self-government and how aboriginal institutions will be delivering social programs in the future;
- They have also recognized the special circumstances of smaller jurisdictions which need to work out cooperative and shared arrangements with Ottawa for delivering programs and services;
- Finally, all provinces and territories are committed to ensuring that Canadians in need will have access to the social safety net.

Mr. Speaker, it is my intention to brief committees of this House on what has and will be taking place leading up to Premiers' meetings early in the new year. I also intend to keep aboriginal organizations, health boards and other social services agencies informed of these initiatives in the coming months.

Finally, social policy reform has government-wide implications. Therefore, the government's position cannot be developed in isolation of the Ministers of Finance, Education, Culture and Employment, women's bureau and national constitutional affairs. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Mr. Ng. Item 2, Ministers'

statements. Mr. Antoine.

Minister's Statement 6-13(1): Status Of Aboriginal Affairs In The Western NWT
HON. JIM ANTOINE:

Thank you, Mr. Speaker. Good afternoon to all the honourable Members of this House. As Minister responsible for aboriginal affairs, most of my agenda will be driven by the commitment by Canada and the Government of the Northwest Territories to divide the Northwest Territories in 1999. While the task is challenging, processes are in place and planning for the establishment of a Nunavut territorial government is well under way. The circumstances in the West are much more complex.

The Constitutional Development Steering Committee held a successful conference last January which reached consensus on 22 principles to guide the western constitutional process. One critically important point of consensus was the recognition that aboriginal self-government processes and the public government process are equally important, that they are closely linked and that self-government processes must catch up to the CDSC process for either to succeed.

Timing is critical. Division will occur in 1999, but new legislation to replace the NWT Act for the West may need to be drafted two years in advance for introduction into Parliament. The next federal election must be held by October 1998, at the very latest, and could well take place in 1997. We have a two-year window of opportunity in which to move ahead on self-government and western constitutional development, or we may find ourselves faced with the status quo when the new Western Territory comes into being. We must accept the advice of the CDSC conference and ensure that the self-government and western constitutional processes are proceeding in tandem and as quickly as possible. To do so means we must find better ways to communicate and cooperate with aboriginal organizations in Nunavut and the West.

The aboriginal summit, a group comprised of leaders of western aboriginal

organizations, shares this objective and have expressed a desire to meet with Cabinet. Premier Morin has responded by arranging a first meeting between Cabinet and the aboriginal summit for this Friday to begin exploring common interests and to consider the establishment of a more formal mechanism for ongoing discussions. A similar meeting is being organized with Nunavut-based organizations early in the new year.

Members of this House should be aware that self-government discussions have been going on between Canada, the GNWT and most of the western aboriginal organizations for some time. A self-government conference

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scheduled for March 1996 is being coordinated by the Sahtu Secretariat on behalf of aboriginal summit members. The GNWT is cooperating with and supporting the efforts of aboriginal organizations to accelerate self-government talks with Canada.

The tasks before us are challenging, especially in light of the time constraints. However, we can forge ahead successfully if we are willing to work together for our common goals. I will do my best to help build the consensus we need to succeed.

Mahsi, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Mr. Antoine. Before I go on to the next Minister, I would like to recognize a former colleague of ours, Mr. Nerysoo.

Welcome to the Assembly.

---Applause

Item 2, Ministers' statements. Mrs. Thompson.

Minister's Statement 7-13(1): Municipal Election Results

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. Mr. Speaker, December 11th was election day for 35 hamlets and two settlement corporations across the NWT. This was the same day, as you know, that the Nunavut capital vote took place. I am sure the Members of this House can appreciate that election officials

were extremely busy.

Mr. Speaker, there were 177 council positions available on community councils, for which there were 399 candidates. Of the 37 communities requiring to hold elections, only two communities acclaimed their full council. The department has advised that it is waiting for the official results from four communities. The information available at this time shows that there were 11,360 eligible voters, of which 7,623 cast their ballots. That, Mr. Speaker, calculates to a 67 per cent territorial-wide voter turn-out. Complete information respecting the election will be made available to this House as soon as we receive it.

Mr. Speaker, on behalf of myself and the Members of this House, I would like to extend congratulations to all the newly-elected officials and extend our sincere appreciation to those who ran. There are many challenges facing locally-elected officials. I extend my best wishes to them as they take on their new responsibilities and offer the expertise and services of the Municipal and Community Affairs department to assist them as they undertake their duties.

Mr. Speaker, I am pleased, as well, to inform this House of the department's efforts to ease the transition period of new councillors. We're offering...I'm used to speaking Inuktitut so it's getting confusing.

Mr. Speaker, I am pleased, as well, to inform this House of the department's efforts to ease the transition period of new councillors. We are offering municipal and community governments the opportunity to train elected officials of their roles and responsibilities using training modules set up by the department. Our staff will be advising all hamlets and settlement corporations of these orientation sessions and scheduling workshops to occur in the near future.

Thank you and merry Christmas, Mr.

Speaker.

---Applause

MR. SPEAKER:

Thank you, Mrs. Thompson. Item 2, Ministers' statements. Mr. Antoine.

Minister's Statement 8-13(1): Proclamation Of Mine Health And Safety Act

HON. JIM ANTOINE:

Thank you, Mr. Speaker. Mr. Speaker, as the Minister of Safety and Public Services, I am pleased today to announce that the new mining safety legislation will come into force on Friday, December 15, 1995.

Mr. Speaker, the new Mine Health and Safety Act represents a major step toward ensuring safer working conditions in the northern minerals sector. It places an increased emphasis on safety training and provides improved standards for technology and operations in the mining industry. This act will replace the Mining Safety Act, which is outdated and ineffective. Mine safety legislation in the Northwest Territories has been in need of reform for the past decade. The process leading to this reform has included all facets of the industry: managers, unionized labour, non-unionized workers and government. Their involvement will not end with the proclamation of the new act. This legislation allows for the appointment of an expanded mine occupational health and safety legislation committee, with responsibility for advising the Minister and recommending any further amendments to the act and regulations.

While the act specifies that the Minister has up to 12 months to establish this committee, I want to indicate today that I intend to proceed with committee appointments as quickly as possible, and will be informing the House as progress is made in this area. As well, the Department of Safety and Public Services will provide a series of technical seminars to explain new regulatory requirements. The chief mine inspector will also be issuing a series of directives to clarify the way in which some of the more complicated regulations are supposed to be interpreted.

Before concluding, it is important to acknowledge the leadership provided on this legislative initiative by previous Ministers, especially the Honourable John Todd, Mr. Nerysoo, Mr. Whitford and Mr. Patterson. I also want to note the many

valuable comments and recommendations made by the last Assembly's Standing Committee on Legislation, which you chaired, Mr. Speaker.

Responsibility for reviewing over 750 new regulations was undertaken by the existing Mine Occupational Health and Safety Board. Representatives who served on the board during this period should be commended for their hard work and commitment.

I am sure that all honourable Members of this Assembly will join me in looking forward to the proclamation of the Mine Health and Safety Act, and to a new era of mining safety in the Northwest Territories.

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Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Mr. Antoine. Item 2, Ministers' statements. Mr. Dent.

Minister's Statement 9-13(1): Improving Services In Education, Culture And Employment

HON. CHARLES DENT:

Thank you, Mr. Speaker. Mr. Speaker, every Member of this Assembly is well aware of the challenges the government faces in providing high-quality programs and services in the face of declining revenues. Through good planning and the cooperation of our various stakeholders, we can continue to improve services to the people of the NWT. I want to bring this Assembly up to date on a number of initiatives made by the Department of Education, Culture and Employment that are helping to move programs in this direction.

The NWT needs to develop a home-grown workforce. To reach this goal, we need more grade 12 graduates. In the early 1980's, grades 10 to 12 were offered in only six communities. Mr. Speaker, with the implementation of grade 12 in Fort Good Hope this fall, all NWT students have an opportunity to complete their senior secondary education within their region. This improved access has had a positive effect on participation rates. There are now 761 students in grade 12 -- twice as many

as there were five years ago. When people are better educated, they have a better chance of finding a well-paying job.

The government's building and learning strategy has resulted in trades training being delivered on-site at community construction projects. These opportunities will ensure northerners have access to the jobs that accompany any large-scale development such as new mines.

Mr. Speaker, there has been a tremendous surge in the level of student financial assistance. Problems which were experienced in the fall of 1995 have been addressed and revisions made to ensure that similar difficulties do not occur in January. It is expected the payment schedule will return to an average of 10 working days from receipt of the student enrolment form as was usual prior to September of 1995.

Over the past 18 months, a further initiative has been income support reform.

Recognizing federal actions, we are developing a northern approach. Social assistance recipients are now given opportunities to participate in wellness activities or take part in education, training and employment. Mr. Speaker, given the current fiscal climate, the participation of all stakeholders is essential to improving services. There is no doubt that we must identify new approaches to support program and service delivery.

In one current example, the chiefs of the Dogrib Treaty 11 Council plan to set up a regional services board to look after the administration of all education, health and social services in the Dogrib communities. Education, Culture and Employment, and Health and Social Services staff are part of the working group established to set up this board by next April. This should result in less duplication and overlap and produce greater community control.

Community consultation and participation are also essential in redefining language programs. As a result of federal cutbacks, the department is carrying out widespread consultations to develop plans to reshape how programs and services are delivered.

It is also proposing to simplify existing programs and emphasize its support for the language communities and their activities.

The plan is to transfer resources to the regions and language communities and reduce direct services delivered by the programs.

Mr. Speaker, the current fiscal climate means that the government is going to have to take a strategic approach to spending in order to improve services to northerners.

Through continued consultation with communities and organizations, and by working together, I believe we can continue to make progress towards our goals and still improve services. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Mr. Dent. Item 2, Ministers' statements. Mr. Kakfwi.

Minister's Statement 10-13(1): New Gun Control Legislation

HON. STEPHEN KAKFWI:

Mr. Speaker, I wish to bring to the attention of the Members of the Legislative Assembly the proclamation dates that have been announced by the federal Minister of Justice.

The legislation received Royal Assent on December 5, 1995. Despite the many attempts made by the Government of the Northwest Territories and other concerned territorial and provincial governments, the legislation was passed without any of our concerns taken into consideration in the form of amendments.

The federal government has stated that the legislation will be proclaimed into law in various stages.

The regulations for the Firearms Act are presently being developed. The federal government is expecting to have regulations which relate to the proclamation dates tabled in Parliament February 1996.

Regulations which deal with aboriginal issues are also expected to be tabled in Parliament mid-February 1996. A Policy and Regulation Committee, made up of chief provincial firearms officers from British Columbia, Nova Scotia, Manitoba and Quebec along with representatives from the

RCMP and the federal Firearms Task Force, will work towards the development of the regulations of the Firearms Act.

The federal government has appointed a number of individuals to a firearms user advisory group. The group is made up of a cross-section of Canadians from the provinces of British Columbia, Manitoba, Ontario, Nova Scotia, Quebec, Yukon and the Northwest Territories along with a federal National Aboriginal Advisory Committee, made up of aboriginal representatives from British Columbia, Quebec and

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New Brunswick, to work with the Firearms Task Force in the development of the regulations. The purpose of their involvement is to try to ensure that aboriginal and treaty rights are respected and that traditional lifestyles of aboriginal people can continue.

The Safety Education Committee, made up of chief territorial and provincial firearms officers from the Northwest Territories, Manitoba, Ontario, New Brunswick and a representative from the federal Firearms Task Force, will work towards the required modifications to the Canadian firearms safety course. This committee will also work towards the development of a firearms safety course which will meet the needs of aboriginal people. It is the intention of the federal government to have all firearms safety course material ready by a mid-1996 training course proclamation date. We have serious concerns about whether the deadlines can be met.

When the remaining portions of the act are proclaimed, citizens will have to examine their current practices involving the use of firearms and ammunition. My officials will continue to work with federal officials to reduce, to the extent possible, the adverse impact on traditional lifestyle.

Mr. Speaker, the federal government will be providing information to the public with regard to the requirements of the new gun control legislation. Thank you.

---Applause

MR. SPEAKER:

Thank you, Mr. Kakfwi. Item 2, Ministers' statements. Item 3, Members' statements. The Member for Baffin Central, Mr. Enuaraq.

ITEM 3: MEMBERS' STATEMENTS
Member's Statement On Tribute To The Late Malaya Akulukjuk

MR. ENUARAQ:

Thank you, Mr. Speaker. Good afternoon, colleagues. Mr. Speaker, I rise today to pay tribute to a respected Pangnirtung elder and distinguished artist, Malaya Akulukjuk, who passed away recently. Malaya was born in 1913 at Qikiqtaq, outside Pangnirtung. She was married to Nutaralaaq and had 13 children. In the 1960s, she and her family moved to Pangnirtung following an epidemic which killed most of their sled dogs. She started drawing for the local co-op shortly after her arrival. Her striking illustrations were always based on her own life and Inuit legends. Malaya was involved with the Pangnirtung weave shop right from the beginning. Recently, the Uqqurmiut Centre for Arts and Crafts celebrated their 25th anniversary with a beautiful collection of tapestries, all based on Malaya Akulukjuk's designs. The anniversary celebrations were held in her honour. Malaya was known for her kindness and generosity, and also known for her skills as a midwife, seamstress and hunter. Whether it was making kamiks, caring for the sick, sharing food and clothing, comforting and assisting women in labour, Malaya was there.

She was a wife, mother, grandmother and great-grandmother who will forever live in the hearts of her family and community.

Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 3, Members' statements. The Member for Kivallivik, Mr. O'Brien. Member's Statement On Kivallivik Historical Sites

MR. O'BRIEN:

Thank you, Mr. Speaker. My statement today is regarding the two new sites that were designated by the federal Minister of Heritage. These historical sites are located in Arviat and Baker Lake. Just to give you

some background on these two sites, Century Island and the Fall Caribou Crossing on the Kassan River were designated nationally significant to Canadian history by the Minister of Canadian Heritage in August 1995. This designation follows four years' of consultations with the communities of Arviat and Baker Lake. The hamlet councils and various groups in Baker Lake and Arviat were also consulted in October 1995 and planning committees were recommended for both communities. The first meeting was held in Arviat on November 15, 1995. The training committee will meet once a month until the plan is completed.

Century Island is located approximately .5 kilometres from Arviat, and has evidence of many centuries of Inuit use and occupation. The island continues to be used by the people of Arviat and continues to be a very special place.

The Fall Caribou Crossing is located on the lower Kassan River and is a well-known example of the important fall caribou crossing hunt which sustained Inuit in the region in the past.

Two years of historical and archaeological research were directed by the Baker Lake Elders' Advisory Committee and the Arviat Historical Society, respectively. The research was presented to the Historic Sites and Monuments Board of Canada in July 1995. The board recommended to the Minister of Canadian Heritage that the sites be designated nationally significant. The Historic Sites and Monuments Board also recommended that Parks Canada staff return to the communities to consult and help commemorate these sites in a meaningful way. Plans will be developed from a community-based perspective. The training process will consider other related heritage projects engaged in by the communities from time to time.

Mr. Speaker, special thanks to Mr. Darren Keith, the Inuit historic site specialist; Mr. David Webster, consultant; Luke Suluk and the Arviat Historical Society; and, the Baker Lake Elders' Advisory Committee for their hard work on this particular project.

Also, Mr. Speaker, since this is our last session of the year, I would like to wish all my colleagues and the staff here at the Assembly a very happy and safe Christmas, and also a special greeting to the residents of Arviat and Baker Lake, especially the children and elders of the communities. Thank you, matna, mahsi cho.

---Applause

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MR. SPEAKER:

Thank you. Item 3, Members' statements. The Member for Thebacha, Mr. Miltenberger.

Member's Statement On Christmas Greetings To Constituents And Staff

MR. MILTENBERGER:

Thank you, Mr. Speaker. Firstly, I would like to thank you for the fine repast you provided for us at lunchtime. It was the first, I'm sure, of many turkey dinners, but it was well worth eating.

Mr. Speaker, I would like to take this opportunity to briefly wish the people of the Northwest Territories and each and every one of my constituents, as well as the very capable staff of the Legislative Assembly, a very merry Christmas and a safe and happy new year. And, a special wish of well-being and happy yuletide to the capable Members of this House. I am honoured and proud to be one of the Members here, and I wish you all Godspeed when you go home to your communities and look forward to meeting with you again early in the new year.

---Applause

MR. SPEAKER:

Thank you. Item 3, Members' statements. The Member for North Slave, Mr. Rabesca. Member's Statement On Dangerous Condition Of Mackenzie Highway

MR. RABESCA:

(Microphone turned off)...and the rest of my colleagues and the people of the Northwest Territories. I would like to make my Member's statement in the Dogrib language. (Translation) Thank you, Mr. Speaker. I have an opportunity to speak Dogrib; I am very grateful for that. It was in November of last year when the then MLA for North Slave expressed his

concern about the icy and dangerous conditions of the highway between Rae-Edzo and Yellowknife. Mr. Speaker, this road is still used daily by the people of Rae-Edzo, government employees and various trucking businesses. It was only last month that an employee from the Department of Health and Social Services was killed on that road. Other deaths have occurred on that highway over the years, including a mother and two children.

I and other colleagues like yourself, Mr. Speaker, have travelled on that road to meet with our constituents or to travel with our families to Yellowknife. The road can be treacherous, and I, as a Member of this House representing my constituents, do not want any more deaths or fatal accidents due to icy or treacherous conditions on that highway.

Last year, the Honourable Mr. Todd stated during the November session that the highway is one of the most heavily used in the Northwest Territories. It is due to this that I have grave concerns about the safety of those who use the highway as their only means of transportation. Mr. Todd didn't mention that out of \$20 million used on highways, \$9 million is spent on that highway. He used the unique global climate conditions as a contributing factor that made it difficult to maintain the highway. Later today, I will be asking the Minister of Transportation what he is willing to do about this.

MR. SPEAKER:

Item 3, Members' statements. The Member for High Arctic, Mr. Barnabas. Member's Statement On Opening Of New Arctic Bay Arena

MR. BARNABAS:

Thank you, Mr. Speaker. I was very happy to attend the official opening of the new Tununirusuq Arena in Arctic Bay on December 1st. It was a very happy event. I would like to thank our former MLA, Ludy Pudluk, for his hard work and dedication to getting this project completed. The new arena is also a credit to our former mayor, Juda Taqtu, and the council of the hamlet of Arctic Bay.

(Translation) I would also like to thank the Honourable Manitok Thompson, Minister of Municipal and Community Affairs, who sent a message which I was happy to deliver on her behalf and a plaque which I was pleased to present to the community. I very much appreciate the Minister's efforts to extend her congratulations to Arctic Bay, since I know that she had only just been appointed when the arena was opened. (Translation ends)

The new arena was full of Arctic Bay residents when it was officially opened. It was very exciting when everybody went out on the new ice to skate together and enjoy the new facility. There were even people who went out on the ice who had never skated before. I want to also make special mention to thank Mr. Shorty Brown of Yellowknife, whose generous program provided skates for many people who would not otherwise have been able to skate. I am pleased that the arena is already well used and has a busy schedule. I know that wonderful new facility will be enjoyed by Arctic Bay residents and will also be very beneficial to our youth who now have a much-needed place for healthy recreation and are grateful.

MR. SPEAKER:

Mr. Barnabas, your two and a half minutes are up. Mr. Barnabas.

MR. BARNABAS:

Sorry. I am asking for unanimous consent.

MR. SPEAKER:

The Member for the High Arctic is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Conclude your statement, Mr. Barnabas.

MR. BARNABAS:

Thank you, Mr. Speaker. My last comments are that I would like to say to my colleagues to have a merry Christmas and to my constituents in High Arctic. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 3, Member's statements. The Member for Inuvik, Mr. Roland.

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Member's Statement On Christmas

Greetings To Constituents

MR. ROLAND:

Mr. Speaker, honourable Members, I would like to take this time to speak to the people of Inuvik and the Northwest Territories, including Nunavut.

Although we have heard the state the government is in, let us not forget to look for the positive things that we do have.

Especially during this time of year, let us all take the time to stop and talk with the people, neighbours and visitors alike. Let us be participants in making this Christmas a memorable one. Let us not be so busy with ourselves. Instead, let's make the time available to make our communities peaceful places this Christmas season.

In the true spirit of Christmas, may God protect and bless you all. Mr. Speaker, I would like to say to the people of Inuvik that I look forward to spending Christmas at home. Thank you, and merry Christmas.

---Applause

MR. SPEAKER:

Thank you, Mr. Roland. Item 3, Members' statements. The Member for Iqaluit, Mr. Picco.

Member's Statement On Minister's Literacy Award To Dorothee Komangapik

MR. PICCO:

(Translation) Thank you, Mr. Speaker. First of all, 1995...(Translation ends).

...Dorothy suggested that Mr. Gzowski hold one of his golf tournaments for literacy in the North. Mr. Gzowski thought it was an excellent idea and thus began the annual tournaments that we have had since. That first tournament was held here in Yellowknife and, as one of the first members of the NWT literacy council, I had the great pleasure of caddying around Frame Lake in February for celebrities like Valdy and Ken Dryden. We have Dorothy to thank for this.

Dorothy has been an innovator and a strong advocate for ESL and ABE programming in the Eastern Arctic. This busy educator and mother also recently completed her masters degree in adult education. Only five people in the Northwest Territories were honoured with the Minister's Award for Literacy, and I

am proud to say that my friend and constituent, Dorothee Komangapik, was one. Qujannamiik, thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you. Item 3, Members' statements.

The Member for Natilikmiot, Mr. Ningark.

Member's Statement On Christmas Greetings To Constituents And Staff

MR. NINGARK:

Thank you, Mr. Speaker. I, too, like my colleagues, despite the fiscal situation we are in, want to wish a very merry Christmas to the people of Gjoa Haven, Taloyoak, Pelly Bay and the people across the North; especially to you, Mr. Speaker, my colleagues in this House, Mr. Hamilton and his staff members. I wish you all a safe trip home and I hope to see you again within the new year. Thank you very much.

---Applause

MR. SPEAKER:

Thank you. Item 3, Members' statements.

The Member for Yellowknife North, Mr. Erasmus.

Member's Statement On Christmas Greetings To Constituents And Staff

MR. ERASMUS:

Thank you, Mr. Speaker. I would also like to wish a merry Christmas and a happy new year to the people in the Yellowknife North constituency, and also a safe journey to all the Members and staff of the Legislative Assembly as well as a merry Christmas to all of you and to all of the staff who make our work a lot easier. Thank you.

---Applause

MR. SPEAKER:

Thank you. Item 3, Members' statements.

Item 4, returns to oral questions. Item 5, recognition of visitors in the gallery. Mr. Picco.

Picco.

ITEM 5: RECOGNITION OF VISITORS IN THE GALLERY

MR. PICCO:

Thank you, Mr. Speaker. I would like to recognize in the gallery today a well-known local Yellowknife businessman and author, David T. McCann, and sitting next to him, Mr. Gordon Rennie, a long-time northerner and a big supporter of mine during the

recent election in Iqaluit. Thank you.

---Applause

MR. SPEAKER:

Item 5, recognition of visitors in the gallery.

Item 6, oral questions. Mr. O'Brien.

ITEM 6: ORAL QUESTIONS

Question 8-13(1): Cost Impact Of Eastern Arctic Resupply Proposal

MR. O'BRIEN:

Thank you, Mr. Speaker. Mr. Speaker, my question is directed to the Minister of the Department of Public Works and it relates to the Eastern Arctic resupply proposal request. Mr. Speaker, yesterday in the House I indicated that the residents of Kivallivik had a great deal of concern and fear that the awarding of this tender and any other related tenders may have a negative impact on their cost of living. Mr. Speaker, at this point, I am seeking assurances from the Minister that the cost of living will not increase in any form or fashion by the awarding of this contract or any other contract that is directly or indirectly related to this particular proposal. At this point, Mr. Speaker, that is my request and my question to the honourable Minister. Thank you.

MR. SPEAKER:

Thank you. Minister of Public Works and Services, Mr. Arlooktoo.

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Return To Question 8-13(1): Cost Impact Of Eastern Arctic Resupply Proposal

HON. GOO ARLOOKTOO::

Thank you, Mr. Speaker. I do appreciate the concern the Member has about the possible increase in the cost of living. I wish to assure him that I'm told by departmental officials that there will be no increase in the cost of dry goods, due to this change in the way fuel will be supplied. In fact, the overall landed cost of fuel will be less than it is now, as well as the fact that the cost of dry goods is remaining the same.

MR. SPEAKER:

Thank you. Item 6, oral questions. The Member for High Arctic, Mr. Barnabas.

Question 9-13(1): Request For Police Services At Arctic Bay

MR. BARNABAS:

Thank you, Mr. Speaker. My question is to the Minister of Justice. My Speaker, the hamlet of Arctic Bay is concerned about not having any police in their community. Arctic Bay is at least half an hour away from the RCMP detachment in Nanisivik by a very narrow and steep road. The road is sometimes closed due to the weather and the mining community has very few policing problems compared to the problems that occur in Arctic Bay. I would like to ask the Minister if he is aware of the request from Arctic Bay that RCMP be located in the community. Thank you, Mr. Speaker.

MR. SPEAKER:

Minister of Justice, Mr. Kakfwi.

Return To Question 9-13(1): Request For Police Services At Arctic Bay

HON. STEPHEN KAKFWI:

Mr. Speaker, I will be advising the chief superintendent of the RCMP of the request for Arctic Bay, although he is already aware. I understand the RCMP have already had one meeting with the community to date. They feel the meeting was a very positive meeting and they have scheduled a follow-up meeting with the community in January. So I will be awaiting results of that meeting to see what follow-up may be necessary. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Enuaraq.

