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TABLE OF CONTENTS
TUESDAY, MARCH 1, 1988

	<u>PAGE</u>
Prayer	536
Ministers' Statements	
- 28-88(1) Healthy Weight in '88	536
- 29-88(1) Social Services Facility Move	536
- 30-88(1) Safe Return of Hunters, Pangnirtung	537
Members' Statements	
- Mr. Ernerk on Official Opening of Arena, Coral Harbour	537
- Mr. Lewis on National Day, Wales	538
- Mr. Kilabuk on Pangnirtung Residents' Appreciation of Titus Allooooloo	538
Returns to Oral Questions	538
Oral Questions	540,546
Written Questions	546
Returns To Written Questions	547
Tabling of Documents	549
Notices of Motion	549
Consideration in Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89 - Department of Education	549
Report of Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89	577
Orders of the Day	578

YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, MARCH 1, 1988

MEMBERS PRESENT

Hon. Titus Alloofoo, Mr. Arlooktoo, Hon. Michael Ballantyne, Mr. Butters, Hon. Nellie Cournoyea, Mr. Crow, Mr. Ernerk, Mr. Kilabuk, Mr. Gargan, Mr. Lewis, Hon. Jeannie Marie-Jewell, Mr. McLaughlin, Mr. Morin, Mr. Nerysoo, Hon. Dennis Patterson, Hon. Red Pedersen, Mr. Pollard, Mr. Pudluk, Mr. Richard, Hon. Nick Sibbeston, Hon. Gordon Wray, Mr. Zoe

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Red Pedersen): Orders of the day for Tuesday, March 1st. Item 2, Ministers' statements. Ms Cournoyea.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 28-88(1): Healthy Weight In '88

HON. NELLIE COURNOYEA: Mr. Speaker, as many of the Members probably realize there is a large flyer sign on the main street of Yellowknife marking March as nutrition month and this month's slogan is "Healthy Weight in '88". Mr. Speaker, March is nutrition month in the NWT. This year we want to promote a tolerance for a variety of body shapes and sizes without increasing the public's preoccupation with weight. Healthy weight in '88 will direct the focus from weight to healthy eating habits, regular activity and personal well-being. Special kits have been sent to community organizations. The kit includes country food models from each of the four food groups to promote the use of traditional foods and a poster called "Healthy Eating and Exercise Makes Healthy Weight".

We are looking for interesting posters and recipes. Last year there were 492 poster contest entries with the winners coming from Bay Chimo, Wrigley, Coral Harbour, Coppermine and Lake Harbour. The winners of the picture book contest were from Cambridge Bay, Snowdrift and Hay River.

Adult education centres this year are taking part in nutrition month by setting up stations to measure people to determine their chances of developing health problems because of their weight. We even have our own fitness video going out to communities. It is called, "Healthy Eating and Exercise the Northern Way". The video has 35 minutes of beginner's fitness exercises with a native instructor and a 25 minute nutrition section that talks about food habits and lifestyle of a Dene family. Mr. Speaker, I hope that each community will take part in nutrition month and that all northern people develop healthy eating habits and regular activity patterns for life. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Madam Minister. Ministers' statements. Mr. Patterson.

Ministers' Statement 29-88(1): Social Services Facility Move

HON. DENNIS PATTERSON: Mr. Speaker, I wish to clarify some facts that have been carried in damaging radio reports this week by the CBC. On the morning newscasts yesterday, CBC radio carried a story about the change in the move of the young offender facility from Fort Smith to Yellowknife. The CBC implied the decision was not in recognition of financial, social, economic and cultural

reasons but to protect the job of the sister of the Minister of Social Services. Mr. Speaker, I want it known very clearly that Mrs. Marie-Jewell had informed me of her sister's position at the time I was considering her for the portfolio. It is also a well-known fact that the Minister and Mrs. Villebrun are sisters. I also want it very clearly known that Gloria Villebrun was in her position long before the Minister had her's. There is no connection between Mrs. Marie-Jewell's family and the decision for the move of the facility. Furthermore, the decision was made by the Executive Council and not by the Minister of Social Services.

Mr. Speaker, the CBC story had potential for inflicting damage and untruths about this government and about the Minister. More disturbing for all Members is that we have learned the information was given to the CBC by an employee who is allowed by the CBC to remain nameless. This was a definite attempt to waylay the good intentions of this government by one of the more underhanded methods available. The CBC compounded the problem by running this story in a fashion that merely gives credence to unsavoury methods.

The CBC misled people into believing that the story had proper and official origins within the Department of Social Services by describing the source as a "spokesman". Nowhere in this report did CBC say that their source wishes to remain nameless, nor did the story admit that this all-important source or spokesman might have another agenda. Mr. Speaker, it is unfortunate that the decisions of this government are misinterpreted to the public by unprofessional and unethical reporting by the CBC. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Government Leader. Ministers' statements. Mr. Allooloo.

Ministers' Statement 30-88(1): Safe Return Of Hunters, Pangnirtung

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I would like to inform the Members of this House about a very special event occurring this afternoon in the hamlet of Pangnirtung. The residents of Pangnirtung are this afternoon attending a reception hosted by the hamlet council to honour the search and rescue committee, individual citizens and the RCMP in the successful rescue of a group of hunters from an ice floe in Cumberland Sound. The residents will be expressing their own pride and gratitude to all involved in the rescue effort. My colleague, the Member for Baffin Central, Ipeelee Kilabuk, advised us yesterday of the successful rescue and we all felt relief that everyone was safe.

Mr. Speaker, I would like to express the gratitude of this government especially to those who were involved in the actual rescue. Mr. Lypa Pitseolak, head of the outpost camp, who was also accompanied by Mr. Betani Ishmael, Mathewsie Maniapik and Jacopee Maniapik. Not only did these four men successfully rescue the hunters but they persisted in bad icing conditions and were able to rescue almost all of the hunting equipment. The efforts of the search and rescue committee, the RCMP and the many individual citizens involved, are also deeply appreciated by this government. Mr. Speaker, I have today conveyed my sincerest congratulations to the individuals being honoured today and I am sure that all Members will join me in expressing our gratitude to them. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Mr. Minister. Ministers' statements. Item 3, Members' statements. Mr. Ernerk.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Official Opening Of Arena, Coral Harbour

MR. ERNERK: Mr. Speaker, today is the official opening of the arena in Coral Harbour. I have sent the following letter to the mayor and hamlet council of Coral Harbour, chairman of the Coral Harbour recreation committee and all people of Coral Harbour:

"March 1, 1988. On behalf of this House and as your MLA I wish to extend to you my congratulations on the official opening of your arena today. The people of Coral Harbour have done a great deal of work in making sure that all people of Coral Harbour have a good recreation facility. I apologize for not being able to be there to participate in person. However, I do want to encourage you; firstly to encourage all of you to make use of this facility; secondly, the youth of Coral Harbour will have a better chance of competing in the Keewatin and Arctic Winter Games; thirdly, in light of the Olympic Games which concluded two days ago in Calgary, Alberta, no goal is too high to aim for. Let us encourage all of our people from Coral Harbour to make the next Olympic Games your next objective. Our congratulations." Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Ernerk. Members' statements. Mr. Lewis.

Member's Statement On National Day, Wales

MR. LEWIS: Mr. Speaker, although I am a Canadian, and I am very proud of it, today I would like to tell the House that this is my special day. Like many Members around these tables, I am very proud of my ethnic origin. I would like to thank you, Mr. Speaker, and the Clerk, for providing us today with such a beautiful array of flowers, because the daffodil is the emblem of Wales and March 1st is our national day. Historically the leek was the most appropriate designation or symbol for being Welsh, because in the year 640 in a battle between the Welsh and the English, St. David, who was a warrior priest, advised the Welsh to wear a little vegetable in their hat and in that way they would not be killing each other, they would only be killing Englishmen.

---Applause

---Laughter

So from that day we got the idea of a uniform so you could decide who was on our side and who was on their side. So today, Mr. Speaker, I would like to thank you and the Clerk for providing the daffodils. I also should point out that I believe I am the first Welshman to be represented in this House and I would like to give notice that today my questions will be for the tallest, the biggest and the most handsome MLA who has ever sat in this House, Mr. Ballantyne.

---Laughter

---Applause

MR. SPEAKER: Thank you, Mr. Lewis. Members' statements. Mr. Kilabuk.

Member's Statement On Pangnirtung Residents' Appreciation Of Titus Alloofoo

MR. KILABUK: (Translation) Mr. Speaker, the hunters and trappers of Pangnirtung would like to thank and show their appreciation to Titus Alloofoo, Minister of Renewable Resources. In 1987 he met with the Minister of Fisheries and Oceans and what the Minister said in his statement was very much appreciated; that there can be a fishing plant that can be implemented. This was very much appreciated. He further stated that we could have development of harvesting from the sea in Cumberland Sound. It can create some jobs for the residents of the NWT. They would like to thank the Minister of Renewable Resources, Titus Alloofoo, who was the first Minister to have a meeting with the Minister of Fisheries and Oceans. They are very proud of this. Mr. Speaker, this is an appreciation for Mr. Alloofoo.

---Applause

MR. SPEAKER: Thank you, Mr. Kilabuk. Members' statements. Item 4, returns to oral questions.

ITEM 4: RETURNS TO ORAL QUESTIONS

Further Return To Question O175-88(1): Complaint About NWT Air Services

HON. NICK SIBBESTON: Mr. Speaker, I have two returns. One a return to Mr. Ernerk that was asked on February 26th, concerning NWT Air and its level of service.

Mr. Speaker, I would like to confirm that the Minister responsible for Government Services will be pursuing this issue on behalf of the MLAs and our government with NWT Air. Mr. Kakfwi will be in touch with NWT Air and I am advised that his officials have already done that. He will keep the House advised of the actions that emanate from that action.

Further Return To Question 063-88(1): Minister's Attitude To Write-Off Of Debts

Mr. Speaker, a response to the question asked by Mr. McLaughlin on February 17th concerning loan write-offs under \$20,000.

The write-off of loans is governed by the financial administration directives under the Financial Administration Act. The financial administration directive stipulates that the authority for writing off debts up to and including \$20,000 rests with the FMB. These write-offs do not require Executive Council approval as the FMB is empowered with the necessary authority through the Financial Administration Act. The Financial Administration Act adds further controls by stipulating that such write-offs must be listed in the annual public accounts document. Merci.

MR. SPEAKER: Thank you, Mr. Minister. Returns to oral questions. Mr. Allooooloo.

Return To Question 0143-88(1): CKNM-FM Broadcasts Of Assembly

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I have a return to Question 0143-88(1), asked by Mr. Angottitauruq on February 25th concerning CKNM-FM Assembly coverage. The news release on CKNM's coverage of the Assembly was issued by the Office of the Legislative Assembly. I can advise Members that CKNM-FM radio network, which is operated by the Native Communications Society of the western NWT, is currently broadcasting into Yellowknife, Detah, Snowdrift, Rae Lakes, Lac la Martre, Kakisa, Jean Marie River, Fort Norman, Fort Liard, Wrigley, Arctic Red River and Nahanni Butte.

The network also has signed agreements and plans to install broadcast equipment over the next few months in the following communities in their region: Aklavik, Fort Franklin, Fort Good Hope, Fort McPherson, Fort Providence, Fort Resolution, Fort Simpson, Fort Smith, Hay River, Inuvik and Rae-Edzo. They also hope to be able to extend their service to Norman Wells, Pine Point, Trout Lake and Snare Lake in 1988-89. CKNM-FM is now carrying a question period of this Assembly twice a day, in English at 1:00 p.m. and in Dene languages at 4:00 p.m. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Returns to oral questions. Mr. Wray.

Further Return To Question 0142-88(1): Pine Point People Remaining In The North

HON. GORDON WRAY: Thank you, Mr. Speaker. Return to Question 0142-88(1) asked by Mr. McLaughlin on arrangements for occupants of NWT Housing Corporation units in Pine Point.

Currently five out of the 20 Housing Corporation units have been occupied by employees of Pine Point Mines Ltd. Two of the families have found employment in the South and are intending to leave at the end of the school year. Another family is moving to Hay River and have found their own accommodation, while the two remaining households are actively seeking employment and are eligible to apply for public housing if they meet the criteria established for that particular community that they may choose to reside in. All five households are eligible for job search and relocation assistance as well as the federal tax exempt severance pay they will receive from Pine Point Mines Ltd. Thank you.

MR. SPEAKER: Thank you. Returns to oral questions. Mrs. Marie-Jewell.

Further Return To Question 0111-88(1): Reported Reclassification Of Job Descriptions

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I am pleased to reply to Question 0111-88(1), asked by Mr. Ernerk on February 23rd, 1988, concerning the News/North article commenting on the duties and qualifications of social workers.

The News/North article is a complete misrepresentation of statements which were made during the interview. It is obviously incorrect that social workers "just hand out welfare cheques". This comment was not made by departmental staff in the interview. Our workers provide a wide variety of

services and administer numerous programs to the public. They assess individuals' and families' needs and provide financial assistance, investigate complaints of child abuse and neglect, supervise probationers and parolees, counsel children and adults, assist victims of spousal assault and family violence, provide much needed services to senior citizens and handicapped persons, and work with community groups on any number of social issues.

All of our staff have a combination of education and experience which allows them to provide a broad range of services to their clients. There was a time when only our southern hired staff had degrees and diplomas, but now, I am happy to tell you, many of our northern native staff have diplomas and degrees in social work. Generally speaking, our local hired staff have less academic qualifications than those hired from outside the community. On the other hand, locally hired workers possess knowledge of the clients' cultural background and language and are able often to understand more fully the clients' problems and provide services in a manner consistent with the clients' needs.

Mr. Speaker, we are working toward the goal of having staff that possess both the academic as well as cultural knowledge and skills. The department is providing training to staff to help them keep up with the increasing demands on their time, among them the addition of such programs as young offenders, spousal assault and community corrections. We are working in close co-operation with Arctic College to provide diploma courses in all regions in the NWT for social workers who desire upgrading. The department's long-range goal is to have all of its workers at a diploma level as a minimum. Social Services staff take advantage of the government's education leave and in-service training programs, as well as other educational programs aimed at developing northern staff to a diploma level or higher.

The honourable Member asked, "Would we be moving local hires to Iqaluit to attend Arctic College?" The answer is that the department will not require anyone to move to Iqaluit to attend Arctic College. We are encouraging those staff who do not have diplomas to begin working toward them where possible. Some people have moved to Iqaluit to attend the human services program on their own accord. We support their initiative. In other cases we have worked with Arctic College to deliver their diploma courses in the communities and regions where the workers are.

Our goal is to have the most qualified staff possible in terms of academic knowledge, experience and cultural and linguistic ability. To this end, we have developed new standards for our workers through revised job descriptions. These standards are evidence of a strong commitment on my part to recruit, hire, train and develop staff who are themselves committed to quality service and to the communities that they serve. No worker will be displaced or forced to move because of these new standards. Workers will be encouraged and supported to build on their skills and experience in order that the department can provide even better service to clients. I hope this reply serves to answer the honourable Member's questions as well as correct erroneous statements printed in the article, and remove any sense of dismay that social workers reading this article may have felt. Thank you, Mr. Speaker.

---Applause

MR. SPEAKER: Thank you, Madam Minister. Returns to oral questions. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I have a return to an oral question asked by Mr. Ernerk on February 26th, concerning the level of service provided by NWT Air. Mr. Speaker, I was not paying attention, we have already given that reply.

MR. SPEAKER: Thank you, Mr. Government Leader. Returns to oral questions. Item 5, oral questions. Mr. Nerysoo.

ITEM 5: ORAL QUESTIONS

Question 0184-88(1): Exploration Rights In The Beaufort Sea

MR. NERYSOO: Thank you, Mr. Speaker. This is a question to the Minister responsible for Energy, Mines and Resources. I hope we do not have any more requests for retractions of statements, but on the CBC news this morning, there was an indication that the US government is issuing exploration rights in an area that is under dispute between Canada and the United States. Would the Minister

indicate to this House whether or not the Government of Canada has consulted with the Government of the NWT or have the governments had any discussions on the issue of exploration rights in the western area of the Beaufort Sea located in Canada, and more specifically, located in the NWT?

MR. SPEAKER: Thank you, Mr. Nerysoo. Madam Minister.

HON. NELLIE COURNOYEA: Mr. Speaker, as the Member knows, this is an ongoing argument not only between the USA and Canada but with the USSR and Scandinavia, and whether we made decisions on rights on a linear or sectoral line. These arguments continue to plague us. As for the specific details, I would like to refer this question to the Minister of Justice to answer in detail.

