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TABLE OF CONTENTS

WEDNESDAY, MARCH 2, 1988

	<u>PAGE</u>
Prayer	579
Ministers' Statements	
- 31-88(1) Meech Lake Constitutional Accord	579
Members' Statements	
- Mr. Ernerk on Population Count of Bowhead Whales	580
- Mr. Angottitauruq on Social Service Workers, Gjoa Haven and Spence Bay	580
- Mr. Lewis on Tununiq Theatre Group, Pond Inlet	580
Returns To Oral Questions	581
Oral Questions	581
Tabling of Documents	586
Consideration in Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89 - Department of Education	587
Report of Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89	615
Orders of the Day	616

YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, MARCH 2, 1988

MEMBERS PRESENT

Hon. Titus Alloofoo, Mr. Angottitauruq, 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 Wednesday, March 2nd. Item 2, Ministers' statements. Mr. Ballantyne.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 31-88(1): Meech Lake Constitutional Accord

HON. MICHAEL BALLANTYNE: Mr. Speaker, honourable Members. As you are all aware, the report of the Senate task force on the Meech Lake Constitutional Accord was released yesterday. This report represents a significant step in the efforts of the Northwest Territories and Yukon to make Canadians aware of the unfairness of the Meech Lake Accord as it relates to the two territories. The Senate of Canada felt that the issues raised by the people of the two territories were significant enough to warrant a special task force to examine the implications of the accord for the Northwest Territories and Yukon. The Senate, in committee of the whole, will be considering the report of the task force and other submissions that have been made by other Canadians. We hope that the committee of the whole will endorse the report of the task force and the recommendations made in the report. We will be keeping a close eye on that process during the next month or two.

I want to emphasize that the report of the task force reinforces the submissions which the Government of the Northwest Territories Members of this Legislative Assembly have been making since the accord was signed in the spring of 1987. The recommendations contained in the report follow very closely the recommendations put forward by the Government of the Northwest Territories.

You might be asking yourselves, "Where do we go from here?" Very simply, we must continue to carry our concerns to the people of Canada in an attempt to clarify for them the basic unfairness of the Meech Lake Accord for the Northwest Territories. One reason for the strong support from the task force is that the senators took time to visit the North and examine the issues from a northern perspective. They were able to appreciate the position we have taken on the accord. We must realize that to most other Canadians the Northwest Territories and Yukon continue to be strange and distant lands. It is our task to educate the Canadian public on these issues. The report of the task force should be of considerable use in this process.

We will have to wait to see if the committee of the whole will support the recommendations of the task force. The amending formula of the Constitution does not permit the Senate to veto constitutional amendments, so the most the Senate can do is refuse to make a resolution approving the accord in its present form. As you know, the House of Commons made a resolution approving the accord in the fall of 1987 and the Senate had six months from that date to pass its own resolution. They have until April to decide what to do. If the Senate does not pass a resolution, the matter goes back to the House of Commons. The House of Commons can make a further resolution adopting the accord and there is nothing the Senate can do about it.

In closing, I would just like to say that we must continue to try to make our concerns understandable to the people and governments of the provinces because ultimately that is where we will have to turn to reverse the legacy of the Meech Lake Accord. If the accord does go through, it will be the provincial governments that we will have to convince about our readiness to attend First Ministers' Conferences, to nominate persons to the Senate and the Supreme Court and finally our readiness to be admitted to the federation as a full-fledged province. Thank you, Mr. Speaker.

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

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Population Count Of Bowhead Whales

MR. ERNERK: Thank you, Mr. Speaker. Over the past 10 years or so, the Inuit of Canada have been asking the Government of Canada to obtain a quota system for the bowhead whale for subsistence purposes. To date, no positive reaction has been received from the Government of Canada. Alaskan Inupiat have an agreement with the International Whaling Commission to take so many bowhead whales each year out of the population that travels to the Beaufort Sea each spring and summer for calving. Incidentally, the Government of Canada opted out of the International Whaling Commission a few years ago and it is now difficult for all Inuit of Canada to approach the Canadian government for support.

In February of 1986, during the annual assembly of the Eskimo Whaling Commission of the State of Alaska, we put together a resolution calling on the governments of the United States of America and Canada to do co-operative research into the migration pattern and population count of the bowhead whales before and after they enter the Canadian waters in the Beaufort Sea. A favourable reaction was received from the federal Minister of Indian Affairs and Northern Development. A copy of this resolution was also sent to the federal Minister of Fisheries and Oceans. A favourable reaction was also received from the territorial Minister of Renewable Resources. I am concerned that no money has been made available by any government agency to this date to do this much-needed population count of bowhead whales. I am concerned that no follow up has taken place by any government, both at the federal and territorial level. Thank you.