Question 10-13(1): Assistance For Purchase Of Staff Housing

MR. ENUARAQ:

Thank you, Mr. Speaker. I was very happy that my honourable colleagues across the floor were getting into the Christmas spirit. But for me, business comes first so I will get into it.

Mr. Speaker, I wish to ask a question of the Minister responsible for the NWT Housing Corporation. I have been approached by the long-time residents of Pangnirtung who are long-time employees of the Government of the Northwest Territories. They have been hit hard recently with steep increasing rents and the cost of utilities. Mr. Speaker, my question is would the Minister be open to assisting these employees to purchase

government staff houses in Pangnirtung.

MR. SPEAKER:

Thank you. Minister responsible for the Housing Corporation, Mr. Ng.
Return To Question 10-13(1): Assistance For Purchase Of Staff Housing

HON. KELVIN NG:

Thank you, Mr. Speaker. Yes, I would like to advise the Member and commit to him that if those employees are interested in purchasing their staff housing units, we'll ensure the corporation staff work with them and try to help accommodate. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Evaloarjuk.
Question 11-13(1): Cost Of Enacting Gun Control Legislation

MR. EVALOARJUK:

(Translation) Thank you, Mr. Speaker. I would like to direct my question to the Minister of Justice. The Minister of Justice worked very hard with the gun control act. I wonder if he ever asked the question of how much money will be used to enact this law. If he cannot respond to my question, I would like a letter from him showing the amount that might be used. Thank you.

MR. SPEAKER:

Thank you. Minister of Justice, Mr. Kakfwi.
Return To Question 11-13(1): Cost Of Enacting Gun Control Legislation

HON. STEPHEN KAKFWI:

Thank you, Mr. Speaker. The federal government's modest estimate of the cost of implementing this new legislation, as of a month ago, was \$85 million. The projected costs concerned provinces and, in some cases, exceeded \$200 million. It remains to be seen how much money the federal government will be budgeting to implement this bill. As I have said earlier today, they will be implementing different parts of this legislation at different times. So we are waiting on some word from the federal Justice department on how they plan to implement it and how much money they believe they should budget to implement this piece of legislation. As we have said from the beginning, we do not believe it would be very easy, if at all possible, to

implement and enforce this legislation in a realistic manner. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Miltenberger.
Question 12-13(1): Number Of NWT Grade 12 Graduates

MR. MILTENBERGER:

Thank you, Mr. Speaker. My question is to the Minister of Education, Culture and Employment. You made reference, very fleetingly, to the need for a greater number of graduates from grade 12. Then you switched over from reference to graduates to participants and numbers of people enrolled in grade 12, indicating that the numbers had gone up to 761, I believe, which is a doubling in the last five years. Could you indicate to the House the number of grade 12 graduates? Are they as similarly impressive? Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Dent.

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Return To Question 12-13(1): Number Of NWT Grade 12 Graduates

HON. CHARLES DENT:

Thank you, Mr. Speaker. The number of graduates across the Northwest Territories has not gone up by the same percentage as the numbers of participants. Obviously, a lot of the participation would be at the lower grades. The numbers of graduates have increased: from 221 in 1991-92 to 273 in 1994-95. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Miltenberger.

Supplementary To Question 12-13(1): Number Of NWT Grade 12 Graduates

MR. MILTENBERGER:

Thank you, Mr. Speaker. In our briefings earlier in the month and last month, it was indicated to us that the number of graduates for the amount of money spent is not very high. Does the Minister see any bright spots on the horizon with programs like the Western Arctic leadership program that would improve things so we could get more graduates? Thank you.

MR. SPEAKER:

Thank you. Mr. Dent.

Further Return To Question 12-13(1):
Number Of NWT Grade 12 Graduates

HON. CHARLES DENT:

Thank you, Mr. Speaker. Mr. Speaker, there are some bright spots on the horizon. As I said, though the number of graduates didn't increase in the same percentage as what participation had, with grade extensions and people dropping back into school in the communities, they will start to graduate in the next few years. Most of them were coming in at the grade 10 and 11 stage. As they progress through the system, we are counting on seeing a significant increase in the number of graduates across the Northwest Territories. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Miltenberger.

Supplementary To Question 12-13(1):
Number Of NWT Grade 12 Graduates

MR. MILTENBERGER:

Thank you, Mr. Speaker. This is my final supplementary. Does the Minister see a benefit to programs such as the Western Arctic leadership program in terms of contributing to the number of graduate students across the Western Arctic and from small communities where there have been no graduates before?

MR. SPEAKER:

Mr. Dent.

Further Return To Question 12-13(1):
Number Of NWT Grade 12 Graduates

HON. CHARLES DENT:

Thank you, Mr. Speaker. I visited the Western Arctic leadership program previously when I was an ordinary Member. I was quite impressed with that program. I should point out to the Member that while that program has had some important successes and the department is committed to keep it going as much as is possible in these fiscal times, we are expecting to see the graduation numbers in those small communities, where we haven't seen them before, start to increase with the grade extensions. I think we are trying to see an

improvement in education across the Territories. I think there is still some room for us to support programs like the Western Arctic leadership program, but we are going to have to look for other partners to assist that to continue in the same way it has been done. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Ningark.

Question 13-13(1): Extension Of Taloyoak Airstrip

MR. NINGARK:

Thank you, Mr. Speaker. Mr. Speaker, my question is directed to the Minister of Transportation. The Minister may be aware of a request in Taloyoak regarding the length of the runway. According to the operational requirements, a 748 is a critical aircraft in the Kitikmeot, which has recommended a runway of 3,610 feet; that is, 3,400 feet. We also have a Lear jet based in Cambridge Bay sometimes, Mr. Speaker, used for medevacs when a situation is life threatening. There are times, Mr. Speaker, that the situation can be life threatening. According to operational requirements, a Lear jet needs 4,000 of runway. My question to the Minister is will the Minister look into the situation seriously and get back to me about the status of the request. Thank you.

MR. SPEAKER:

Thank you. Minister of Transportation, Mr. Antoine.

Return To Question 13-13(1): Extension Of Taloyoak Airstrip

HON. JIM ANTOINE:

Thank you, Mr. Speaker. Thank you to my honourable colleague from the Taloyoak riding. This is my first question as Minister of Transportation. I am aware of the Taloyoak airstrip situation. I have been briefed on it. I understand the concern that the Member has on behalf of his constituents. This particular airstrip isn't long enough to accommodate a certain type of aircraft, but there is an airstrip there and they are utilizing it for other aircraft. The department is looking at the situation. It requires additional capital expenditure and it

might be quite substantial. I will get back to the Member on the findings of the department. Thank you.

MR. SPEAKER:

Item 6, oral questions. Mr. Ootes.
Question 14-13(1): Results Of Affirmative Action Policy Review

MR. OOTES:

Thank you, Mr. Speaker. My question is directed to the Minister of Finance. The Government of the Northwest Territories' policy on affirmative action is subject to review during this year. A multi-departmental task force, under the direction of a steering committee comprised of deputy ministers and regional directors, was given the responsibility of doing the policy review. The review's final purpose was to examine what the future direction and implementation of the affirmative action policy should be.

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Upon completion, the findings of the review were to be forwarded to Cabinet. Can the Minister of Finance advise when the findings will be forwarded to Cabinet?

MR. SPEAKER:

The Minister of Finance, Mr. Todd.
Return To Question 14-13(1): Results Of Affirmative Action Policy Review

HON. JOHN TODD:

Thank you, Mr. Speaker. Yes, there was an internal review done by the FMB. I haven't had an opportunity to read their report. I understand that it will be on my desk later on this afternoon. Once I've read it, I'll present it to Cabinet and then we'll be able to table it in the House during the next session. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Rabesca.
Question 15-13(1): Review Of Mackenzie Highway Maintenance

MR. RABESCA:

Mr. Speaker, in my Member's statement, I mentioned something to do with transportation on highways. Mr. Speaker, many of us have already heard my concerns about dangerous road conditions between Rae Edzo and Yellowknife. My

question to the Minister is, is he aware of the problem. Mr. Speaker, in light of the high number of accidents and fatalities on the highway between Rae Edzo and Yellowknife, my question to the Minister is will he agree to review the adequacy of the maintenance on this heavily travelled stretch of highway.

MR. SPEAKER:

Thank you. The Minister responsible for Transportation, Mr. Antoine.
Return To Question 15-13(1): Review Of Mackenzie Highway Maintenance

HON. JIM ANTOINE:

Mahsi, Mr. Speaker. I'm very aware of that stretch of road. In fact, I just drove back from Fort Simpson last Sunday when it was about 45 below so I know the conditions of the road very well. I agree with the honourable Member. The department is briefing me on the conditions of the road and once the department gets me the information about what levels of maintenance are there, I will get back to the Member with that information. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions, supplementary. Mr. Rabesca.
Supplementary To Question 15-13(1): Review Of Mackenzie Highway Maintenance

MR. RABESCA:

Mr. Speaker, my constituency is not aware of anyone patrolling the Rae-Yellowknife highway to ensure the accidents are quickly attended or that drivers and passengers are not waiting on the highway during the cold winter months. My question to the Minister is is there a highway patrol officer in his department who regularly checks for breakdowns and maintenance on the road between Rae and Yellowknife.

MR. SPEAKER:

That's a new question. Mr. Antoine.
Further Return To Question 15-13(1): Review Of Mackenzie Highway Maintenance

HON. JIM ANTOINE:

Thank you, again, Mr. Speaker. The highway patrol is supposed to be on that stretch of road, as everybody should know,

and the Speaker knows about the situation very well, from driving this road as well. In the past they've been there. If the Member is saying that they are not there, then I'll check into that situation and get back to the Member.

MR. SPEAKER:

Thank you, Mr. Antoine. Item 6, oral questions. Supplementary, Mr. Rabesca. Supplementary To Question 15-13(1): Review Of Mackenzie Highway Maintenance

MR. RABESCA:

Supplementary, Mr. Speaker. I understand there are plans to realign the road between Rae Edzo and Yellowknife. In order that my constituents are made aware of any plans that will effect them in that area, Mr. Speaker, I ask the Minister, does the Department of Transportation have concrete plans to rebuild this stretch of road to eliminate injuries.

MR. SPEAKER:

Mr. Antoine. Further Return To Question 15-13(1): Review Of Mackenzie Highway Maintenance

HON. JIM ANTOINE:

Thank you, Mr. Speaker. I believe this is somewhat of a new question. I just want to inform the Member that being the new Minister of Transportation, the department has some documents that he should be aware of that describe the transportation strategy that was put together by the department in 1990. There were two tabled documents: the first in 1993, entitled The Transportation Agenda; the second in 1994, entitled The Transportation Strategy Update. These documents have a lot of information on the direction that the department is going in all areas of transportation as well as in the area of highway construction.

As the Member knows, the department has been paving the road from the border right to Yellowknife. I think that is still in the strategy. We are at the stage where there is a section between Providence and Rae that still has to be completed. There is also a section from Rae to Yellowknife that is in

the plans to be done. As to exactly when it will be done, it's a capital expenditure and we haven't got to that stage in the House. It's still up for discussion. The Member should know that it's in the plan and if he reviews these documents he'll become more aware of the strategy for highway construction. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Steen.

Question 16-13(1): Review Of Inuvik/Tuktoyaktuk Road Conditions

MR. STEEN:

Thank you, Mr. Speaker. I would like to address my question to the Minister of Transportation. Mr. Speaker, with the poor all-weather road conditions between Inuvik and Tuk, I would like to ask the Minister if he plans to

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address this situation in his long-term transportation strategy in the future?

Return To Question 16-13(1): Review Of Inuvik/Tuktoyaktuk Road Conditions

HON. JIM ANTOINE:

Thank you, Mr. Speaker. I'm not too clear on that, whether it's an all-weather road that he's referring to or is it a winter road. However, as for the winter road, I know the department works in that area to try to keep transportation going there in the wintertime. As for the all-weather road, this is more of a long-term strategy and I'll have to check with the department to get the specifics on that and get back to the Member. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. The Member for Hay River, Ms. Groenewegen. Question 17-13(1): Colomac Mine's Point Of Departure

MRS. GROENEWEGEN:

Thank you, Mr. Speaker. My question today is going to be addressed to the Premier, who is also responsible for the portfolio of Energy, Mines and Petroleum Resources. Hay River, as a community, had made quite a bit of effort and hard work in the last few years to try and attract people who were working in the North in the mining industry

to consider Hay River as a viable and economic community to live in. We were very pleased when we were successful in having the Colomac Mine choose Hay River as a point of departure for their employees. At first there was not a tremendous response by the employees to live in Hay River and many travelled from quite a far distance to catch the plane out of Hay River into the mine. However, over the last several months, the idea of living in Hay River has started to catch on and the research department tells me that presently half of the employees of Colomac Mine are now northern residents. I can't tell you the exact number of those 50 per cent that actually live in Hay River but I know that it is a significant number. We were very disheartened to learn that there has been a tentative plan now made by Colomac Mine to make Edmonton, Alberta, their point of departure for employees working in the mine.

It would also seem that another prospective mine is also looking at bringing people straight from the South in to work in the North. This is very discouraging. I would like to ask the Minister what can this government realistically do to stop this kind of thing and prevent this from happening more in the future. Thank you.

MR. SPEAKER:

Thank you. The Minister responsible for Energy, Mines and Petroleum Resources, Mr. Morin.

Return To Question 17-13(1): Colomac Mine's Point Of Departure

HON. DON MORIN:

Thank you, Mr. Speaker. I, too, have some serious concerns, as the Member for Hay River has, about the direction mining is going in the Northwest Territories. I would agree that mining companies should invest and at least have their employees living in the Northwest Territories. I have contacted the Chamber of Mines already on this issue and I will be contacting Colomac Mines as soon as possible on this issue as well and encourage them to encourage their people to stay in the Northwest Territories and not resupply that mine out of southern Canada.

But we must also remember that without a hammer or legislation like the northern accord, there is little that we can do except for encourage and try to work with them to invest and keep their employees in the North. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Erasmus.

Question 18-13(1): Legislation For Mandatory Use Of Headlights

MR. ERASMUS:

Thank you, Mr. Speaker. My question is to the Minister of Transportation. Out of the concern for safety of Mr. Rabesca on the road to Fort Rae, I have had plenty of occasion to travel on the highways south and back when I've been going to school and visiting some friends in Hay River and I've always been concerned with the vehicles that are travelling without lights. Often you can't tell if a vehicle is coming towards you or going the other way. I know there have been studies done in areas where it's mandatory to have lights on. The studies have shown it is safer and there are less accidents when it's mandatory to have lights on highways. Of course, this brings down the hospital costs, long-term care and stuff like that, so I was wondering if the Minister would consider initiating an amendment to the proper act to make it mandatory to use headlights on our highways.

MR. SPEAKER:

Minister of Transportation, Mr. Antoine.

Return To Question 18-13(1): Legislation For Mandatory Use Of Headlights

HON. JIM ANTOINE:

Mahsi, Mr. Speaker. That's a very good point that the Member raised. I think for all safety and protecting lives on the highway, I think if that is the direction that this Assembly wants to take, then we could certainly look at the necessary acts and make the amendments with the support of this House. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Picco.

Question 19-13(1): Review Of

Standardized Testing In The NWT

MR. PICCO:

Thank you, Mr. Speaker. My question is for the Minister of Education. Is the Department of Education reviewing a process for standardized testing at the grade 11 and grade 12 level in the NWT at this moment? Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Dent.

Return To Question 19-13(1): Review Of Standardized Testing In The NWT

HON. CHARLES DENT:

Thank you, Mr. Speaker. Mr. Speaker, the department has taken on a project called

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"towards excellence." It is an educational quality indicators project. The goal of this project is to provide information for the system as a whole in two key areas; areas such as student learning and also in the effectiveness and efficiency of the system in supporting student learning.

Yes, Mr. Speaker, the department has a program in which it is evaluating how successful the system is, and it's called the "educational quality indicators project."

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Rabesca.

Question 20-13(1): Funding For Workshop Re Transfer Of EDO Positions

MR. RABESCA:

Mr. Speaker, I would like to direct my question to the Minister of Economic Development. Mr. Speaker, the service contract the Department of Economic Development and Tourism has issued recently is for a period of four months for Rae Lakes, Lac La Martre and Snare Lakes. The communities have all indicated that there is a definite need for economic development officers in these three communities. Mr. Speaker, the department has indicated that depending on operating funds available in the last quarter of this fiscal year, they may be able to provide some funding towards a workshop with three communities going to plan the transfer of economic development officer to the

communities.

Mr. Speaker, at present, the service contract is only for a short period of four months, and no consensus was reached regarding the transfer of the economic development officer position to the communities during a recent meeting held in Rae-Edzo with the department.

Mr. Speaker, I ask the Minister if the department will fund further meetings with these communities to resolve the concerns and to reach consensus on this issue before the end of the fiscal year.

MR. SPEAKER:

I don't know, but I've been getting two...the Dogrib and the English. Mr. Evaloarjuk, are you getting the Inuktitut translation on your receiver? Okay. The Minister of Economic Development and Tourism, Mr. Morin.

Return To Question 20-13(1): Funding For Workshop Re Transfer Of EDO Positions

HON. DON MORIN:

Thank you, Mr. Speaker. The Department of Economic Development and Tourism has been working with the communities of Rae Lakes, Whati and Snare Lake to solve the problem of an economic development officer and how they will man that position in those communities. They have talked to the three communities; they have consulted with the three communities. The communities have agreed to share that position. The only thing the communities have not agreed to was how to divvy up the funding that was available for that position. The department put the process to them, or a recommendation on how they can share those dollars. Cash would be given to the communities to administer themselves, \$2,000 a month. The only problem we have now is Rae Lakes has indicated support for that approach; the Wha Ti band manager has indicated that the offer is not acceptable; Snare Lake has not responded, so we have to get together with the three communities again and try to negotiate how we can staff that position or else we will have to staff it ourselves to make sure the services are still available to the communities in the new year.

Let me assure the Member that we will sit

down with the communities again and try to work out a compromise or a deal with them how they can provide that service to their own people themselves.

MR. SPEAKER:

Supplementary, Mr. Rabesca.
Supplementary To Question 20-13(1):
Funding For Workshop Re Transfer Of EDO
Positions

MR. RABESCA:

Mr. Speaker, the service contract that the Department of Economic Development and Tourism provided is only for a short period of four months in each of the three isolated communities. The contract will pay the designated economic development officer \$2,000 per month. The individual will work for 12 and a half hours per week which is one third of the standard 37 and a half hours per week for a government employee with the same responsibilities within the department. The communities have indicated that the salary does not clearly take into account the high cost of living in the isolated communities, most importantly the hours do not consider the range of duties and responsibilities of this position. Mr. Speaker, will the department reconsider the salary of this economic development officer position in three communities before the end of the fiscal year?

MR. SPEAKER:

Mr. Morin.
Further Return To Question 20-13(1):
Funding For Workshop Re Transfer Of EDO
Positions

HON. DON MORIN:

Thank you, Mr. Speaker. I will meet with the Member at a later date before he leaves and try to solve this issue. We have a certain amount of money in our budget to fund an EDO position in his communities. That's one position to service three communities. I will be willing to sit down with the Member to try to come to an arrangement of how we can fund those positions and let the communities control those positions. I'm willing to do that. Mr. Speaker, it's also really hard to hear the Member's question because I can't pick it up on here as well because I'm getting the

Dogrib language instead of English. Thank you.

MR. SPEAKER:

We've been having that technical problem, too. I'm getting this. Could you look into it? We'll take a five-minute break.

---SHORT RECESS

MR. SPEAKER:

I will call the House back to order. We are on item 6, oral questions. Mr. Rabesca.

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Question 21-13(1): Replacement Of Snare
Lake Community Freezer

MR. RABESCA:

Mr. Speaker, I would like to direct my question to the Minister of Municipal and Community Affairs. Mr. Speaker, the local community freezer in Snare Lake broke down last year and this issue was raised in the House a year ago. When the local community freezer broke down, it was cleaned and it was claimed to be safe for use by the community health inspector. However, the local people refused to use the freezer because too much meat was spoiled and a large amount of blood was spread inside the local freezer. The local people depend on the caribou meat as part of their diet, and they feel that the spiritual connection that they have for the animals will be greatly affected if they use the local freezer where all the meat was spoiled. Therefore, in respect to the common spiritual beliefs of my constituents, I ask the Minister of Renewable Resources if he will reconsider the decision made by his department that the community should continue to use the local community freezer and that he find an alternative solution to this issue.

MR. SPEAKER:

The Minister of Municipal and Community Affairs, Mrs. Thompson.

HON. MANITOK THOMPSON:

Thank you, Mr. Speaker. I will refer this question to Mr. Kakfwi.

MR. SPEAKER:

The Minister of Renewable Resources, Mr. Kakfwi.

Return To Question 21-13(1): Replacement
Of Snare Lake Community Freezer

HON. STEPHEN KAKFWI:

English not provided...(Translation) Thank you, Mr. Speaker. As the Minister of Renewable Resources, I am the person that the question should be addressed to.

Not that long ago, in Snare Lake, for some reason the equipment in the reefer broke down, and the meat and fish and whatever was stored in that reefer was all spoiled. It was repaired. The reefer seems to be working okay now, but some people are not using the reefer; I don't know why. The reefer has been fixed.

Some communities do not have a community reefer, so we will be working more on this issue after Christmas when capital funding is requested for the communities that do not have reefers. We will be working toward them being able to build reefers and looking at how much money would be required for it. The O and M still has to be figured out. So the communities that do not presently have these reefers are the ones that we will be supporting to get reefers in their communities.

So the one in Snare Lake that is being discussed has been repaired, and if it's maintained properly, it will be working for a long time yet. Thank you.

MR. SPEAKER:

Supplementary, Mr. Rabesca.
Supplementary To Question 21-13(1):
Replacement Of Snare Lake Community Freezer

MR. RABESCA:

Mr. Speaker, I apologize for making my statement to the wrong Minister. Since Mr. Kakfwi spoke in his own native language, maybe I should speak my own proper language.

(Translation) Mr. Speaker, the community is prepared to build an outside shell of a community freezer with logs from outside the community and wish to purchase the inside shell of the freezer. They feel that this will not only create employment for a number of the residents during the winter months, but a good solid protection would be built for the inner shell of the community freezer which will be cost-effective in the

long term. Mr. Speaker, I ask the Minister, will it be possible to provide the necessary funds to the community for them to participate in the construction of an outside shell and to purchase the inside shell for a new community freezer. Thank you, Mr. Speaker.

Further Return To Question 21-13(1):
Replacement Of Snare Lake Community Freezer

HON. STEPHEN KAKFWI:

(Translation) Mr. Speaker, in listening to what the honourable Member had to say, I now have a better understanding of what they are requesting. They would like to work on the project themselves. There is already a reefer there. If it is to be renovated on the inside as well as the outside, then we can sit down together and find out exactly what they would like to have done. Once we have an understanding of what they would like to have done then we would be able to help them financially and how the whole project could be worked on as well.

It is only once we have sat down together and discussed this whole thing that we could find out what we can and can't do with this project, so we will be doing that shortly after Christmas. Thank you.

MR. SPEAKER:

Supplementary, Mr. Rabesca.
Supplementary To Question 21-13(1):
Replacement Of Snare Lake Community Freezer

MR. RABESCA:

Thank you, Mr. Speaker. (Translation) I would like to ask the Minister of Renewable Resources; he has just been given responsibility for this. He has a responsibility to help the communities with these kinds of issues. If he can look into this issue; look at the issues in Snare Lake with regard to this. Maybe he can give me, in written form, how we can work on this issue together.

MR. SPEAKER:

Mr. Rabesca.
Further Return To Question 21-13(1):
Replacement Of Snare Lake Community Freezer

HON. STEPHEN KAKFWI:

(Translation) Thank you, Mr. Speaker. I would like to thank the honourable Member. I think if he wrote a formal letter then I would be able to know exactly what they are requesting and we will be able to

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discuss it further. He is speaking on behalf of the Snare Lake community. He's the best person to know exactly what the people are requesting and what they would like to have worked on. The best process to work on this would be for him to write me a formal letter. Thank you.

MR. SPEAKER:

Item 6, oral questions. Item 7, written questions. Mr. Steen.

ITEM 7: WRITTEN QUESTIONS

Written Question 1-13(1): Government Services To The Community Of Holman Island

MR. STEEN:

Thank you, Mr. Speaker. I would like to address my written question to the Honourable Don Morin, Minister of the Executive. With the division of the existing Northwest Territories on the horizon, the question of which regional government office should be responsible for government services to the community of Holman Island must be addressed as soon as possible. As you know, at the present time, most, if not all, government services, including education, health, police and court service for this particular community in the riding of Nunakput are administered out of the Cambridge Bay regional office.

There is no doubt that after 1999, the community of Holman Island will be in the Western Territory.

The residents of this community would like clear indications from the government as to where these services will be coming from in the future; Nunavut or the new Western Territory.

Furthermore, as MLA responsible for this community, I find it very hard to deal with two separate regional offices in order to have input on annual O and M and capital expenditure budgets for this community. Travel costs to Cambridge Bay regional

office puts a severe strain on my constituency travel budget.

Would the Minister consider:

1. Instructing his regional officials to seriously consider transferring all O and M and capital budgets applicable to Holman Island from the Cambridge Bay regional office to the Inuvik regional office effective April 1, 1996?

2. If this is not possible or feasible, would the Minister indicate what other options are open or under consideration by the government that would address this situation?

Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 7, written questions. Item 8, returns to written questions. Item 9, replies to opening address. Mr. Ootes.

ITEM 9: REPLIES TO OPENING ADDRESS

Mr. Ootes's Reply

MR. OOTES:

Thank you, Mr. Speaker. I appreciate this opportunity to reply to the Opening Address. There are several topics on which I would like to comment. These are also issues raised during my election campaign. These issues are the constitutional process; division; the deficit; and, job creation.

With respect to the CDSC, today we are at a crossroad where we seek to establish two new territories. While Nunavut has been the subject of attention and funding support by the federal government for many years, relatively little federal intention nor support has been given to the constitutional process here in the Western Arctic. As an MLA, I'm now a participant in the constitutional process. I resolve to develop a new constitution for the Western Territory and to design a system of government that will suit all people will require foresight and careful decision-making. Those decisions will affect future generations and must be just and fair for all peoples of this Territory.

A number of people in Yellowknife have commented to me that they are not familiar with the reasons for designing a new constitution. These and many other such questions need to be answered for the

general public. It is therefore essential that work be done on public awareness so that all northerners are comfortable with the CDSC process so all northerners have an opportunity to have input.

To help this process along, it is important that the federal government acknowledge its responsibility and provide the necessary funding for this process. While the time frame must be met, in order for us to succeed, we must remember that it will be easy to be pushed by events and circumstances placed on us to make decisions that are rushed and not well thought out nor have the support of the public at large.

I, for one, will attempt to do my level best to integrate the desires of all peoples of the North; for example, the desires of the aboriginal people for self-government which I feel a number of us in my constituency have little understanding of and which must be explained if we are to succeed in our process. It must also be understood that it will be my effort to have in the end a constitution that is ratified by the general public on the basis of one person one vote and that there be a strong central public government for the whole of the Western Territory.

There are some pragmatic steps we can take immediately. For example, let's proceed with selecting a name for our territory. Our Premier has already suggested this be done in the next six months and I concur whole-heartedly. With respect to division, the creation of Nunavut and a separate government for that territory in 1999 will have significant impact on the shape and size of the present territorial government. This will likely have more impact on the city of Yellowknife than any other community in the Western Territory, and my constituents are extremely concerned about those impacts. It was originally envisioned

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that to fully establish the government of Nunavut, the new government would be phased in over a period of many years. The signals now are that there is a desire to

speed up the transfer of government operations to the new territory. It was also originally envisioned that the federal government pay for the infrastructure costs of such a new government and the incremental costs of operating two governments.

One of the issues the people of Yellowknife are particularly watching out for is how its MLAs deal with how the East/West split will affect the constituencies they represent. I would like to see a comprehensive plan prepared for division so that we can see what and where impacts will be. I would also like to have the details of that plan made available to the public as soon as possible.

With respect to the deficit, many of the issues we are facing involve money. One such issue is how do we deal with the deficit. The Premier stated yesterday that next year we will be short by over \$100 million. There are two main options to address this problem: raise taxes or reduce spending. My constituents made it clear that they do not want taxes raised in any way, shape or form. For me, the answer, therefore, comes back to reducing spending.

I would like to make reference to a Yellowknife Chamber of Commerce fax survey conducted last summer to which the Chamber received a large response. The most common comment was that the government should become more efficient in their spending practices, giving more value to the people's tax dollars. Among the expenses the survey showed its membership would like to have reduced were: travel expenses, office expenses, wages and benefits, spending on public buildings and grants to other agencies. I'm quite prepared to support the tough decisions that need to be made to eliminate the deficit, provided everyone shares the burden and that Yellowknife not be singled out. I agree that these cuts should not unreasonably threaten essential programs and services, particularly for those who need them the most. And that the very small communities in our North, where there

is absolutely no local economy, should be treated with consideration.

I am in favour of eliminating the projected deficit quickly. It is my opinion that the cuts should be done in one year simply because we don't know what federal financial cutbacks face us, or disasters face us, or what we may face down the road. My motto will be short-term pain for long-term gain. At every level of government there are people with very good ideas who feel constrained about using them. It would do our government well to obtain the papers produced by three economists from the University of Calgary who conducted research on the Alberta government cuts and how the civil servants reacted. Among the questions that absorbed the researchers was how civil servants behave when they are ordered to make cuts. Do they make more drastic cuts in areas sure to cause the most embarrassment to the government? That was one question. Do they make the cuts in such way that their own power base is affected the least?

The answers varied according to department. Some entrenched their power while others were only too eager to make changes. Nevertheless, the researchers found the civil service rife with entrepreneurial spirit and a wealth of great ideas about how to conduct government business more efficiently. That is the bottom line, after all. We need to make our civil servants understand that this government must operate more efficiently. Finally, on the issue of job creation. We must diversify the northern economy. Dan Marion, the mayor of Rae-Edzo who is now also the Deputy Commissioner of the Northwest Territories, spoke this past spring in his community and illustrated the need for economic diversification. He said, and I quote, "The reason is starkly illustrated by a single number -- 42 -- 42 is the official rate of unemployment in Rae-Edzo." That figure is representative of most of the aboriginal communities in the North. Approximately one of every two members of the workforce cannot find a job. With that kind of unemployment it is impossible to have a

vibrant economy. What we have instead are incredible social problems. We must create jobs to get people out of that social malaise.

The mainstay of our northern economy for the past 25 years has been government. The GNWT is the main economic force in the North, now to the tune of \$1.2 billion per year, funded in large part by the federal government. Shrinking federal budgets mean we can no longer rely on the Government of Canada to foot the bill for the NWT forever. We need jobs and we need revenues created from some source other than government. That means we need to diversify the northern economy and we need to do that quickly.

In the North there is only one sector that can provide large-scale jobs and dollars in a short space of time; that industry is the mineral resource industry. Mining can kick-start that diversification. Mining, operated in a responsible way, can help solve many of the North's problems. I am not advocating the development of mines at all costs. I am acutely aware of the need to ensure that mines create a minimum of environmental damage and that the industry demonstrate its willingness to give its majority of jobs and business opportunities to northerners. Also, the aspirations and desires of the aboriginal people affected must be met as much as possible. When I visited Rae-Edzo last spring, I heard many elders speak about the importance of the land and their spiritual and subsistence relationship with that land and the animals on it. The message I got was that for those people who wish to use that land, to respect that spiritual and subsistence relationship. The other message I got was best said by Dan Marion, the mayor of Rae-Edzo, and I quote again, "Young men and women who have grown up in a vastly different world from the one their parents knew have neither the desire nor, indeed, in many cases, the ability to engage in hunting, fishing and trapping full-time." In fact, many, if not most, would, frankly, prefer employment in the modern economy. I know this because I know 448 Rae-Edzo residents, 42 per cent

of our working-age population, told the labour force surveyors they wanted a job last year but couldn't find one.

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In my opinion, the benefits of proceeding with resource mineral development, done in a responsible way, far outweigh the detractions. This government has a role to play in establishing a supportive atmosphere for responsible mining development. It also has a role to play in maximizing northern jobs and benefits. The health of the North is extremely sensitive at this time. Jobs, or the lack of jobs, reflect the vibrancy or the recessionary state of the whole of the North.

There are a number of private citizens in Yellowknife who have formed a group called, "Committee for Support of BHP," with a common view to seek support for responsible mining development. They are circulating a petition in which they state, "Interest groups which do not support the project have made lengthy submissions to the panel, and in some cases have urged the panel not to approve the BHP development permit. We are writing to ask for your support in our efforts to influence the BHP environmental assessment panel to reach a favourable decision on the approval of the NWT diamonds project." I understand that, to date, they have in excess of 1,000 signatures and are seeking 10,000. They will submit their petition to the EARP panel, which is scheduled to hold final hearings at the end of January.

In conclusion, Mr. Speaker, there were many other issues of concern to my constituents which were raised during my election campaign and many more issues that I have been made aware of since my election. I will be working on all of these in the coming weeks and months.

At this time I would like to express my wishes for a good Christmas and new year to all my constituents and to the Members of this House, and to thank the staff of this House for this capable and excellent work they've done for us. Thank you very much.

---Applause

MR. SPEAKER:

Thank you, Mr. Ootes. Item 9, replies to opening address. Mr. Miltenberger.

Mr. Miltenberger's Reply

MR. MILTENBERGER:

Thank you, Mr. Speaker. As I rise to speak, I'm ever mindful of the tremendous record for duration and length of replies to the opening address. I want people to rest assured that I won't be anywhere close to that today.

I would like to publicly go on record today, before we break for Christmas to indicate that I've had input as an MLA through Caucus and through the new committee structure into the contents of the Premier's statement yesterday, and that I fully support the direction being taken by this Assembly and the government and the need to address the deficit in the decisive and clear manner that is fair and equitable and keeps in mind the need to protect the communities and those who can least afford to take major cuts. I think it's important, at least to me, that I go on record to say this now because when I go home, I want to be able to say and have it known that I support this, that I was involved in this process and I will continue to state my case in this regard.

I think, as the Minister of Finance has indicated, that this is a manageable situation. If we make careful, wise decisions we can deal with this. We have to do it quickly so that it doesn't take over our agenda. But I will be out there and I will go where this Assembly asks me to go to make this case to people to justify our decisions and support this initiative.

In closing, I would just like to clarify. There were a few questions raised at break, but I did wish to extend the best season's greetings to each and every one of my constituents in Thebacha. Thank you.

---Applause

MR. SPEAKER:

Thank you. Item 9, replies to opening address. Item 10, petitions. Item 11, reports of standing and special committees. Item 12, reports of committees on the review of bills. Item 13, tabling of documents. Mr. Todd.

ITEM 13: TABLING OF DOCUMENTS

HON. JOHN TODD:

Thank you, Mr. Speaker. I have several documents I would like to table this afternoon. I wish to table Tabled Document 5-13(1), Interim Financial Report of the Government of the Northwest Territories for the year ending March 31, 1995.

If I may, Mr. Speaker, I would also like to table Tabled Document 6-13(1), Public Consultation on Eliminating the Deficit, Report to the Minister of Finance, October 1995.

If I may, Mr. Speaker, as required by section 32(1)(2) of the Financial Administration Act I'm tabling the following document: Tabled Document 7-13(1), list of inter-activity transfers exceeding \$250,000 within departments for the period March 9, 1995 to December 8, 1995. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 13, tabling of documents. Mr. Kakfwi.

HON. STEPHEN KAKFWI:

Mr. Speaker, I wish to table the following document: Tabled Document 8-13(1), Northwest Territories Law Foundation Thirteenth Annual Report for the Fiscal Year Ending June 30, 1995.

MR. SPEAKER:

Thank you. Item 13, tabling of documents. Item 14, notices of motion. Mr. Henry.

MR. HENRY:

Thank you, Mr. Speaker. I seek unanimous consent to deal with Motion 14-13(1) on MLA compensation today.

MR. SPEAKER:

Could you just give me...We're on item 14, notices of motion. Item 15, notices of motions for first reading of bills. Item 16, motions: Motion 13-13(1), Serving of Alcohol at Government Sponsored Functions. Motion 13-13(1) is dropped from the orders paper. Item 16, motions. Mr. Henry.

MR. HENRY:

Thank you, Mr. Speaker. I apologize for getting a little ahead of myself. Mr. Speaker, I seek unanimous consent to deal with Motion 14-13(1) today.

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MR. SPEAKER:

The Member is seeking unanimous consent to deal with his motion. Are there any nays? There are no nays. Proceed, Mr. Henry.

ITEM 16: MOTIONS

Motion 14-13(1): Appointment Of Independent Commission On MLA Compensation, Carried

MR. HENRY:

Thank you, Mr. Speaker.

WHEREAS the last comprehensive independent review of Members' and Ministers' salaries, allowances, benefits, expenses, indemnities and per diems was conducted in 1987;

AND WHEREAS the Legislative Assembly is of the opinion that it is timely to undertake another comprehensive independent review;

NOW THEREFORE I MOVE, seconded by the honourable Member for Yellowknife North, that the Legislative Assembly hereby appoints Mr. Joel Fournier, Ms. Anne Crawford and the Hon. Jim Bourque as the Commissioner on MLA Compensation to review and inquire into the salaries, indemnities, allowances and benefits of Members, Ministers and the Speaker of the Legislative Assembly;

AND FURTHER, that the commission shall:

1. Establish principles relating to remuneration for Members, Ministers and the Speaker, which take into consideration the diverse geographic and economic factors which may impact on MLAs' ability to carry out their duties;
2. Conduct a review of the existing salaries, indemnities, benefits and allowances to determine the appropriateness of the amounts provided;
3. Conduct a review of the legislated pension benefits provided to MLAs and make appropriate recommendations concerning the level of benefit;
4. Evaluate the relative pros and cons of a straight salary versus a combination of salary and extra indemnities for MLAs and make appropriate recommendations;
5. Review and recommend the procedures Members shall follow to account for allowances, disbursements and other

payments;

6. Develop a statement of purpose for the constituency work expense allowances including recommending permissible spending criteria, and to express an opinion on the adequacy of the current levels of these allowances;

7. Recommend the manner for adjusting from time to time Members', Ministers and Speaker's salaries, indemnities, allowances and benefits and other payments;

8. Review and recommend a compensation system that is simple, straightforward, easily understandable, fair and accountable; and,

9. Review any other matter that the commission considers relevant respecting allowances, disbursements and other payments.

AND FURTHERMORE, in conducting its review, the commission shall take into consideration the diversity of the constituents across the Northwest Territories;

AND FURTHERMORE, the commission shall seek public input as an integral and essential part of the review process;

AND FURTHERMORE, the commission shall report with its observations and recommendations to the Speaker by March 1, 1996, and the Speaker shall cause the report to be tabled in the Assembly without delay if the Assembly is in session, and, if the Assembly is not in session, within five days after the beginning of the session.

Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Henry. Your motion is in order. To the motion.

AN HON. MEMBER:

Question.

MR. SPEAKER:

Question has been called. All those in favour? All those opposed? The motion is carried unanimously.

---Carried

---Applause

Item 16, motions. Mr. Miltenberger.

MR. MILTENBERGER:

Thank you, Mr. Speaker. I seek unanimous

consent to deal with Motion 16-13(1), Appointment of Deputy Chairpersons of Committee of the Whole.

MR. SPEAKER:

Thank you, Mr. Miltenberger. The Member for Thebacha is seeking unanimous consent to deal with his motion today. Are there any nays? There are no nays. Proceed, Mr. Miltenberger.

Motion 16-13(1): Appointment Of Deputy Chairpersons Of Committee Of The Whole

MR. MILTENBERGER:

Thank you, Mr. Speaker.

WHEREAS there is a requirement for the naming of two Members to hold the positions of deputy chairpersons of Committee of the Whole;

AND WHEREAS it is desirable to appoint two Members;

NOW THEREFORE I MOVE, seconded by the honourable Member for Natilikmiot, that the honourable Member for Hay River, Mrs. Jane Groenewegen, and the honourable Member

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for Nunakput, Mr. Vince Steen, be appointed as deputy chairpersons of the Committee of the Whole.

MR. SPEAKER:

Thank you. Your motion is in order. To the motion.

AN HON. MEMBER:

Question.

MR. SPEAKER:

Question has been called. All those in favour. All those opposed. All those abstaining. The motion is carried unanimously.

---Carried

---Applause

MR. SPEAKER:

Item 16, motions. Mr. Krutko.

MR. KRUTKO:

Thank you, Mr. Speaker. I seek unanimous consent to deal with Motion 15-13(1) on support for the western NWT constitutional development process today.

MR. SPEAKER:

Thank you. The Member for Mackenzie Delta is seeking unanimous consent to deal with this motion today. Do we have any

nays? There are no nays. Proceed then, Mr. Krutko.

Motion 15-13(1): Support For Western NWT Constitutional Development Process

MR. KRUTKO:

WHEREAS the Constitutional Development Steering Committee (CDSC) was formed to design, implement and guide the process of developing a constitution and structure of government for the new western territory, which will be created upon division of the NWT on April 1, 1999;

AND WHEREAS it is imperative that the western constitutional process continue in order to ensure the development, ratification and implementation of appropriate structures of government for the western territory by April 1, 1999;

AND WHEREAS on April 27, 1995, the 12th Legislative Assembly endorsed the 12 draft principles to be used as the basis to guide the western constitutional process;

AND WHEREAS this continues to be an urgent matter of major political significance in the western NWT;

AND WHEREAS the Minister of Indian Affairs and Northern Development, the Hon. Ron Irwin, has indicated that he has postponed his decision to provide support until the 13th Legislative Assembly has considered its approach to gaining public support for changes to the structure of government for the new western territory;

NOW THEREFORE I MOVE, seconded by the honourable Member for Iqaluit, that the Legislative Assembly strongly endorses and supports the continuation of the CDSC process to ensure ongoing public consultation and discussion and progress on the development, ratification and implementation of a proposal for a constitution and structure of government for the new western territory;

AND FURTHERMORE that this Assembly recommends that the Government of Canada and the Government of the Northwest Territories continue to provide an appropriate level of funding to the CDSC to conclude the western constitutional process. Thank you.

MR. SPEAKER:

Thank you, Mr. Krutko. Your motion is in order. To the motion.

AN HON. MEMBER:

Question.

MR. SPEAKER:

Question has been called. All those in favour? All those opposed? Let the record show that the vote was unanimous.

---Carried

---Applause

MR. SPEAKER:

Item 16, motions. Item 17, first reading of bills. Item 18, second reading of bills. Item 19, consideration in Committee of the Whole of bills and other matters: Bill 1, An Act to Amend the Borrowing Authorization Act, with Mr. Ningark in the Chair.

ITEM 19: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

Bill 1: An Act To Amend The Borrowing Authorization Act

CHAIRMAN (Mr. Ningark):

The Committee of the Whole will come back to order. By the way, Bill 1 is in your green binder down there somewhere if you can find it. It is in the legislation binder. We are dealing with Bill 1, An Act to Amend the Borrowing Authorization Act. I would like at this point to ask if the Minister of Finance has any opening remarks.

HON. JOHN TODD:

Thank you, Mr. Chairman. I have no additional remarks to make other than what I said to the committee and to the honourable Members over the period of last week. At this time, I would suggest seeing if there are any remarks or questions that Members may want to ask. If not, I would be prepared to proceed line by line.

CHAIRMAN (Mr. Ningark):

Do we agree then that we will proceed line by line? Do any of the Members have any general comments to Bill 1, An Act to Amend the Borrowing Authorization Act? Is there any comment from the Members of the full Caucus? Mr. O'Brien.

MR. O'BRIEN:

Mr. Chairman, I would just like to get a copy of the manual.

CHAIRMAN (Mr. Ningark):

There is a green binder. You don't have one? A copy will be provided to you. We will stall until the Member gets his copy. Do we have any general comments? Do we then agree that we will go clause by clause?

SOME HON. MEMBERS:

Agreed.

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---Agreed

Clause By Clause

CHAIRMAN (Mr. Ningark):

Open the page to **Page 1**. Clause 1.

Agreed?

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Ningark):

Clause 2. Agreed?

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Ningark):

The bill as a whole.

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Ningark):

Does the committee agree that Bill 1 is ready for third reading?

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Ningark):

Bill 1 is now ready for third reading. Okay.

If there is nothing else on item 19, consideration in Committee of the Whole of bills and other matters, I will now rise and report to the Speaker. Thank you.

---Applause

MR. SPEAKER:

The House will come back to order. We're on item 20, report of Committee of the Whole. Mr. Ningark.

ITEM 20: REPORT OF COMMITTEE OF THE WHOLE

MR. NINGARK:

Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 1, An Act to Amend the Borrowing Authorization Act, and would like to report progress and that Bill 1 is ready for third reading. And,

Mr. Speaker, I move that the report of Committee of the Whole be concurred with. Thank you.

MR. SPEAKER:

Thank you. Do we have a seconder? Mr. Picco. To the motion.

AN HON. MEMBER:
Question.

MR. SPEAKER:

Question is being called. All those in favour? All those opposed? The motion is carried.

---Carried

Item 21, third reading of bills. Mr. Todd.

HON. JOHN TODD:

Thank you, Mr. Speaker. I seek consent to give third reading to Bill 1, An Act to Amend the Borrowing Authorization Act. Thank you.

MR. SPEAKER:

The Member for Keewatin Central is seeking unanimous consent to give third reading to Bill 1, An Act to Amend the Borrowing Authorization Act. Are there any nays? There are no nays. Proceed, Mr. Todd.

ITEM 21: THIRD READING OF BILLS
Bill 1: An Act To Amend The Borrowing Authorization Act

HON. JOHN TODD:

Thank you, Mr. Speaker. I move, seconded by the honourable Member for Nahendeh, that Bill 1, An Act to Amend the Borrowing Authorization Act, be read for the third time.

MR. SPEAKER:

Thank you, Mr. Todd. The motion is in order. To the motion.

AN HON. MEMBER:
Question.

MR. SPEAKER:

Question is being called. All those in favour? All those opposed? The motion is carried.

---Carried

Bill 1 has had third reading. Item 21, third reading of bills. Prior to asking Her Honour, the Commissioner, to enter the Chamber, I would like to say a few words.

Speaker's Closing Remarks

We have all come through a very busy time with the general election, orientation,

territorial leadership, selection of a new capital for Nunavut and the development of our common agenda. It will be nice to go home to our families and friends. I would also like to take the opportunity to express my appreciation and I'm sure all of yours for the never-ending and tireless assistance that has been provided by the Clerk and his staff during our orientation and the first sitting of this Legislature.

---Applause

I think it was one of the staff who drafted this.

As we leave today, I wish each and everyone of you a safe journey home, and may the joy and spirit of the Christmas season be with you and your family. I hope that 1996 will bring peace and understanding to all our people. God bless. Mahsi cho.

---Applause

Mr. Clerk, would you ascertain if Her Honour, the Commissioner of the Northwest Territories, is prepared to enter the Chamber to assent to bills and prorogue this session.

Assent To Bills

COMMISSIONER MAKSAGAK:

As Commissioner of the Northwest Territories, it gives me pleasure to assent to the following bill: Bill 1, An Act to Amend the Borrowing Authorization Act.

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Mr. Speaker and Members of the Legislative Assembly, prior to proroguing this session as Commissioner, I wish to announce that the Second Session of the 13th Assembly will convene on Wednesday, February 14, 1996 at 1:30 p.m.

I would also like at this time to wish everyone a very Merry Christmas and a prosperous New Year.

As Commissioner of the Northwest Territories, I hereby prorogue the First Session of the 13th Legislative Assembly of the Northwest Territories. Thank you.

---PROROGATION

TUESDAY, JUNE 13, 1995

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MEMBERS PRESENT

Mr. Allooloo, Mr. Antoine, Hon. Silas Arngna'naaq, Mr. Ballantyne, Hon. Nellie Cournoyea, Mr. Dent, Hon. Samuel Gargan, Hon. Stephen Kakfwi, Mr. Koe, Mr. Lewis, Mrs. Marie-Jewell, Ms. Mike, Hon. Don Morin, Hon. Richard Nerysoo, Hon. Kelvin Ng, Mr. Ningark, Mr. Patterson, Hon. John Pollard, Mr. Pudlat, Mr. Pudluk, Mrs. Thompson, Hon. John Todd, Mr. Whitford, Mr. Zoe

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Samuel Gargan):

Thank you, Mr. Koe. Good afternoon. I wish to inform the House that I have received the following message from Her Honour, the Commissioner of the Northwest Territories:

Dear **MR. SPEAKER**: I wish to advise that I recommend to the Legislative Assembly of the Northwest Territories the passage of Bill 34, Supplementary Appropriation Act, No. 1, 1995-96, during the Seventh Session of the 12th Legislative Assembly." It was signed by Helen Maksagak, Commissioner.

---Applause

Orders of the day, Item 1, Ministers' statements.
Point of privilege, Ms. Mike.

Point Of Privilege

MS. MIKE:

Thank you, Mr. Speaker. I will try and do this in monotone. Mr. Speaker, I have a point of privilege pursuant to Rule 20(1), and, with your permission, I would like to rise on a point of privilege to clarify a matter that was reported on the 7:30 a.m. newscast on CBC Mackenzie.

Mr. Speaker, during question period yesterday, I was raising questions to the Minister of Education, Culture and Employment concerning the Minister's responses to the recommendations of the Nunavut leaders summit on education issues. In the heat of the questions and the Minister's answers, I tried to raise a

point of order concerning the Minister referring to the report of the Nunavut Implementation Commission.

My point of privilege is the manner in which the CBC reported the events. The news report indicated that I, and I quote: "Baffin Central MLA, Rebecca Mike, had to be told to calm down in the Legislative Assembly yesterday." It also went on to indicate, and I further quote: "She interrupted Nerysoo twice, the first time pointing, raising her voice and hitting her desk until the Speaker told her to sit down."

Mr. Speaker, CBC is radio, not television, and if television had been the reporting media, it would have shown that I did not hit my desk; and you, Mr. Speaker, did not tell me to sit down. Mr. Speaker, you were here and know that the facts were not reported correctly. Once again, the CBC has failed to report accurately the proceedings of this Assembly.

Mr. Speaker, I wanted to advise the House of this issue and trust that CBC in the future will make every effort to report accurate proceedings and comments and not sensationalize issues.

Thank you.

AN HON. MEMBER:

Hear! Hear!

---Applause

MR. SPEAKER:

Thank you, Ms. Mike. Item 2, Ministers' statements.
Mr. Morin.