MR. SPEAKER: Thank you, Mr. Justice Minister.

Return To Question 0184-88(1): Exploration Rights In The Beaufort Sea

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. The honourable Member will remember about a year or a year and a half ago, there was a flurry of activity in this area and it was announced that the American government would be giving out drilling rights in the contested area between Canada and the United States. At that time we made very strong representation to the federal government, to Mr. Clark. Mr. Sibbeston and I, when Mr. Sibbeston was Government Leader, had an hour's meeting with Mr. Clark and discussed this particular question in some detail. At that time we were given assurances that the federal government had made their and our concerns known in no uncertain terms to the American government. Subsequent to that meeting, it was understood that the question would be put in abeyance. No resolution actually was undertaken of the particular problem. It was put in abeyance and nothing had happened in that area for over a year.

In the last few weeks we became aware of renewed activity in this area. We immediately let our concerns be known to the Department of External Affairs. At this point the Department of External Affairs seems rather confused. They are not quite sure what is going on. I think the honourable Member has asked a very valid question. We are pursuing this matter with vigour and I will keep the House informed when the Canadian government has actually been able to figure out the problem and has come out with some possible resolution to the problem. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Lewis.

Question 0185-88(1): Minister's Vs. Ordinary Member's Representation Of Constituents

MR. LEWIS: Mr. Speaker, this question is to the Minister of Justice. Many of us in the House are new Members. So my question to the Minister of Justice is this: Since he has had experience being an ordinary Member and experience being an Executive Member, could he tell the rest of us, so we can learn, whether you can serve your constituency better if you are a part of the Executive or if you are an ordinary Member on this side of the House? Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question 0185-88(1): Minister's Vs. Ordinary Member's Representation Of Constituents

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I think there is one qualification to the Member's comments. It is because I am not Welsh that he probably will not understand my answer.

MR. LEWIS: Point of privilege, Mr. Speaker.

MR. SPEAKER: Mr. Lewis, point of privilege.

MR. LEWIS: Mr. Speaker, I believe that my intelligence has been impugned by this speaker. Although no unparliamentary language was used, I believe that such statements as that should not be allowed in this House. Thank you.

MR. SPEAKER: Mr. Lewis, that was a point of objection, not a point of privilege. To constitute a point of privilege generally there must be some improper obstruction to the Member in performing his parliamentary work.

MR. LEWIS: Lack of intelligence, Mr. Speaker, would prevent me from serving my constituencies...

---Laughter

MR. SPEAKER: Indeed it would, Mr. Lewis. Oral questions. Mr. Lewis.

Supplementary To Question 0185-88(1): Minister's Vs. Ordinary Member's Representation Of Constituents

MR. LEWIS: Supplementary then, Mr. Speaker. The Minister has decided that he would not give me the answer because he thought I would not understand it. So I would still like him to try for the other Members who could understand better. Thank you.

MR. SPEAKER: Mr. Minister.

Further Return To Question 0185-88(1): Minister's Vs. Ordinary Member's Representation Of Constituents

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I think that because today is a special day for the honourable Member, today I will assume I am Welsh and I am sure he will understand. I think the question is one that has been asked probably in the parliamentary system for many years, as to the role of an MLA and the role of a Minister. Obviously in the role of a Minister there is a dual responsibility. One has a responsibility as a Member of the Executive branch of government, a responsibility to good government for all the people of the NWT and I hope that in my capacity as a Minister I have undertaken that responsibility with a certain amount of good will and hard work. I think that a Member, whether as a Minister or as an MLA in doing their job well, represents their constituency. I do not think the quality of my representation of my constituency is at all diminished by the fact that I have been honoured by this Legislative Assembly and given the trust of this Legislative Assembly to become an Executive Member. I think that my constituents respect my work on their behalf both as an MLA and as a Minister of this government.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Nerysoo.

Question 0186-88(1): Dispute Between United States And Canada In The Beaufort

MR. NERYSOO: Thank you, Mr. Speaker. With regard to a supplementary to an earlier question to the Minister of Justice, could the Minister indicate what the strategy is with regard to resolving the outstanding dispute on the offshore between Alaska in the United States and the Beaufort in the NWT, Canada?

MR. SPEAKER: Mr. Minister.

Return To Question 0186-88(1): Dispute Between United States And Canada In The Beaufort

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. The ultimate resolution of the problem is that at some point the Canadian government has to directly come to grips with the problem. That might mean testing it in the World Court in The Hague. It seems for a number of reasons, which they will not divulge to us, that they are not prepared at this point in time to take on the Americans in the World Court. Whether or not the reasons are because they think they may lose the case or because of other sensitive negotiations they are having with the Americans, at this point in time they do not want to bring this particular matter to a head. What we have said consistently is we think at some point in time and as soon as possible it should be resolved. The uncertainty I think is a disservice to us in the Territories and to Canadians. We will continue to press the federal government to resolve the issue. We are a little bit handicapped right now by the fact that the federal government either do not know or refuses to acknowledge the problem. So I will continue to communicate with the Minister of External Affairs. If we are not satisfied at that level I am sure the Government Leader will pursue it with the Prime Minister. But I totally agree with the Member that the matter should be resolved. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Mr. Butters.

Question 0187-88(1): Court Settlement Of Beaufort Dispute

MR. BUTTERS: Supplementary, Mr. Speaker. I wonder, has the Executive Council given consideration to putting the question in our courts?

MR. SPEAKER: Mr. Minister.

Return To Question 0187-88(1): Court Settlement Of Beaufort Dispute

HON. MICHAEL BALLANTYNE: As the Member will probably recall there was a related court case a number of years ago to do with taxation of offshore drilling rigs. That has been held in abeyance because of negotiations that we have had over the past couple of years on the proposed new arctic offshore application act. I have sent, in the last four months, two or three pieces of correspondence to Mr. Hnatyshyn outlining the discussions I had had on behalf of the government with Mr. Crosbie. I am trying to get an undertaking from Mr. Hnatyshyn if he would live up to those commitments made by Mr. Crosbie. He has responded on the outstanding issues; that of the resolution of whether or not Foxe Basin, Hudson Bay and Hudson Strait are within the Territories, but he is committed to negotiations with us before any final resolution is reached. I understand that sometime in the next two or three months that particular bill will probably be reintroduced. I think at that time, depending on how our negotiations go with the federal government, we would have to look at that option of whether or not we wanted to introduce that particular court case. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Lewis.

MR. LEWIS: I believe I have one supplementary left, Mr. Speaker. My supplementary to the Minister of Justice is this: Yesterday I found out for the first time that a deal had been made, whereby curling rinks and swimming pools had been exchanged for a...

HON. MICHAEL BALLANTYNE: Point of privilege, Mr. Speaker.

MR. SPEAKER: Point of privilege, Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: Mr. Speaker, correct me if I am wrong, but I was under the impression that question period was an opportunity for MLAs to question Ministers as to the performance of their duties. Yesterday's discussion in committee of the whole was a discussion between MLAs. Thank you, sir.

HON. DENNIS PATTERSON: Hear, hear!

MR. SPEAKER: Thank you, Mr. Ballantyne. That too is a point of objection and not a point of privilege. Mr. Lewis, if you have a question you may phrase it on any matter that is within the competence and knowledge of the Minister.

Question 0188-88(1): Recreation Facilities Priorization Over Water And Sewer Upgrade

MR. LEWIS: I rephrase my question, Mr. Speaker, so that Mr. Ballantyne can understand, although I have a strange accent still, exactly what it is that I am trying to get at. His knowledge was made clear to us that, in the issue of trying to get an upgrading of the sewer and water system in the City of Yellowknife, a decision was made that the best deal, from the point of view of the government, was to allow the city to build a curling rink and a swimming pool and not to upgrade the sewer and water system. So my question is: Since the Minister has indicated that he knew about this, did he think that that was in the best interests of his constituency?

MR. SPEAKER: Mr. Minister.

HON. MICHAEL BALLANTYNE: Mr. Speaker, I think that probably the Minister of Municipal and Community Affairs is more competent to answer this question and I will defer to him.

HON. DENNIS PATTERSON: Hear, hear!

MR. SPEAKER: Mr. Wray.

HON. GORDON WRAY: Thank you, Mr. Speaker. The City of Yellowknife is not my constituency and, secondly, it is not in my book to decide what is good for the City of Yellowknife. They have an elected city council who makes those decisions. Not me.

MR. SPEAKER: Thank you, Mr. Minister. Supplementary, Mr. Lewis.

MR. LEWIS: I would like to ask the same question then to Mr. Ballantyne, since I believe he is the chairman of the Financial Management Board.

MR. SPEAKER: Mr. Ballantyne.

Return To Question 0188-88(1): Recreation Facilities Priorization Over Water And Sewer Upgrade

HON. MICHAEL BALLANTYNE: Mr. Speaker, I find the line of questioning interesting from the new Member for Yellowknife Centre. I find it doubly interesting because of all the work myself and the present MLA for Yellowknife South and former MLAs have pursued in this matter. We worked very well, I think, in the interests of our constituencies, to make known to the government the problem with the downtown sewer system and later the downtown water system. The understanding that I had as an MLA -- I am not at privilege to divulge the actual conversation in the FMB -- the understanding that I had at that particular time was that it was decided by the leadership of the Yellowknife municipal council, that the curling club/swimming pool was their priority and that, in fact, by putting off repairs on the sewer system in that particular year or two, there would not be significant problems anticipated by the City of Yellowknife.

As an MLA and being a former mayor, I very, very strongly believe in the rights of municipalities to understand their situation and to make decisions on behalf of the people of their community. As a former mayor of Yellowknife, it is a responsibility that I jealously guarded. I find it ironic that the Member, as a new MLA, is saying that the city should not have that sort of decision-making apparatus and that the city and the city leadership should not be able to decide their priorities. As an MLA I hope he will find that he has the responsibility to support his city...

HON. DENNIS PATTERSON: Hear, hear!

HON. MICHAEL BALLANTYNE: ...and what they consider to be their priorities. He also has a responsibility to support the areas that are not being considered in a given year. I want to assure the honourable Member, who I am sure I will be working very closely with in a very friendly way in the next few years, that at no time was the necessity for improving the sewer system and more recently the water system, ever forgotten. Never. In fact there are three areas of priority that have been identified by the city administration: one was the original priority of the sewer system that was identified some three or four years ago; in the last couple of years it has been the water system and also the curling club/swimming pool. There are three areas, and I for one, am very, very proud of the success that I, and the MLAs before you, were able to achieve in getting most of our requests handled by this government. Thank you.

HON. DENNIS PATTERSON: Hear, hear!

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. This would appear to conclude oral questions for today. Oral questions. Mr. Pollard.

Question 0189-88(1): Preparation Of "Direction For The 1990s"

MR. POLLARD: Thank you, Mr. Speaker. My question is to the Government Leader. It concerns Tabled Document 71-88(1), this Tory blue document, "Direction for the 1990s", which some people have referred to as the Snare Lake accord, Mr. Speaker.

---Applause

MR. NERYSOO: No, Snare Lake "discord".

MR. POLLARD: I would like to ask the Government Leader if this was put together by merely the Executive and reflects the direction that the Executive wishes to travel in at this present time? Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Government Leader.

Return To Question 0189-88(1): Preparation Of "Direction For The 1990s"

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Mr. Speaker, the cabinet takes sole responsibility for the content of the directions document and it was put together by the cabinet with, of course, some assistance from political advisers. But it is basically a document which contains political priorities and political directions and was prepared solely by us. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Supplementary, Mr. Pollard.

Supplementary To Question 0189-88(1): Preparation Of "Direction For The 1990s"

MR. POLLARD: Supplementary, Mr. Speaker, thank you. I find it strange, Mr. Speaker, that throughout this document it deals with a number of things that this government wants to do and that the only reference to the Legislative Assembly, that I can see, is in the Government Leader's introduction and it reads: "Advice from the Legislative Assembly and the public is essential." I find that deplorable, Mr. Speaker. I would think that this government would be looking for more than advice from the remaining Members of this Legislative Assembly. So I would like the Government Leader to perhaps explain why it is only mentioned once and only particularly with regard to getting advice. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Pollard. Mr. Government Leader.

Further Return To Question 0189-88(1): Preparation Of "Direction For The 1990s"

HON. DENNIS PATTERSON: Mr. Speaker, I would like to refer the Member to the more important concluding remarks in the directions document which state: "To forge a new and better society in the Northwest Territories, our government needs the support and involvement of the Government of Canada, the NWTs aboriginal organizations, community governments, the private sector and, most importantly, of all the citizens of the Northwest Territories."

I would like to point out, Mr. Speaker, that this document has been tabled in this Legislature precisely to provide the opportunity for input and consultation with Members of the Legislature. We are also hoping that we will have a very constructive and close working relationship with the special committee on the northern economy that has been struck to deal with economic matters which form a principal thrust of the directions document. I would like to make it clear that we acknowledge that this is consensus government and that we will need the advice and support and, indeed, constructive criticism of the Legislature to implement these directions and to make them work.

The government intends to provide more detailed elaboration of the directions provided in this document through the form of statements, papers, and other information for Members of the Legislative Assembly and we are counting on your participation and involvement as we, together, work to implement the new directions. Also, Mr. Speaker, we are looking forward to the debate in committee of the whole on the directions document and I can assure the Members that we will be responsive to the advice and recommendations provided by Members of this Assembly. We could not do it alone. We need your support. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Mr. Ernerk.

Question 0190-88(1): Ajauqtit Involvement In Direction For The 1990s

MR. ERNERK: Supplementary to Mr. Pollard's question, Mr. Speaker. I recognize that there was a lot of work done in that Snare Lake hideaway and looking at some of the wording that I just heard from the Government Leader -- input and consultation, participation and involvement -- starting now, Mr. Speaker, is the government prepared to seek and receive ajauqtit support and approval for the establishment of priorities and direction for the 1990s? Thank you.

MR. SPEAKER: Thank you, Mr. Ernerk. Mr. Minister.

Return To Question 0190-88(1): Ajauqtit Involvement In Direction For The 1990s

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Indeed, Mr. Speaker, that is the reason that this document was tabled early in the session. We want to receive the approval and the support of the entire Legislative Assembly for these directions. Precisely the reason that we are making these directions public is so that we will obtain, hopefully, your support. This is not a sole effort at all, Mr. Speaker, it is going to require the full support of the Legislature. And I must also point out that I consider this document just to be the beginning of a strategy and direction for the 1990s. It does not pretend to be comprehensive. It does not pretend to specify the detailed strategy or the financial implications. It is the beginning of direction, with which we hope to work co-operatively with the Legislature over the next four years and indeed beyond. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Oral questions. Item 5, oral questions. Item 6, written questions. Mr. Kilabuk.

ITEM 6: WRITTEN QUESTIONS

Question W20-88(1): Funding For Emergency Locator Transmitters

MR. KILABUK: (Translation) Thank you, Mr. Speaker. This is directed to the Minister of Renewable Resources. What is the government's position regarding providing hunters with assistance in obtaining emergency locator transmitters? As this is a topic that has been brought up time and again by many hunters and trappers associations, has your department looked into the feasibility of such a program and if so, what are the findings? I am bringing this up again and I wonder if I can get a response so that there will be more emergency measures taken for the hunters and trappers who get lost. Thank you.

MR. SPEAKER: Thank you, Mr. Kilabuk. Written questions. Mr. Nerysoo.

Question W21-88(1): NOGAP Funding Reductions

MR. NERYSOO: Thank you, Mr. Speaker. This is a written question to the Minister of Energy, Mines and Resources. Would the Minister indicate and clarify to this House where reductions in the NOGAP funding will occur? And would the Minister indicate whether or not these reductions will affect the delivery and provision of programs and services funded under this particular program?

MR. SPEAKER: Thank you, Mr. Nerysoo. Written questions. Mr. Kilabuk.

Question W22-88(1): Funding For Scallop Harvesting, Pangnirtung

MR. KILABUK: (Translation) Mr. Speaker, this will be directed to the Minister of Economic Development and Tourism. The hunters and trappers association of Pangnirtung is seeking funds to help them harvest scallops in Cumberland Sound, in the amount of \$10,000. This money would be used partly for fuel and labour. Will the Minister assist the association in locating the funds that they require? And also will he outline any plans for providing such funds? Thank you.

MR. SPEAKER: Thank you, Mr. Kilabuk. Written questions. Item 7, written questions. Mr. Ernerk.

MR. ERNERK: A point of order, Mr. Speaker.