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

Member's Statement On Social Service Workers, Gjoa Haven And Spence Bay

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. I would like at this time to make a Member's statement on behalf of the two communities in my constituency, Spence Bay and Gjoa Haven, my home town. I would like to thank the Minister of Social Services for putting an area supervisor of social services in Gjoa Haven and a family counselling and child welfare specialist in Spence Bay. In order to prevent the communities from really getting into problems, the communities need a good social worker and a good counselling person. I would like to thank the Minister on behalf of those communities for making that available so that there will be better service in the Department of Social Services. Thank you.

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

Member's Statement On Tununig Theatre Group, Pond Inlet

MR. LEWIS: Mr. Speaker, I would like to thank the Minister of Culture and Communications for sharing with us yesterday the Tununig Theatre Group from Pond Inlet...

MR. RICHARD: Hear, hear!

---Applause

MR. LEWIS: I make the statement, Mr. Speaker, because I saw this group this summer in Vancouver and it made me realize that what made our exposition a great success was because of the kind of people that live in the Territories and the kind of people that other people throughout the world find interesting. I would suggest, Mr. Speaker, that it is the creativity of many of our people in the Northwest Territories that will eventually bring us out of whatever economic problems we have and I suggest that those young people that we saw yesterday are just an example of the talent that exists throughout this vast territory. Thank you.

AN HON. MEMBER: Hear, hear!

---Applause

MR. ERNERK: Very good.

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

MR. ERNERK: I have another 30 seconds to go. I think I might make another one to support you.

MR. SPEAKER: That would appear to conclude Members' statements. Item 4, returns to oral questions. Mr. Wray.

ITEM 4: RETURNS TO ORAL QUESTIONS

Further Return To Question 0165-88(1): Extension Of Pangnirtung Airstrip

HON. GORDON WRAY: Thank you, Mr. Speaker. I have a return to oral Question 0165-88(1), asked by Mr. Kilabuk on February 26th, 1988 with respect to the Pangnirtung airport terminal building.

Transport Canada is responsible for providing or improving airport facilities at Pangnirtung and has no plans at this time to expand the airport terminal building. Transport Canada's current policy on provision of new or improved facilities states that none shall be provided unless there is a resulting decrease in overall operation and maintenance costs of the facility. An expansion of the terminal building in Pangnirtung would result in an increase to operation and maintenance costs and therefore would not likely be approved. I will, however, instruct my officials to investigate the possibility of remodelling or expanding the existing building to allow a larger public waiting area. My officials in Iqaluit will work with the mayor and council of Pangnirtung on this matter. Once agreement has been reached as to what should be done, my officials will work with Transport Canada in an effort to secure funding for the project.

MR. SPEAKER: Thank you, Mr. Minister. Returns to oral questions. Item 5, oral questions. Mr. Crow.

ITEM 5: ORAL QUESTIONS

Question 0193-88(1): Food At Ukkivik Residence

MR. CROW: (Translation) Thank you, Mr. Speaker. My question is to the Minister of Education. I would like to apologize to him first that I did not give him advance notice of my question. It is concerning the food at Ukkivik Residence. The Minister of Education, whose riding is Iqaluit, met with the Iqaluit public in February and the Ukkivik board complained about the food at the Ukkivik Residence. I have heard a number of times since I have been an MLA and also prior to that, that Ukkivik Residence food was not too good. I have never been in the residence. The students who stay at the residence sometimes have to go to sleep hungry. Those who receive an allowance from their parents can buy some food. I would like to ask the Minister what steps he has taken to improve the food at the Ukkivik Residence.

MR. SPEAKER: Thank you, Mr. Crow. Mr. Patterson.

Return To Question 0193-88(1): Food At Ukkivik Residence

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to first of all inform the honourable Member that the responsibility for Ukkivik Residence and the catering contract does rest with the Baffin Divisional Board of Education. That responsibility was transferred to them when they were established several years ago. However, I have been made aware of the serious concerns about the quality of the food, the size of the portions, the cleanliness of the kitchen, the slowness of service, and inappropriate treatment of students by food service staff. I have even had constituents of mine who were employees of that particular contractor complain to me about the way the contractor treated them as employees. So I am well aware of those concerns and I have looked into them.

I can tell the House that representatives of the Baffin Divisional Board of Education have met with the contractors and served notice to the contractor that the contract will be terminated unless service improves. That contract expires on the 31st of March. Some steps have been taken in an

attempt to improve the operation. A new food manager has been hired. A new chef has been hired. A food service consulting firm has been contracted to study the entire food service operation at the residence. A report is now in the hands of the divisional board, which will enable them to make the correct decision about whether or not to retain the service of that particular contractor. I can tell the honourable Member that the Baffin Divisional Board of Education is looking at several options to improve the situation, including a new contractor and a new method of contracting, and they will have my full support on implementing new measures because the situation definitely has to improve. Thank you, Mr. Speaker.