ITEM 2: MINISTERS' STATEMENTS

Minister's Statement 90-12(7): Norman Wells Fire

HON. DON MORIN:

Thank you, Mr. Speaker. I am pleased to advise Members today that the Norman Wells fire continues to be held and the fire guards are well secured. As I told you yesterday, crews have been back burning at Vermilion Creek for the past several days. That task is now generally completed, and the wildfire and back burns have met in some spots. With the changing weather conditions, it is difficult to predict when the fire might be out.

Mr. Speaker, the community leaders and crews who have worked on the fires deserve a lot of credit. I am

especially pleased that we have managed both the Fort Norman and Norman Wells fire situations with the crews and equipment we already have on contract. As I have said before, these are largely our own people and resources. So far, we have done the job without bringing in a lot of southern equipment and experts.

I am optimistic that I can continue to bring good news on these fires but stress that the entire western Arctic is extremely hot, with very little rain predicted.

Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you, Mr. Item 2, Ministers' statements. Item 3, Members' statements. Mr. Patterson.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Third Reading of Bill C-68

MR. PATTERSON:

Thank you, Mr. Speaker. Today, as a result of a motion limiting debate, Bill C-68 will be given third reading in the House of Commons. Two amendments have been introduced by our MP, Jack Anawak, who says he will vote in favour of the bill, and by Minister of Justice, Allan Rock.

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One amendment made by Mr. Rock will exempt Inuit subsistence hunters from the borrowing or lending provisions of the bill. Although it goes a little way towards recognizing the way northern people hunt, often as a collective enterprise, this amendment still leaves us with many problems.

First of all, it is only subsistence hunters who will not be charged for borrowing or lending a firearm. To date, subsistence hunting has been very narrowly defined by the courts and by officials. Many of our aboriginal constituents are active hunters but they are not classified as subsistence hunters because they have jobs where they earn more than \$30,000 a year.

Secondly, another class of northern hunters, non-native hunters, many of whom live with and hunt with aboriginal people, are completely left out of this amendment.

The end result of this amendment is that it will create three classes of hunters in the NWT: aboriginal

subsistence hunters who will be lucky enough not to be charged for borrowing or lending firearms, although they still will not be exempt from registering their guns; and, aboriginal hunters who have jobs, who, along with non-native hunters, will be charged for loaning or borrowing firearms without permits and permission. Three classes of hunters, two sets of rules.

A more serious problem is that even if a hunter is lucky enough to be in the narrow class of people who will be exempt from the rules for borrowing or lending, no aboriginal hunter will be exempt from the requirement to register rifles and have a permit to buy a rifle. My constituents consider these compulsory registration provisions to be a major infringement on their ability to hunt and pursue a life on the land. For families who own a lot of firearms for the various seasons and species they hunt, compulsory registration will be a major hassle. It is misleading to pretend that it will not be a major inconvenience and interference with the traditional outdoor lifestyle and the ability to purchase and sell firearms as tools used in pursuit of the renewable resources economy. This amendment does nothing about compulsory registration and the huge amounts of money which will have to be spent so wastefully in the north trying to make an unworkable system work.

The other amendment made by Mr. Anawak adds a new clause stating that Bill C-68 does not take away from aboriginal or treaty rights. Mr. Speaker, I don't want my constituents to think that this amendment will save them from the application of Bill C-68. I would like to be, with unanimous consent, allowed to conclude my statement today.

MR. SPEAKER:

The Member for Iqaluit is seeking unanimous consent to complete his statement. Are there any nays? There are no nays. Mr. Patterson, conclude your statement.

MR. PATTERSON:

It will still force them to register their firearms and be licensed to purchase a firearm.

The effect of the new clause in the bill is unclear. Aboriginal people who are charged may be able to use this clause to defend themselves, but they will have to rely on an expensive and time-consuming and frustrating court process to do so. Federal Crown prosecutors will be fighting to uphold Bill C-68, we can

be sure. The only people who will profit from this clause will be defence lawyers, Crown prosecutors and judges. This non-derogation clause will not give the Inuit the clear protection and complete exemption from the application of the bill which they want and deserve.

Mr. Speaker, I want to say as clearly as I can to my constituents, don't let anyone fool you into thinking that the Inuit land claim agreement will protect you from the effects of this invasive law. Don't be misled into thinking that a new clause in the bill paying lip service to aboriginal and treaty rights will protect you from this invasive law, either.

This bill is no good for us. It won't work; it won't be respected; it will be a colossal waste of money much better spent on community justice priorities, including more police officers. These feeble amendments have not dealt with the fundamental problems we face with this bill in the north. Qujannamiik, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you. Item 3, Members' statements. Mrs. Thompson.

Member's Statement On Position Of NWT MPs On Bill C-68

MRS. THOMPSON:

Thank you, Mr. Speaker. It is with a heavy heart that I rise in this House today. I have heard that Bill C-68 will have its final reading in the House of Commons and then be referred to the Senate for their review. Mr. Speaker, it is obvious to all Members of this Assembly that the federal government consultation process on this bill was nothing more than smoke and mirrors.

It is truly unfortunate, Mr. Speaker, that the federal government has decided to ignore the needs of the people we are privileged to represent. This bill and its provisions will create undue hardship for those who rely on guns as a tool to feed their families, protect themselves and maintain their lifestyles.

Mr. Speaker, as an aboriginal woman of Inuit descent, I have seen the effects of well-meaning kabloona on the welfare of my people. I strongly believe, Mr. Speaker, that this bill, Bill C-68, will create the same types of hardship for my people as the Greenpeace people did over the seal hunt.

MR. PATTERSON:

Shame.

MRS. THOMPSON:

In this crucial time leading up to division, we have enough on our plates in Nunavut and in the western Arctic without having to implement and enforce laws that do not represent our constituents' needs.

The federal government has said that the implementation and enforcement of the provisions of the Gun Control Act will be provincial or territorial responsibilities. Where will we get the money? As I speak, Mr. Speaker, the western Arctic is well on its way to the worst fire season ever. In Nunavut, there are still serious housing shortages that need to be addressed. The federal government has consistently cut back the money they give us to administer these programs and yet, by the same token, Mr. Speaker, expect our government to take on more responsibility with less money.

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Mr. Speaker, I would like consent from my colleagues to continue.

MR. SPEAKER:

The Member for Kivallivik -- Aivilik, sorry -- is seeking unanimous consent to conclude her statement. Are there any nays? There are no nays. Please proceed, Mrs. Thompson.

MRS. THOMPSON:

Thank you, Mr. Speaker. In Ottawa, the people of the north are represented in the ruling Liberal party by two outstanding aboriginal people, Mr. Jack Anawak and the Honourable Ethel Blondin-Andrew. These two people are, unfortunately, linked to the concept of party discipline. Ms. Blondin-Andrew and Mr. Anawak are supposed to subject their feelings, and those of their constituents, to the greater political will of their party and the rest of urban Canada.

Mr. Speaker, this issue is too important to northerners for our two elected representatives to toe the party line and vote in the affirmative. They must come out and support the people they represent, regardless of the consequences. They have no alternative. The electorate will not forgive or forget such an insult to their way of life.

In closing, Mr. Speaker, I quote from an article in yesterday's Toronto Star in which Ms. Blondin-Andrew said on the issue of her voting on the gun control bill that, "A person can't die on every hill. You have to pick the hill you're going to die on, but the people in my riding are telling me this is my hill." This quote, Mr. Speaker, is twofold. If Mrs. Blondin-Andrew chooses to vote for her party, she risks losing her seat in the next federal election. If she chooses to truly represent her constituents and vote against the bill, she risks alienating herself from her party.

Obviously, Mr. Speaker, this is not an easy decision for our MPs to make, but they must remember that they were elected to be our voice in Ottawa and that voice, Mr. Speaker, is loud and clear. I trust they will make the right decision for the people by voting against Bill C-68. Thank you, Mr. Speaker.

AN HON. MEMBER:

Hear! Hear!

---Applause

MR. SPEAKER:

Item 3, Members' statements. Ms. Mike.

Member's Statement On Preparation Of NWT-Wide Organizations For Division

MS. MIKE:

Thank you, Mr. Speaker. As we enter into our discussions and deliberations on Bill 25, Education Act, it makes me think about planning for education in Nunavut in preparation for 1999. In addition to my Member's statement last week about the resolutions made in Gjoa Haven by Nunavut leaders, I'm concerned about what our future holds for our teachers in the east.

As the Government of the Northwest Territories plans for division of its resources, assets and liabilities, it must be recognized that there are a variety of organizations that may also need to plan for an equitable split of their resources between east and west. As most Members are aware, teachers in the north belong to the NWT Teachers' Association. Over one-third of the members of the NWT Teachers' Association reside in Nunavut. Should it be decided that the teachers not be represented by the same association in the east as in the west, due consideration must be given to a process for the division of resources and assets.

It is crucial that organizations that are NWT-wide begin to address these questions immediately, in order to adequately prepare for life after Nunavut. Teachers' representation is just one area that we must be aware of, Mr. Speaker, where a body established by statute may take on new forms in preparation for or after division of the territories. In our haste to plan for division of government assets, liabilities and entities, we must not lose sight of those bodies and organizations that are also facing the same decisions and challenges. As much as possible, this government must be committed to assist in the process for all northerners. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Ms. Mike. Item 3, Members' statements. Mr. Lewis.

Member's Statement On Snare River Hydro Project

MR. LEWIS:

Thank you, Mr. Speaker. This afternoon, Mr. Speaker, Mr. Morin made a Minister's statement about using our own people and our own resources to solve our own problems. My statement this afternoon, Mr. Speaker, is on a similar theme.

Last Saturday, Mr. Speaker, I joined people from the Power Corporation, utility and mining companies, as well as Dogrib leaders on a visit to the Snare River hydro project. Mr. Whitford already referred to this visit yesterday. It was meaningful for him because he had been there early in his career with the Power Corporation 30 years ago. The visit was meaningful for me too, Mr. Speaker, because I've had a lifelong interest in northern responsible government and northern self-sufficiency.

Mr. Speaker, I'm delighted to see the development of our hydro potential. Although there will always be critics of man's attempts to harness the forces of nature, I believe hydro is one of the most responsible ways of generating power. It is clean and sustainable. The future of Yellowknife and the Dogrib people, although many Yellowknifers don't realize it yet, are very closely connected. The Dogrib own much of the land and will have a major say in development in the Yellowknife region. The Snare hydro project is exciting, Mr. Speaker. It's not huge or overwhelming, you can understand it, and it is much

like others throughout the world which are a little bit overwhelming to the average individual.

The Snare project was begun over 40 years ago. We have learned from the experience. Now as the city of Yellowknife enjoys rapid growth and we seem on the verge of increased industrial activity in the region, it is nice to see the Dogrib people and the various companies planning to meet our future energy needs. It's nice to see groups working in harmony on such an important project. Soon, hopefully, Yellowknife will no longer be dependent on imported diesel to generate power. It's a perfect example of import replacement, which we all agree is one of the keys to our future economic well-being.

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Using our own resources and our own people is the major road to economic self-sufficiency.

I was told over the weekend, Mr. Speaker, that we are in danger of losing the kind of harmony that we need to solve all our problems, but this is one example of where we are succeeding. Thank you.

---Applause

MR. SPEAKER:

Item 3, Members' statements. Mr. Koe.

Member's Statement On Opening Of Regional Visitors' Centre In Inuvik

MR. KOE:

Mahsi, Mr. Speaker. Mr. Speaker, on Sunday, June 11th, I had the privilege and honour to attend the grand opening ceremonies of the new Western Arctic Regional Visitors' Centre which is located in Inuvik. It was a beautiful day in Inuvik with over 300 people in attendance to enjoy the ceremony, the entertainment and the feasting. There are many people and many organizations to thank and I would like to take this opportunity to do this.

First of all, I would like to thank Minister Todd and all the previous Ministers of Economic Development and Cabinets for supporting this worthy project. I say Ministers and Cabinets because this project has been in the planning and development stages for a long time. I know because when I was regional superintendent for the department in 1987, we started talks on the development of this project.

People say that all good things take time and from the building that is there now, it looks like it has been done right. I would also like to thank the various deputy ministers, the assistant deputy ministers and other departmental staff who have been involved in this project. Special mention should be made of John Cournoyea, who I believe has been the only consistent player in this project from day one. John is the manager for parks and visitor services in the Inuvik region.

People in Inuvik, especially the Inuvialuit and Gwich'in organizations, have played key roles in this project. They formed a joint venture to construct this building using Tetlit'zheh Construction Limited as a general contractor. The themes and displays which are in and around the building will depict the Inuvialuit and Gwich'in lifestyles and history. The display designers also deserve credit for a job well done.

I would also like to thank all the people who helped make this special day a success. Mr. Speaker, I seek consent to continue my statement.

MR. SPEAKER:

The Member for Inuvik is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Conclude your statement, Mr. Koe.

MR. KOE:

Qujannamiik, Mr. Speaker. The people I would like to thank are the weathermen, for the good day we had; Lloyd Binder and his staff from Economic Development and Tourism; Billy Day and the Inuvik Community Corporation; Willard Hagen and the Gwich'in Tribal Council; the elders and youth who participated in the ribbon-cutting ceremonies; the people who prepared the food; Andrea Camerand and the staff of the visitors' centre; Mike Tryon and members of the Western Arctic Tourism Association; the Inuvik Delta drummers and dancers; Ruby McLeod's East Three Wheelers; and, the Inuvik Choral and Theatrical Society. I would also like to thank Premier Cournoyea for attending and participating in the opening ceremonies.

I would like to give special mention also to Gordie Campbell for making the dedication to the bush pilots of the Beaufort/Delta area. One of the displays outside of the centre is a real airplane. I believe it is a Cessna 170A airplane, which was owned and operated by Freddy Carmichael of Reindeer Air

Services. This airplane is mounted on a swivel and anchored so that the plane can move into whatever direction the wind is blowing. It is something to see. Congratulations go to all the bush pilots who were pioneers in aviation and helped to develop the north.

For everyone else whom I did not mention today, I, on behalf of the people of Inuvik and region, wish to congratulate you on a job well done and a visitors' centre which we should all be proud of. Mahsi.

---Applause

MR. SPEAKER:

Mr. Allooloo.

Member's Statement Regarding On-The-Land Safety Practices

MR. ALLOOLOO:

Thank you, Mr. Speaker. I rise today to talk about the challenges we face as northern people and safety on the land. This is a great time of year to be out on the land. At least back home, the fish are running. The char are going out to see. Snow geese are nesting. Murres and ducks are coming back to nest on the cliffs. The young seals are sunbathing on the ice and people are whale hunting out on the floe. School is out in most of the communities and families are heading out in spring and summer camps.

Unfortunately, Mr. Speaker, too many accidents are happening every year that could be avoided. Mr. Speaker, I would like to caution everyone to be careful while enjoying the traditional activities out on the land and outdoors, particularly at this time of year when the weather can be deceiving. It can be a warm and sunny day, but the water is extremely cold. Hypothermia can happen very quickly, as I found out last weekend when I was out in my kayak. Most of the time, Mr. Speaker, I can get up again. But I was shocked to discover how cold the water is when you tip over. My body went numb. Thankfully, I was wearing a lifejacket and I was travelling with experienced paddlers who rescued me before I was overcome by the cold water. It took the rest of the day for my body to warm itself.

Accidents can be prevented, Mr. Speaker, if people take time to prepare before heading out. People must remember to let other people know where they are going and when they expect to return. Travellers on the land must learn to anticipate dangerous situations and avoid them at all costs. Back home when hunting

along the floe, the ice sometimes breaks off. The hunters find themselves...Mr. Speaker, I seek unanimous consent to conclude.

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MR. SPEAKER:

The Member for Amittuq is seeking unanimous consent. Are there any nays? There are no nays. Please proceed, Mr. Allooloo.

MR. ALLOOLOO:

Thank you, Mr. Speaker. Back home when hunting along the floe, the ice sometimes breaks off. The hunters find themselves adrift on the ocean. An experienced hunter knows exactly what to do in this situation. Traditional knowledge will tell you to avoid the situation that could leave you adrift in the Arctic Ocean. An experienced person or hunter could be in great danger in this situation.

Mr. Speaker, being on the land will always involve a certain amount of danger, but if we draw upon the knowledge of our elders, who have been here longer than we have, as well as taking advantage of new technology that can be found today, we and our families will enjoy many accident-free days on the land, whether that be an overnight camping trip or pursuing traditional lifestyles many miles away from our home community. I wish those people who are going out on the land and doing their traditional activities a very successful trip. Thank you.

---Applause

MR. SPEAKER:

Thank you, Mr. Allooloo. Item 3, Members' statements. Mr. Antoine.

Member's Statement On Successful Trip Of ED&T Minister To Nahendeh

MR. ANTOINE:

Mahsi, Mr. Speaker. Mr. Speaker, this past weekend was a very eventful one for me in the constituency I represent, which is Nahendeh.

The Honourable John Todd and his staff travelled with me into Nahendeh this past weekend, June 9th to 11th. We visited Fort Simpson, Nahanni Butte, Fort Liard and Trout Lake. In Fort Simpson, Mr. Speaker, on Friday we had meetings with the village council,

the band councils and held public meetings. Individual meetings were also held with people who had concerns about the business situations. I think it was a very successful visit we had in Fort Simpson.

On Saturday, Mr. Speaker, Mr. Todd and staff, along with the board members of the NWT Development Corporation, travelled to Nahanni Butte to meet with people and view construction of a new building that is taking place there. This new building will have a store, hotel rooms, a coffee shop and a place to clean up, like showers and so forth. This is a joint venture between the NWT Development Corporation and the Nahanni Butte Development Corporation.

This is a major step for the people of Nahanni Butte. They got work from Economic Development, with the help of this development corporation. This building is going to be able to help them in a way that it hasn't before, Mr. Speaker. For many years, tourists have been travelling by this community, coming out of the Nahanni National Park, and now they have a reason to stop. This way, the people from the community will have the opportunity to benefit from the economic

opportunities that exist there. So I think it was a very satisfying visit there.

Later that day, Mr. Speaker, we travelled on to Fort Liard where we had official openings of a number of buildings -- a gas bar and convenience store and a new craft shop for the Acho-Dene crafts business -- as well as viewing a new firehall that was built there.

The new crafts shop was built with the help of the NWT Development Corporation. Fort Liard has made a name for itself in the past, and they have been very successful in marketing their own products. Mr. Speaker, I have run out of time. I am seeking unanimous consent to finish my statement.

MR. SPEAKER:

The Member for Nahendeh is seeking unanimous consent. Do we have any nays? There are no nays. Go ahead, Mr. Antoine.

MR. ANTOINE:

Thank you, Mr. Speaker. Like I was saying, in Fort Liard, the people there have made a successful name for themselves in the fine arts and crafts that they produce there. The most known item is the birch bark basket. The facilities that they were using were old facilities with no running water and no washing facilities, but they were able to make a good name for

themselves in that type of facility. With this new, modern facility, it will give them a better chance of success.

So, with this new facility and the continued efforts of the people of Fort Liard, their success is going to be very real. I would like to thank the Minister and his department and the NWT Development Corporation for their help in this area. Later on, the social events that followed in Fort Liard were enjoyed by all.

On a serious note, Mr. Speaker, in visiting all these communities and in seeing all these various economic development opportunities that exist, there is still a real need for an economic development conference to take place in the Deh Cho region. I have spoken in the House in the past and I do so today. There is definitely a need, more than ever, to get the people of the region together to talk about the possible economic development opportunities that exist and a plan of action that could be developed from such a conference.

It was a very rewarding weekend, Mr. Speaker, and for the people of the communities and myself to see their ideas and their work and effort coming to a reality with the construction and completion of all these projects. Without the support from the Government of the Northwest Territories and the Members of this Legislative Assembly, this could not have become a reality. So I would like to thank the Members here, on behalf of the people of Nahendeh, for their support. Mahsi.

---Applause

MR. SPEAKER:

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

Member's Statement On Sister Sutherland's Book On Bishop Piche

MRS. MARIE-JEWELL:

Thank you, Mr. Speaker. I would like to express my sincere congratulations to Sister Agnes Sutherland on her completion of writing her third book, *The Bishop Who Cared: A Legacy of Leadership*. Mr. Speaker, her

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first book was a souvenir album in 1984 on Bishop Piche and her second book was *Living Kindness* on Madeline Bird.

Sister Sutherland is well known to many northerners as being an advocate for the disabled and the homeless. In addition to creating the first home for an abuse shelter, she takes the time to write books. Sister Sutherland wrote about Bishop Piche in her first book, on his silver jubilee as a Bishop but golden anniversary in the priesthood.

He was accepted by the oblate congregation of Mary Immaculate, which is the OMI, in 1932, and as a priest in 1934. In March 1959, he was appointed Bishop of the Mackenzie. Bishop Piche was born in 1909 and, as I said, ordained as a priest in 1934. He retired in February 1986 after being our Bishop for many years. He passed away in September 1992. The late Bishop Piche now rests in the crypt of the same cathedral, St. Joseph's Cathedral, in Fort Smith.

Sister Sutherland this Saturday will be launching the book, *The Bishop Who Cared: A Legacy of Leadership*. She has also created nice placemats made out of the book's cover and is attempting to get them fixed so they will be ready for the launching this weekend.

Mr. Speaker, I would also like to take the time to thank the individual who suggested the title, *The Bishop Who Cared*, who is Anita Dube; and the subtitle, *A Legacy of Leadership*, who is George Tuccaro. Bishop Piche believed strongly in education, particularly opportunities of education for the native people in the north. I want to quote a couple of points from the book, and I quote from Anita Dube's assessment of Bishop Piche, where she said, and I quote: "There...". I apologize, Mr. Speaker. I seek unanimous consent to continue with my statement.

MR. SPEAKER:

The Member for Thebacha is seeking unanimous consent to conclude her statement. Are there any nays? There are no nays. Conclude your statement, Mrs. Marie-Jewell.

MRS. MARIE-JEWELL:

Thank you. I quote from Anita Dube's assessment of Bishop Piche, and it reads: "There is so much goodness about him. His caring and love of the poor was outstanding. He was also a good listener to anyone who needed to be heard." Another quote from Louise Fraser: "He never missed coming to the health centre to visit the sick and those who could no longer get around."

Mr. Speaker, many people believed that this book should be dedicated to the Grey Nuns and the Oblate Fathers and Brothers, which I fully agree with. Those individuals were Helen Daniels, Anita Dube, Jeannie and Oral Dube, Emelia Gratrix, Charles Issoluk, Rene and Georgina Mercredi, Martha Mercredi, Elsie Yanik, Jo Jo Mercredi, Louise Fraser, Rosalie Dempsey and Karen Price.

Mr. Speaker, I want to take the time not only to congratulate Sister Sutherland but thank the individuals who participated in the Bishop Paul Piche Memoir Committee, who are Pat Burke, Helena Mandeville, Shirley Vandenberghe and John Vogt for all

their work in being able to produce such a beautiful book. Thank you.

---Applause

MR. SPEAKER:

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

Member's Statement On Western Arctic Regional Visitors' Centre In Inuvik

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I, too, had the opportunity to attend the opening of the Western Arctic Visitors' Centre in Inuvik.

Mr. Speaker, I want to pay additional tribute to Chief James Firth, Willard Hagen, who is the president of the Gwich'in Tribal Council, and to Danny Lennie, who was involved on behalf of the Inuvialuit. I think it was as a result of their persistence that the Western Arctic Visitors' Centre became a reality.

It also, Mr. Speaker, shows that with good planning and good cooperation, aboriginal peoples can cooperate and collaborate in a very successful project and encourage and recommend to our Cabinet Members that the approaches that they are suggesting would be very constructive. I want to say, Mr. Speaker, that the information that has been provided and displayed is a reflection of the advice of many of my constituents from Inuvik, Fort McPherson and Aklavik or Tsiigehtchic, and also as a result of advice from many other people from the Beaufort and Mackenzie Delta region.

So, Mr. Speaker, I wanted to congratulate all those who were involved in this particular project. I know that having seen this display and the information that is provided, I can say that in my term as Minister and as a Member of this Assembly, I've had an opportunity to travel to many other visitors' centres across the Northwest Territories and this is by far, I believe, one of the most informative displays of any region in the Northwest Territories. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you. Item 3, Member's statements. Mr. Whitford.

Member's Statement On Retirement Of Teacher Jean Paul Grimard

MR. WHITFORD:

Thank you, Mr. Speaker, colleagues. This past weekend, on Saturday, I had the opportunity to represent the Honourable Richard Nerysoo at a retirement get together for Jean Paul Grimard. Jean Paul Grimard was a school teacher, very well-known in the Fort Smith area. He taught math, physics and computers at the JB Tyrrell School and the PW Kaeser High School. He's been a teacher in the north for 30 years. He came from Prud'homme, Saskatchewan. He is from a French-Canadian family, one of 11 boys and girls from that family.

He took up teaching and for his first teaching assignment, he was interviewed by Gordon Devitt to go teach in the Baffin. In the interview, Mr. Devitt asked him what religion he was and he said he was Catholic. He replied that he couldn't work in the Baffin because they were all Protestant and he had to go to the west, so he went to Fort Smith, which was our good fortune.

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He was very well-known in the community and he tutored a lot of students in the off hours. He taught during the day but if you needed any help with math, physics or computers, he was always there to help. Mr. Speaker, you will probably recall that I was at the adult school there later on in my life, trying to get my grade 12 so I could go to university. I needed some help in math and Mr. Grimard was right there to pitch in. I had the pleasure of being a student of his for a

short period of time and, just recently, my son was also tutored by him, too.