MR. SPEAKER: Point of order.

MR. ERNERK: Mr. Speaker, I wonder if I could have unanimous consent to return to Item 5.

MR. SPEAKER: Unanimous consent being sought to return to Item 5, oral questions. Are there any nays? There are no nays, Mr. Ernerk.

REVERT TO ITEM 5: ORAL QUESTIONS

Question 0191-88(1): Tabling Terms Of Reference For Loan Boards

MR. ERNERK: Thank you very much. I thank the House for that unanimous consent. I wonder if I could ask the Minister of Economic Development and Tourism to table tomorrow, if possible, the terms of reference for the following: Eskimo Loan Fund, Federal Business Development Fund, Special ARDA and Native Economic Development Fund. Thank you.

MR. SPEAKER: Thank you, Mr. Ernerk. Mr. Minister.

Return To Question 0191-88(1): Tabling Terms Of Reference For Loan Boards

HON. NICK SIBBESTON: Mr. Speaker, I certainly can table the documents from the loan boards that are under our government's control and these would be the Eskimo Loan Fund and the Special ARDA. With respect to the Federal Business Development Fund and the NEDP, it is not a program that we administer or have control over so I would not be able to do that. But those of them that are under our jurisdiction, most certainly.

MR. SPEAKER: Thank you, Mr. Minister. Supplementary, Mr. Pudluk.

Question 0192-88(1): Additional Information On Loan Boards

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. I would just like to make a supplementary comment to the question asked by Mr. Peter Ernerk. I think there is a loan board for those people who apply to get loans and they like to know who to go to when they go for a loan. The boards that have been set up, is there such a board established? How many members do they have? Who are they and where are they from? I think I would like to see that included when you make your documents available. Thank you.

MR. SPEAKER: Thank you, Mr. Pudluk. Mr. Minister.

Return To Question 0192-88(1): Additional Information On Loan Boards

HON. NICK SIBBESTON: I would be very pleased to provide all the information requested by the Member.

MR. SPEAKER: Thank you, Mr. Minister. We were on Item 7, returns to written questions. Mr. Clerk.

ITEM 7: RETURNS TO WRITTEN QUESTIONS

CLERK OF THE HOUSE (Mr. Hamilton): Return to Question W8-88(1), asked by Mr. McLaughlin of the Minister of Economic Development and Tourism on Economic Development loans and grants; return to Question W12-88(1), asked by Mr. Nerysoo of the Minister of Health on the health services transfer; return to Question W15-88(1), asked by Mr. Arlooktoo of the Minister of Health on the dental services in Cape Dorset; return to Question W16-88(1), asked by Mr. Arlooktoo of the Minister of Social Services on the day care centre in Cape Dorset.

Return To Question W8-88(1): Economic Development Loans And Grants

Hon. Nick Sibbeston's return to Question W8-88(1), asked by Mr. McLaughlin on February 18, 1988:

Based on a review of the data that is immediately available to me, I am aware of only one instance since 1984 and prior to my appointment, where the Minister did not accept a recommendation of the Special ARDA Advisory Board. The responsible federal Minister has from time to time also not accepted the recommendations of the Special ARDA board.

Since my appointment as Minister of Economic Development and Tourism in March 1987, I have accepted all Special ARDA Advisory Board recommendations and there has been only one occasion that I have not accepted the recommendation of the Business Loans Board with respect to a loan write-off. On this occasion, I advanced an alternate recommendation to the Financial Management Board, which is consistent with the procedures to be followed to obtain approval for a loan write-off. The board has since reviewed the situation and recorded in their minutes their acceptance of the write-off action that was recommended by myself, the Financial Management Board, and subsequently the Legislative Assembly. The Business Loans Board felt that acceptance of the write-off was in the best interests of the fund and that all other avenues to collect on securities had been exhausted. The applicant in this case was from Aklavik and the write-off has already been discussed in this Assembly.

There have been no instances where I have requested boards or advisory committees to reconsider their decisions. However, on one occasion, I made a minor amendment to a loan board recommendation with respect to security requirements for a loan. The minor adjustment permitted the loan funds to be more quickly issued, and more than adequate security for the loan fund was maintained. In taking this action, I was quite within my rights as Minister to make this amendment. I refer to you from the Business Loans and Guarantees Act, Bill 1-84(3), section 17, subsection 1.

By way of background, unlike the loan board and Special ARDA committee, the six economic development agreement management committees have decision-making authority. These six committees were established through intergovernmental agreements with various federal Ministers to approve or reject contributions, and I have never intervened in their decision-making processes.

Finally, for the information of Members, the regional Territorial Business Loans Boards reviewed 120 loan applications in 1986-87 and recommended 75 applications totalling \$4.4 million for approval. In 1985-86 the figures were 70 applications reviewed and 55 recommended for approval. In all 130 cases loan board recommendations were followed. With respect to the current fiscal year, 110 applications have been received with 63 approved for a total value of \$3,220,069. All recommendations by the loan board for loans and loan guarantees except as noted above, have been accepted.

Return To Question W12-88(1): Transfer Of Health Services

Hon. Nellie Cournoyea's return to Question W12-88(1), asked by Mr. Nerysoo on February 19, 1988:

- 1) The negotiations being proposed for the transfer are almost complete and the agreement is in final consideration by the GNWT cabinet and the federal cabinet. It includes financial, physical and human resources. The transfer of financial resources will be April 1 with the staff officially being transferred April 19. In the interim, they will be seconded to the GNWT.
- 2) There have been health professionals from both the medical and nursing field involved in the discussions of transfer and the preparation of materials related to it. The professional associations of the medical and nursing field, though, have not been formally involved.
- 3) Once material is prepared and reviewed I will be pleased to provide a full briefing on the O and M finances, the capital assets transferred, and future capital contributions by the federal government to replacement and renovations of Inuvik and Iqaluit hospitals.
- 4) With respect to offers of employment, they are being forwarded this week to the regions from which they will be distributed to the staff.
- 5) All the major capital assets, that is facilities, have been independently reviewed by an assessment team and reports on the conditions of the facilities have been provided. This will form the basis for future years' capital plans, since funds for capital are also being transferred. Lists of minor capital items are prepared but would be far too extensive to view in detail and not money well spent. We will accept on an "as is" basis and have negotiated funds for replacement over the years. With respect to supplies, the federal government is to continue ordering supplies on a normal basis right up to the date of transfer.

Return To Question W15-88(1): Dental Services In Cape Dorset

Hon. Nellie Cournoyea's return to Question W15-88(1), asked by Mr. Arlooktoo on February 24, 1988:

In response to the Member's question concerning dental services in Cape Dorset, there is a resident dental therapist in Cape Dorset who is responsible for providing comprehensive dental care to all children and adolescents in the community. In addition, the dental therapist provides emergency dental care to adults. The Iqaluit dental clinic has a contract for a dentist to make four visits a year to Cape Dorset for a maximum of 40 days to provide full dental care, including dentures, to adults. Three visits have been made to date in this fiscal year. A final visit is planned for March 7, 1988.

Return To Question W16-88(1): Day Care Centre In Cape Dorset

Hon. Jeannie Marie-Jewell's return to Question W16-88(1), asked by Mr. Arlooktoo on February 24, 1988:

The Department of Social Services is currently in the process of developing a strategy paper on the funding of child day care which will be presented to cabinet in the near future along with a policy paper. This strategy outlines a funding mechanism to support the creation of affordable, quality day care services in the NWT. The department has also commenced discussions with the federal government in response to the national child care strategy which was announced on December 3, 1987. Funding negotiations are expected to occur in March.

It is hoped that a funding program for child day care in the NWT will be in place early in the 1988-89 fiscal year. However, until a funding mechanism is in place with the federal government, we are unable to provide funds for the operation of any facilities. Consequently, I am unable to make a commitment to Cape Dorset at this time but can assure my colleague that, once funds are identified, all requests will receive immediate attention.

MR. SPEAKER: Thank you, Mr. Clerk. Returns to written questions.

Item 8, replies to Opening Address.

Item 9, petitions.

Item 10, reports of standing and special committees. Item 11, tabling of documents. Mr. Ballantyne.

ITEM 11: TABLING OF DOCUMENTS

HON. MICHAEL BALLANTYNE: Mr. Speaker, on a very happy note. I am very proud to table Tabled Document 80-88(1): Task Force on the Meech Lake Constitutional Accord and on the Yukon and the Northwest Territories, Report of the Senate Task Force to Committee of the Whole, February 1988.

MR. SPEAKER: Thank you, Mr. Minister. Tabling of documents. Item 12, notices of motion. Mr. Butters.

ITEM 12: NOTICES OF MOTION

Notice Of Motion 12-88(1): Tabled Document 80-88(1) To Committee Of The Whole

MR. BUTTERS: Mr. Speaker, I would give notice that on March 3rd I will move the following motion:

I move, seconded by the honourable Member for Hay River, that Tabled Document 80-88(1), Task Force on the Meech Lake Constitutional Accord and on the Yukon and the Northwest Territories, be moved into committee of the whole for consideration.

MR. SPEAKER: Thank you, Mr. Butters. Notices of motion.

Item 13, notices of motion for first reading of bills.

Item 14, motions. Motion 10-88(1), Ombudsman for the Northwest Territories. Mr. Gargan, this is the second time the motion is being read. It will be dropped from the order paper.

Item 15, first reading of bills.

Item 16, second reading of bills. Item 17, consideration in committee of the whole of bills and other matters: Report of Standing Committee on Finance on the 1988-89 Main Estimates; Bill 1-88(1), Appropriation Act, 1988-89; Ministers' Statement 13-88(1); and Tabled Document 71-88(1), Direction for the 1990s, with Mr. Zoe in the chair.

ITEM 17: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER REPORT OF STANDING COMMITTEE ON FINANCE ON THE 1988-89 MAIN ESTIMATES; BILL 1-88(1), APPROPRIATION ACT, 1988-89

Department Of Education

CHAIRMAN (Mr. Zoe): The committee will come to order. We are dealing with the Department of Education in our main estimates books on page 17.08. We are still on general comments. The Minister made his opening remarks yesterday. Mr. Pollard, as chairman of the standing committee on finance, do you have any comments?

MR. POLLARD: Thank you, Mr. Chairman. Mr. Lewis, the deputy chairman, will be reading our report into the record.

CHAIRMAN (Mr. Zoe): Mr. Lewis.

Comments From The Standing Committee On Finance

MR. LEWIS: The general questions included one on the mandate and it was explained that the mandate of the department is contained in the Education Act and the Arctic College Act. New programs include extension of grades in some communities, counsellor training, certification of principals, University of Manitoba seats for engineering and medical programs, development of divisional boards and new Arctic College programs.

On performance evaluation, the department indicated that it was in the process of implementing a program performance measurement system. On person years there is a decrease of 0.1 PYs. The department indicated that there were 10 positions which have been vacant for more than six months. On travel, there is a directive to keep it to a minimum.

The highlights for this year: Growth has characterized education in all sectors including attendance, enrolment and in the numbers of programs and of students attending these programs.

Major concerns and issues. On the development of various kinds of boards in the delivery of education, Members questioned the role, effectiveness and costs associated with the development of divisional school boards. A concern was raised regarding the accountability of these boards to the Government of the NWT and, in particular, to the standing committee on finance. The Minister indicated that there was a higher cost to the Government of the NWT of \$500,000 per board in implementing a board approach, but that this higher cost was offset by the benefits for local education.

Another issue and concern was the proposed cuts in student financial aid. Members of the committee would like to commend the Minister for revising these proposed cuts so that students who have been in the system for some time would not lose those benefits. We appreciate his prompt action in making that revision to this budget.

---Applause

On formula funding, the Minister explained the funding formula used to allocate funds to the various education bodies. The variations in funding for Yellowknife school boards, that is, both the public and separate school boards, were also discussed. On the Baffin Divisional Board, the Minister described the role, effectiveness and costs of the Baffin regional board. The need to take advantage of the economies of scale provided by use of government service departments was raised by the committee and was agreed to by the Minister.

The use of technical facilities. A concern was also raised regarding the building or existence of technical facilities, such as industrial art shops in schools, without proper qualified teachers to provide instruction. Members were concerned about the cost-effectiveness of such an approach. Also there was some concern raised about safety, where qualified teachers were not available. The Minister indicated that teachers were hired who could provide instruction in these areas in addition to doing their regular classroom subjects.

Quality Of Education

Quality of education was a major concern, regarding the effect on the quality of education of increasing the elementary student/teacher ratio. It was noted that the ratio would now be changed to 21 to one from 19 to one. The Minister responded that the change in ratio would have little effect on the quality of education. Members of the committee still have a concern regarding this issue.

The last issue was special needs students. There was an explanation of the distribution of the funding for special needs students and the effectiveness of previous funding in this area.

That is the end of the standing committee on finance report on this department, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Mahsi cho. General comments. Do we have any general comments on the Department of Education? Mr. Arlooktoo.

Lack Of Staff Housing In Cape Dorset

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I will be talking about Cape Dorset. I would just like to make a comment to the Minister of Education. The local education authority approached me that they were concerned that there will be fewer teachers in the community because there is a lack of housing provided for these teachers. I am not blaming you because you are not responsible for housing the employees. But because there is a lack of houses in the community, they cannot hand pick the good teachers because they do not have appropriate houses for these teachers.

What they do now is that they have to share. Couples, when they come to the community, let us say they are teachers, and one wife is a nurse, have to share one house as couples. This is how it is in the community now. I was asked to bring this issue up to you for you to rectify in the future. I know that in the year 1988-89 nothing much will change as to construction of housing but in 1988-89, in that year, the shortage will definitely change; it will worsen. There will be more teachers in the community next year because these students will be expanding in number every year. Next year there will be 40 additional students. In light of that I would like to get a response to this because it will raise a lot of problems in the future if there are more students in the schools and fewer teachers. It will cause a problem. I want to know if you are going to do anything about this in the future. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister. Do you have any comments?

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. The Member is absolutely correct that there is a severe housing shortage in Cape Dorset and in other communities in the Baffin Region and that, in fact, there have been problems in the past year because of our inability to house teachers. In the Baffin Region, we have been forced to require, as the Member says, teachers to share housing. We have had to, in certain communities, require that teaching couples be hired, although we would prefer not to be limited by that requirement simply because there is not enough housing. I can only tell the honourable Member that he is correct, that we are going to have to live with that problem for the foreseeable future. But I would like to assure him that under the direction of Mr. Wray, in his capacity as Minister of Personnel, we have assigned two senior government employees, including the Baffin regional director, Mr. MacRury to begin immediately to look for solutions to this staff housing problem. Not just in the Baffin Region but in other regions in the NWT, we need a fast solution to this problem because it is impairing our ability to deliver services, including education services in the Baffin Region.

I would just like to assure the Member his concerns and his point are very well taken. I share the same concern. The Baffin Divisional Board of Education shares that concern. I regret that there have been hardships in Cape Dorset and Pond Inlet and other communities but I do hope that within the next few months Mr. Wray will have a solution to present to the cabinet which will allow us to quickly solve the problem. I am not presuming to judge what might be recommended but we are looking for fast solutions. We realize it is an urgent problem. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Thank you. General comments. Mr. Lewis.

Reduction In Teaching PYs

MR. LEWIS: Mr. Chairman, I realize that every department had to be cut and money had to be set aside. But in this department there was a massive cut of over 40 teaching PYs, if I recall the figure correctly, which represents overall something like four million dollars if we use the traditional figure of about \$100,000 which includes salary, benefits, removal and all the other things that we add up for the cost of a PY. Many people are concerned that the erosion of teaching positions is going to affect the quality of instruction in classrooms. I know that the Minister had very few choices about how he could make cuts. It is very difficult. One of the things I know that he could have considered would have been to put a cap on salaries. So was this decision to reduce the number of teaching positions done because he felt that the other alternative would have been not a wise one and not a good idea to pursue?

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The Member is essentially correct that the changes proposed in the pupil/teacher ratio at the elementary level would potentially save approximately 41 person years. We estimate the cost saving at \$1.2 million and 24 person years in the coming year when one considers that the new pupil/teacher ratio would not be effective until September of 1988. But prorated over a full year, it would be approximately 41 person years.