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

Question 0194-88(1): Government Leader's Surprise Visit To Ukkivik Residence

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. A supplementary to Charlie Crow's question. On February 3rd, there was mention about the food at Ukkivik residence and that you were going to go there to have a meal to see for yourself. How was the food at the time when you went there to have a meal at the Ukkivik Residence? Thank you.

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

Return To Question 0194-88(1): Government Leader's Surprise Visit To Ukkivik Residence

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. Mr. Speaker, I announced at a constituency meeting that I had in Iqaluit, where a number of students came to complain about the food, that I intended to make a surprise visit to the residence to sample a typical meal. Unfortunately, Mr. Speaker, when I stated I was going to make a surprise visit I immediately learned that the contractor who was responsible for the food service, was also in the audience and was therefore quite aware of my intentions. It seemed to me, therefore, fruitless to visit because it was quite obvious that they would have been well prepared and I would have not received a typical meal. Instead I spent my time consulting with the Baffin Divisional Board of Education in an effort to improve the situation. I have received enough complaints from students about the size of the portions and about the general quality of the food to be completely satisfied that there is a very serious problem. So I did not have the pleasure of taking up that opportunity for the reasons I have explained, Mr. Speaker. Thank you.

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

Question 0195-88(1): Sale Of Tobacco Products To Minors

MR. McLAUGHLIN: Thank you, Mr. Speaker. I have a question for the Minister of Justice. During the last Assembly, and he was Minister of Justice at the time, some Members raised concerns about the sale of tobacco products to minors and apparently there is federal legislation in existence which makes it illegal to sell tobacco products to minors. I was wondering if the Minister has been able to take any action in that area or if the RCMP have started laying charges in that area.

MR. SPEAKER: Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: Thank you. I would like to thank the Member for notice. I want to inform the Member that I have asked the department to look into the matter and I will report back to him.

MR. SPEAKER: Oral questions. Mr. Ernerk.

Question 0196-88(1): Research On Bowhead Whales

MR. ERNERK: Thank you, Mr. Speaker. My question is to the Minister of Renewable Resources. Firstly, is the Minister aware of the existence of the resolution which I was referring to during my Member's statement and, if so, is he intending to take some action and make this House aware of his findings?

MR. SPEAKER: Mr. Minister.

Return To Question 0196-88(1): Research On Bowhead Whales

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. Yes, I am aware of the resolution that he referred to earlier today. The department is taking part in a study of these whales. The Department of Fisheries and Oceans have a program called "Whales Under the Ice". This study is conducted mostly in Davis Strait near Isabella Bay, near Clyde River. The whaling was done in the 1800s. The Davis Strait once held about 11,000 of these whales and they were almost brought to extinction by the early 1900s. The population is growing very slowly and the hunting has ceased in Canada for the past 75 years. My information is that the Government of Canada is very reluctant to establish a quota for harvesting these bowhead whales. As I mentioned earlier, my department is involved in the study of bowhead whales in the major calving grounds, to determine the population and behaviour of whales, mainly in the Davis Strait and Baffin Bay area. Thank you.

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

Supplementary To Question 0196-88(1): Research On Bowhead Whales

MR. ERNERK: Mr. Speaker, the program is called "Whales Beneath the Ice" not "Whales Under the Ice" program. I was a member of this Whales Beneath the Ice program with Sam Raddi for two years and the studies were with regard to the belugas and narwhals, and not so much with regard to the issue of bowhead whales. My question again Mr. Speaker: Is the Minister prepared to make his findings known to this House with regard to the particular resolution that was passed in Alaska by the Eskimo Whaling Commission during the meeting of that particular assembly in February of 1986? Mr. Speaker, the resolution specifically states that the Canadian government as well as the American government do a co-operative research study into the population of bowhead once they enter the Canadian waters, in particular.

MR. SPEAKER: Mr. Allooloo.

Further Return To Question 0196-88(1): Research On Bowhead Whales

HON. TITUS ALLOOLOO: Thank you for correcting me. The Member is correct, the program is called "Whales Beneath the Ice". The study of bowheads has been conducted by the Department of Fisheries and Oceans since the early 1970s in the major calving ground area of these whales in Isabella Bay. That area is pretty well-known by the people of that area to be a special area for bowheads and it is apparently the most populated area of these animals in northern Canada. As I said before, my information is that the Government of Canada is very reluctant to give any quotas to these animals, but I could assure the Member that I will undertake a communication with the Government of Canada to find out where the study has gone to and to see if there is any part allocating some quotas in the Canadian North. Thank you.