When I talked on behalf of the Minister, I told the people there about his life and there were a good number of people from Fort Smith at the reception. They rose to give him a standing ovation for his 30 years of dedication to the Government of the Northwest Territories and the people of the Northwest Territories as a teacher. These days, it's very rare to have that kind of commitment. I would certainly like to say, on behalf of the people I represent, thank you to Mr. Grimard for his long service.

---Applause

MR. SPEAKER:

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

Member's Statement On Passage Of Bill C-68

MR. PUDLAT:

(Translation) Thank you, Mr. Speaker. I rise today with regard to the proposed gun control legislation, Bill C-68. As we heard, this will finally be dealt with by the Government of Canada. We have proposed quite a few amendments to this proposed bill and tried, as best we can, to represent the views of our constituents, whether they are aboriginal or non-aboriginal. It has been quite hard to get through to the people who are dealing with this bill, the great impact that will be felt by northerners, especially by our hunters. With hunting being our way of life, we have survived with subsistence hunting from the time of our ancestors.

Today, as we try our best to reflect the views of our constituents, sometimes it is quite hard to be heard by the federal government. I hope that at least some of our views will be included in the amendments to Bill C-68, especially the more serious concerns. I hope they are being dealt with. However, I would like to extend my apologies to our constituents because some of our views were not heard by the federal government task force and the MPs. It is our hope that the implementation of this proposed bill is delayed for the north. It is unfortunate that it was quite confusing for the people of the north to understand the happenings throughout the discussions on this bill. Thank you for giving me the opportunity to voice my concern on this. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER:

Thank you, Mr. Pudlat. Item 3, Members' statements. Item 5, recognition of visitors in the gallery. Ms. Mike.

ITEM 5: RECOGNITION OF VISITORS IN THE GALLERY

MS. MIKE:

Thank you, Mr. Speaker. I'm very pleased to recognize Tim Dialla from Pangnirtung. He's the fire chief and foreman of the hamlet of Pangnirtung. As well, he is the JP and coroner. Thank you.

---Applause

MR. SPEAKER:

Item 5, recognition of visitors in the gallery. I missed one item here, item 4. Item 4, returns to oral questions. Mr. Arnnga'naaq.

ITEM 4: RETURNS TO ORAL QUESTIONS

Return To Question 547-12(7): Regulations Re Cleaning Of Caribou Carcasses

HON. SILAS ARNGNA'NAAQ:

Thank you, Mr. Speaker. I have a return to an oral question asked by Mr. Whitford on June 8, 1995 regarding regulations re cleaning of caribou carcasses.

Mr. Speaker, the Wildlife Act and regulations are silent with respect to how and where wild animals are cleaned. Attempting to impose regulations on this activity would be extremely difficult to enforce, simply because of the length of the Ingraham Trail and other highways in the Northwest Territories.

The Motor Vehicles Act, subsection 232.(1), makes it an offence to "litter" highways. The intent of this section is to ensure safety for motorists. A frozen gut pile, hide or head is obviously a hazard to them. Hunters are expected to use common sense and to clean their animals where the animal is killed or in the nearest appropriate place. The department encourages people to do this and will continue to do so. If this was done, few gut piles would end up on the roads and in ditches. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 4, returns to oral questions. Item 5, recognition of visitors in the gallery. Item 6, oral questions. Mr. Ballantyne.

ITEM 6: ORAL QUESTIONS

Question 586-12(7): Maintenance Of Ingraham Trail

MR. BALLANTYNE:

Thank you, Mr. Speaker. My question is for the Minister of Transportation. The Minister is aware that the Ingraham Trail is the most travelled road in the Northwest Territories. There are tourists, people from Dettah, cottagers, day users from the Yellowknife area, and in the wintertime, the mine is supplied.

Recently, I've had some complaints about the condition of the road. I would like to ask the Minister if he would ensure his staff has a look at the road and make sure that the road is put up to the highest standard possible. Thank you, Mr. Speaker.

---Laughter

MR. SPEAKER:

Minister of Transportation, Mr. Todd.

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Return To Question 586-12(7): Maintenance Of Ingraham Trail

HON. JOHN TODD:

Thank you, Mr. Speaker. Yes, there is a grader on this road today. There have been numerous complaints from the honourable Member's constituency. It is our intention to put a grader on this road today to try to improve it, to try to repair some of the more dangerous parts of the road this week, and at the end of this month, calcium treat it to ensure it stays in reasonable condition.

---Applause

MR. SPEAKER:

Thank you. Item 6, oral questions. Mrs. Thompson.

Question 587-12(7): Update On Motion Re Official Languages

MRS. THOMPSON:

Mr. Speaker, my question is to the Premier. On April 12, 1995, Dennis Patterson made a motion urging the GNWT to evaluate official language services and develop a plan that would consider both the fiscal realities and priorities set by communities. The motion suggested that the plan should include all official language funding for all GNWT departments, boards and agencies. Can the Premier provide an update on work relating to the motion? Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Madam Premier.

Return To Question 587-12(7): Update On Motion Re Official Languages

HON. NELLIE COURNOYEA:

Mr. Speaker, the work that would be included in the process would be what is included in vote 1 and vote 4. The focus is on services to the Assembly. It would also be the work done on interpreting/translation and the role of the language bureau. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mrs. Thompson.

Supplementary To Question 587-12(7): Update On Motion Re Official Languages

MRS. THOMPSON:

Thank you, Mr. Speaker. My supplementary question to the Premier is could the Minister describe how communities were consulted on their priorities for language services. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Madam Premier.

Further Return To Question 587-12(7): Update On Motion Re Official Languages

HON. NELLIE COURNOYEA:

Mr. Speaker, at this stage, the communities have not been consulted. They will be consulted on the guidelines and also on the Education, Culture and Employment initiatives, which would involve community-based languages. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mrs. Thompson.

Supplementary To Question 587-12(7): Update On Motion Re Official Languages

MRS. THOMPSON:

Thank you, Mr. Speaker. I understand that the deputy minister for official languages has been away on a Governor General's tour for six weeks and has not been replaced. Has her absence had any impact on finalizing the handbook? Thank you, Mr. Speaker.

MR. SPEAKER:

Madam Premier.

Further Return To Question 587-12(7): Update On Motion Re Official Languages

HON. NELLIE COURNOYEA:

No, Mr. Speaker. The continuation of the handbook has not been jeopardized by the assistant deputy minister's absence. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Koe.

Question 588-12(7): Responsibility For Reviewing Allocation Of Languages Funding

MR. KOE:

Mahsi, Mr. Speaker. We are all aware that funding has been reduced for official languages. With the reduction of vote 4 funding for official languages, there is a need to review the allocation of funds among the departments, the boards and the agencies. I would like to know who is responsible for reviewing the allocation of funds.

MR. SPEAKER:

Madam Premier.

Return To Question 588-12(7): Responsibility For Reviewing Allocation Of Languages Funding

HON. NELLIE COURNOYEA:

Mr. Speaker, there is a committee of deputy ministers that meet to do the evaluation. But in their work, they would need Cabinet and MLA decisions as part of the

budget. Mr. Speaker, for the year 1995-96, the criteria were French, which meets the legal obligations and infrastructure costs; and aboriginal, which maximizes community-based maintenance revitalization. These are in the agreement. Thank you, Mr. Speaker.

MR. SPEAKER:

Supplementary, Mr. Koe.

Supplementary To Question 588-12(7):
Responsibility For Reviewing Allocation Of
Languages Funding

MR. KOE:

Mahsi. I would assume then that the committee of deputy ministers is obviously located in Yellowknife because very few of them have been devolved to the regions or other communities. The Premier mentioned that there is some criteria agreed upon. I would like to know what other consultation has been done because it is my understanding that there was to be consultation with the aboriginal language organizations in terms of the funding that they get. What other consultation has been done, other than by this committee of deputies amongst themselves?

MR. SPEAKER:

Madam Premier.

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Further Return To Question 588-12(7): Responsibility
For Reviewing Allocation Of Languages Funding

HON. NELLIE COURNOYEA:

Mr. Speaker, in terms of the guidelines for services by government to the public set out by Cabinet, in the scope of the exercise there has been a very narrow and intense way to try to get the different departments involved, where they felt it would be appropriate to manage. The guidelines did reflect community priorities and language groups. The guidelines also indicate that it must allow departments to be accountable, and the guidelines are being translated and will be consulted by the language groups and these will be done throughout the summer. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Koe.

Supplementary To Question 588-12(7):
Responsibility For Reviewing Allocation Of
Languages Funding

MR. KOE:

The impact of languages affects every living human being in the north. The aboriginal groups and the French organizations are the ones that are trying to encourage languages through the various institutions. So I would like to know why it has taken so long to start this consultation process. Why are we waiting until summer? We are now into mid-June of 1995 and a quarter of our year has passed. Why has it taken so long to begin the consultation of these groups?

MR. SPEAKER:

Madam Premier.

Further Return To Question 588-12(7): Responsibility
For Reviewing Allocation Of Languages Funding

HON. NELLIE COURNOYEA:

Mr. Speaker, the reason is that when we attempted to approach this very important subject, it was not as clear and easy to do mainly because we have 11 different language groups and in order to come up with a broad base of our discussions, it was much more difficult than we had anticipated. So it took us longer to establish some of those guidelines. So, Mr. Speaker, perhaps we were overly optimistic at the beginning in saying we could do this much more quickly.

As well, the Members will recognize that in the interim, the language agreement with the federal government did not bear the amounts of dollars that we thought they would and that would come through in support of this important area of government policy. So there were a number of issues that got in the way and we weren't able to deal as quickly with the issue as we wanted to. So it was a series of unplanned issues that were thrown in the way of us completing those guidelines. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 6, oral questions. Mr. Ningark.

Question 589-12(7): Number Of GNWT Lay-Offs Due
To Language Funding Cuts

MR. NINGARK:

Thank you, Mr. Speaker. My question is to the Premier. Mr. Speaker, all Members are aware that there were significant cuts to money available for languages through the federal/GNWT agreement signed in March. A number of employees were funded through this vote 4 money. Mr. Speaker, can the Premier advise us how many employees have been laid off as a result of the cuts from the agreement? Thank you.

MR. SPEAKER:

Madam Premier.

Return To Question 589-12(7): Number Of GNWT Lay-Offs Due To Language Funding Cuts

HON. NELLIE COURNOYEA:

Mr. Speaker, in terms of the cuts to the agreement, the individuals who were laid off term positions, some of which ended and some were vacant. In French, there was 1.5 person years cut. In the aboriginal section, there were 10.5 person years cut. Thank you, Mr. Speaker.

MR. SPEAKER:

Supplementary, Mr. Ningark.

Supplementary To Question 589-12(7): Number Of GNWT Lay-Offs Due To Language Funding Cuts

MR. NINGARK:

Thank you, Mr. Speaker. In making the decision to cut positions, there must have been a process of evaluating the need for each position. Was the decision regarding which positions to cut made after consultation with communities regarding their priorities for language services? Thank you.

MR. SPEAKER:

Madam Premier.

Further Return To Question 589-12(7): Number Of GNWT Lay-Offs Due To Language Funding Cuts

HON. NELLIE COURNOYEA:

Mr. Speaker, in terms of the decisions, they were management decisions and they were primarily at headquarters. The intent was to make sure that the community-based education and language programs

were secure. So the area was headquarters that the positions were cut in.

MR. SPEAKER:

Thank you. Supplementary, Mr. Ningark.

Supplementary To Question 589-12(7): Number Of GNWT Lay-Offs Due To Language Funding Cuts

MR. NINGARK:

Thank you, Mr. Speaker. When positions are cut, they receive a severance package. When employees are hired under vote 4 funding, is there some payment out of the vote 4 funding?

MR. SPEAKER:

Madam Premier.

HON. NELLIE COURNOYEA:

Mr. Speaker, I would like to take that question as notice.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Antoine.

Question 590-12(7): Update On Legal Interpreting Program

MR. ANTOINE:

Mahsi, Mr. Speaker. My question is for the Premier with regard to legal interpreting. In April, the Minister of Justice announced that two employees from the legal interpreting program were laid off. However, the future

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responsibility and status of legal interpreting was not clear. Can the Minister provide an update on what is happening with legal interpreting, including who is responsible and what changes have been made to the operations of the program? Mahsi.

MR. SPEAKER:

Madam Premier.

Return To Question 590-12(7): Update On Legal Interpreting Program

HON. NELLIE COURNOYEA:

Mr. Speaker, the enhancement and maintenance of languages in that category is the role of Education, Culture and Employment. As I indicated before, in that move, emphasis was retained to move to more community-based language programs. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Antoine.

Supplementary To Question 590-12(7): Update On Legal Interpreting Program

MR. ANTOINE:

Thank you. Can the Premier explain her answer? What I wanted to know is in the area of legal interpreting, two people were involved in the program but they are not laid off. The Premier stated that this role was moved to Education, Culture and Employment, and the move was to emphasize more community-based language programs. Can the Premier explain to me what she means by "more community-based?"

MR. SPEAKER:

Madam Premier.

HON. NELLIE COURNOYEA:

Mr. Speaker, if I may suggest that, because of the responsibility in that certain area, this question can be more appropriately answered by the Minister of Education.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Further Return To Question 590-12(7): Update On Legal Interpreting Program

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. Just quick information before I get into the detail of the question. I would like to advise the honourable Member, these were not interpreters. These were terminologists. In other words, these were the individuals who were involved in developing the language or defining new words to respond to aboriginal languages that didn't have the words that were being used. So they were legal terminologists.

Secondly, Mr. Speaker, our attempt right now is to ensure the language development enhancement responsibility rests with the appropriate language group and language community. For so long, the government has assumed the responsibility for the development of this particular area. After an analysis of the languages agreement, it's our view that the responsibility and the financial resources should be placed in the hands of the language groups, rather than the government assuming the responsibility. That's the direction we intend to take.

MR. SPEAKER:

Item 6, oral questions. Supplementary, Mr. Antoine.

Supplementary To Question 590-12(7): Update On Legal Interpreting Program

MR. ANTOINE:

Thank you, Mr. Speaker. My supplementary question is for the Premier. During the recent trial in Dettah about hunting on the Ingraham Trail, there were complaints about the legal interpreting being provided. Some people felt that the legal arguments were not interpreted so that the Dene people could understand them. In light of the concern raised, has the department taken a second look at the changes to the legal interpreting program? Thank you.

MR. SPEAKER:

Madam Premier.

HON. NELLIE COURNOYEA:

Mr. Speaker, the language agreement and the programs under the language agreement are an ongoing issue. The government is aware that there is a requirement to develop a better base for enhancing the programs. I believe in terms of the enhancement and maintenance of the program, that the Minister of Education would be in a better position to answer that particular question. Thank you, Mr. Speaker.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Further Return To Question 590-12(7): Update On Legal Interpreting Program

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. Just for the information of my honourable colleagues, I believe that is one of the reasons we had concern about the various locations in our government with regard to terminologists. In other words, we had groups that were in different departments. What we needed to do was bring together a collective approach on addressing technical terms, whether they be in health or in the area of legal definitions. Part of that also requires us to review the whole matter of interpreter/translator training, because that work has to be part of the delivery of that particular component.

So we take the concern that the honourable Member has raised seriously. That is why we're trying to ensure that we deliver the best training programs and the best support services that we can in a collective manner. That is why we have raised that particular concern. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Antoine.

Supplementary To Question 590-12(7): Update On Legal Interpreting Program

MR. ANTOINE:

Thank you, Mr. Speaker. I would like to address, through you, a question to the Minister of Education, Culture and Employment. The question is with regard to legal interpreting. We have a situation in Dettah where the services of the two people who were laid off would have come in very usefully. However, they were laid off. Now we're waiting for a program to take shape. My point here is that we had people in place who could do the work, but they've been laid off, and now another department has taken over this responsibility and

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we're into an area where these programs are being developed. What changes have been made to the operations of the program, if such a program exists now? Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Further Return To Question 590-12(7): Update On Legal Interpreting Program

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I just want to advise the honourable Member that that particular matter is presently under review. We had a contract for a group to carry out that review. In fact, one of the portions was to consult the appropriate language groups so they were satisfied with the approach we were taking or the training we were offering. The other component is that we had to meet the determination as to which organization actually assumed the responsibility for the delivery of training.

The issue here can't be simply a matter of personalities. The fact is that there is still a lot of work with regard to terminology, both in the legal and in the health sense, that is very important to our people. The Dene languages, particularly, need to have the work done in a collective sense. In other words, we can't have one department assuming the responsibility for dealing with terminology, another department dealing with that issue, then having, for instance, the language bureau responsible for one portion of the training, Arctic College assuming the responsibility for another component of the training; then, we also have the cultural institutes that are also wanting to get involved in the whole matter of training. So this issue of all these components has to be reviewed, and we have to deliver the best services -- as the honourable Member has suggested -- to our aboriginal community; both the Inuktitut-speaking community and the Dene community.

MR. SPEAKER:

Thank you. You have one final supplementary to the Minister of Education, Mr. Antoine.

Supplementary To Question 590-12(7): Update On Legal Interpreting Program

MR. ANTOINE:

Thank you, Mr. Speaker. My final supplementary to the Minister of Education, Culture and Employment; if the present training program has been developed...There was a training program that was field-monitored and tested, is it going to be modified by interpreters? Thank you.

MR. SPEAKER:

Thank you. Mr. Nerysoo.

Further Return To Question 590-12(7): Update On Legal Interpreting Program

HON. RICHARD NERYSOO:

Mr. Speaker, I think there is a necessity for us to ensure we're responding to the appropriate language community in order for them to receive the best support possible. If there is a requirement to address the issue of training and to improve that training program consultation, Mr. Speaker, we will certainly ensure that that happens. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Again, I will remind Members that when they ask questions, they ask the questions of the appropriate Ministers. It is quite unfair to other Members when Members ask questions and another Minister has to respond. We have in this case, Mr. Antoine asking at least six questions at any given one time. I will ask the Members to make sure the appropriate Ministers respond to the questions asked. Item 6, oral questions. Mr. Whitford.

Question 591-12(7): Notification Of Licence Plate Renewals

MR. WHITFORD:

Thank you, Mr. Speaker. Good afternoon. Mr. Speaker, I have a question I would like to direct to the Minister responsible for Transportation. Recently, Mr. Speaker, a number of my constituents complained to me about receiving tickets from the RCMP for failing to have vehicle licences. In fact, their plates had expired, the reason being that they were never notified that the plates were expiring. The police apparently made enquiries and they were told by the department that there was a glitch in the computer system that had prevented them from doing that.

I would like to ask the Minister if he's aware of this problem and if he could see to it that some corrections are made forthwith, not so much because of the inconvenience, but it brings people into conflict with the law as a result of this.

MR. SPEAKER:

Minister of Transportation, Mr. Todd.

Return To Question 591-12(7): Notification Of Licence Plate Renewals

MR. ANTOINE:

Thank you, Mr. Speaker. I wasn't aware of this problem. I'll have it looked into and if there was a

glitch in the computer system, we'll have that corrected post-haste. Thank you.

MR. SPEAKER:

Supplementary, Mr. Whitford.

Supplementary To Question 591-12(7): Notification Of Licence Plate Renewals

MR. WHITFORD:

Thank you, Mr. Speaker. I would like to further direct a question to the Minister concerning the notification of renewals. I would like to ask the Minister whether it is a policy of the department to issue renewals. I've looked into the matter and in Alberta, it has been a policy for the last little while. I would like to ask if this is a policy in the territories as well.

MR. SPEAKER:

Mr. Todd.

HON. JOHN TODD:

Mr. Speaker, I don't believe that we give notice of renewals of licences at this time. Do we? I'm not sure about the answer to this question, so I'll take it as notice. Thank you.

MR. SPEAKER:

Thank you, Mr. Todd. The question has been taken as notice. Item 6, oral questions. Mr. Allooloo.

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Question 592-12(7): Consultation For Development Of Official Languages Handbook

MR. ALLOOLOO:

Thank you, Mr. Speaker. I would like to ask the Premier a question. Last week, Mr. Speaker, Mr. Koe asked when the handbook for official languages implementation would be ready. We are now six months past the time when the Minister originally said the document would be ready. In developing the handbook, it is critical that there be consultation with aboriginal groups. These groups represent the people directly affected by the process and procedures which will be established in the handbook. Can the Premier describe how aboriginal groups and other language interest groups were consulted during the development of the handbook? Thank you.

MR. SPEAKER:

Madam Premier.

Return To Question 592-12(7): Consultation For Development Of Official Languages Handbook

HON. NELLIE COURNOYEA:

Mr. Speaker, aboriginal groups and other language interest groups had a general discussion this winter on the handbook and it is anticipated that the detailed discussions on the document will begin almost immediately. Thank you.

MR. SPEAKER:

Thank you. Supplementary, Mr. Allooloo.

Supplementary To Question 592-12(7): Consultation For Development Of Official Languages Handbook

MR. ALLOOLOO:

Thank you, Mr. Speaker. Supplementary, in the Premier's answer she said there had been general discussions with aboriginal groups. What sort of general discussions? Were they discussing how the handbook was going to be developed? What was the discussion about?

MR. SPEAKER:

Madam Premier.

Further Return To Question 592-12(7): Consultation For Development Of Official Languages Handbook

HON. NELLIE COURNOYEA:

Mr. Speaker, the general discussion considered the concept of the handbook, what had to be involved and the general content of the handbook.

MR. SPEAKER:

Mr. Allooloo.

Supplementary To Question 592-12(7): Consultation For Development Of Official Languages Handbook

MR. ALLOOLOO:

Thank you. Would the Premier be able to provide to the Legislative Assembly the list of those aboriginal groups who had general discussions with the officials of the department? Thank you.

MR. SPEAKER:

Madam Premier.

Further Return To Question 592-12(7): Consultation For Development Of Official Languages Handbook

HON. NELLIE COURNOYEA:

Mr. Speaker, I will provide that. Thank you.

MR. SPEAKER:

Final supplementary, Mr. Allooloo.

Supplementary To Question 592-12(7): Consultation For Development Of Official Languages Handbook

MR. ALLOOLOO:

Thank you, Mr. Speaker. In April, the Premier indicated that the draft handbook had to be reviewed due to a reduction in funding. Does the Premier have a date for when this very important guiding document will be ready? Thank you.

MR. SPEAKER:

Madam Premier.

Further Return To Question 592-12(7): Consultation For Development Of Official Languages Handbook

HON. NELLIE COURNOYEA:

Mr. Speaker, the handbook is ready and complete. Presently, it is in for translation. It should be available very soon, once that translation has been concluded. Thank you.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mr. Zoe.

Question 593-12(7): Projects Approved Under Canada/NWT Infrastructure Program

MR. ZOE:

Thank you, Mr. Speaker. On June 8th, the Minister of Education, Culture and Employment made a Minister's statement with regard to the Canada-NWT infrastructure program. In his statement, he indicated that 61 proposals valued at \$6.8 million was approved for 35 communities in six regions. Could I ask the honourable Minister if he could provide these specific

proposals, community by community, and the values?
Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Return To Question 593-12(7): Projects Approved Under Canada/NWT Infrastructure Program

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I can, Mr. Speaker, but that is a detailed information item. I think Members should be aware that we can't always give that information. I will provide it, though, to the honourable Member. I advised the Members of the House I would do it.

MR. SPEAKER:

Item 6, oral questions. Mr. Whitford.

Question 594-12(7): Status Of NWT Caterpillar Infestation

MR. WHITFORD:

Thank you, Mr. Speaker. Mr. Speaker, I have a question I would like to direct to the Minister of Renewable Resources. Mr. Speaker, besides the threat of fire and drought, I see our forests being attacked by some form of a pest. I think it's a tent caterpillar. I was listening to the radio on the weekend, Mr. Speaker, and in the Liard, a lady who does an annual report was noticing large numbers of caterpillars -- she didn't know what they were, but I believe they're tent caterpillars -- in the Liard area. I conducted a check around the city of Yellowknife and we're seeing large numbers of tent caterpillars already infesting trees. It's pretty devastating, particularly when it comes to deciduous trees, with the conditions we have now.

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I would like to ask the Minister whether or not his department is aware of this and if there's anything that can be done to combat this invasion.

MR. SPEAKER:

Minister of Renewable Resources, Mr. Arngna'naaq.

Return To Question 594-12(7): Status Of NWT Caterpillar Infestation

HON. SILAS ARNGNA'NAAQ:

Thank you, Mr. Speaker. Yes, it is something that the Department of Renewable Resources is aware of and are working with Canadian Forest Service in accessing the outbreak. In particular, in the area of Fort Liard, a particular type of tent caterpillar is a forest tent caterpillar, *Malacosoma diistria*. It's a type of tent caterpillar.

Mr. Speaker, there is also another type of tent caterpillar which is a northern tent caterpillar, *Malacosoma californicum*...

SOME HON. MEMBERS:

Wow!

---Applause

HON. SILAS ARNGNA'NAAQ:

...which is found in the northern part of the western Northwest Territories. It is believed that the tent caterpillars in the Fort Liard area are from an outbreak which spread from British Columbia. From what we understand, the infestation generally lasts throughout a decade. The department expects that the infestation will spread throughout the Liard Valley and could last the rest of this decade. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Mr. Whitford.

Supplementary To Question 594-12(7): Status Of NWT Caterpillar Infestation

MR. WHITFORD:

Thank you, Mr. Speaker. Mr. Speaker, I think northerners will have observed that a lot of these infestations occur along major highways. From British Columbia and from Alberta, we notice an influx of other plants and certain species of insects. I would like to ask the Minister whether there is anything the public can do to fight this infestation before it gets out of hand. A decade is a long time to expect to be faced with this problem. Is there anything the public or the department can do to combat these intruders?

MR. SPEAKER:

Mr. Arngna'naaq.