Mr. Chairman, it is with great reluctance that one recommends reductions in any area of education in light of the high priority that is placed on it by the Assembly and in light of its importance to our future. I would like to respond frankly to the Member that I agree that we are facing a tremendous salary cost in education and the examination that we have made of teachers' salaries and benefits in the NWT indicates that teachers are being very well paid, especially those that have had significant education or experience. In fact, the grid that is used in negotiating -- that has been agreed to in the collective agreement -- provides for automatic increments for years of experience, and many of our teachers are very well experienced so we are facing a tremendous salary bill. Mr. Chairman, to answer the Member's specific question, I would like to have had the option of considering some means of limiting these exponentially increasing salary costs but that option was not available to us in the coming fiscal year because of commitments that have already been made with respect to the collective agreement negotiated with the teachers.

Option Of Cap On Wages

We have agreed to a one year contract with the teachers' association and that agreement has been ratified by the teachers' association. So of course we are bound to respect that agreement. However, Mr. Chairman, the option of a cap on wages is something that might be considered in future. I must say that although it certainly will not be very popular with teachers, our assessment is that we stand very favourably in comparison with other provinces and particularly if one looks at the experienced teachers. In comparison with some jurisdictions, we pay over 50 per cent more for a teacher of comparable experience. So, Mr. Chairman, I think this is an option that in these hard times we might be forced to consider but it simply was not available for this coming fiscal year. Thank you.

Mr. Chairman, might I ask the indulgence of the committee? I may appreciate some assistance from my deputy minister and director of finance, even with some of these general questions.

CHAIRMAN (Mr. Zoe): Does the committee agree that the Minister bring in his witnesses? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): For the record, could you kindly introduce your witnesses?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have with me Mr. Joe Handley, deputy minister, and Mr. Paul Devitt, director of finance. Thank you.

CHAIRMAN (Mr. Zoe): Before I call on Mr. Lewis again, on that same issue, Mr. Minister, the Member for Rae-Lac la Martre raised that same issue on this teacher thing with the Minister of Personnel -- on capping the salaries for teachers. It would be helpful to look it up in the Personnel department, which considered it in the earlier part of the session. Mr. Lewis.

Difference In Departments

MR. LEWIS: Mr. Chairman, I appreciate the dilemma facing the Minister. I would like to thank him for a copy of a document which I was given, which indicated that, in fact, this government does have a statutory responsibility for education. There was a transfer that took place in the sixties, and we have this statutory obligation; in other words we have a legal obligation. In order to discharge that are we going to cut this department, just the same as any other one, even though we have a legal responsibility for something? Can you treat all departments the same when you decide you are going to make cuts, or should you not look first at those departments that really have to provide a service by law? Should we simply be making across the board cuts and treating every department the same?

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the Member has made the same arguments that I made with my colleagues in arguing for special consideration for my department in dealing with the problem of restraining ourselves so that the budget deficit would be eliminated in the coming year. And I must say, in fairness to my colleagues, that although the Department of Education was given initial targets that were imposed across the board on all departments, when the budget was developed in detail, my department did receive from the FMB certain concessions in recognition of the fact that we do have minimum obligations to meet. So the initial targets were reduced in the detailed examination of the budget.

Mr. Chairman, as far as the statutory obligations are concerned, the Member may well appreciate that although we have an obligation to provide services to students in the NWT and, arguably, under the agreements that were made with the federal government in the 1950s we have an obligation to native students as well, the statutory obligations and the obligations in agreements do not in detail spell out a level of service. So, Mr. Chairman, it is difficult to argue that a certain pupil/teacher ratio is absolutely required to deliver the department's responsibility in education.

Quality Of Education Not Seriously Impaired

And I do believe, Mr. Chairman, that although we have been required to adjust the pupil/teacher ratio upwards, when one looks at the resources provided to children with special needs, when one looks at resources provided in the form of classroom assistants to schools that have a significant population of native students, and when one looks at the teacher consultants and other support services that are available, I do believe that we are adequately staffed to continue to provide a quality education service. I do not believe that the pupil/teacher ratio adjustment of two at the elementary level is going to seriously impair our ability to continue to deliver a quality education service. In fact, when we look at individual schools, although the elementary pupil/teacher ratio appears to be on average up to 21 to one, there are many schools where, because of the economics of scale and because of the size of the schools, in fact classes are much smaller than 21 to one. In tiny communities where schools are small, the pupil/teacher ratio is much less. So that is not a rigid description of our pupil/teacher ratio and with the other resources that are available, I do not feel seriously handicapped in offering quality education in the coming year with the resources provided. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Lewis.

MR. LEWIS: Mr. Chairman, if what we are doing, then, is comparing the level of support for our system with what is provided in southern jurisdictions, and if we find them comparable, then presumably the Minister would say we are meeting our statutory obligation because that is the basic standard -- whatever exists elsewhere, then if we can be more or less the same, then we are meeting our obligations to provide education services.

Ceiling For Pupil/Teacher Ratio In NWT

But my question to the Minister is: Because we have so little room to manoeuvre, what would he think is a ceiling for a teacher/pupil ratio in the NWT? We have already seen, in my memory, all the way from 17 to one at one time, up to 19 to one, and now to 21 to one. It is difficult to make comparisons over a long period of time because there were various allocations according to high school, middle school and for the very young children. But there have been changes so that teachers are expected to teach more students in a classroom now than ever before. So my question is: To what level do you think we can push the system? For example, would we be able to go up to 30 to one or 29 to one? What is the cap, without having to specify or lay it down as a rule or a law? But how far must we go, if we find so little room to manoeuvre in this budget, to reduce it?

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would suggest that we are probably quite close to the maximum we would want to allocate as far as teaching resources are concerned, with the 21 to one ratio at the elementary level. I am advised that at 21 to one, with good management and good organization of resources, no classes should be more than 30. We believe that classes should not be higher than 30 and that this need not occur with the present pupil/teacher ratio. But we would not want to see it go higher. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Lewis.

MR. LEWIS: When we plan our schools and the size of classrooms, do we make any assumptions about a class size, when we decide that a room has to have so many square metres in it?

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

HON. DENNIS PATTERSON: We do have a capacity formula that we use for calculating class sizes and our class sizes are 750 square feet in our new schools. We allow 20 square feet per student, according to the code, I believe. These would be standards beyond our control. Therefore our classrooms could accommodate up to 37 students. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Lewis.

MR. LEWIS: This is a new question.

CHAIRMAN (Mr. McLaughlin): I will let somebody else pursue a chance, Mr. Lewis, if it is going to be on a new area. Mr. Nerysoo.

Standardization Of School Program

MR. NERYSOO: Thank you, Mr. Chairman. I wanted to make a couple of comments and observations with regard to the educational system in the NWT, mainly because of having had the opportunity to participate in the educational program in the NWT and also as a parent of two children who are now involved.

Mr. Chairman, I have been in a situation, where the government has embarked on what you might say is the development of a standardized educational program in the NWT, where unfortunately, I believe, that there were still some problems to work out in the system. Most recently, actually in the last three years, I have had the opportunity to transfer children to three different schools; from one school in Yellowknife, to one in Inuvik, and to one in Yellowknife. In that experience, I found that the so-called standardization of program delivery is not in place. In fact, in the various schools that a child is moved from, either from Yellowknife to the smaller communities or the smaller communities into a larger centre, and I do not necessarily mean Yellowknife itself, the reality is that the types of programs that are being delivered by our educational system and the manner in which they are being delivered, vary depending on the community. They vary to the extent that your textbooks in various schools in the NWT are different.

I wanted to ask, in terms of the standardization, whether or not our government is reviewing the present situation to ensure that similar programs are provided in the schools and similar textbooks are provided in the various schools. I can appreciate that there are different types of programs that may be offered, depending on the level of comprehension by students, but I am concerned that the general program that is being offered to students is not similar in every school. Because of that, children are unable to move from one community to another into the same type of programs without interference in the type of education that young people receive throughout the NWT. If I could ask, Mr. Chairman, the Minister to maybe clarify for me whether or not the department is considering a review of the situation and whether or not there are going to be some changes in the educational system to ensure that there is some consistency and some standardization throughout the NWT, not only within the smaller communities but as it applies also to the larger regional centres in the NWT.

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

Program Varies With Size And Character Of Community

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, maybe I could just comment briefly on why there might be some differences between children attending school in Yellowknife and in other communities because I think this is a good example of why our system cannot be completely uniform and standard in every situation. Mr. Chairman, the programs available in a particular school do vary from one community to the other because the programs depend on the size of the school. The larger schools are able to offer more programs because larger staff will permit more flexibility. And secondly, we do find that there are differences depending on the character of the community and the student population. One of the big differences would be the extent to which students come to school with a first language which is English, or a first language which is an aboriginal language, or even a second language which is an aboriginal language.

Mr. Chairman, with respect to Yellowknife in particular, I have to point out to the Member that because of the additional tax contribution made by the residents of Yellowknife to the school system, there is actually a more favourable pupil/teacher ratio in the City of Yellowknife than in any other school in the NWT. For example, this year the estimated pupil/teacher ratio in Education District No. 1, is 16 to one and in Education District No. 2, is 13 to one. Secondly, Mr. Chairman, I would like to point out that although we do have the same core curriculum and there is the same time allotment generally made to subjects, we provide schools with a recommended list of textbooks but not all schools will use the same textbooks. In fact as I indicated earlier, it is sometimes advisable that a certain textbook be used with students whose first language is not English. So if you have a community where the native language is a first or second language, you could well find differences in the prescribed textbooks.

I am informed by my deputy minister that we are concerned about standards at the K to nine level and consistency at the K to nine level and that is why we have implemented grade nine testing. But there is no review planned of the kind that the Member recommends, Mr. Chairman. We are also working on developing tests at the grade three and grade six levels so that we can as well, gauge a student's progress at those levels. These would be territorial tests so that where a student who might move from one school to another, the new school could have the benefit of those tests. We think that will help the concerns that the Member has.

CHAIRMAN (Mr. McLaughlin): Mr. Nerysoo.

Core Program Should Be Scheduled Consistently

MR. NERYSOO: Thank you, Mr. Chairman. I am not so much concerned about additional programs if a particular school or community is capable of delivering those particular programs. What I am concerned about is the core program that is being offered to students and the time period in which those programs are being offered. I believe that there should be a schedule that is met by every school in which certain types of programs or certain parts of a core program are offered so that there is some consistency and some ability of students to transfer from one school to another without losing the benefit of that particular educational program. Mr. Chairman, I experienced a situation where a student -- and let us not say that all programs in Yellowknife are superior to those offered in communities -- moved from Yellowknife to Inuvik and she could not comprehend the work that was being done in Inuvik. Therefore she failed a grade. In the next year, she won an academic proficiency award because she was then able to comprehend the work and she knew what the work was about because there was consistency in that work. Now we move that student back to Yellowknife and work that she had learned was not work that this school had already taught. In fact, they had taught work that had not been taught at the other school and she had done work that would be taught later on in the year. That is the concern that I have in terms of the ability of the schools to provide the program on a consistent basis throughout the NWT so that students are able to transfer from one school to another without losing out on education or the ability to at least receive the benefit of the educational system of the NWT.

I think it is an issue that must be resolved from one community to another. I do not disagree with the issue of additional programs if those are offered. But I really believe that it is necessary, if we are going to have an educational system in the North that benefits all our students, that there be some consistency in the programs. In particular I refer to the core program, not any additional new programs but just the core program.

Consistent Program Needed To Achieve Acceptable Standards

In my belief, this has to be resolved by all people. It cannot be resolved by the communities alone or by the regional centres outside of Yellowknife. It must be consistent with Yellowknife because much of the standard by which people judge is that of Yellowknife. We are always being critical of the difference in educational systems between the communities and the larger centres and Yellowknife but we do not develop a consistent program. You are never going to get away from the argument that the communities have in pointing to Yellowknife and saying, "You have a better education system", until we deal with the question of consistent program delivery across the NWT. I know it is very difficult but it must be addressed; it cannot be some issue that is left to the good wishes of our administrators or principals in the schools. It is something that has to be addressed by the Minister of Education with the various school boards across the NWT, including the school boards that exist in Yellowknife so we can have this consistency of program delivery.

I know that our Minister has worked hard in changing the educational system and I can appreciate his efforts, but there has to be that consistency. If it is not there, our ability to utilize post-secondary institutions, either Arctic College programs or post-secondary institutions in southern Canada, is not going to succeed. We are not going to have a situation where we are capable of doing that. We are only doing it now, we are getting more graduates, we are getting more people interested because there is some consistency of program and that is the reason.

I would encourage our Minister to try to resolve those issues between the outlying communities, the regional centres and headquarters. Unless you do that, I think we are going to lose a lot more students because they come into an environment that they are not happy with, that is new to them and they are not capable of then participating with other students in the programs that are being offered to them. I really think that if we are going to be successful, we have to deal with the delivery of the service right now and not wait for additional failures in this system before we deal with it. It has to be dealt with now.

CHAIRMAN (Mr. McLaughlin): Mr. Minister, any comments.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I certainly do respect the Member's concern and can commit that I will see that this question is paid attention to. I must admit that it is one that I hear about all the time. Bearing in mind that the transition from a school where native languages are taught and spoken, to a school where they might not be the first or even the second language, carries special problems of its own, I do agree that we should be concerned to ensure consistency of standards.

Standardized Test At Grade Six Level

This is why the testing program is being developed and why standardized testing in language will be piloted this year at the grade six level. I consider it critical that we carefully implement these tests as soon as possible, because that really is the ultimate way of ensuring consistency and comparing the extent to which the core program is being delivered between one school and the other. I think at the grade nine level we have those tests in place and we now are in a position to monitor the effectiveness of schools in delivering the core program. I appreciate the Member's advice. The only other way we can monitor it will be by making available teacher consultants to work with schools that may be deviating from the prescribed core program and time allotments that we recommend. So I thank the Member for those comments and will assure him that I will direct my department to continue to make this a priority. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Nerysoo, along the same line.

MR. NERYSOO: Mr. Chairman, if I could ask the Minister, is there any intention or can the Minister give me at least some assurance that he will also raise this with the various boards of education and the various educational bodies so that they can begin to address this as well so that there can be some consistency and so that they are aware of the situation? Then they will be able to determine whether or not there should be an introduction of some change in program so that they meet some standards throughout the system.

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

Minister Responsible For Curriculum And Performance

HON. DENNIS PATTERSON: I would like to assure the Member that as Minister of Education I am responsible for prescribing the curriculums and evaluating the performance of all boards and schools in delivering that program. I have the powers to monitor and to make directions as required. For example, the standardized testing that we have implemented in grade nine and we are working hard to implement in grade six and grade three will apply to all boards and schools including the Yellowknife school boards. I have those powers and I certainly will not hesitate to exercise them.

CHAIRMAN (Mr. McLaughlin): Mr. Kilabuk.

MR. KILABUK: (Translation) Thank you, Mr. Chairman. I am not sure if I should be making a comment at this time but in the Baffin Region we have a divisional board established. They are in charge of education and program delivery in the Baffin Region and they try to deal with all aspects of

education within the region, even in the area of funding allocation. But there is also a relationship with headquarters in Yellowknife because we cannot operate without funds and it is involved in everything. Even if we want to deliver different kinds of programs, we cannot always do that because of money.

Regarding the comments that were just made, that there is not enough standardization of delivery in the different regions, I, too became aware of this recently when my two children were going to school here. One of them had a very different grade level from the other, even though they supposedly had the same level. Some of the programs would be the same but some would be totally different. You stated earlier that this is going to be evaluated and I am very happy about that and that you are going to do something about it.

Need To Learn And Preserve Language And Culture

This is another area where people are concerned; where you have to get your education in your own language and culture and having to learn a second language, especially English. People are much more aware of the need to learn these two cultures and also the languages and to preserve cultural ideas. More people are wanting to learn about both of them because they want to learn more about the culture of yesterday and today and how people educated themselves. Many of our children are not aware of doing things in the traditional way. For example, they do not know how to sew or how to make a komatik any more. But there is also a need to learn English; we want to learn both.

Sometimes when funds have to be cut from programs, we are sorry to see that, for there are many more programs we would like to see taught in the schools. I am also aware that today cultural learning is not offered too much in the schools. I do not mind that as long as there is a little bit being put in the curriculum.

Also I think we have to plan for the future. If there is going to be a university or college established in the NWT, would you be considering putting more cultural programs into the curriculum or courses offered in such a university that might be established in the NWT, while our elders are still alive? You can still get a lot of things from them that can be put together and offered in the schools. They have something to offer. I would like more consultation done with the elders because we will need them in the future and we still need to retain our culture. Those are some of our main concerns. Try to institute them into the education system.

We want to see our children taught English so they can develop careers so they can get good jobs after their schooling. I believe that, absolutely, because I am not educated. I cannot work in a paper pushing society, I can only work verbally. But those children and my children who are going to be educated, I do not want them to be in the same situation as me. Those of us who are parents cannot teach our children the old ways of life from morning until night because the children are away at school during that time. Because of that, more cultural programs have to be offered in the schools.

Lastly, I should be asking you: Would the schools that are supported by school taxes have more to offer by way of programs? I am not too sure about that. I am asking you. Also, in the Baffin Region, our divisional board is working very hard. You know that, Mr. Minister. They tried to institute programs which they feel are needed in the Baffin Region and they are also responsible for 13 communities. But I am sure that they have difficulty deciding which items should be their priority in the Baffin Region. I am sure you have heard about that.

Pangnirtung Request For School Busing Funds

I also want to ask you, do the communities themselves have to request busing in the communities in order for it to become available in a certain community? In my community the bus has no money to operate at all and the Baffin Divisional Board of Education cannot identify any funds, so what is going to be done about that? Does the hamlet of Pangnirtung have to request funds from you and are they going to get approval because we need operating funds for busing, maybe \$28,000 for one year? Looking at the way it was operated before, I think that will be needed, but there is no money at all in the community to bus the children. I have heard a rumour in Iqaluit that maybe it costs over \$100,000 just to operate busing of students in Iqaluit. What does this mean and how do you carry on that program? Can you clarify that for me because our hamlet really wanted me to find out what this means. The hamlet is the one that operates the school bus.

CHAIRMAN (Mr. McLaughlin): Thank you, Mr. Kilabuk. Since I was not very careful and let you wander into several different topics in your question, we will take a 10 minute break and during that time the Minister can breath some life into his answer.

---SHORT RECESS

Mr. Patterson, would you like to begin to answer Mr. Kilabuk's question? Thank you.

Increase In Cultural Inclusion Funding

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, the Member asked a number of questions. First, I would like to assure him on the cultural programs that we do consider them important and, like the Member, we do feel sometimes caught in the dilemma of having to provide education for the modern world and also be expected to provide training in traditional matters. I would like to repeat the statement that I made in my opening remarks that we are very pleased that the budget for the cultural component of school programs will increase, I think substantially, in the coming year from \$42 per student to \$75 per student. I can remember when it was \$35 so this is a substantial increase and does reflect our belief in the importance of these programs.

As far as the role of elders in cultural programming is concerned, Mr. Chairman, there is nothing to stop a community and the Baffin Divisional Board from taking advantage of the enormous amount of knowledge that elders have in the community. And I would like to tell the Member that although he does not have a university education and I do, I believe that someone like Mr. Kilabuk knows an awful lot more than I do about things that are of extreme importance to survival in the NWT. I think that we, through our cultural inclusion programs and through participation in the development of the Inuit studies program which we have contracted the Inuit Cultural Institute to produce, are trying to take advantage of this enormous wisdom that elders have. I think it is just as important as what can be learned in school and it should be taken advantage of as much as possible. I believe the increased funds will help us to do a little better job in each community in taking advantage of these wise people who have so much to offer.

Mr. Chairman, the Member asked about taxes being raised to contribute to school programs in Yellowknife. The result of taxes being collected to add to what the Department of Education is able to grant the school boards does mean that those schools can offer a richer program than schools in communities where taxes are not collected. But they are paying for that richer program.

Mr. Chairman, the Member asked about busing. First of all, in Pangnirtung we had originally agreed with the community that we would provide a new bus and the hamlet would provide a driver and maintenance for that bus. Since making that agreement with the community last year, we understand that revenues to the hamlet have been reduced and that the hamlet has not had the same opportunities for contracting that they had in previous years. They came to us and said, "We would now like a contribution toward the cost of a driver." So last year, even though it was unbudgeted and we had not agreed on it earlier, I arranged for an amount of \$14,000 to be provided to the Baffin Divisional Board so that a part-time bus driver could be hired by the hamlet on the understanding that the hamlet would still continue to provide maintenance for the school bus.

If the hamlet is now requesting additional moneys then I am not sure I understand why. I do not believe that driving the school bus needs to be a full-time job. I think it is still a half-time job and so I was not aware of this concern from the hamlet. I also understood that because they were already maintaining vehicles in their garage, that it would not be too big a problem for them to also maintain the school bus. And of course, it is a brand new school bus in that community so it should not have heavy maintenance costs in the first year of its operation. However, Mr. Chairman, I will look into the situation in Pangnirtung and review their requests and their anticipated requirements for the coming year.

Development Of School Busing Policy And Options

Mr. Chairman, the Member asked a much more difficult question and that is, "How does a community apply for busing services and how do we decide on the level of support?" Quite frankly, Mr. Chairman, this is a problem that has plagued me for some years. I have instructed my department to work on a school busing policy. I believe we should have clear guidelines in place so that every community will know where they stand and what they are entitled to. My department has done quite a

bit of work on the question of school busing and we have taken a look at what we are spending on busing in various communities in the NWT, how many children are involved and the distances that are involved in busing programs in various communities. We are busing a total number of about 8475 students out of some 13,000 students and we are spending annually in 14 communities, approximately \$1.2 million on busing.

Mr. Chairman, we have developed alternatives toward a busing policy or options toward a busing policy which will be available for consideration by the cabinet in early April. These alternatives will outline eligibility criteria for access to transportation services based on the distance to school and the age of the student. We are also trying to contemplate special factors in some communities where there are severe weather conditions that have to be considered. We also plan in the proposed policy to rely as much as possible on contracted services so that there will be opportunity for businesses in connection with the busing services. We are considering, as well, an option where direct financial assistance would be provided to parents where the numbers do not warrant providing a busing service.

Mr. Chairman, we do not however have a busing policy. I must confess that I found it difficult in this current climate of restraint to consider implementing the policy because it appeared that in order to standardize our approach in busing, it would cost us even more money than we are spending now. So we are working carefully on developing a policy. In the meantime, I have asked all my superintendents to use whatever discretionary funds they have to assist communities where attendance is severely affected by busing problems.

We have also moved to ensure that students with special needs requiring transportation assistance are looked after. I am happy to report that all students with special needs are being looked after in every community. But the development of the policy is still being worked out and I plan to have proposals available for cabinet this April. We will consider implementing the new policy once it is approved by cabinet and the financial implications are considered.

So to answer the Member's question, at the moment the superintendents of education should be approached to meet each community's busing needs. Thank you.

CHAIRMAN (Mr. McLaughlin): Thank you, Mr. Minister. I would like to recognize Mr. Gargan, soon to be chairman of this committee.

Activities Of Adult Educators In Communities

MR. GARGAN: Thank you, Mr. Chairman. I was just looking at some correspondence that was written to some of the adult educators in the North. It has to do with adult educators now acting as fund raisers. The Canada Employment and Immigration Commission has withdrawn most of its moneys with regard to adult upgrading. For this reason one of the pieces of correspondence is asking the adult educators to start writing proposals for band councils to get money from Canada Employment and Immigration. I would like to ask the Minister whether this is true, that adult educators are expected to do that. Also, they are expected to do job creation, too, in the communities, according to this correspondence. This letter was in 1987. I would like to ask the Minister if such a direction was given to the adult educators and whether this is a job for adult educators to be in.

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am, frankly, not at all concerned to find out that an adult educator is, at the community level, working on proposals which could help provide support for training needs in that community. The reality is that since the Canadian job strategy has been implemented, the moneys that were traditionally paid for low level upgrading to the Department of Education and to the government have been withdrawn and, instead, the job strategy requires that this kind of support be provided to an employer through what is called "indirect purchase of training". This means that in order for our government to use adult educators and the Arctic College system to provide all kinds of training in communities, including low level upgrading, special arrangements have to be made with employers and special applications made. We have staff in the Arctic College and in the department who have been asked to assist communities who wish to make these arrangements, and if they are able to work with adult educators, then I think this is very appropriate. We consider the adult educators to be representatives of the college in the communities and I am not displeased to hear that an adult educator has been doing that kind of work.

Obviously, we must be concerned that their duties in teaching would not be interfered with, but I think it is important that our community representatives be involved. The main amount of work should be carried out by the assistant superintendent of education who is working with the adult educators toward these kinds of projects.

CHAIRMAN (Mr. McLaughlin): Mr. Gargan.

More Time In Communities Required By Adult Educators

MR. GARGAN: Thank you, Mr. Chairman. The situation right now as I see it in the communities is that Canada Employment has withdrawn the training moneys that were available for upgrading in the communities. This withdrawal has put adult educators in the position that in order to attract students now into the upgrading program, they are going to have to identify moneys. That is a situation they are being put in. The other problem, too, is that most of the adult educators, especially in Providence, for example, come in around November and then they leave around March. They are usually in the communities for about six months at one time to provide upgrading programs. But if this approach is used, that the adult educators have to start raising moneys, and especially if they want to tie into the Canada Employment program, then they have to identify the amount of training that is required for these people. That means submitting a proposal to Canada Employment, not to the Department of Education or the territorial government. So in order for this person to do that and still be able to attract students, the person has to be there much longer than just six months in order to submit a proposal to Canada Employment for upgrading or pre-employment.

This is where I would like to ask the Minister whether adult educators would be allowed to go into the communities maybe a couple of months ahead of time to come up with these proposals that are supposed to attract these students. What we have done since 1967 when AVTC, as it used to be called, started the adult vocational training program, is that we have been paying students for upgrading as well as training. But that is no longer the case with this government. So are we going to be attracting that many students to go for upgrading if they are not being paid? We have created the situation. We are going to have to live with it. But how is the Minister to do it if we do not allow the adult educators to submit the proper proposal that would be supported by CEIC? Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

Any Student May Obtain Upgrading

HON. DENNIS PATTERSON: Mr. Chairman, first of all I would like to make it clear that we do encourage our adult educators to permit all students who are interested in obtaining an education and upgrading themselves to have access to their courses. Our doors are open for any student who wishes to obtain upgrading. The problem, as the Member indicates, is that because the federal government has been paying people to obtain upgrading for some years, most students are now expecting to be paid to go to school and obtain upgrading. Therefore we are looking carefully at ways in which we can adapt to the new program rules and fit those rules so that people can still get paid allowances while taking basic upgrading.

One of the ways is through the job development program of the Canadian job strategy. And that requires basically that community organizations, local education authorities or employers develop a proposal which would lead to some kind of employment at the end. If that proposal is accepted, then the federal government will pay allowances to people who upgrade themselves toward employment. So we are encouraging our assistant superintendents of Education in every region to work with local adult educators to develop these programs.

Now, Mr. Chairman, as far as Fort Providence is concerned, I am not sure what the Member's concern is because my understanding is that Fort Providence does have a full-time adult educator. There has been some turnover there but the government provides a full-time position just so that we can anticipate some of the kinds of needs that the Member has identified and so we would have some lead time to develop these proposals.

We are also working with Social Services and CEIC on what is called the employability enhancement agreement, which would allow us to take advantage of another program in the job strategy called the job entry program. That one will be open to people who are on social assistance and want to try to

get out of welfare and obtain employment. Again, the paperwork and applications are quite complicated, but we have asked our staff to be available to assist community organizations and groups to make application under that program as well. It will pay income support for a single student of up to \$172 per week provided the proposal is developed and approved. That is for a student with three dependants.

I will look into the situation in Fort Providence but I believe that the full-time adult educator there should be able to help residents of that community with a desire to get upgrading to access either of those two programs. But I must point out that they have to be job related. There has to be a job planned at the end or a prospect of employment at the end. No longer will the federal government fund upgrading for its own sake. They have a new strategy and we are trying to adapt to it as best we can, even though the challenge of finding jobs in many of our smaller communities is a great one because we do not have a developed industrial base, such as the job strategy contemplated that they would find in most parts of Canada. But we are doing our best. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. I would like to ask the Minister whether he has been able to alter the thinking of his own department to incorporate the new programs that are in place, and what are they if they are incorporated?

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the department has not been able to identify money to actually make direct payments to students to pick up where the federal government left off. However, I have appealed to the Minister of Employment and Immigration without success to change the rigidity of the rules as they apply to the NWT. In the meantime, I have instructed my staff and particularly those people responsible for continuing education to try to take the maximum advantage of the new program. I believe they are carrying out those instructions to the best of their ability within the limits imposed by the Canadian job strategy. Thank you.

CHAIRMAN (Mr. McLaughlin): Mr. Gargan.

Competing For The Same Money

MR. GARGAN: Mr. Chairman, we have, I believe, about 52 communities in the NWT that are also -- in the Western Arctic, for example, there are 26 Dene communities that apply to CEIC for employment programs. We also now have the adult education programs that are also competing for the same dollars that the communities are after. I do not know how you deal with that type of situation. I know that also when the Minister indicated that they have to change because of the elimination of funding to adult education, that adult educators are now expected also to be experts in proposal-writing.

I am not concerned only about Providence. I was not aware that it was a full-time position in the communities. As the Minister said, in Fort Providence there was a high turnover of adult educators, mainly because we could not get them to commit themselves for an extended period of time. The adult educators have now taken on a whole new role and this is what I meant when I told the Minister that they are no longer just adult educators but they are also expected to work with the bands in submitting proposals to CEIC. Unless the band council decides to withdraw from the summer employment program, then it is okay. But if the band council decides to submit a proposal and the adult educator decides to submit a proposal too, then there is that competition in the communities.

I do not know if that is what we want to create, confrontation with the adult education program. This is the reason I would like to get a clarification of what the Minister means when he says that the adult educators have to submit proposals for pre-employment, and so on.

CHAIRMAN (Mr. McLaughlin): Mr. Minister.

Adult Educators Provide Support For Band

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to make it clear to the Member that I do not consider that adult educators are competing with community groups who might be trying to access training money. They are instructed to provide support for a band or another employer or a

local education authority in a community that wishes to access training money. I do not think there is any danger of competition. In fact, one of the problems that we have observed this year is that because it is difficult and complicated to apply for these moneys, in the NWT in the past year we have not even been able to use the full entitlement that is available under the Canadian job strategy. In fact, last year there were applications for only about half of the moneys that were available in the NWT. So no one has suffered from initiatives taken by adult educators. I do not think that the Member's concern is a problem. Thank you, Mr. Chairman.

CHAIRMAN (Mr. McLaughlin): Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. Where to begin -- that is the question. I read yesterday's transcript, especially the Minister's opening remarks with respect to the Department of Education. I agree with some of it and I do not agree with some of it. But that is fair enough. In your statement, Mr. Minister, in the second paragraph it says, "Everybody has a point of view; everyone is an expert on education because almost all of us have been to school." I disagree with that philosophy because where I come from, as well as in all of the Eastern Arctic, many of the people who have never entered classrooms are experts on education. So I want to totally disagree with your philosophy on this particular issue.

Inuit Professors

You have also indicated in your opening remarks: "The Inuit and Dene studies programs which have been developed for grade 10 will be continued for grades 11 and 12. These programs are being successfully piloted this year and are providing students with a rich perspective on historical and contemporary aspects of aboriginal cultures." My question is: Who is teaching them? Secondly, it brings me to the points I tried to explain back in November, where the aboriginal people are looking at it from our side. Older people, the elders, could be put into different professions, such as the ones I talked about in terms of Inuit professors. The people want to take advantage of the enormous wisdom of elders. The people that the society has successfully left out are the people that I often talked about, the elders from the communities throughout the NWT, especially the native people.

When I asked the Minister a question back in November, if the department has ever thought of placing Inuit professors in the classrooms, his answer was, "No." This was at a caucus meeting back in November. Maybe I did not make myself clear enough. When you talk about education, especially the southern, modern education, and when we say that we have completely left out the elders, it is because the system requires them to have a certain grade level in order to enter the wage economy, the working group. The way the system is, the system has completely left them out.

Using your words, Mr. Minister, you want to take advantage of the "enormous wisdom that elders have". Number one, we just do not like to be taken advantage of. Secondly, when we talk about Inuit professors in the classrooms, recognized by the Department of Education by giving them papers, certificates, they could be teaching native culture, native traditions, Inuit language, heritage. These could be put in place as ongoing programs or within the classrooms. I like the idea but again you indicated in your opening remarks that you will be raising the cultural inclusion from \$40 to \$75. But that is not enough. That is not enough, to me. If you are going to aim for continuing the values of the native people of the NWT, and that is what you are doing to begin with anyway within the education system, then we are going to have to start thinking about placing those people into positions of responsibility, not only as borrowed people from within the community who are on and off casual employees of the GNWT Department of Education. So that is the kind of thing that we should be aiming for.