Further Return To Question 594-12(7): Status Of NWT Caterpillar Infestation

HON. SILAS ARNGNA'NAAQ:

Thank you, Mr. Speaker. I believe that the infestation is a natural occurrence. The last outbreak, I believe, was in the mid-1960s. To date, I don't believe there is any way of countering the infestation in the forests.

Mr. Speaker, it is a natural occurrence. If you allow it to carry through with what it does, I understand it is a defoliation of trees. It is generally light to moderate, with patches of heavy defoliation. The department, along with Canadian Forest

Service, will be assessing the area and will be able to give a full report.

To the particular question, at the present time, there is no way of trying to fight what is, I believe, a natural occurrence. I believe the best way is to leave it the way it is and to let nature take its course. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 6, oral questions. Ms. Mike.

Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

MS. MIKE:

Thank you, Mr. Speaker. My question is to the Minister of Education, Culture and Employment. Yesterday during question period, the Minister for the department, when I asked him about the ADM for Nunavut and in response to other questions, mentioned that trying to plan and coordinate everything is a very difficult process. Does he agree that appointing an ADM for the Department of Education, Culture and Employment for Nunavut would help the department in coordinating this very difficult process that he mentioned yesterday, causing it to be more aligned with planning for Nunavut training and education? Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Return To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I can't say that that's the best approach to take, Mr. Speaker, because it could be that once all the plans have been agreed to -- both the strategic plan for Aurora College and the educational plan in conjunction with the divisional boards of education, and the human resource plan in conjunction with the Nunavut training group and our department -- that there might be an individual who should be responsible for ensuring that those plans are coordinated appropriately. So we may assign that responsibility to an individual to assume the coordinating role for responding to that particular matter. But it may not necessarily be an assistant deputy minister who would assume that role.

MR. SPEAKER:

Item 6, oral questions. Supplementary, Ms. Mike.

Supplementary To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

MS. MIKE:

Thank you, Mr. Speaker. As the Minister indicates, there are a number of interested parties in education and training for Nunavut. When will he get this individual in place so these interested parties can go ahead with planning in preparation for 1999?

MR. SPEAKER:

Mr. Nerysoo.

Further Return To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. Just for the information of my colleagues, we already are in the

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process of doing the planning. The problem is that we have not come to a conclusion on the planning. The result of that, Mr. Speaker, is that there are a number of questions that we've discussed with the divisional boards of education. I've had discussions with the Nunavut Arctic College Board. Within the next two weeks, we will be holding meetings between staff members on the matter of the college plan; and within the next several weeks, with the divisional boards of education and all the parties that have been

involved, including NITC, here, in Yellowknife. So we will be able to have some sense of the direction that we then intend to go, once we've had that discussion.

That will also lead to a major forum. Our colleague, Mr. Patterson, who has been quite clear about this, said that there is a need for a conference. It is our recommendation that once we have a review of these particular plans, the report of NIC, we will then call a conference together this fall to bring all our partners together so we can agree on a plan of action. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Supplementary, Ms. Mike.

Supplementary To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

MS. MIKE:

Thank you, Mr. Speaker. Last week, Nunavut Caucus met at the request of education divisional board chairpersons from Nunavut. We heard the concerns they raised, including the resolutions that were passed in the Nunavut leaders' summit meeting on education last winter. I'm happy to hear that something is being done, Mr. Speaker. However, from my understanding, to date, the divisional board of education has not been participating in planning for Nunavut training and education strategic plans that Education may be involved in. Who can be our point of contact, if it is not the Minister, for these interested parties? Thank you.

MR. SPEAKER:

Mr. Nerysoo.

Further Return To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I just want to advise the honourable Members that we have been meeting on a regular basis. In fact, prior to his responsibility being assigned on the income reform review process, Mr. Conrad Pilon, the assistant deputy minister of culture and careers, was involved in the development of the NITC human resource development plan. So we have already been involved in that particular process.

At this particular juncture, Mr. Speaker, Mark Cleveland who is the assistant deputy minister has

been involved in discussions in this area, along with meeting with Nunavut Arctic College to address this particular issue. So we already have a point of contact in the area of post-secondary training and human resource development. What we need to do is ensure that there is a coordinated, collective approach. In other words, kindergarten to 12, the adult post-secondary training, and then the human resource training, so we have a clear approach to the development of human resources in Nunavut. We are working on that particular matter.

The other component, Mr. Speaker, that needs to be considered in the issue of future departmental responsibility is how the department will respond to division. In other words, what we intend to do in terms of structure in Nunavut. That is all part of the transitional process we're talking about. Thank you, Mr. Speaker.

MR. SPEAKER:

Final supplementary, Ms. Mike.

Supplementary To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

MS. MIKE:

Thank you, Mr. Speaker. I know Mr. Pilon has been actively involved with the NITC, but I believe the divisional board chairpersons have very little to do with Mr. Pilon. A topic of our leaders' summit meeting in Gjoa Haven last winter was that the NIC, the GNWT, NITC and Arctic College all have training money and there were duplications in these organizations in putting out training programs. The concern was to try to make the best use of the dollars that are available. That is the reason why the concern has been raised about who will be the point of contact and why there was a request for an ADM for Nunavut so everything could be realigned.

Is it my understanding, then, that the department is working to realign all of these duplicate training programs set in Nunavut?

MR. SPEAKER:

Mr. Nerysoo.

Further Return To Question 595-12(7): Appointment Of ADM For Nunavut Education Issues

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. That is exactly what we are doing at this particular time. We appreciate the concerns that the honourable Members have raised; it was also, Mr. Speaker, our concern. We had a number of agents out developing training programs and initiatives. Again, I must say to the Members that the desirability of clear training responsibility for human resource development in Nunavut resting, for instance, in the hands of Nunavut Arctic College, has been quite clearly articulated by the Members of the Nunavut Caucus and, more specifically, by the honourable Member for Iqaluit on a number of occasions in this House.

We agree with the Member and we also agree with Members of the Nunavut Caucus that there has to be a coordinated approach. We have been working in conjunction with a number of these parties, have met with them on a number of occasions in the last year and have been working with them on the human resource development plan as well. So, we agree with the honourable Member that there is a need for a coordinated approach in this area. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Item 6, oral questions. Mrs. Marie-Jewell.

Question 596-12(7): Funding From Aurora College For New Fort Smith Recreation Complex

MRS. MARIE-JEWELL:

Thank you, Mr. Speaker. I would like to ask the Minister of Education, Culture and Employment a question about the budget commitments of Aurora College. Mr. Speaker, tomorrow night there will be a public meeting in

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Fort Smith to discuss the proposed new recreation complex. In the pamphlet that has been circulated by the community, it appears that \$400,000 will be allocated from Aurora College's budget. Many of my constituents asked me whether or not Aurora College is, indeed, granting \$400,000 towards the town's recreation complex, and I indicated to them that I would ask the Minister because nothing had appeared in the budget books.

I would like to ask the Minister if he can indicate to this House whether or not \$400,000 has been

committed from the Aurora's College's budget for the new Fort Smith recreation complex. Thank you.

MR. SPEAKER:

Minister of Education, Culture and Employment, Mr. Nerysoo.

Return To Question 596-12(7): Funding From Aurora College For New Fort Smith Recreation Complex

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. There has been no formal commitment of \$400,000 to the project, Mr. Speaker. In fact, in order for us to even consider it, there would have to be discussions and there hasn't been any discussions to date between the two parties, either Aurora College, the municipality or an agent on behalf of the community. Thank you, Mr. Speaker.

MR. SPEAKER:

Supplementary, Mrs. Marie-Jewell.

Supplementary To Question 596-12(7): Funding From Aurora College For New Fort Smith Recreation Complex

MRS. MARIE-JEWELL:

Thank you, Mr. Speaker. That probably helps my constituents somewhat. The Minister stated that there have been no discussions between the two parties. Is he aware of a possible request to the board of governors of Arctic College for this funding? Thank you.

MR. SPEAKER:

Mr. Nerysoo.

Further Return To Question 596-12(7): Funding From Aurora College For New Fort Smith Recreation Complex

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I can only advise the honourable Member that this particular matter was raised with me, but not in the context of supporting the initiative. They only said they would like to talk about it at some time. I can advise the honourable Member that there have been no discussions with the staff or president of Aurora College on this issue and

there is no submission requesting the resources from the board of governors of Aurora College.

MR. SPEAKER:

Item 6, oral questions. Mr. Koe.

Question 597-12(7): Status Of Health And Social Services Amalgamation

MR. KOE:

Qujannamiik, Mr. Speaker. I assume there has been a lot of work going on with regard to the amalgamation of the departments of Health and Social Services. I would like to ask the Minister of Health and Social Services about the current status of the amalgamation of the two departments.

MR. SPEAKER:

Minister of Health and Social Services, Ms. Cournoyea.

Return To Question 597-12(7): Status Of Health And Social Services Amalgamation

HON. NELLIE COURNOYEA:

Mr. Speaker, with regard to the headquarters organization and amalgamation, I would say that we're almost completed, that there is very little left. What we have to do now is determine how to work the two departments at the regional and community levels. That work still has to be completed. Thank you, Mr. Speaker.

MR. SPEAKER:

Supplementary, Mr. Koe.

Supplementary To Question 597-12(7): Status Of Health And Social Services Amalgamation

MR. KOE:

Thank you, Mr. Speaker. Who is doing the evaluation, or the work in trying to get the communities organized so they can amalgamate?

MR. SPEAKER:

Ms. Cournoyea.

Further Return To Question 597-12(7): Status Of Health And Social Services Amalgamation

HON. NELLIE COURNOYEA:

Mr. Speaker, the area where that particular function would be is in the community health area of the Department of Health and Social Services. As well, I have a number of other people working on it, primarily to get the so-called "show" on the road. The deputy minister is greatly involved with that, as well. Thank you.

MR. SPEAKER:

Thank you. Supplementary, Mr. Koe.

Supplementary To Question 597-12(7): Status Of Health And Social Services Amalgamation

MR. KOE:

Mahsi, Mr. Speaker. There are many projects under way or in the planning stages in the regions and communities. There is a definite need for cooperation and coordination between the departments. In speaking to people who work in both departments, they seem to be waiting for someone with a magic wand to say, now you're one department, get at it. Is there someone in the regions, say in the Inuvik region, who is in charge of working on the amalgamation process?

MR. SPEAKER:

Ms. Cournoyea.

Further Return To Question 597-12(7): Status Of Health And Social Services Amalgamation

HON. NELLIE COURNOYEA:

Thank you, Mr. Speaker. Yes, I'm very pleased by the response we're getting from the regions and from the communities. They certainly have been very actively pursuing the department to get things done. There have been several meetings in the various regions and with interest groups as well, to determine how we're going to accomplish the amalgamation and the planning for these two departments. It was my intention that we do further work in putting together a plan of action to go forward at the regional levels. I haven't been able to do that, Mr. Speaker, at this time

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because I've not had the time to dedicate some clear thinking time as we've been caught up in some of the meetings that we are having, which have been

important to attend. So I don't have anyone clearly defined and assigned to the communities yet.

I didn't want to have the regions put in a situation where one part of the consolidation would feel that they were the lead entity and one would feel left out. It was my intention, as soon as we get some free time, to go myself with the officials to the regions and work out a plan. I know that the regions themselves are thinking about it and actively putting down their thoughts on how we can shortcut some of the bureaucracy that generally leads to tying up this type of initiative.

Mr. Speaker, I do have a great deal of support from my Cabinet colleagues to try to get the region working towards consolidation. I know that the communities themselves would like to know when they can move on their own initiatives.

Mr. Speaker, we'll do the best we can. I know summer is coming, but we don't intend to slow down the process because where some regions would use a certain time of the year as being appropriate to them, I think we can organize our time and our initiatives with those regions in order that it can accommodate the greater number of people possible in those communities. Thank you, Mr. Speaker.

MR. SPEAKER:

Thank you. Final supplementary, Mr. Koe.

Supplementary To Question 597-12(7): Status Of Health And Social Services Amalgamation

MR. KOE:

Mahsi, Mr. Speaker. Can the Premier advise us when she envisages the amalgamation process being completed?

MR. SPEAKER:

Ms. Cournoyea.

Further Return To Question 597-12(7): Status Of Health And Social Services Amalgamation

HON. NELLIE COURNOYEA:

Mr. Speaker, as we knew, there was a lot of work to be done and that would have to be done over this year; there are some pilot projects that will be undertaken. The time frame for completion, I believe,

is December 1995 with everything in place by April 1, 1996. Thank you.

MR. SPEAKER:

Thank you. Item 6, questions. Mr. Patterson.

Question 598-12(7): Reassignment Of Official Languages Responsibilities

MR. PATTERSON:

Thank you, Mr. Speaker. Mr. Speaker, I have to say - and perhaps it wasn't fair that the Premier didn't get notice of the theme of today's question period -- that I did get the impression overall that there hasn't been a lot of progress made on long-outstanding issues like the long-awaited handbook; there hasn't been promised consultation with community groups on official languages funding. I know the Premier has very heavy responsibilities and very massive

responsibilities with Health and Social Services, as well as being the First Minister in the government. I would like to ask her -- out of sympathy for the heavy duty she has -- in light of the frustrations with official languages that she must be experiencing, is the Premier considering reassigning the responsibility for official languages to another Minister?

MR. SPEAKER:

Madam Premier.

Return To Question 598-12(7): Reassignment Of Official Languages Responsibilities

HON. NELLIE COURNOYEA:

Mr. Speaker, I believe that no matter if an individual had this portfolio all by its lonesome self, we would be faced with the same difficulties or challenges to implement such a significant program with so many different languages that are to be accommodated.

As the Member knows, quite a significant part of the language program has already been transferred to the Minister of Education, Culture and Employment. This role takes on the very significant area, the encouragement of maintenance and enhancement of languages where the fundamental role is to try to move to the community-based support. In fact, this responsibility is shared; however, I know that the honourable Member realizes that it's very difficult to please everyone given that the languages are at various stages and have various needs; whereby

some languages are very developed and used on a day-to-day basis, other language groups are looking for other areas of support to make sure that even just the development of the language or the writing of the language is put in place. So, for anyone, it's not an easy task if you want to do it right. I believe that it will continue to be a difficult decision to see who gets the support, because there are limits to the amount of money that this program has in its budget.

Mr. Speaker, other than the sharing of this responsibility with Education, Culture and Employment and the other parts of the program, there was no intention at this time or in the remaining time of this government to make further changes. Thank you.

MR. SPEAKER:

Thank you. Item 6, time for questions is now over. Item 7, written questions. Mr. Patterson.

ITEM 7: WRITTEN QUESTIONS

Written Question 31-12(7): Funds Transferred From The Inuktitut Literacy Training Program

MR. PATTERSON:

Thank you, Mr. Speaker. My written question is for the Minister of Education, Culture and Employment.

Recently, Vote 4 Official Languages funds previously allotted to the very successful Inuktitut literacy program at Nunatta Campus, Nunavut Arctic College, which offered Inuktitut literacy training to every Arctic College student, has now been directed to the Nunavut Arctic College's interpreter/translator program.

Would the Minister responsible for the Department of Education, Culture and Employment please advise this House:

1. Who authorized this decision?

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2. Why wasn't the college board or the college vice-president or the affected MLAs consulted about this significant change?

3. Does the Minister of Education, Culture and Employment believe that the interpreter/translator program is more important than the Inuktitut literacy program?

Thank you.

MR. SPEAKER:

Item 7, written questions. Item 8, returns to written questions. Item 9, replies to opening address. Item 10, petitions. Item 11, reports of standing and special committees. Item 12, reports of committees on the review of bills. Item 13, tabling of documents. Mr. Nerysoo.

ITEM 13: TABLING OF DOCUMENTS

HON. RICHARD NERYSOO:

Thank you, Mr. Speaker. I wish to table Tabled Document 122-12(7), a letter from Mr. Daniel Cuerrier, president, La Federation Franco-TeNoise, Iqaluit, dated June 6, 1995, concerning tabling the Education Act of the Northwest Territories for third reading. Members should note the suggestions that are being made in the letter. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 13, tabling of documents. Ms. Mike.

MS. MIKE:

Thank you, Mr. Speaker. Tabled Document 123-12(7) are the resolutions passed during the Nunavut leaders' summit meeting in Gjoa Haven from January 19 to 21, 1995, to the Department of Education, Culture and Employment.

MR. SPEAKER:

Item 13, tabling of documents. Mr. Patterson.

MR. PATTERSON:

Thank you, Mr. Speaker. I'll save this for petitions. Thank you.

MR. SPEAKER:

Item 13, tabling of documents. Mr. Kakfwi.

HON. STEPHEN KAKFWI:

Mr. Speaker, I wish to table Tabled Document 124-12(7), public statement and resolutions passed during the 19th annual general meeting of the Native Women's Association of the Northwest Territories, which was held in Fort Norman, May 16, 17 and 18, 1995.

MR. SPEAKER:

Item 13, tabling of documents. Mr. Patterson.

MR. PATTERSON:

Thanks, I'll try it again, Mr. Speaker. Thank you. I wish to table several documents, if I may. Tabled Document 125-12(7), an article from the June 5th edition of the Ottawa Citizen entitled, "Francophone Parents in NWT May Challenge School Act."

Secondly, Tabled Document 126-12(7), an article from the June 5th edition of the Winnipeg Free Press entitled, "French Rights Fight Vowed."

Thirdly, Mr. Speaker, Tabled Document 127-12(7), a news release in French and English, dated June 2, 1995, from the National Commission for Francophone Parents.

Fourthly, Tabled Document 128-12(7), a news release dated May 31, 1995 in French and English from the Iqaluit Parents' Committee. All these releases concern the new Education Act.

Finally, Mr. Speaker, in French and English, Tabled Document 129-12(7), a news release dated May 31, 1995 from La Federation Franco-TeNoise of the Northwest Territories. Again, concerning the new Education Act. Thank you, Mr. Speaker.

MR. SPEAKER:

Item 13, tabling of documents. Item 14, notices of motion. Item 15, notices of motions for first reading of bills. Item 16, motions. Item 17, first reading of bills. Item 18, second reading of bills. Item 19, consideration in committee of the whole of bills and other matters: Committee Report 11-12(7), Report on the Review of Bill 25 - The Education Act; Bill 26, An Act to Amend the Jury Act; and, Bill 32, An Act to Amend the Legislative Assembly and Executive Council Act, No. 2, with Mr. Whitford in the chair.

ITEM 19: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

CHAIRMAN (Mr. Whitford):

Good afternoon. The committee will come to order. What is the wish of the committee? Member for Yellowknife Frame Lake.

MR. DENT:

Thank you, Mr. Chairman. I would like to recommend the committee continue consideration of Bill 32, followed by consideration of Committee Report 11-12(7) and Bill 25.

CHAIRMAN (Mr. Whitford):

I'm sorry, Mr. Dent, did you say Bill 25? Could you just say that over again?

MR. DENT:

Mr. Chairman, I would like to recommend that we deal first with Bill 32, followed by Committee Report 11-12(7) and then Bill 25.

CHAIRMAN (Mr. Whitford):

Does the committee agree?

SOME HON. MEMBERS:

Agreed.

---Agreed

Bill 32: An Act To Amend The Legislative Assembly And Executive Council Act, No. 2

CHAIRMAN (Mr. Whitford):

Thank you. The order will be as stated by Mr. Dent, after a short break.

---SHORT RECESS

CHAIRMAN (Mr. Whitford):

The committee will come back to order. The sponsor of the bill is here, Mr. Dent. When we concluded, we were dealing with clause 2 of the bill. Mr. Dent, do you wish to take the witness table?

MR. DENT:

Yes, Mr. Chairman, I would like to have legal counsel available.

CHAIRMAN (Mr. Whitford):

Okay, we will see if we can provide that for you. Mr. Dent, you may take the witness table, seat, area, dock, all those other nouns.

Mr. Dent, would you be so kind as to introduce your witness to the committee?

MR. DENT:

Thank you, Mr. Chairman. With me today is Ms. Sheila MacPherson, who is Law Clerk of the Assembly.

Clause By Clause

CHAIRMAN (Mr. Whitford):

Was. Thank you, Mr. Dent. It's good to see you again, Ms. MacPherson. Clause 2. The chair recognizes the Member for Thebacha, Mrs. Marie-Jewell.

MRS. MARIE-JEWELL:

Thank you, Mr. Chairman. Just to follow up on some of the comments from yesterday's discussion, I would like to know whether it's possible for Mr. Dent to clarify and be specific with regard to giving explanations or, possibly, examples with respect to the definition in his bill of "attempted" and the definition of "threatened" in clause 2.(b). Thank you.

CHAIRMAN (Mr. Whitford):

Thank you, Mrs. Marie-Jewell. Mr. Dent.

MR. DENT:

Thank you, Mr. Chairman. I believe the Member for Thebacha is asking for a legal definition so I would ask if Ms. MacPherson could answer.

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Dent. Ms. MacPherson.

MS. MACPHERSON:

Thank you, Mr. Chairman. With respect to the issue of "attempt," the law focuses on looking at whether there is an action by a person which could reasonably be interpreted as indicating an intention to assault somebody else, an action which an ordinary person might reasonably construe as indicating an intention to carry through with an assault. For example, if a person were to strike at another person but miss them because they lost their footing, that would be an attempted assault because it is reasonable to assume that, but for the fact that they lost their footing, they would have carried out the assault.

Whereas if a person were behind bars, for example, and made a threatening gesture to another person, because they are behind bars, it is not reasonable to assume that they would have the means to carry out their assault so that would not be an assault. There has to be an element of reasonableness. The ordinary person has to reasonably construe that there is an intention to assault and the ability to carry through with that assault, for there to be an attempted assault.

In terms of threats, threats usually involve a situation where there isn't a physical action, but just the use of words threatening violence. Again, the issue is would the reasonable person have construed the words as being threatened. Whether a statement constitutes a threat would depend on what the words were, the context in which the statements were made, and the likely impact of the words on the recipient. Certain words might be more accepted in one context than in another context. So in terms of determining whether a statement is a threatening statement, the court will examine all of those different factors. I hope that assists the committee, Mr. Chairman.

CHAIRMAN (Mr. Whitford):

Thank you, Ms. MacPherson. Clause 2. Mrs. Marie-Jewell.

MRS. MARIE-JEWELL:

Further to that, Mr. Chairman, I'm wondering whether or not Mr. Dent has determined if there is any case law which influenced him to use the words "attempt" and "threatened" in his bill?

CHAIRMAN (Mr. Whitford):

Thank you, Mrs. Marie-Jewell. Mr. Dent.

MR. DENT:

Thank you, Mr. Chairman. Mr. Chairman, in drafting the wording of the bill, I sought legal counsel to ensure that the bill would have some understanding if it were ever taken to court. Therefore, I would like to ask again that legal counsel be permitted to address the specifics of this question.

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Dent. Ms. MacPherson.

MS. MACPHERSON:

Thank you, Mr. Chairman. The wording used in the bill is very, very similar to the wording used in the Criminal Code because of the fact that there is a significant body of case law interpreting the wording used: "attempt" or "threatening to use violence." It was felt that that was the best place to draw the wording from. There is a tremendous amount of case law dealing with the area of firearms prohibition and the wording contained in the bill is taken directly from that section. So I can advise the Member that there are many cases and a relatively clear understanding of those words, in terms of words being traditionally considered. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Whitford):

Thank you, Ms. MacPherson. Mrs. Marie-Jewell.

MRS. MARIE-JEWELL:

Thank you, Mr. Chairman. I think it's important to have on record the definition and interpretation of this bill, where it is developed from, with respect to the words "attempted" and "threatened" because they can be misinterpreted in the future in the court process. I think it's very important for the public to understand clearly the meaning of the bill when those words will be interpreted for future reference. With that, I have no further comments. Thank you.

CHAIRMAN (Mr. Whitford):

Thank you, Mrs. Marie-Jewell. Clause 2. Mr. Koe.

MR. KOE:

Thank you. Under clause 2.6.(2), the words "practices of parliament" are used. Can someone explain why that particular phrase is in this particular act? We're dealing with an act relating to the Legislative Assembly of the Northwest Territories. Why would we use the practices of Parliament, and I assume that's the Canadian Parliament?

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Koe. Ms. Stewart.

ACTING LAW CLERK (Ms. Stewart):

The Constitution Act of 1867 provides that Canada shall have a constitution similar in principle to that of the United Kingdom. A constitution similar in principle to that of the United Kingdom is one founded on a parliamentary democracy. Parliament, as part of that parliamentary democracy, has a number of privileges,

rights and powers, as well as procedures and other conventions that

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govern their proceedings and manner of acting in different circumstances.

The words "practices of Parliament" were intended to capture not only things that were set out in the rules and procedures of the Legislative Assembly, not only things that were included in the Legislative Assembly and Executive Council Act or conventions of this Legislative Assembly, but also to include all those other privileges of a Parliament in a parliamentary democracy.

CHAIRMAN (Mr. Whitford):

Thank you, Ms. Stewart. Mr. Koe.

MR. KOE:

Similarly, the last part of that section reads "or otherwise." What are other examples that fit under this category, or why is that qualification there?

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Koe. Ms. Stewart.

ACTING LAW CLERK (Ms. Stewart):

I would request that we defer that to Mr. Dent. I wasn't involved in the drafting of that particular provision or the drafting, at all, of the bill and I'm not entirely sure what was intended.

CHAIRMAN (Mr. Whitford):

Thank you for your suggestion, Ms. Stewart. Mr. Dent.

MR. DENT:

Mr. Chairman, the phrasing of this clause was actually suggested by Mr. Miles Pepper of the GNWT Department of Justice. He is the assistant deputy minister. My understanding of the reasoning for this wording is to ensure that there is no truncation of the rights and powers which are inherent in this Legislature. If we are not careful, we could in fact limit the rights of the Legislature with an act when we codify responses to certain actions. With this wording, we have been assured that we are not in any

way infringing on the inherent rights of the Legislature.

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Dent. Clause 2.

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Whitford):

Thank you. Bill as a whole.

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Whitford):

Thank you. Does the committee agree that Bill 32 is ready for third reading?

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Whitford):

Thank you. Bill 32 is now ready for third reading. Mr. Dent, I would like to thank you for assisting the committee in this effort, and Ms. MacPherson, we look forward to seeing you back.

---Applause

CHAIRMAN (Mr. Whitford):

I would like to thank Ms. Stewart for assisting the committee in its deliberations on Bill 32. Thank you, Ms. Stewart, and we hope to see you again.

CHAIRMAN (Mr. Dent):

The next item on the agenda is Committee Report 11-12(7), Report on the Review of Bill 25 - The Education Act. Is the chair of the Standing Committee on Legislation prepared to make introductory comments?

Committee Report 11-12(7): Report On The Review Of Bill 25 - The Education Act

MR. WHITFORD:

Thank you, Mr. Chairman. Yes, the Standing Committee on Legislation read its report into the record on June 8th, and in our report we had a number of recommendations. I would like to begin by reintroducing the recommendations.

CHAIRMAN (Mr. Dent):

Before we get into the motions, perhaps we should ask for general comments on the committee report from the chairman of the Standing Committee on Legislation. Are there any general comments on the report of the standing committee on their report of Bill 25, Education Act. Are there any general comments? Mr. Patterson.

General Comments

MR. PATTERSON:

Thank you, Mr. Chairman. I would like to commend the committee for the good work it did in consulting with regions of the Northwest Territories. I was quite impressed with the manner in which consultations were undertaken in my constituency.

In particular, I was delighted that the committee responded to a request from students to consult with students by taking the trouble to make a special visit to the school the day after the hearings, where I think we had a very lively session about the new bill and got some good advice from students particularly on student discipline matters.

I would also like to say that since the committee began its hearings, I believe, in the territories in my constituency, there has been an awful lot of changes made to the bill. Of course, I should certainly give some credit to the Minister of Education, Culture and Employment and his staff, but I do believe the committee also deserves significant credit for having encouraged substantial amendments and, I think everyone would agree, significant improvements to the bill. So I want to commend the committee for the progress that has been made.

One of the most astonishing accomplishments of this committee is the agreement that was reached, unprecedented in the history of the Northwest Territories as far as I know, that regulations drafted pursuant to the act would not be finalized until affected groups had been consulted. I think that was one of the major criticisms of the bill, and, to me, it's remarkable that this major amendment was made

which will basically change the way we do business in the Northwest Territories, at least as far as education regulations are concerned. I suspect this amendment may also affect and set precedents for other bills that may be brought to future Legislatures, recognizing that regulations are often a very critical way of describing the rules by which people must govern themselves in the territories.

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I am not totally convinced that this is the right way to go because the problem with the consultation on the regulations is that there is no guarantee that those groups consulted with will be satisfied. It will also certainly delay the implementation of the new act, and I think the department has taken upon itself quite a staggering responsibility if it's to take this requirement of consultation on the regulations as seriously as most people would like it to be taken.

I think, for me, the jury is still out as to whether this will work. I understand the argument that flexibility has to be built in to the act and that it can be done best through the regulatory regime, but I want to point out that this is a significant departure from the approach we have taken to regulation-making up till now, and it will be very interesting to see just how it works.

I do want to say that this has eased a lot of the concerns that I expressed in my intervention about not knowing what the regime is actually going to be. Now at least we'll have a chance to see the draft regulations and comment on those. I would also like to point out, Mr. Chairman, that one of the major issues which had to do with the choice of language of instruction by communities has been dealt with, in my view, satisfactorily, with the bill as amended. Again, I think the committee is to be commended for having encouraged the Minister and his staff to fix that problem up.

Another area that was of great controversy and concern in my constituency had to do with religious education. I believe that the provision that is now in the bill may somewhat ease the concerns that had been expressed about disrupting the current practice in many communities in the Northwest Territories. I think the relevant provision has been softened and should perhaps pose less of a threat to existing programs of religious instruction that are in place in the schools in the Northwest Territories.

I want to commend the committee and the department for those and many other changes; I know there have been over 80 amendments. I haven't been able to participate in every day of the committee's deliberation, even though I was accused yesterday of hanging around the committee. Unfortunately, I wasn't able to hang around for all the good stuff. I know this represents a lot of work and a lot of compromise -- and I think politics is the art of compromise -- and I'm delighted to see that so much compromise has occurred.

However, I must say, Mr. Chairman, in my general comments that I have not seen very much willingness to compromise and reach out to the Francophone groups in the Northwest Territories concerned about French language education rights under the Charter of Rights. It's been an exercise in frustration for my constituents and for myself. I recognize and respect that the committee says in its report that they are now satisfied as a result of legal opinions the committee received that the bill, as amended, addresses the requirements of section 23 of the Charter.

My problem, Mr. Chairman, as an ordinary Member is that I haven't been able to see any of these legal opinions. I've been told that they are privileged, that they are confidential advice given to the government, that they may... it's like a lawyer's advice to his client in contemplation of litigation and that I have no right to see these opinions. Since they were prepared at public expense and with lawyers on the public payroll, I would have hoped that there might have been some way found to make these opinions available to Members of the Francophone community who I know desperately wanted to see them to be satisfied that their fears, perhaps, had been dealt with by the bill but that has not been possible.

I know that the Minister himself has met with the associations and their representatives and there has been no resolution of their concerns. Mr. Chairman, I'm left with the dilemma of being told by the committee, we got legal opinions, everything's okay, there's no need to worry, the Charter provisions have been dealt with. Yet my constituents, Francophone groups in the city of Yellowknife and the territorial association, are all saying we're not satisfied.

Mr. Chairman, these parents and children especially, who want to receive education in their first language, they're a very small minority in the Northwest Territories. I am under no illusions that this is an issue in many constituencies in the Northwest Territories. However, I want to say that as a

representative of a community that does have proportionally one of the largest Francophone populations in the territories, these rights are very important to my constituents. They've worked very hard to establish a first language French program in Nakasuk School in my constituency and they've worked alongside Inuit organizations and parents who are promoting the Inuktitut language and have achieved considerable success. I'm sure that Members of this Assembly would want to give them every respect the same as we give respect to aboriginal parents who want to see their children educated in their first language.

Mr. Chairman, I want to say that this is my main problem with the bill. Only today -- and I haven't even had a chance to send this across to my colleague, Mr. Nerysoo but I will do so now -- only today have I received a legal opinion, a copy of a legal opinion which has been prepared in draft by the counsel for the office of the Commissioner of Official Languages for Canada. We may not relish being told by Ottawa or by a federal government institution whether our bill meets the requirements of the Charter or not, but this opinion has been prepared by a lawyer, Mr. Richard Tardif, who works full time, I'm told, on section 23 across the country. The draft opinion, which I understand Mr. Tardif has authorized for public release, states that the bill as drafted does not meet the requirements of the Charter and spells out in detail why not.

Mr. Chairman, I know the Minister of Education has read all the cases, he's studied this aspect very closely himself, he's received legal advice from several lawyers, and I know the Minister is convinced that the bill is adequate and that anyone who says less should sue. Mr. Chairman, I'd rather not see that happen.

I think it would be very unfortunate if we couldn't solve this without resort to the courts. I want to, at the beginning of this debate, let Members know that I hope we can have a discussion while the bill is before the House about these problems, examine the independent views of the counsel for the office of the Commissioner of Official Languages, who I don't think anyone would say would be a person who would want to have an interest in taking sides in the Northwest

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Territories, and see whether some of the criticisms that were laid out in this legal opinion can be dealt

with in a cooperative fashion while this bill is before this committee.

I have reviewed the opinion and believe that the bill has to only go a little further towards meeting the concerns that are identified in the opinion. I think it goes some distance. I understand, Mr. Chairman, full well that a statute cannot be expected to spell out every detail of the school system that is being contemplated, but the point made in the opinion, and I won't get into it in detail as I'll have a chance to table it, share it with Members and discuss it in more detail when we get to those sections, but the point made in the legal opinion is that the essential framework for governance has to be spelled out in the bill and cannot be left to regulations. So the structure necessary to guarantee the exercise of constitutional rights to instruction should not be left in the hands of the Minister or in the hands of regulations.

So, Mr. Chairman, I don't want to belabour this one. Generally, I'm positive about the progress that's been made on this bill, and many of the concerns have been dealt with.

I have to say, though, Mr. Chairman, there's one area that I think we need to still work on. We have three or four days now to devote to this bill. I hope the Minister will take the constructive criticisms that I've made here today and the advice offered in this opinion in a positive manner, and look at a way of perhaps making a few more changes. I know some have already been made, but perhaps look at a way of making a few more changes so we can all leave this Chamber as one happy family and say we've dealt with the aboriginal language issues, we've dealt with the concern about the consultation on the regulations, we've dealt with concerns about religious instruction, we've dealt with concerns raised by divisional boards, and the Francophone parents -- the few there are in the Northwest Territories -- are not going to be threatening that the only way they can get their rights recognized is by litigation.

It's a big order, but, hopefully, we can make everyone happy and deal with this bill in a constructive manner and make the final polishing touches so that it will reach out to everyone. I have to say that I've tabled some press clippings today; whether we like it or not, this issue of French language minority rights is a very volatile issue in the country. I think we have to be concerned if the Commissioner of Official Languages' legal counsel says the bill doesn't quite hit the mark, and if the Commissioner of Official Languages is writing our Minister saying if legal proceedings are

revived, I will have to give serious consideration to seeking leave from the court to intervene. We don't need this problem, Mr. Chairman, with all the issues that are facing us with the Government of Canada. Let's try to fix it up here in this committee, so that we don't have to draw national attention to ourselves by appearing in any way to be trampling on the constitutional rights of a minority.

That's my concern, Mr. Chairman. I hope in the next few days we can deal with these problems in a spirit of goodwill and not defensiveness. I have an open mind, I'm very anxious to hear the Minister's views on some of the concerns that I'm going to dare to express on behalf of my constituents. I hope that he won't take my criticism personally. It's not intended in any way to be a personal criticism or to indicate a lack of respect for the Minister, but I feel that I have a duty to my constituents to raise these issues. So that is the one problem I have with this bill, Mr. Chairman, but I'm optimistic that we can deal with it with goodwill. Thank you.

CHAIRMAN (Mr. Dent):

Thank you, Mr. Patterson. General comments on the committee report. Mr. Lewis.

MR. LEWIS:

Thanks, Mr. Chairman. I mentioned previously in this Assembly that I can recall vividly when the Education Act, which we now operate with, went through this Assembly in February of 1977. The difference between the process that led to it in those days and what has transpired over the last several years has been the way in which consultation has taken place. I recall that in 1976, the then Commissioner took it upon himself to take the Education Act around the territories to hold meetings. So what you had was a federal bureaucrat who went around and tried to get public input. I remember him reading into the record what all the communities had said about the act and so on.

So this has been a completely different process where there has been tremendous consultation with the public over a long period of time; several years. It's gone through our House, it's gone through committees, it's a completely different way in arriving at a piece of legislation.

The kinds of issues that were controversial at that time, though, are still with us. The major controversy in 1977, Mr. Chairman, was whether this government,

in fact, had the legitimate right to establish an education system with its own act, as a territorial government. There were several interventions by many aboriginal people who said this government shouldn't even be dealing with this, this is a federal responsibility. There were special concerns about treaty rights and so on and constitutional rights, and it's been a controversial issue ever since that time. In fact, every Minister who I can recall has attempted to find out on what basis this government really implements education programs. What is the legal basis for it? Where is the document that says that this government should be responsible for education? A lot of time and energy has gone into trying to find some piece of paper as a directive from some Minister of DIAND to indicate that this transfer has officially taken place and this is the legitimate place for that activity to occur.

I don't think that that's any longer the fiery controversial issue it was when Mr. Erasmus was the president of the Dene Nation, because things have changed enormously over the last 20 years. The biggest change, of course, is the way in which we develop our legislation involving many, many sectors of the public who have a chance to express their opinions, and we can make accommodations. So there is tremendous consultation that takes place now, so that people's concerns can be addressed.

The two major ones, though, that were referred to in the committee, and I'm sure that they also were raised to the Minister, was the fact that there is nothing in the preamble specifically relating to treaty rights. I know there was some discussion about finding some way of honouring those or recognizing those, but it's very difficult when you don't know

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specifically how to translate some of those early treaty obligations into modern legislation.

The same thing relates to the collective rights of Francophones who, under our Constitution, have certain rights. This act goes some way towards addressing those concerns, but there are some questions that our Francophone friends have suggested need to be addressed. If there is one thing you expect from a piece of legislation, it's certainty; some degree of certainty as to what transpired under this legislation.

So one of the major concerns that I've heard expressed, and it's certainly been expressed to the

committee, is that things still seem to be open for negotiations or open for further consultation. For that reason, some people feel uneasy because there is a certain certainty lacking in several clauses in the bill.

I know that one of the concerns that has been raised is the issue of school days. When you look at our act, although there is a promise to include in the regulations some reference to the exposure the children will get to the instruction program, there is nothing in there that tells you how long a student is going to be in a classroom. That's a source of concern because one of the other issues that was raised in a lot of the public hearings was standards. Standards was right up front. We want to have standards that are comparable to what other parents expect throughout Canada, and if you can't even specify in your act how many days a student is going to school so that you can compare and see what we do compared with other jurisdictions, then that's one place where parents will look and say, we don't even have an act that tells us how many days our kids are going to have to go to school. It's not there. That is one criteria, one little thing that you can look at to say this is what do they do in this place or this is what do they do in that place. It makes it very difficult for parents, if it's not up front, to see that spelled out in the law; although, I recognize that the Minister has said, well, we are going to consult further before we pin that down.

I was pleased to see that the department has shown a tremendous willingness to be flexible on many issues and on the issue of inclusive schooling where our jurisdiction has shown leadership, I think, right across the country. They recognize that they are only words if you just say, it's inclusive but we'll do our best and so on. There is some kind of obligation, I think, that is being made by the government to make sure that these are more than words and that there will be an act which recognizes that there is a new way of dealing with the total school population and not to have some children excluded from it so that they end up suffering, if you like, because they are not allowed to take advantage of programs in the same way that other students do so.

There also were concerns raised by students that they are not really that involved and they would like to be more involved. I think that the request to be full-fledged members of councils and other education bodies is probably farther than the Legislature would be prepared to go simply because, although as a client of the system you would like to be involved in the governance, then it becomes very difficult. Since

there is a way in which any member of the public can be officially elected to a body like that, I think that they would have to be satisfied with the same kind of role that the principal or teacher has where you can be an ex-officio member of a school board so that your point of view or the office that you hold or the position that you hold in the system can be represented to that board.

In 1977, Mr. Chairman, the major emotional issue was that there was compulsory schooling and the fact that many parents were upset with the idea of fines. If you didn't send your children to school, you would be fined. That was the hottest issue in the whole debate because there were some people who said, why should we send our kids to a school system that we don't agree with. It's not our system, so why should you be fining us for not sending our kids to a system which is really not of our manufacture or design? We were never involved in it and not consulted much about it, and yet you want to fine us for not sending our kids.

What happened, of course, was that the act went through leaving the compulsory education clause in there but with no specification of penalties if you never did it. So we lived with an act which had a clause in it but had no teeth to enforce it, and that existed for quite a period of time.

The controversial issue this time was not whether people should be fined or not for non-compliance but the fact that if you are going to fine people for not complying with the act on the basis that you are not attending school, somehow the funds should be reverted or transferred to the local education body. That was an opinion that was expressed in some places. It's possible that some mechanism could be found in which, if you are going to fine people, some bookkeeping way could eventually be worked out so that those monies could be used locally.

There are two other issues that I have noted, Mr. Chairman. One of them that I am pleased with is the fact that there was tremendous debate and discussion on whether we should have more or less religion and spirituality in our school system. We all recognize that there is a Charter requirement that schools can't be used to evangelize people, to push young people in this direction or that direction on religious questions. I believe that the department did come up with a compromise eventually which will allow people to recognize that if there's anything that matters in a school system, it's those values that really guide us and if you don't find some mechanism whereby young

people could be exposed to spiritual questions, the basic questions of human life, then really it's not much of a school system. I think that the government went a long way to giving people some comfort that we would have a school system which did recognize that those things that have deep meaning for people should find some place in the school system.

I have some concern about a proposal or plan to recertify teachers. I have gone along with it so I am not making a minority report to this committee. I have gone along with it, but I do have some concerns about recertification.

I know that in the past all kinds of ways have been devised or attempts have been made to release teachers from the system who are not easy to release because the whole area of labour relations is very difficult in many jurisdictions and especially in ours, as it relates to professional people. I really seriously wonder whether this is one other ploy, if you like...And I use that word, I suppose, unadvisedly because it suggests that it's

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been a deeply-thought-out subterfuge to circumvent some difficulties that you can't solve in the normal course of events. But I could see recertification, if it's not done right, being used as some method of simply getting rid of a person. What you do is just don't give them a certificate and then he can't work anymore and he or she has no job.

So, to me, I agree with the principle that if you are a professional, you should make sure that you keep up with your trade, that you keep up with your business, that you go back to school, that you take the kinds of programs that will put you on the cutting edge of things and not rely upon stuff that you learned 30 years ago, like a person such as myself, for example, Mr. Chairman. I started out in 1958 as a school teacher, and I then took advantage of whatever was going on so I could keep abreast of things. But I haven't really been a school teacher since 1967. That's when I finished my teaching career in the territories. I did other work in education over a long period of time but I finished teaching in 1967, and I would feel completely inadequate if I wanted to and if anybody wanted me to go back to the classroom because things have changed so much over that period of time.

However, if we are serious about this recertification, it should be made clear to the individual that these are

the requirements that you have to meet to be recertified. It's not just the whim of a bureaucrat or a Minister. I don't like you so you are not going to get a certificate anymore; that's it. There should be something specified that you have to do to bring yourself up to speed or up to date or whatever, and this should not be used as a mechanism simply to get rid of somebody that you can't find a legitimate way of getting rid of under our current regime. That's a fear I've always had, that you try to find some other mechanism to do things which you can't do under the normal course of events.

There are two other things that I've heard, Mr. Chairman, in my discussions on this bill, and I've thought about them at length, in fact. What we have is a bill which is a very large bill, but although it's so large, there are many things that are not specified, that are still open. It may be that what we have is a piece of legislation that is, I don't know, maybe a sign of doing things in a different way, that we have a different process of doing things in the territories, that our legislation will evolve differently.

But the two major issues that I've heard are the fact that, one, we don't have a clear division of powers between the levels of authority. That's supposed to be worked out over a period of time and it will be set in the regulations. But normally in an act of this nature, when you specify powers, then you always put in what those powers are, because the whole point of legislation is to give you certainty so you know exactly just by looking at the act exactly what the powers are that you are expected to exercise. So the idea that you can negotiate, and so on, is in the act. It is implicit, I suppose, that there will be lots of things worked out through consultation. But it does get people used to a different kind of legislation, where things are spelled out. There is some cause for concern because this legislation is unlike any other legislation I've looked at. So much seems to be open. Maybe that's the way things have to be, and far bigger brains than us have said the only way to deal with this subject is to give people a bit of room.

But the idea of not having division of powers, not specifying the number of school days...I'll tell you why people of my generation find it unusual that you're not prepared to spell out the number of days in which a child would go to school. In the old days, and I'll only hark back to this once, we were always told that the register of the enrolment was a legal document. It told you where a child was supposed to be on any one day, and it would be used by the police, courts or whatever to indicate that the school was in session on

these days and that's where the child was supposed to be. This is what we got from Justice in the old federal days. We understood that it was a legal document and in it, you spelled out all the days in which the school is in session and you would know, then, where that person is.

It is going to be more difficult if you're not prepared to specify days, the number of days when school is going to be in session. Maybe you've already thought ahead to redesigning the instruments for recording instruction, maybe the register is obsolete now, maybe there is a different method or system of keeping track of instruction. These are the types of technical things, no doubt, that the department has worked on to try to find some way of meeting their obligations to make sure the students get the right exposure to instruction that they should have. I know that if any parent looks at the system, they would find it unusual if you don't put a minimum of days in which a child is expected to be in school.

I know the arguments have been heard throughout the territories about flexibility. There are two words that seem to characterize this act: flexibility and negotiations. There should either be flexibility, so you could do the things you want to do so you won't be boxed in by some inflexible instrument that prevents you from doing what makes sense to you. The other thing is negotiation, that you can negotiate things, and you can petition the Minister.

Those are the concerns I heard, Mr. Chairman, but I congratulate the Minister and the department for having gone about this in the right way. This is the way in which an act should be done. There has been a tremendous amount of consultation over a long period of time, not rushed -- it may seem rushed not because we have so much work ahead of us still -- and a tremendous amount of effort has gone into doing the work. There has been consultation like, I believe, has never happened before in creating a very important piece of legislation.

We've all agreed that education is still one of the chief instruments of our social and economic development. If we get a good act, then of course we will have achieved something of major significance in this Assembly, through the good will of the committees and the government. With that, Mr. Chairman, I will leave it. I would like to say that this is where I began my career, as a school teacher, and also in the department, being much involved in the last act, and I'm quite happy to be involved with this piece of legislation too, which is close to the hearts of many of

the people of the Northwest Territories. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Dent):

Thank you, Mr. Lewis. Are there any further general comments on the committee report? Mr. Koe.

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MR. KOE:

Thank you, Mr. Chairman. As other Members have mentioned, a lot of work has gone into this bill to get to this stage, where the committee has reviewed the proposed bill under consultation. This is after several years of work by the department after their consultation. Once we finish dealing with the committee report, we will be getting into the bill, itself. There are a lot of clauses in the bill and each raise different issues.

I've been very supportive, in terms of working on the new act, and have followed the progress through all the different documents that have been prepared by the department that have gone out for people's input and comments. I would have to say that I think the review process has gone fairly well. It has not been perfect; any consultation process we have in the north takes a lot of effort and work to ensure that people have access to the documentation and are able to have a mechanism to voice their concerns on new proposed legislation.

It's not the sexiest thing to read. When you're in a community and get a piece of legislation, people tend to put it aside and not pay much attention to it. I find that this is the case now. The act is a fairly thick document, there are 160 some odd clauses in it. People tend to leave it to somebody else and we're the "somebody elses" because it is now up to us to deliberate and ensure that what we approve in this Assembly is going to be appropriate for all the residents of the north and for an education system that people have been saying they want.

I think the whole education system has been criticized in terms of excellence in education, the quality of education, the types of schools, the hours, everything that's in the act, the teachers, the roles of parents, teachers, students, principals, superintendents, community councils and boards. All of these have been addressed in this new act.

The committee went across the north and heard a lot of presentations. I was pleased with the committee

meetings that followed where a lot of the changes, I think over 40 new amendments, were made, adopting a lot of the concerns raised by people across the Northwest Territories.

There are still issues that the committee raised in their report, and issues that I, and I assume other Members, will be bringing up when we get into the details of the bill. But at this time, I would like to just comment on some of the issues so that people are aware where the concerns I will be raising are going to come up when we deal with the particular clauses.

In the preamble, the whole issue of recognizing rights and freedoms of aboriginal people, and the treaty rights and aboriginal rights is an area that still has to be addressed. I know that this act is not the vehicle to address and define what these are, but education is one aspect that treaty people, particularly in the new land claims agreement, are very concerned about. It is one that we still feel that there's a fiduciary responsibility from the federal government to provide for the right of education for status Indians and Inuit people; a right to have free education, not only up to grade 12, but post-secondary education.

When we get the particular sections, the issue is going to be do the clauses in the preamble cover the new land claim agreements and any land claim agreements that are to follow. Does section 35 of the Constitution Act cover the Gwich'in claim, does it cover the Inuvialuit claim, does it cover the Nunavut Act, does it cover the Sahtu claim and the respective provisions in those acts? They have to be protected and recognized somewhere, and the only place I feel that it should be is in the preamble. So when it comes to discussing that particular section of the act, I'll be raising that particular issue.

Quality in standards; we put a lot of people in our schools, we're graduating a lot of people, but you have to raise the question of the whole principle of excellence and quality. Where are our people going once they come out of our school systems and what are they doing? These are things that are of concern.

The issue of equal rights; the report makes mention of it and it makes mention of section 15, but the Native Women's Society of the NWT raised the issue in their presentation that it has to be front and centre in the act and has to be a theme that overrides the act. It's the same with the issue of violence in our society.

The issue that the committee mentioned on hours or days of instruction; we'll get into some discussion

when we talk about the recommendation. I'm of the opinion that we should quantify the number of instructional hours that we expect our schools to provide, and it's up to each education district to convert that to numbers of days or numbers of hours in a day; whether it be four and a half, five, five and a quarter, or whatever, to fit their program.

One more comment on the whole issue of treaty rights and choice of education. The committee report made mention of it on page 10, that it was difficult, and I know the dilemma that the Minister has in trying to define these treaty rights or aboriginal rights in this act. To try to include it would imply a resolution and definition of these rights, which is not the case because every day there are different negotiations that take place; different definitions and different arrangements or agreements are made. I guess the point is that it's incumbent on this government and the federal government to try to get those resolved. I guess that's the issue. We have to keep bringing it out on the table so that it gets addressed and that we are able to facilitate discussions between the groups so we can get appropriate definitions of these issues.