Level Of Education Requires Improvement

In terms of our education system, I also read in here, "Without a doubt, I can tell you, in my view, education and training have improved dramatically in the past few years." I totally disagree with that philosophy again because in our region the level of education requires a certain amount of improvement. In terms of our schools, for instance, it is great, it is fine, with respect to the high school students, but we are not producing enough graduates. Too many people are being left out of the system. It is also fine to indicate that larger centres, larger schools, do offer more sophisticated programs -- I think that is what the Minister was saying -- because they have a larger staff than the smaller communities.

But we have to take a look at raising the standard of education, the quality of education, evaluation of programs, evaluation of students, performance appraisal. Because the education system in the community is lower than that of Yellowknife. I, for one, when the time comes, if there is no improvement in terms of the education system in the East, I cannot honestly and sincerely send my children to a high school in the Keewatin Region. It is not possible, because the standard is that low. I also agree that the educational standards in Yellowknife are higher than in most of the communities in the Eastern Arctic. They are. But at the same time, just as a point of interest, they do not offer Inuktitut programs in Yellowknife. True. So where do we go from here? What do we do?

The teacher tells me that in the classroom in Rankin Inlet my boy is doing very well, but his report card says otherwise. I give complete responsibility to a teacher between 9:00 and 4:00 o'clock. Between 4:00 and 9:00 o'clock the next morning it is my responsibility how I want to bring up my kid. But when he enters that classroom, he is not learning as well as he should. So there has to be something wrong with the system, somewhere.

Commitments, Endurance And Discipline

When we were going to school in the early 50s we had three things going for us in Chesterfield Inlet. I keep going back to Chesterfield Inlet because there are a lot of good positive points about that education system that we had. We had commitments, we had endurance and we had discipline. Which is something that is not there today. Is it here in Yellowknife and missing in Rankin Inlet? Missing in other parts of the NWT? Those are the three things that we had from our parents and from the teachers we had in Chesterfield Inlet.

As a matter of fact, when I replied to the Commissioner's Opening Address in November I talked about the possibility of having an education conference in the Eastern Arctic, gathering all the people who attended the Chesterfield Inlet school during the 50s to the late 60s. My recommendation was not understood. I will try now. Chesterfield Inlet has produced a lot of Inuit leaders from the Eastern Arctic. Some of them are here today. They are all holding responsible positions in the Keewatin Region, from Kitikmeot, Igloodik, and some other parts of the NWT. They had the same kinds of things going as I did: commitment, endurance and discipline, by the parents and by the teachers of that particular education system. So that is very nice.

If we are to have an education conference in the NWT consisting of all the people who attended that educational facility in Chesterfield Inlet, we could make some recommendations to the Department of Education, recommendations on improving the education system. It is not hard to talk about memories. Some parts of the past experience are very good. I think if we are to take a look at that, Mr. Minister, we would have all kinds of good input into the education system in the Eastern Arctic, for tomorrow. Yesterday's experiences are good for tomorrow. That is one possibility.

The other good experience that I had is the Churchill Vocational Centre. Again, I refer to my previous remarks about those three things -- commitment, endurance and discipline. In the Churchill Vocational Centre, that organization was operated by the Department of Indian and Northern Affairs. Again, I refer to many, many successful and responsible leaders that it produced from the NWT and Quebec. All we have to do is to take a look at the Meech Lake Accord and see names like John Amagoalik in there. Some members of our interpreter corps went to the Churchill Vocational Centre. Many members of the Quebec leadership, the Inuit, attended the centre. So why not take a look at these values again? Why not take a look at those values we had and somehow, somewhere, soon put them into use within our own education system in the NWT? I think it would be a good idea, a fantastic idea, Mr. Chairman.

So what did I say in the last 10 minutes? We need to raise the standards of all schools in the Eastern Arctic. I recommend Inuktitut again as well in the classrooms. We raised the Inuktitut standards in the classrooms. We should establish a better performance appraisal system. Even the Minister could correct me if I indicate to him that in our own high school, for instance, in Rankin Inlet there is no performance appraisal for the high school students except as long as you attend 80 days out of 190 days, you are going to pass your high school schooling anyway. Am I correct in that? So as long as you have a good attendance you are going to pass by the end of your high school year anyway.

Mr. Chairman, I would like to go to the issue of adult education after this. I am going to quit here just for now. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Inuit Certified Teachers

HON. DENNIS PATTERSON: Well, Mr. Chairman, I do not know how I can respond to such eloquent and extensive comments but I will try. I am afraid that I do disagree with the honourable Member on a few points. I would like to respectfully state why I disagree. First of all, Mr. Chairman, the notion of establishing Inuit professors is I think a priority of our government. We have established a field-based teacher education program which is designed to train Inuit teachers and I am happy that there are between 45 and 50 Inuit professors in our school systems right now, who are certified teachers, who have graduated from the teacher education program, and been given university transfer credit for the courses that they take.

However, I believe that the Member is advocating what I have heard advocated by my predecessor in the Legislature in the 1970s and that was to send all the southern teachers back south and to basically hire people from communities to go into the schools. I think that is what the honourable Member means, that we do not need professionally trained certified teachers. We can hire local people. And with the greatest of respect to the Member, Mr. Chairman, I believe there are some problems with that.

First of all, just because you know about the Inuktitut language, the weather, the land, hunting, how to make hunting equipment and the legends and all the enormous wisdom that our elders could bring to the school system, that does not mean that you know how to teach. I am not a teacher and I have never tried much teaching but I am told that to be a good teacher, you need to know things like how to discipline 25 or 30 screaming students. You need to know how to organize your presentation. You need to know something about the psychology of learning so that you can build upon concepts and provide a planned approach to education. And those are the kinds of things that one learns in the teacher education program and in university to become a qualified teacher. That is the difference between lay people that we might employ in the schools and certified teachers.

And incidentally, Mr. Chairman, if we did replace our certified teachers with local people, we would not get credit at the high school level recognized by universities and the Province of Alberta, whose curriculum we depend on at the high school level. So with the greatest of respect to the Member, I fully support Inuit educators. Our philosophy is to train classroom assistants and any other people who wish to apply to the teacher education program. We have 139 classroom assistants in our system right now, most of whom are native people. They are all required to enter the teacher education program and thereby train to become teachers. We would welcome applications from elders to the teacher education program.

MR. ERNERK: Point of order, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Ernerk, you have a point of order.

Elders As Teachers

MR. ERNERK: Thank you, Mr. Chairman. The Minister has misunderstood me. I am not talking about southern teachers and I am not Bryan Pearson. I am talking about the Inuit professors, I said in the beginning, who do not speak English at all; the people, the elders. I am talking about the elders that your department is so willing to take advantage of to solicit their enormous wisdom. That is what you said. I am talking about those very people, the people at the community level. I am talking about 60 or 70 year old Inuit who know the history, who know the heritage, who know the language, the customs of Inuit, to teach as regular professors as they do in southern Canada. This would be a very highly qualified, valuable position within the school system of the NWT. Give them papers of recognition as native teachers. I am not talking about sending professionally trained teachers from southern Canada back to southern Canada. And please understand me, that is not what I said. I am not talking about the classroom assistants who are in place today within the school system of the NWT. I am talking about those very people who are left out of the system because they have no grade whatsoever. Nothing. They have never been to the classrooms. They have no grades and yet when we could be using them, the system has completely left them out. Am I understood this time, Mr. Chairman?

CHAIRMAN (Mr. Gargan): Thank you, Mr. Ernerk. I believe that was a point of clarification. I would like to remind the Members that could you make your general comments and let the Minister respond. Let us not get into a debate. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I apologize if I misunderstood the Member's comments and I apologize even more if I compared him in any way with my illustrious predecessor. Mr. Chairman, I understand now what the Member is suggesting. I would just like to say the following. The local education authorities hire classroom assistants and they are welcome, if not encouraged, to hire people of the calibre Mr. Ernerk describes to be classroom assistants. If there is some way that we can encourage elders to apply for these jobs, then I would like to pursue that. The local education authorities have the full power to do so. Maybe we can look at ways of encouraging LEAs to hire older people who can bring those kinds of skills.

Secondly, I think we should be open to proposals from local education authorities to find other ways of hiring elders as professors at the school. I have hoped that by increasing the so-called cultural inclusion grants we will at least be able to make significantly more money available for hiring local instructors. I acknowledge that the Member says that is not enough. I will make another proposal to the Member. If a local education authority will support the reallocation of moneys in the school budget to hire full-time professors of the kind that he describes, then I am open to considering reallocating the school budget, including reducing the amount of money that we would allocate to southern-trained, shall I say, teachers. I am open to that concept. In other words, if a community education authority proposes that we change our priorities to find ways of emphasizing Inuit professors, using our staffing moneys, then we will be open to that suggestion.

Progress With Education

Mr. Chairman, the Member made a number of comments about differing with my suggestion that we are making progress with education and pointing out that in his view we are not succeeding in training students in smaller communities and, in particular, that the standards of education must be raised. I would like to point out that we still have a fundamental problem with some community schools and that is that the attendance is not as good as it can be. Last year in the Keewatin Region the average attendance was just under 80 per cent. That, I am very pleased to say, is a four per cent increase from last year and it is a 14 per cent increase from seven years ago. So things are steadily improving. But Yellowknife schools and other schools in the NWT have 93 per cent attendance, on average. I do not think it is surprising, then, that students in Yellowknife and Hay River overall have better performance than students in a region where attendance is only 80 per cent.

I also would respectfully disagree with the Member that you can divorce home from school. I believe that home support is a critical element of education and while we provide fully qualified teachers who are using the same curriculum in community schools, there are critical factors such as: Does the child get help from the parents with homework? Does the parent attend parent-teacher interviews? Does the child have a computer at home? Does the child have paper and magazines at home? Does the child have a private place to do homework, which many crowded public houses do not provide? These are all factors that impinge on the quality of education. So the school alone is not the only factor. I am not trying to pass the buck totally. But I am saying that what happens at home and what happens in the community are critical factors and we cannot just examine the school in isolation.

I am very interested in the Member's suggestion that we can learn from the experience in Chesterfield Inlet and in Churchill. I would simply ask the Member whether or not he might consider that today we are operating in a significantly different era. Today, I wonder, could we get away with, for example, taking children away from their parents for 10 months without even a trip home for Christmas? Could we today persuade the Catholic Church to provide the good nuns and priests that were available in those years? Could we persuade parents, most important, to allow their children to leave home? My impression, as Minister of Education, is that parents are wanting us to go the other way. Rather than send their children away, they are wanting us to support high school programs closer to home. They do not believe that it is in the best interests of the child to be sent great distances away to go to high school.

As far as a conference is concerned, I have been approached in the past about a reunion of Chesterfield Inlet or Churchill graduates. I suppose my reaction would be that probably for the cost of conference, we could set up a scholarship fund for students where there was support from their parents to send them to a high school program that would provide the kind of discipline and commitment and endurance that the Member refers to. I would like to inform the Member that I have asked my department to see if we can identify funds to set up a scholarship program to allow a limited number of high school students to attend perhaps a modern equivalent of the kind of

institution that he has described. I, quite frankly, would rather use the limited moneys that we have in our budget to try to set up such a fund. I think there could be a limited number of parents who would be willing to send their children to such a school and we could develop criteria which would allow all high school students to have access to such a scholarship program.

Alberta Curriculum Used At High School Level

As far as standards are concerned, Mr. Chairman, at the high school level we are using the Alberta curriculum. The Alberta diploma exam is the grade 12 exam that the 15 or so students from Rankin Inlet who are in grade 13 this year will be expected to write come June. Those tests will tell us exactly how our students from this first graduating class from the Keewatin measure up against the Alberta standard. In grade nine, there is a territorial comprehensive test which students must take before they get into high school, and must pass, and in grades 10 and 11 there is testing. These are tests that are developed by teachers based on the course material taught but I can assure the honourable Member that students are just not automatically passed. There are tests and students who do not pass those tests are not allowed to proceed. I hope that gives at least my frank opinions of the Member's suggestion, Mr. Chairman. I am not asking him to necessarily agree with them but those are my comments. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Ernerk.

Education Not Working Out In Eastern Arctic

MR. ERNERK: Thank you very much, Mr. Chairman. I guess when we are talking about the issue of the education system in the Eastern Arctic -- I mean he has heard this afternoon from more than me, from somebody else that the education system in the Eastern Arctic is not working out. Now, if the Minister really wants to get into an argument, I can tell him that George Demeule was not a priest. Mr. Traverse was not a priest. I am not talking about the upbringing on the part of individuals, which is something the Minister seems to be talking about. I am talking about the education policy, the education system that we had in the early 1950s that brought us so much good work and good results.

Let me ask the Minister, how many successful politicians has the education system produced since the early 1970s? How many? How many successful leaders did the 1950 education system produce in Chesterfield Inlet and Churchill Vocational Centre? I have been trying to indicate to him that there are many, many people today who attended those school systems and they are very successful today. That is what I have been trying to tell him. I have made a number of suggestions which I thought were somewhat good and I kind of got shot down. I did not say those things for nothing. I say them because we feel them in the Keewatin Region.

It is probably true that a number of people would want to send their children out of the community to attend hostels. That is probably true. I would not want to, but if the education system is not improving in the East I will have to. I need a good evaluation for the children in my region who are going to be the future leaders, who are going to be the leaders of our future. Yes, a number of us do provide support at home. Homework, yes, but again the Minister has to understand, coming from the Eastern Arctic, that not every parent is able to do that because they are unilingual. He knows that many of our people do not read English or numbers, figures. You cannot expect every parent to help out with homework so we have to depend much more on the education system to do some of these things. Those of us who read both Inuktitut and English are able to tell that we have a problem. I cannot tell you in terms of numbers but I tell you that a lot of people do not know how to read English. You know that. Come on!

CHAIRMAN (Mr. Gargan): Mr. Minister.

School Alone Cannot Overcome Problems

HON. DENNIS PATTERSON: Mr. Chairman, I agree entirely with the Member. I am just pointing out that the school alone cannot overcome some of these problems. The school alone should not be blamed for the fact that we are not having the sort of success we might hope for in small isolated communities. I have agreed with the Member that we should look at innovative approaches and I have indicated that I am considering establishing a scholarship fund so that we may be able, in special circumstances, to send deserving students on scholarships to high schools outside their home community.

I would like to respectfully differ with the honourable Member, Mr. Chairman, on his suggestion that we have not had successes since the 1970s. I suppose one need not look very much farther than Jeannie Marie-Jewell or Henry Zoe or Richard Nerysoo in this Legislature as graduates of the 1970s who have distinguished themselves in public life. There are 300 native people out of 900 people in our post-secondary education system right now, taking university and technical and trades courses, who are going to make important contributions in future. We have over 400 apprentices in our system in the past year who are graduates of our high school system. We had a room full of graduates of high schools in the 1970s several years ago in this Legislature when we had a youth assembly and I will tell you my impression from those young people was that they are very quickly eyeing positions of power and influence, including some of the jobs that we now hold, and they are going to be right behind us taking those responsibilities from us. There are 13 people in the Member's home community who are in grade 12 right now who will be, most of them, I am sure, graduating in a few months and taking their place in the economy and in our communities.

As far as evaluation is concerned, I am concerned about it, Mr. Chairman. That is why I have established a principal training and certification program. We want to make sure that principals in our schools are not just people who have been successful teachers but that they also have skills of management so that they can implement the directions provided by this Assembly and the Minister in improving the quality of our education system.

Most Parents Support Community High Schools

I do not want to sound terribly defensive, Mr. Chairman. I am open to the kinds of suggestions the Member made but I do believe we are making progress. I do respectfully suggest that things are not quite as bad as they might seem to be and I do believe that the average parent would not opt for the Chesterfield Inlet or the Churchill option today. I think parents in the Keewatin are supporting the development of community high schools in that region. That is what they want and there may be some who think differently. I am considering alternatives for that class of people but I do believe that sending students away had its costs as well. The isolation from family and home community is something that was hard on children, as the Member himself probably knows, as well as on parents. I think now there is support for community high schools and we just have to make sure that they are of the same quality and calibre as we can find in any community, any city school, in the NWT. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Lewis. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. Let it be understood, Mr. Chairman, that when I talk about Chesterfield Inlet, when I talk about Churchill Vocational Centre, I talk about basically those areas in the Eastern Arctic. I am not talking about the personalities that you mention here. As a matter of fact, I said in the beginning that Yellowknife has a higher standard of education system than those Eastern Arctic schools. Let that be understood. And when I talk about those people from the Eastern Arctic who have attended Churchill Vocational Centre and Chesterfield, it is easy to understand. I am talking about those people from above the tree line. I just wanted to make that clear.

CHAIRMAN (Mr. Gargan): Thank you. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to just note that there is a lawyer working in this city who is a graduate of the Gordon Robertson Education Centre in Iqaluit. There are other people. There are people like Joe Enook, chairman of the Baffin Divisional Board of Education, who are more recent graduates of our school system who, I think, have had some measure of success. We need to do better. I agree with the honourable Member. But we are making progress, I believe. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Lewis.

MR. LEWIS: Mr. Chairman, I would like to return to the issue of funding. Financing education. It is my understanding that the most basic formula that is used in funding education in the school system is through the allocation of teachers and the department, by moving to a 21 to one ratio, is saving itself quite a bit of money. The Minister feels that this is not going to have any real effect on education throughout the Territories. But I have a broader question to ask about the financing of education, Mr. Chairman.

Education Standard Higher In Tax-Based Community

From one statement made by the Minister he indicated that in Yellowknife they have a little bit higher standard or a few more programs because they raise their own money. In fact, they raise about 25 per cent of their own total budget, which they get from the City of Yellowknife which is tax-based. I understand the Minister to say that this is now a principle, then, that if you want a basic level of education, that is what everybody gets. If you are in a little community in Arctic Bay or Arctic Red River or any other community outside the large centres, you get a basic level of education. However, once you are a part of a tax-based education system, then there is a higher level of education which that community can provide its citizens. Is this, then, the policy of the government, that the level of education throughout the Territories will depend upon the ability of people to raise their own money? Is that the principle that is involved here?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Basic Funding Level The Same To All Communities

HON. DENNIS PATTERSON: Mr. Chairman, I would like to explain that there is a formula for the allocation of education funding in all parts of the NWT. It is a formula that considers a number of factors, one of which is teachers. We provide basic funding based on that formula to all communities, including the City of Yellowknife. So the basic funding level is the same. However, in the City of Yellowknife, unlike any other communities in the NWT, because of the size of the population and because of the fact that it is a tax-based municipality which because of its size has the ability to raise significant revenues through taxation, that community has the option to raise additional revenues, by adjusting their taxes, to enrich the basic level of service that is being provided by the government to all areas of the Territories.

In addition to that ability to raise taxes, because Yellowknife has a school board which operates at arm's length from the government, they also have a further ability to raise money through such means as investments. I can tell the Member that investment revenues accounted for significant revenues in Yellowknife in the past year, in the order of \$440,000. Those are two resources that are available to this community that are not available to other communities. And therefore although we consider we provide adequate levels of funding to every community, the additional flexibility available in Yellowknife is because of revenues that they can obtain due to their particular circumstances and it results in an enriched level of service.

It is not a desirable situation. We are looking at options by which we can find ways of raising revenues locally in other parts of the NWT. And indeed, when those communities get larger, and perhaps when their economies are better and their tax bases are larger, we will encourage them to make the same kinds of contributions to enrich their programs that we are happy to see in Yellowknife. So we are not encouraging a double standard, Mr. Chairman. We are trying to find ways of allowing rural communities to have those options as well. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Lewis.

Financial Contribution A Requirement For Development Of School Boards

MR. LEWIS: Mr. Chairman, then from what we have been told, in the long run what the government proposes is that the ability to contribute toward your own education would be a principle. And this principle is established for a very good reason. Once you have school boards being developed that do not have to provide any of their own resources, then they never have to think before they ask for more money because they do not have to dig in somewhere to find some little bit of their own. So I take it, then, from what the Minister has said, that this is the principle that he would like to follow, so that expenditures could be controlled somehow by making a contribution of some kind, a requirement for the development of boards throughout the Territories.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. We are looking at transferring the school taxes raised in the rural areas -- and there are school taxes raised in all parts of the NWT, although they are not at the same rate as those raised in Yellowknife -- we are looking at transferring those taxes directly to divisional boards of education so that we can start to have some of the kind of desirable accountability to taxpayers that the Member refers to. We also, in setting up divisional boards of education, encourage careful management of money. There are policies which reward divisional boards for achieving savings and making good use of their moneys and for achieving revenues through investment.

Checks On Requests In Annual Budget Negotiations

I would like to, respectfully, point out to the Member that there are checks on the abilities of divisional school boards to ask for the moon in their annual budget negotiations. The main check is something that has been instituted in the last two years and that is this formula for funding. So now every divisional board of education will know according to their student enrolment and other factors that have been made clear to them -- the number of communities and that sort of thing -- precisely what they are entitled to. So we do not expect that we will have unreasonable demands in our negotiations when the formula is made clear in advance. There are obviously areas where negotiations can occur in the application of the formula, but it is not a wide open ball game.

I will agree with the Member that the ability to contribute is a principle we would like to work toward implementing. It has worked in education systems all over the country. It is working well in Yellowknife, and when the economy permits it, we would like to see it applied in the same way throughout the Territories.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Lewis.

MR. LEWIS: Thank you, Mr. Chairman. The reason I bring up this issue is that although Members have talked about the generally better standard that you get in the larger places, for the reason that you have more competition, maybe you have better facilities or a better system, the question is being asked: Why would a school board raise 25 per cent of its budget for really only a small difference in its ability to operate, or in the level that it has, compared with the rest of the system? Really, the control that the school board has, as compared with the divisional boards, is very little. There is very little difference. The only real difference is that the divisional boards have staff who remain as government employees. So the question would be: Why would a school board continue to operate on the basis of grants and taxes from the city when they could get practically the same system and not have to put any of their own money into the system at all? Would the Minister not agree there is not much difference, the way things seem to be going right now, between the powers of a school board in Yellowknife for directing its education programs and the power that a divisional board has to direct its programs in the way it wants to go?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Difference Is The Factor Of Control

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I believe that there is an important difference present in the City of Yellowknife, and that critical difference between a divisional board of education and the schools boards in Yellowknife is the factor of control. The school boards in Yellowknife have their own collective agreement; they have their own employees; they have their own housing; and they are responsible for management of facilities. Indeed, they operate as independently as possible, subject to the power of the Minister to prescribe a curriculum and make that kind of overall policy direction. I believe that the citizens of Yellowknife are proud of their school system and would be very jealous of the independence that they have being eroded if we were to apply the same rules to them as we apply even to a divisional board. They have favourable pupil/teacher ratios because of the contribution that they make through taxes and they have some independence, because if they wish to enrich the system even more and can persuade the ratepayers, they can generate more moneys. They have, at least one board has, a substantial accumulated surplus, which I think also gives them some sense of independence from the government. I believe that those factors are important to the people of Yellowknife and make the contributions that they have to make through their taxes worthwhile to them.

Now far be it from me to speak for the citizens of Yellowknife -- the Member is elected to represent them -- but in dealing with school boards here, my impression is that they are very proud of the independence that they have and are even willing to pay the price. I could be wrong, but that is my humble assessment. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Lewis.

MR. LEWIS: The Minister has indicated that really this issue boils down to the issue of control. It is my understanding that for the last seven years that Mr. Patterson has been Minister, control has been considered the main issue, as far as the direction in which education is going. So is he

now telling us that, in fact, with the divisional boards which were set up basically to provide control, that has not been achieved? That there is no control? If that is the main issue, then surely what the two boards have in common is that they both have control, and the comment that I have just heard is that really the divisional boards do not have control.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Levels Of Control In Local Education Authorities

HON. DENNIS PATTERSON: Mr. Chairman, I think the Member is being absolute about it. On a scale of control, the closest to the government and the least local control, would be found in the community education committee. The next removed would be the education society. The next removed would be the divisional board of education, which has a fair degree of independence but, as I have indicated, is subject to the government's territorial-wide collective bargaining process and is subject to government maintenance and operation of staff housing and facilities. Then finally, the highest form of local control would be the school boards. So to answer the Member's question, yes, it is true that the divisional boards have less control but they are operating at some distance from the government and at some independence from the government. They certainly do not have as much control, however, as the school boards. I think that in the long run, when they can raise the sort of revenues and make the kind of contributions that we have in the Yellowknife system, we will be open to going further and providing the level of control enjoyed by the citizens of Yellowknife. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Lewis.

MR. LEWIS: Mr. Chairman, this will be my last question on this general issue. This is what I have been leading to for the last while, Mr. Chairman. If in fact Yellowknife has to dip into its reserves every year -- the figure, for example, of \$440,000 which was quoted by the Minister is in fact not interest payment. That is what is left of the \$800,000 that they had built up as a capital reserve for a rainy day. This reduction in the pupil/teacher ratio means that they will have to dig into this amount again so that they can survive over the next few years. So that amount that they have is not interest payment. It is just their savings, if you like. But what I am leading to is this: If the citizens of Yellowknife -- I am thinking of two school boards now -- figure that, really, the price for the kind of control that they have does not give them much more than what exists in Baffin or what is proposed for Kitikmeot, then instead of giving a couple of million dollars to the pot every year, the city may decide to keep that money to buy its sewage and drainage system that it needs so badly, and just simply have the same kind of control of education that exists in Baffin and Kitikmeot. So my question is, could a small community like Yellowknife -- in other words in terms of its geographical area -- could it technically become a divisional board if it wanted to?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Tax Raised Would Go To The Government

HON. DENNIS PATTERSON: Mr. Chairman, yes, technically the City of Yellowknife could apply for divisional board status and become a divisional board under the existing legislation. But I have to point out again with the greatest of respect to the honourable Member that I think there is one fatal flaw in his argument and that is that the tax revenue raised in the City of Yellowknife, the same as the school tax revenue raised in Hay River and Inuvik and Iqaluit and Pond Inlet, would go to the government. It could not be retained by the city; it would be something that, in my view, would go to the government because we would be totally funding the school system in the city. So there is one flaw in that argument, but I think technically that could happen, yes.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. Mr. Nerysoo.

MR. NERYSOO: Thank you, Mr. Chairman. Mr. Chairman, I just wanted to make a couple of comments with regard to the issue of residences and I guess some of the so-called disadvantages or advantages that seem to have been dealt with by my colleague, Mr. Ernerk. I think that I generally have to agree with the Minister in indicating that the circumstances with regard to how we deal with students and the era of the hostels, as they were laid out in the 1950s and early 1960s and 1970s, has certainly changed. I also wanted to say that our situation when we were -- and Mr. Sibbeston was a part of that I guess, the old hostel era -- that situation also changed

significantly from that of our parents, as well. Just for a bit of a history lesson, some of our parents were taken away from their homes for a period of five years and they did not see anyone at home. They were not allowed to go home and they had to, in many instances, work to ensure that they had their food and they were asked to cut the wood to heat their residences and schools. So in that sense I think each particular era changed, depending upon what the advantages or disadvantages were.

Significant Advantages At Present

I think that it would be extremely important to do, at some time, an assessment of what were the pros and cons to the situation of the educational advantages that were provided in those particular days, compared to the situation as it exists now. I have noted these from the time that I was a part of the educational system, which was not too long ago, to those services and programs that are offered now. There is a pretty significant advantage to the programs and services that are offered, compared to about 10 or 15 years ago. That is all because of, in my opinion, significant developments that have occurred since that experience.

I also want to say that the advantages of student residences were extremely significant in creating an awareness among the community of people that existed in the NWT. It is interesting, as I travelled throughout the NWT during my tenure on the Executive Council and even in my experience with the people we have invited most recently to the Legislative Assembly Ball, that in the 1960s and early 1970s I went to school with people from as far away from Fort McPherson as Pangnirtung, Pond Inlet, as far North as Grise Fiord, Resolute Bay. I have gone to school with people from Spence Bay and Gjoa Haven. In fact, Mr. Angottitauruq, who is a Member of this Assembly, was in Grollier Hall at the time that I was a student and resident in Stringer Hall. I think that one has to understand and realize, as Mr. Ernerk noted, there was some significant argument on the part of parents to have children stay at home as long as possible. But there were significant advantages, also, to going away from home. It taught you that there was a lot to the NWT, and there was a lot to the people of the NWT, and there was a difference of community. You had to learn to understand and to educate yourself about those people. Otherwise one could stay in a community for years and not have any knowledge of the existence of differences in culture.

I also wanted to say that today I find it is much easier for students. Only 15 years ago the government did not pay for students to go home to see their parents. So I must commend the government for recognizing that there is a need for that.

But do not underestimate the advantages of the old residences. I am not going to in any way indicate here that there were no problems. In fact I can tell you that there were significant problems, but there were certain advantages. In terms of the people who had to take care of the students, because we were away from home for 10 months of the year, a lot of commendations have been directed toward them. You yourselves, during your trip to Inuvik when you went to see and recognize the work of Father Ruyant, recognized the contribution that he made, not only to the community but to the students that he brought through the system with his own personal support. That also occurred in many cases with many other people who were not part of that particular ceremony, the supervisors and all those people that were part of that particular system.

Delivery Of High School Programs

One other particular issue I want to raise is on program delivery. During the past election a parent raised the issue publicly in a meeting, saying that his child or his grandchild had raised the issue of wanting high school in McPherson.

I approached a number of students in Inuvik and one of the things they indicated to me was they would feel more secure about high school programs being a part of the community program. But the one thing that they all said to me, when I spoke to them, was that it must be the same type of programs that are being delivered in the regional centres.

I know for a fact that we would have a very difficult time providing the same type of programs and to the same level in every community that asked for a high school, with the available teachers. And I say level of program, in that they would have to provide chemistry, biology, physics, the science programs, and English 10, English 20, English 30, Math 10, Math 20, Math 30. We could not provide every community with that kind of program. I think it is a nice concept to try to

encourage more and more high school programs to be located in the various communities but I would hope that it would not be at the expense of the programs being at a comparable level of those that are being provided to other communities. That was an issue that was raised to me, and also was raised by the students. It must be comparable to every other high school and I do not think we can do it.

Success In Pangnirtung

We want to encourage it and I know that the Minister has taken that initiative. In fact, in the case of Pangnirtung, I must say the department has been extremely successful and has to be commended for that. But also we have had some failures. I can point one out, the Aklavik situation, where it was not successful. I think we have learned from that. I hope we recognize that the direction that we take in providing high school to the smaller communities may not always be successful. It depends on the community. It depends on whether or not the community is prepared to accept the responsibility for providing support to those students. In the case of Pangnirtung, it has been successful because of that. It was not clear about what was happening in Aklavik.

I just thought I would raise those particular items with you so that you are aware that despite the fact that the circumstances may vary from era to era, to use the word you used, nonetheless the final objective of all the students, no matter what era they were in, was always to graduate from high school and hopefully to pursue post-secondary education. That seems to be the goal that we still pursue. It just seems that sometimes we get caught up in arguing about all the minor details, as opposed to all of us trying to work out the broader pictures. So I just thought I would make those particular comments at this time.

I have some other comments that I would like to deal with in terms of post-secondary education, Mr. Chairman. Could I ask the Minister if, in the development of the Arctic College system, we have had an opportunity to look at the possibilities of utilizing the Knowledge Network that is available to us, in terms of providing university courses out of the University of British Columbia? The reason I say that is because I had an opportunity to read the March 88 University Affairs. There is apparently a new agency that is being developed in BC to co-ordinate education and training in the smaller communities, to take advantage of the Knowledge Network and to provide more programs. I thought maybe I would ask if the Minister has in any way considered that and whether or not we might utilize that program.

CHAIRMAN (Mr. Zoe): Mr. Minister.

Distance Education Initiatives

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The Member will be interested to note that I just met with the Hon. Stan Hagen, who is the Minister of Advanced Education in the province of BC. We talked about the Knowledge Network and the distance education initiatives that are being developed in BC and how they might be applied to small communities in the NWT. Mr. Hagen generously offered the full co-operation of himself and his department in making us aware of these developments. I intend to follow up on that.

Mr. Chairman, to answer the Member's question specifically, the college itself is not utilizing the Knowledge Network. However, there are a number of students who are taking advantage of Knowledge Network courses directly through the Knowledge Network and BC universities. It is a correspondence course supplemented with Knowledge Network training. This has occurred in education and nursing to my knowledge. Perhaps, following on the Member's suggestion, we will be able to make arrangements to access this system through our college system through the offer made by the Province of British Columbia to me. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Nerysoo.

MR. NERYSOO: Thank you, Mr. Chairman. Mr. Chairman, if I could also ask the Minister, has there been an assessment done with regard to post-secondary education financial resources that might be accessed by students from the NWT? I do not mean the federal student loans fund. I am talking about such things as bursaries and grants, athletic awards programs or academic awards programs that are being offered by private corporations. Has the department done an assessment on that and has the department also catalogued that, so that students who are interested in applying for those types of programs or awards could, in fact, access them?