The area of parents' responsibilities; again, the committee is making a recommendation of parent advisory committees. I agree with that, but the comment I would like to make is that we're finally putting in the act a section on rules and responsibilities of parents. I think we've just touched the surface of that area, and I'm not sure how we can make it stronger. But the whole area of parents' involvement in the schools is key. Not only in the schools, but in all the school activities, camp-outs, sports activities, tutoring and whatever activities go on in school, I think the parents have a responsibility to get back into that area where I think they've moved away from. Years ago, the teachers and the parents used to share a lot of these responsibilities and chaperone dances and chaperone sport trips and other activities, coach teams and do all the dancing clubs, debating clubs, chess

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clubs, things like that. So we have to somehow encourage people to get involved into our schools again.

The area of education staff is an issue my colleague from Yellowknife Centre raised; the recertification of teachers. Again, the act is very clear, and the committee heard clearly that if we're going to strive for excellence in our schools, then we have to strive for

excellence in our instructors, in our teachers. The way to do that is to ensure that they are qualified, ensure that they are certified to teach, and that they have to keep up to date with the changing times and the changing materials that they use for teaching. I think the phrase today is "active learning," and there are new teaching mechanisms for doing those things. I think the act has now touched that, and I fully support that.

The whole area of culture and language and spirituality and religion is another area that is quite contentious and I think the majority of the comments we heard across the north were related to these areas. We have to protect, encourage and enhance our aboriginal languages, all our official languages in the Northwest Territories. We have to encourage as much as possible the development of the curriculums, use of these curriculums and use of the materials -- develop materials so people can use them. One of the recommendations that's been made, again, I fully support.

The whole area of spirituality and religion, I know there's concerns about the Canadian Charter of Rights and Freedoms and the limitations that puts on but I truly believe that we have to have the option of being able to teach religion in our schools. However that's provided for, I think we have to leave that option open. I fully support not only religion but spirituality, native spirituality in particular, where people have to have the freedom to believe and practice spiritual beliefs and values.

The other area of concern, and one that I'll be making comments on when we get to the particular clauses is the areas which define the powers, responsibilities and authorities of the education bodies, the district education authorities and the divisional education councils, so that once the act is passed -- and I know there's a lot of work to be done, but the regulations which I assume will set some guidelines in how this is done; that whole process of negotiating the division of powers and responsibilities between the various councils and education bodies -- people will have to understand and know what their authorities are in terms of how it's done and we don't want to have to always talk about who does what and have a big argument...We don't want a series of court challenges over these things. People in communities have to have the authorities and powers and they give that to their district education authority who represents them. We have to know what and how they're able to negotiate in a bigger arena which is the divisional education council.

In line with that also, division of powers and responsibilities and authorities of the Minister. I know there have been considerable adjustments made on the roles of the Minister in the act; a lot of amendments to reduce that but it's still an area that has a lot of impact in a lot of the clauses in the act. The Minister, in terms of dealing with regulations, has made a commitment and it's in the act that consultation will happen in terms of developing the regulations. I just want to say that I'm pleased that's in there but we have to ensure that it happens. We just can't put it in the act and say, yes, the Minister's agreed and then that's it. It's incumbent on all of us and all the education authorities across the north to ensure that they participate actively in developing the regulations.

With that, I want to thank the committee for the work that they've done and thank the committee for allowing me, as an alternate Member, to participate in the activities dealing with the act. It's a good one, there's been a lot of work done, but in the next several days I hope we consider very carefully the provisions that we're looking at approving because it's going to be for however long -- 10, 15, 20 years -- the act has to be in place, so we've got to ensure that what we approve, what we agree on this week, is going to stand the test of time. Thank you very much.

CHAIRMAN (Mr. Dent):

Thank you. General comments. The Member for Aivilik.

MRS. THOMPSON:

I just wanted to make a general comment on this Education Act about the concerns that have been raised from my constituency and also from the Keewatin over the years with regard to local programs and that is cultural programs being taught in the school, whether it's sewing programs or hunting programs.

In the Education Act there's a clause that qualified teachers will be hired and that no unqualified teachers will be allowed to work in the schools. I know there's a clause that says for less than 20 days you can have a unqualified staff to teach the students. In the communities there's always been a real concern with local program instructors being hired to teach the traditional skills in the schools. The people that are usually hired are elders from the community. They don't have teaching skills, they have never gone through the school system and they are given 15 or

20 students to teach at once. It is very confusing for them to teach a project, whether it be harpoon making or sewing kamiks.

I think there should be a program to teach these local program instructors or to certify them so that they can deliver the programs within a classroom structure because the way they were taught originally was on an individual basis. They have all the knowledge and skills to teach inside their brains, but they don't know how to deliver them to a class of 15 or 20 kids. If they are going to look at qualified teachers I think they should also look at certifying local program instructors and coming up with a program similar to the teacher education program, just geared towards local program instructors. That has been a concern for a long time.

I'm not saying that they are not educated enough to teach school kids. I'm just saying that the way that they were taught when they were growing up, most of these local program instructors are people who have not gone through the school system. They are elders coming into the schools to teach the local programs. They don't have the skills to teach a whole class of kids or even to do report cards.

I have often wondered, instead of letting them teach a whole bunch of kids in a regular classroom setting, if it wouldn't be better to contract them out to teach a specific skill such as to teach sealskin kamik making and just contracting it out to a

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person who is skilled in that area to have a better quality program. Instead of hiring one person, and you're expecting that local program instructor to teach all subjects in the Inuit culture, when he might just be skilled in trapping, or when he might just be skilled in parka making.

I know that has been a concern in the Inuit communities, as to how we can best deliver local programs in our schools when there is no teacher education program or local instructors program to certify these instructors so they are teaching the same quality programs as the teachers next door with all their curriculums.

Another concern has been school reviews. I've often felt that the schools should be reviewed every four years, all the programs in the schools; a review team could just come in and review the whole system to see if they're teaching grade 8 to the grade 8 students, or if they are teaching grade 4 to the grade

8 students, or if they are doing their yearly plans or daily plans; just reviewing the whole system. I think that has to be investigated in the Education department -- these school reviews -- on an ongoing basis, so that our teachers are meeting the needs of the students and that they're teaching quality programs.

In clause 61, it talks about the teachers being transferred to another community. Does that mean that the CECs don't have any more power to hire their own teachers, that they're just being given transfers from one community to another community? That was another concern.

Also, there's a clause in the Education Act about if your school is not providing 10, 11 and 12, then the Minister can pay for accommodation for that student to go to school and take those grades in another community. In the smaller communities with grade extensions, some parents are wondering if they can have the choice to send their students out of their communities to get a quality program because the schools that have extended grades were not built to accommodate quality education programs; they are too small. The parents are having a hard time. They like their students to stay home and attend grades 10, 11 and 12 and succeed, but they don't have much choice when they don't have any room. The teachers who are teaching those grades don't have enough room or enough resources in the smaller schools to teach quality programs to those students. With the clause where it says the Minister can only pay for students' accommodation in another community if the grades are not provided in their communities, the parents are concerned with that. If they want a quality program that might be provided in a bigger school, they would have to pay for their students to stay in another community with that grade. The small communities that are trying to provide grade extensions feel that they're not providing a good enough program because when the smaller schools were built in the communities, it wasn't planned very well to accommodate high school programs. With the community high school programs happening, it's a very good idea. It's a great idea, and a lot of parents are happy with keeping their high school kids at home and succeeding, graduating, but their concern has been that the schools were built without extending grades.

Many times in the smaller communities, teachers have had to teach all the subjects in a computer room when it was intended

for computer programs. There's a shortage of resources and rooms for those grades.

The other concern over the years is that a lot of the parents have not gone through the system in order to go with their children to the high school and understand which programs their children should take, because they don't really know the difference yet between academic programs and general programs. I think that will be a hindrance in our future as Inuit because our parents have to be exposed to the whole system of education so that they can support their children going to high school and give them the right choice with the right courses and going into academic programs, so that in the future we can have the qualified teachers and qualified lawyers or doctors we want.

But right now, most of the students are making their own decisions as to which courses they want to take, because their parents are not aware of different programs in the high school. So it's usually up to the Inuit students to decide which way to go, and a lot of our Inuit students are going into general programs and just graduating with a general diploma. The parents think they've gone through high school and find out that their children cannot qualify for certain university programs because of the choice they made on their own. That has been a real hindrance in education.

I think there has to be more public consultation with the parents on high school programming. I know most of the parents in the smaller communities support community programs. They are very happy with the community programs providing grades 10, 11 and 12, but do they realize that it's mostly general programs because the schools are too small to accommodate quality academic programs that we need for the future of Nunavut.

I guess those are the general comments that I wanted to make today. Tima. Thank you.

CHAIRMAN (Mr. Dent):

Thank you very much. I've noticed that several committee Members have started making comments that relate not only to the committee report, but also to the bill itself, Bill 25. I was wondering if it might not be advisable at this point in time to ask the committee chair to take us through the motions that are contained in the committee report, and perhaps then ask the Minister to give his opening comments on the bill itself. Then we could resume with general

comments on both the committee report and Bill 25. Mr. Pudlat has indicated his interest in speaking, so we'll make sure that Mr. Pudlat is first on the list after we get through those two items, if the committee agrees.

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Dent):

Mr. Whitford.

MR. WHITFORD:

Thank you, Mr. Chairman. The committee has five recommendations that it would like to make into formal motions. I would like to go through those motions at this time.

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Committee Motion 62-12(7): To Adopt Recommendation 1, Carried

Mr. Chairman, with your concurrence, I move that this committee recommends that a clause be included in the proposed act which would clearly lay out the total annual instructional days for kindergarten, grades 1 to 6, and grades 7 to 12.

CHAIRMAN (Mr. Dent):

Thank you. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

CHAIRMAN (Mr. Dent):

Question has been called, but I don't recognize a quorum. I will ring the bells.

Okay, I recognize a quorum now. All those in favour? All those opposed? Motion is carried.

---Carried

Mr. Whitford.

Committee Motion 63-12(7): To Adopt Recommendation 2, Carried

MR. WHITFORD:

Thank you. Mr. Chairman, I move that this committee recommends that the government evaluate the formula funding provided for inclusive schooling and the processes used by education bodies for allocating this funding among students, taking into consideration the inclusive schooling policy.

CHAIRMAN (Mr. Dent):

Thank you. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

CHAIRMAN (Mr. Dent):

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

The motion is carried. Mr. Whitford.

Committee Motion 64-12(7): To Adopt Recommendation 3, Carried

MR. WHITFORD:

Thank you, Mr. Chairman. Mr. Chairman, I move that this committee recommends that a phrase be added to the bill to specifically allow for and encourage the establishment of a parent advisory committee in each school.

CHAIRMAN (Mr. Dent):

Thank you. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

CHAIRMAN (Mr. Dent):

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Mr. Whitford.

Committee Motion 65-12(7): To Adopt Recommendation 4, Carried

MR. WHITFORD:

Thank you, Mr. Chairman. Mr. Chairman, recommendation number 4. I move that this committee recommends that the Department of Education, Culture and Employment review this suggestion to determine if there is an effective and economical way of returning fine revenues to the education body which generates those revenues.

CHAIRMAN (Mr. Dent):

Thank you. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

CHAIRMAN (Mr. Dent):

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Mr. Whitford.

Committee Motion 66-12(7): To Adopt Recommendation 5, Carried

MR. WHITFORD:

Thank you, Mr. Chairman, the fifth and final recommendation. I move that this committee recommends that the Department of Education, Culture and Employment ensure adequate resources are available to ensure the development of curriculum, as required, in official languages of the Northwest Territories.

CHAIRMAN (Mr. Dent):

Thank you. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

CHAIRMAN (Mr. Dent):

Question has been called. All those in favour? All those opposed? The motion is carried.

---Carried

Mr. Whitford, does that conclude the motions from the committee?

MR. WHITFORD:

Yes, thank you.

CHAIRMAN (Mr. Dent):

It was my understanding that the committee was not going to conclude the report, but would keep it available for comment while consideration of the bill is continuing. So we will set the report aside for a minute and invite the Minister of Education to make his opening comments on Bill 25.

SOME HON. MEMBERS:

Agreed.

--Agreed

Bill 25: Education Act

Minister's Introductory Remarks

HON. RICHARD NERYSOO:

Thank you, Mr. Chairman. I had thought about making it short, Mr. Chairman. I do want to

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make a few introductory comments before we get into my original introductory remarks.

Mr. Chairman, there has been some suggestion that somehow I not take the criticisms or comments as personal. It becomes personal when people threaten you, not explicitly, but that is the reason I tabled the letters today. I do want to say clearly if you read the documents I tabled today, you would see that I take the issues personally because when a Member in this House is trying to serve the public and serve people in their interest, you take seriously the matters of correspondence in the context they are presented. While it may not necessarily be a concern to others, it does cause me personal concern because the Members of the standing committee have been extremely honourable in their approach to Bill 25. They have been absolutely constructive in all their approaches to the kinds of suggestions they have made and the amendments they have proposed. They have been honourable in terms of the way they have dealt with me and I appreciate that.

Mr. Chairman, I want to say to the Members of the standing committee, who I have had an opportunity to meet when I was dealing with Bill 25, despite the fact that we may have had some differences of opinion, in the end those issues we weren't going to get

agreement on, we were able to find ways to respond to concerns that my colleagues had. You at least gave me an opportunity to articulate some of the concerns we had and we were then able to work the issues out.

Mr. Chairman, the interesting part is that this consultation process of the development of this act has been taking place for over five years now. We have sought and gathered comments, and the Standing Committee on Legislation has heard and considered the presentations of many education agencies, organizations and individuals. As a result of these hearings, we supported over 80 motions to improve the content and wording of this bill.

Both in its content and its development, Bill 25 emphasizes that education is a partnership. It gives authority to communities, and communities working together, for the delivery of schooling. It provides the flexibility we need for future constitutional development, it focuses on students and emphasizes the importance of parent participation in education.

Mr. Chairman, many people and organizations made comments on this bill. I would like to thank them, the Members of the standing committee and our staff for their efforts. I believe Bill 25 reflects the time and effort it was given. It is a very significant piece of legislation, which I am proud to present.

Mr. Chairman, I just want to say that I still have several amendments to make. I believe that we'll continue to improve the legislation, but I do want to say that, despite what criticisms may arise, I believe that Bill 25 responds to section 23 of the Canadian Charter; it responds favourably. It also responds to many of the court decisions that I've had an opportunity to read. In fact, Mr. Chairman, every other piece of legislation in this country has generally one section, with the exception of the Manitoba act which amendment their legislation to be more specific about the whole matter of Francophone education. In their particular case, it was quite clear that they had the capacity to do that. In our particular situation, there's a new situation in the north. The legislation allows us both the ability to recognize the committee, the conseil with all its authority, and the responsibility for French language programming. It does not deal with the matter of superintendents, but that is to be left up to the commission to deal with. The conseils are in existence already. So it is clear, even in that authority, that we ensure that there is the authority necessary for the Francophone community and parents to assume the responsibility necessary.

I want to say to my honourable colleagues here, so that it's absolutely clear, that I did meet with the Francophone representatives. I indicated quite clearly that they would be involved in the development of the regulations -- that was absolutely clear in our meetings -- and that I would consult with them on the development of those regulations. I would not work in the absence of that group because it's my view that they have an important part to play and it's necessary for them to be recognized for their important role in these regulations. A letter will be going out accordingly, Mr. Chairman, so that all Members know that it is a serious commitment.

The other issue that I want to be clear about is that our agreement, several years ago, will be included in the regulations. It's my belief that the development of regulations, based on the agreement in 1992, clearly ensures that we are within the scope of section 23. In fact, we exceed what has normally been the court rulings in this country.

Despite that situation, we're prepared to work with the agreement in mind, recognizing our commitments to date. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Minister, for those kind remarks. Does the Minister wish to bring in witnesses?

HON. RICHARD NERYSOO:

Thank you, Mr. Chairman. Yes.

CHAIRMAN (Mr. Whitford):

Does the committee agree that the Minister take the witness stand, that we introduce the witnesses and then go into general comments on the bill?

SOME HON. MEMBERS:

Agreed.

---Agreed

CHAIRMAN (Mr. Whitford):

Sergeant-at-arms, would you bring the witnesses in?

Good afternoon, Mr. Minister, you are surrounded by a whole host of witnesses. I think you were allowed to bring in some witnesses, not the whole department. Welcome. I'm just having some fun. Mr. Minister,

would you introduce your witnesses to the committee, please?

---Laughter

HON. RICHARD NERYSOO:

Thank you. Well, we would have, but there aren't enough seats in this Chamber. I appreciate the support of my colleagues. I'll start on my right, Ms. Carol Whitehouse, our legislative counsel; Gail Joyce, director of policy and planning; to my immediate left, Mr. Hal Gerein, deputy minister; Janet Grinsted, senior policy advisor;

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and, Mr. Eric Colbourne, assistant deputy minister, educational development.

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Minister, and welcome everyone. It's good to see so many familiar faces again. General comments on Bill 25. The chair recognizes Mr. Pudlat.

General Comments

MR. PUDLAT:

(Translation) Thank you, Mr. Chairman. I just have a short comments, Mr. Chairman, it's not a question, but a comment. Mr. Chairman, I know that the Education Act took a lot of time to put together and a lot of people worked on the act. It took very long but it is completed now, and we have dealt with it in the Standing Committee on Legislation. I'm grateful to the Department of Education and to our committee and the staff who have worked very hard in dealing with this act. I congratulate the Minister and his staff.

I am grateful that the department and our committee were able to travel to the communities for hearings. We heard earlier today some concerns of Members on Bill 25 made on the floor of the House. When we went to the public hearings and heard from the people and students, we were given a lot of support. Perhaps the legislation, in it's present state, won't be approved by everyone but I feel that, by working together, we can resolve some of the concerns that are still in this legislation. I know we can't make everybody happy by dealing with every section of the act, but I was involved with the discussions of this legislation and I feel very confident that we should be

able to resolve some of the concerns that the Members might still have.

These are the shortcomings that I would like to note, Mr. Chairman. I would like to thank the Minister, his staff, our staff and the committee for dealing with the legislation during the public hearing. I know this legislation will help students and education officials achieve what they want to achieve for the betterment of the people. When there has to be some amendments to the legislation later on we will be able to deal with it in the future.

This is just a comment to thank the Minister and his staff. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Whitford):

Qujannamiik, Mr. Pudlat. The chair now recognizes the Member for Nahendeh, Mr. Antoine.

MR. ANTOINE:

Thank you, Mr. Chairman. Mr. Chairman, I wanted to make a comment on the committee report on Bill 25. I wanted to thank the committee for travelling into my constituency and listening to the people in my constituency. There was a presentation made by a representative from each of the six communities that I represent, more so from the people in Fort Simpson. There was a good presentation made there to the committee. I'm satisfied that this committee went out to listen to the people in the communities. Just looking at the document it's obvious that this committee had done a thorough job of going out and trying to get feedback from as many people as they could in the time that they had. I would like to commend the Standing Committee on Legislation for a job well done.

Mr. Chairman, this act is a big act. It involves everybody in the north. It's going to effect how we deal with education in the north for the next decade or so, therefore, it's a very important document. Because it is a very important document, all the concerns have to be looked at and amendments have to be made to this bill. There's going to be debate on this bill for the next few days. I just wanted to make comments on a couple of items on this report.

The first one is with regard to treaty and aboriginal rights. I raised this to the committee Members in Fort Simpson and it was raised here today by other colleagues. This treaty right that I'm referring to in my constituency is Treaty 11. This has always been a

concern to me, even before I was involved as a Member of the Legislative Assembly. It's a treaty that was made between a representative of the Dene and a representative of the Crown on how things should be done. It covers a number of areas and one of them is the whole area of education. It's in the treaty, it's in the preamble of the treaty. In my constituency the treaty negotiations took a number of days to be concluded.

In that whole process the understanding of the Dene in that area was that once this treaty was agreed upon, the intent of the treaty was that free education would be provided to the Dene people by the Canadian government.

The evolution of education in the north is that in the late 1960s and early 1970s, this authority was turned over to the Government of the Northwest Territories from Ottawa without the involvement of treaty people. The whole process, the transfer, the devolution happened without the involvement of the treaty people, to whom this particular program was very important. People in power at the time never saw fit to involve the chiefs and leaders of the day.

So we are dealing with this fact. One of the things that I would like to see is that this be cleared up once and for all or it's going to be with us forever. These are the questions that Chiefs in my constituency have been asking for a long time.

It's now addressed in the preamble with the amendment, but I don't think it's strong enough. I think it's going to have to be stronger than just a mention in the preamble, because what I am dealing with is the day-to-day reality that there are people who are treaty from my constituency and probably from other regions as well who are told by our elders that we have a treaty with the government, that this territorial government is an administrative arm of the federal government and therefore the authority should be flowing from the Canadian constitution.

So, that's what I am told, but when it comes to the actual day-to-day practice, there are many people coming to me saying, we thought education was a treaty right. Why am I refused funding, for example, or why am I not allowed to take this course, and why is the government not funding me to go to school, because this is what our ancestors agreed to?

So we find ourselves in a dilemma. Usually I go to the Minister, and usually I get a long letter saying why these things cannot be done. So it's a dilemma I am

in. That's why I am saying that it has to be cleared up.

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Perhaps it's in because of the regulations or the policies, the way they are interpreted, after a bill goes through. So this is where whoever makes the regulations and the policies has to have a clear understanding of what I am talking about. I think it's been missing. Whoever develops the regulations and the policies on how these bills are interpreted has to take that into consideration. So this is the point I would like to make.

I know the Minister is saying that we are not here to interpret what the treaty says, but the way the people in my area understand the treaty is that it was an agreement that this service would be provided to people. So I want to make it really clear here where I am coming from, that it has to be in the act one way or the other.

The answers that I have heard in the past are that this government recognizes the Canadian constitution, and section 35 of the Canadian constitution states that all existing aboriginal treaty rights will be recognized and affirmed. But when it comes to the specific bills that govern this government, it does not clearly state how section 35 flows into all our bills and how these bills and then the regulations and policies that flow from the bills, how section 35 flows through it until we get into the day-to-day practice of this government. This is where my concern is. A lot of the students in the communities don't really have a clear understanding of all the bills, for example section 35 of the Canadian Constitution, but they know they are treaty Indian and have treaties that state that education is a treaty right and it should flow from there.

If this bill is going to be in place for the next 10 years, and I understand that's the game plan, then it has to be in there and it has to be spelled out very clearly that the bill flows from section 35 of the Canadian Constitution. I'm glad, at least, that there is an amendment to the original bill and it's in the preamble, but like I'm saying, it's not strong enough. I think it should be stronger than that and it should be spelled out more.

Going on the quality and standards of education, I raised this issue in the Standing Committee on Finance. We feel that the excellence of education

should be a philosophy throughout the north. I'm glad it was adopted...

CHAIRMAN (Mr. Whitford):

I apologize to the Member, Mr. Antoine. The clock has reached 6:00 pm and our time is up. We haven't had permission to continue, so I would like to take this opportunity to thank the witnesses and the Minister for appearing before the committee. We look forward to seeing you over the next couple of days. With that, I shall rise and report to the Speaker.

MR. SPEAKER:

The House will come back to order. Item 20, report of committee of the whole. Mr. Whitford.

ITEM 20: REPORT OF COMMITTEE OF THE WHOLE

CHAIRMAN (Mr. Whitford):

Thank you, Mr. Speaker. Your committee has been considering Bill 32, Committee Report 11-12(7) and Bill 25, and would like to report progress with five motions being adopted and that Bill 32 is ready for third reading. Mr. Speaker, I move that the report of committee of the whole be concurred with.

MR. SPEAKER:

Thank you. The seconder is Mr. Zoe. The motion is in order. To the motion.

AN HON. MEMBER:

Question.

MR. SPEAKER:

Question has been called. All those in favour? All those opposed? Motion is carried.

---Carried

Item 21, third reading of bills. Mr. Clerk, item 22, orders of the day.

ITEM 22: ORDERS OF THE DAY

CLERK OF THE HOUSE (Mr. Hamilton):

Mr. Speaker, there will be meetings tomorrow morning at 9:00 am of the Standing Committee on Finance, at 10:30 am of the Ordinary Members'

Caucus, and at 12:00 noon of the Special Joint Committee on Division.

Orders of the day for Wednesday, June 14, 1995:

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Recognition of Visitors in the Gallery
6. Oral Questions
7. Written Questions
8. Returns to Written Questions
9. Replies to Opening Address
10. Petitions
11. Reports of Standing and Special Committees
12. Reports of Committees on the Review of Bills
13. Tabling of Documents
14. Notices of Motion
15. Notices of Motions for First Reading of Bills
16. Motions
17. First Reading of Bills

- Bill 34, Supplementary Appropriation Act, No. 1, 1995-96

18. Second Reading of Bills
19. Consideration in Committee of the Whole of Bills and Other Matters

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- Committee Report 11-12(7), Report on the Review of Bill

25 - The Education Act

- Bill 25, Education Act

20. Report of Committee of the Whole

21. Third Reading of Bills

- Bill 28, An Act to Amend the Legislative Assembly and

Executive Council Act

- Bill 32, An Act to Amend the Legislative Assembly and

Executive Council Act, No. 2

22. Orders of the Day

MR. SPEAKER:

Thank you, Mr. Clerk. This House stands adjourned until Wednesday, June 14, 1995, at 1:30 pm.

---ADJOURNMENT