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister.

Record Of Scholarship Opportunities

HON. DENNIS PATTERSON: Mr. Chairman, we do keep a record of scholarships and opportunities of the kind that the Member has referred to, which are available at various institutions. We do inform our students of those opportunities as they arise. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Nerysoo.

MR. NERYSOO: More specifically, then, is the Minister aware of whether or not the Arctic College is, in fact, utilizing a four million dollar fund that was established by Petro-Canada for amateur athletes or coaches? Is the department accessing that particular program for Arctic College students in the recreation leadership program?

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. No, I am afraid we are not aware of that fund, but now that we are I can assure the honourable Member that we will eagerly pursue whether we can take advantage of it. That is news to us, but good news. Thank you.

CHAIRMAN (Mr. Zoe): Mahsi cho. Mr. Nerysoo.

MR. NERYSOO: I have another item to raise but I will defer right now to my colleague, Mr. Butters.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Butters.

MR. BUTTERS: Mr. Chairman, I have heard some very eloquent, moving and pertinent statements today made by Members of this Assembly who have received the whole of their education in the NWT. I trust that the Minister and his officials are taking cognizance of the importance of these statements. I heard one statement which I would like the Minister to respond to and that was made by Mr. Nerysoo addressing grade 12. Before I get to that I would like to read a couple of statements from "Directions for the 1990s". This comes from the statement on education: "Maintaining and enhancing educational standards will be a major focus of these plans." Mr. Ernerk at some length went over the continuing need for standards.

In another portion of this text, which obviously the Minister put in, "As well as training students in the trades, clerical and service options, our schools also will prepare young people for traditional occupations, entrepreneurship and professional careers."

I wonder how we are going to do all this? I would agree with Mr. Nerysoo and hope that the Minister would address the question of grade 12; that you cannot provide grade 12 in many of our smaller communities with the same standards that you are offering in the regional centres. It is a mockery to suggest that you are getting a grade 12 education in some of these smaller communities. I would like the Minister to address the particular comment Mr. Nerysoo made and was not answered. Then, I guess, following that if the Minister could look at the statement from "Directions for the 1990s". How much is it going to cost -- that initiative that is identified there? When Mr. Wray spoke about the infrastructure needs he indicated that we would need \$300 million to provide basic infrastructure and if he had \$600 million he could bring all the communities up to a basic standard. How much is this statement in the 1990s going to cost, over and above the original projection of the department's expenditure patterns?

CHAIRMAN (Mr. Zoe): Mahsi cho. Mr. Minister.

Small High Schools Offer Matriculation Requirements

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. First of all, I would like to assure all the honourable Members who have spoken who have direct experience with the NWT education system that I do take into account their advice and direction and respect the experience that they have which I personally have not had. Mr. Chairman, I have a concern about one comment that the honourable Member made when he suggested that a grade 12 education is not available in small communities. I would agree with him and with Mr. Nerysoo that the range of course selection cannot be as extensive

in a small community high school but I would like to make it very clear that when we establish a grade 10 high school program in a small community or a grade 11 or grade 12 program in a small community, it is a matriculation option that contains the core requirement for matriculation. So it is not a watered-down program in any way. The graduate will be able to obtain full Alberta credits for that year of high school. However, if the student wants to take calculus or physics or even a particular foreign language option, it may well not be available in the community high school. I would like to point out to the Members that in those circumstances we do provide financial assistance to allow such a student from a small community to be supported for residence and travel to a larger regional high school where those options are available.

Mr. Chairman, there seems to be some questioning of the philosophy of establishing community high school programs, and I would like to point out that one of the main reasons why we have embarked on a policy of extending grades toward community high schools is, quite frankly, that, in many communities parents are unwilling to send their children away to a residential high school and it is only by extending the grades in the community that we can actually keep those young people in school. Their parents encourage them to babysit at home or do other things because they see that by the time the student reaches grade nine they will have to be sent away. So I believe that by extending grades even to grade 10 in some communities -- and we have only been able to go that far in some communities -- we have ensured that fewer students are going to be dropping out. So I see the extension of grades as an investment in reducing our drop-out rate.

Studies And Experience In Alaska

I would also like to point out in that connection that although we have not done a study on residences in the NWT, I have had a chance to examine and discuss at length extensive studies and experience that has occurred in Alaska with residential high schools. Due to the Hooch case in the early 70s which forced a total change in the direction of high school education in Alaska from residential schools to community high schools, Alaska has been a very good place to observe the effect of the small community high school policy. The judgment of the people that I spoke to, beginning with the Commissioner of Education in Alaska and elected representatives as well as school board members, is that residences would not work and are not a desirable option in Alaska any longer because they found that small high schools can work and are producing results. Their university is full of graduates of community high schools who got an education they might otherwise not have been able to get in the residential option.

Although I did not attend the hostel schools that Mr. Nerysoo and Mr. Ernerk attended, I know that a lot has been made of the successes but I would also like to point out to those Members, and I am sure they would agree, that there were a lot of casualties of that system as well. There were a lot of people 15 or 20 years ago who did not graduate and who could not cope with the isolation from home and family and who did not last or did not go in the first place. So there were some notable successes but we do not hear about the larger number of people who were casualties of a system that, as Mr. Nerysoo pointed out, did have its drawbacks.

Mr. Chairman, the Member has asked another profound question about how we are going to meet the goals in the directions document. I would first like to point out that although I was perhaps a bit defensive when Mr. Ernerk suggested that our system is failing in the Eastern Arctic, I do agree with him and with other Members that maintaining and enhancing education standards has to be a critical challenge. There is a public conception that only Yellowknife has the highest quality education standards and that standards in other communities are lower. I think the results of examinations at the grade 12 level in smaller high schools like those in Hay River and Fort Smith and Pine Point have shown that students can, in fact, excel and do exceptionally well in smaller high schools. I am confident that very soon in Rankin Inlet and Pangnirtung we will also have those kinds of excellent results to disprove the theory that only Yellowknife has the highest quality. Through more rigorous teacher evaluation, through principal training, through the continued development of a testing program at the elementary level, we hope to do that work. I would like to point out that at the high school level we do not find the same problems of adjustment between one community and another as we find at the elementary school level. Those are the areas where we think testing is critical and where we are developing a plan to develop tests at the grade three and grade six level as well as grade nine. Those will be the main tools that we will use to measure our success in uniform standards.

Evaluation Of Teachers

The operative arm of our system however, is teachers. The critical job will be to properly evaluate teachers. This is why I think the principals have a very important role. They not only need to be trained in evaluation and management techniques but they need to understand that they are the community leaders and they are the managers at the school level. I am concerned that there are still some barriers to principals being effective managers at the school level, including the fact that principals are part of the same bargaining unit as the teachers whom they are supposed to evaluate and supervise. Those are problems that we have to address with the teachers and with the principals and strive to achieve even better results there.

Labour Market Information System

As for the options of educating people for traditional occupations, entrepreneurship and professional careers, as the directions document points out, Mr. Chairman, we have not yet been able to put a price tag on some of the recommendations or identify funds. I do not think the problem, Mr. Chairman, is one of infrastructure. I think by and large that we have educational facilities in most communities which can provide the sorts of courses and programs that we want to deliver. What we need, however, is to make sure that all our programs are meeting the current market demands in the workplace. One of the things that will assist us greatly to measure the effectiveness of our education system is the labour market information system which will be in place by April 1st. This will give us an inventory of our present skill levels in communities in the Territories. It will also tell us where the labour market is going; what jobs we should be training our students for in various regions of the NWT. Then we will be able to target every dollar that we can put in training and education toward the existing job opportunities that are available.

As well, we have to ensure that our college system is responsive as well as the high school system. I think the development of the community occupations program and the senior practical program at the high school level is a very good example of the way our school system has modified itself to recognize real employment opportunities at the community level. Those programs allow us a very flexible approach so that if the travel industry is an employment opportunity in a particular community, the high school program can be developed to support that opportunity. If trapping or fishing or the renewable resource economy is an opportunity in that particular community, even at the high school level we can respond. Mr. Chairman, those goals and the directions document are still being worked on by my department and we do not yet have a detailed plan as to how to achieve those goals but I think they are consistent with the directions we have been working on in the education system for a number of years. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Thank you, Mr. Minister. General comments. Mr. Lewis.

Cost Impacts

MR. LEWIS: Mr. Chairman, the discussion has got to the point where we are examining new directions. Everybody knows that every community would like to have a hospital perhaps if it could, or a doctor, put it that way. They would like to have a high school. They would like to have a big complex. In fact every community would like to get the best possible deal. But the question is: Can we in fact afford to do all the things that people want us to do? It bothers me an awful lot that we begin moving in a direction before we are sure that we know what the impact is going to be years down the road.

What concerns me about this discussion about the residence system and the move toward small high schools is that we seem to have lost the context. The days are gone when we had five year olds away from home for a long, long time, except in special cases in Inuvik where we had welfare cases that were, in fact, looked after in the residence. Let us be realistic about what has happened over the last 15 years. What is a reasonable age for somebody in 1988 to leave home? When I think back, there were many 18 year olds who not only had to leave home, they had to go to a foreign land and fight for their country at 18. What do we mean by a 16, 17 and 18 year old in 1988? We are talking about a young man a lot different from the kind of man I was when I was 16, 17, 18. Much more mature. Much more aware. I find it very difficult to spill tears over somebody who leaves home to be within his same culture; among people who speak his own language; who can take advantage of competition with his peers to do better work; where there would be some discipline about getting up in the morning and going to classes.

I think that when we look at the Alaska experience -- and I am familiar with it and was very well aware of the impact of the Hooch ruling on the Alaska school system. Just to play the devil's advocate for the moment. Another report I heard was that all that the changes in Alaska achieved was that every small community now got a gymnasium and every kid in every small community became a great basketball player in that community. The place became obsessed with basketball so every community now had a basketball team. All those kids, by the time they finished their high school, found that the only way they could keep on playing basketball was to go off to college or university someplace. And they went on all kinds of scholarships, and so on. So let us not just simply look at what other people are doing for whatever reason. Let us look at our own system and look at what we have tried to achieve, say, over the last 30 years.

Unrealistic Levels Of Service

I agree with the Minister that it is a terrible dilemma you face when you have a very sparsely populated part of the world to provide services to. The fact that we have such a sparse population is the root of all our problems. But it is unrealistic to expect to provide a very high level of service in every single community unless we have an unlimited amount of money. I have said previously that when you have lots of money you do not have to think. But when you have budgets and commitments and ideas and visions, you have to start thinking about what it is you can afford. What bothers me about trying to continue along the path of providing every community with what it wants is that it really denies leadership. A leader does not just simply say, "Well, they want this so I am going to do that. That is what everybody seems to want so that is where I am going to go." Sometimes you have to make unpopular decisions and say, "Yes, that is a tough one but I have looked it all over and a lot of people are going to be a bit angry about this but let us be realistic about what it is we can achieve."

Disadvantages Of Small Community High Schools

There are disadvantages as well as advantages in putting small high schools in every community in the Territories which has a certain population base. The disadvantages of having high schools in the small communities are these: First of all, you have a problem of attendance. The Minister deserves full credit for improving many aspects of education over the last seven years. But simply handing over control has not improved the commitment of the public toward education. We still have a massive attendance problem, although it has been somewhat improved. It is not simply the system that has prevented people from participating in it. That is evidenced by the fact that we have an attendance counsellor program to convince people that they still have to go to school even though local control and all those good things are in place. So we have that massive problem of attendance at the local level because it is at the local level that young people are required to stay home and to babysit. It is at the local level that people do not have, in some cases, a place where they can have this privacy that the Minister has referred to, or where there is too much noise and perhaps they cannot get on with things or there is no one to help them with their homework.

It is not all a positive picture when you look at trying to bring people to a very high level at a small community. The advantage of the old style residential school was that you had more competition among students. In other words, you had people committed to certain kinds of goals and time was set aside where people had to do homework. There was a study place where they had to study, and so on, under supervision. My understanding is that that would be one of the plans that would take place when these community high schools are developed more fully.

Negative Feeling Toward Going Away To School

The other advantage of people being away in a residential setting is that they develop this independence, that they are no longer tied to their mother's apron strings. To me it is ridiculous to think of a person of 16 or 17 years of age in 1988 as being attached to their mother's and father's apron strings. We are not talking about five year old and six year old kindergarten students. We are talking about young men and women who want to be independent. The problem I would suggest, Mr. Minister, is that in our system we have built up a negative feeling toward going away to school. In practically every other culture it is a great honour; you pay money for it. If you want your kid to go away to school someplace you dig deep into your pocket and come up with thousands and thousands of dollars so that child can have the advantage of working with other young people in another setting so that they could develop self-reliance and independence. What we are doing, in fact, is becoming parochial and narrow and mean-spirited by not allowing people to spread their wings a little bit.

Throwing Away An Option

However, I understand your dilemma and I appreciate your sensitivity to the culture that you are dealing with. But what is more to the point, Mr. Chairman, is that perhaps what we have failed to do is to recognize that we are kicking out that alternative. We should have one place at least in the Territories where a parent who wants a child to have a different kind of schooling can take advantage of all these things. It should be open to anyone in the Territories who values the kind of system where children can study in that kind of setting, because simply by having a policy which says, "It is grade 12 and it is going to be right here in your own community and that is where you have to go," really is a step backwards, I think, because what we have done is throw away an option which still has a tremendous amount of value. I do accept that in the past, as many of my colleagues would agree, the residential system was not all good. There were many bad things about it but let us try to keep some of the good for those older students who could benefit from it. Thank you.

CHAIRMAN (Mr. Zoe): Good timing, honourable Member for Yellowknife Centre. The Chair will now recognize the clock. I will now rise and report progress. I would like to thank the Minister and his two witnesses. Thank you.

MR. SPEAKER: Mr. Zoe.

ITEM 18: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF REPORT OF STANDING COMMITTEE ON FINANCE ON THE 1988-89 MAIN ESTIMATES; BILL 1-88(1), APPROPRIATION ACT, 1988-89

MR. ZOE: Mr. Speaker, your committee has been considering Report of Standing Committee on Finance on the 1988-89 Main Estimates and Bill 1-88(1).

Motion To Accept Report Of Committee Of The Whole, Carried

Mr. Speaker, I move that the report of the chairman of the committee of the whole be concurred with. Mahsi cho.

MR. SPEAKER: Thank you, Mr. Zoe. Is there a seconder for the motion? Mr. Ernerk. Thank you. To the motion. All those in favour, please signify. Those opposed? The motion is carried.

---Carried

Mr. Alloofoo.

HON. TITUS ALLOOFOO: Thank you, Mr. Speaker. I would like to remind the Members again that there will be a show right after session at 6:30 p.m. in the Caribou Room. I am pleased to inform the House that this is the Tununiq theatre group from Pond Inlet. They are young people from my constituency of whom we are very proud. They emphasize that we have gone a long way from the lifestyle that we used to have and we are proud of keeping our culture. Tonight, their show will be called "Changes". The actors are Pakak Inukshuk, Malachi Arreak, David Qamaniq, Oopah Atagutak, Lousie Aglak, Nancy Singoorie, Bernice Kootoo, and Nathan Ootova.

(Translation) Thank you, Mr. Speaker. We hope that you will be able to come and see the theatre group and we would very much welcome everyone. You can bring your wives or friends to the theatre group's performance tonight.

MR. SPEAKER: Thank you, Mr. Alloofoo. Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a meeting of the ordinary Members' committee at 9:00 a.m. tomorrow. There will be a meeting of the standing committee on agencies, boards and commissions at 10:00 a.m. tomorrow.

ITEM 19: ORDERS OF THE DAY

Orders of the day for Wednesday, March 2nd, at 1:00 p.m.

1. Prayer
2. Ministers' Statements
3. Members' Statements
4. Returns to Oral Questions
5. Oral Questions
6. Written Questions
7. Returns to Written Questions
8. Replies to Opening Address
9. Petitions
10. Reports of Standing and Special Committees
11. Tabling of Documents
12. Notices of Motion
13. Notices of Motion for First Reading of Bills
14. Motions
15. First Reading of Bills
16. Second Reading of Bills
17. Consideration in Committee of the Whole of Bills and Other Matters: Report of Standing Committee on Finance on 1988-89 Main Estimates; Bill 1-88(1); Ministers' Statement 13-88(1); Tabled Document 71-88(1)
18. Report of Committee of the Whole
19. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until Wednesday, March 2nd, at 1:00 p.m.

---ADJOURNMENT

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