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

Supplementary To Question 0196-88(1): Research On Bowhead Whales

MR. ERNERK: (Translation) Thank you, Mr. Speaker. A supplementary question. As I mentioned earlier, the Canadian government is not included in the International Whaling Commission and this is the problem up to now. Also the World Wildlife Fund, WWF, made a recommendation that the Canadian government be put back into the International Whaling Commission. Mr. Speaker, on the recommendation WWF made, can the Minister make a further effort to the federal government so that they can be a member of the International Whaling Commission?

MR. SPEAKER: Mr. Minister.

Further Return To Question 0196-88(1): Research On Bowhead Whales

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. As I mentioned earlier, my information is that the federal government is reluctant to give any quotas for bowhead whales to be harvested. I could ask the federal government to find out whatever happened to the resolution that was passed by the WWF. I will look into that, Mr. Speaker. Thank you.

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

Supplementary To Question 0196-88(1): Research On Bowhead Whales

MR. ERNERK: (Translation) Thank you, Mr. Speaker. Maybe if you get a response from the federal government you could table it in this House. Thank you.

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

HON. TITUS ALLOOLOO: (Translation) Yes, Mr. Speaker, I will get back to the Member on this. Thank you.

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

Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

MR. ERNERK: Thank you, Mr. Speaker. My question is to the honourable Government Leader. Whereas Inuit have protected sovereignty of Canada in the North for thousands of years and will continue to do so for thousands of years to come, as Canadians, we are very proud of our role in this regard. Mr. Speaker, could the Government Leader indicate to this House whether the Government of Canada consulted or sought the advice of the Government of the Northwest Territories in developing the elements of the recent Shultz-Clark agreement with regard to the use of the Northwest Passage by the Americans? Thank you.

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

Return To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. To the question, "Did the Government of Canada consult the GNWT on developing the elements of the recent agreement with regard to icebreakers in the Northwest Passage?" the answer is, "No." However, Mr. Speaker, perhaps I could clarify that before the agreement was signed, once it was developed, I was consulted by representatives of Mr. Clark on the contents and substance of the agreement. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Patterson. Supplementary, Mr. Ernerk.

Supplementary To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

MR. ERNERK: Mr. Speaker, a supplementary. Since the Government Leader was consulted by the Government of Canada, would he table those suggestions and consultations that he made to the Government of Canada to the House?

MR. SPEAKER: Mr. Government Leader.

Further Return To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

HON. DENNIS PATTERSON: Mr. Speaker, I should specify precisely the nature of the information provided to me by the official in the Department of External Affairs. Approximately one week before the agreement was to be signed, I was telephoned and over the telephone was explained the elements of the agreement. I was not given a copy of the agreement. I was simply provided information on its substance. I might add, Mr. Speaker, that upon receiving that information, I suggested to the official that my advice would be that representatives of Inuit should also be informed of the contents of that agreement. But there was no written communication and I did not see a copy of the agreement until after it was signed. Thank you, Mr. Speaker.

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

Supplementary To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

MR. ERNERK: Supplementary, Mr. Speaker. Thank you. My final question, Mr. Speaker, is this: Will the Government Leader now pursue the matter with the Government of Canada and the part of the GNWT to provide advice with regard to this very important matter? Thank you.

MR. SPEAKER: Mr. Government Leader.

HON. DENNIS PATTERSON: Mr. Speaker, with the greatest respect to the Member, I am not quite sure what he wants from me. The agreement has been signed. I do not understand what the honourable Member wishes me to pursue. Thank you.

MR. SPEAKER: Mr. Ernerk, would you like to clarify?

MR. ERNERK: I was going to go on to Hudson Bay, which is just as important as the Canadian Northwest Passage. Will the Government Leader pursue the matter with the Government of Canada that we have a say in the NWT with respect to the use of the Northwest Passage? I would like to know if the Government Leader is going to go all-out to the Government of Canada and demand that we have a say, that we are fully consulted on the issue of the Northwest Passage, especially on the use of the Northwest Passage by the Americans, by the international community.

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

Further Return To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

HON. DENNIS PATTERSON: Yes, thank you, Mr. Speaker. I do intend to pursue a meeting with the Rt. Hon. Joe Clark, Minister of External Affairs, to discuss that very important issue and other issues. I can assure the Member that our government has a great interest in the use of the Northwest Passage, the Arctic waters and the Arctic Islands, and I will indeed be expressing that great interest and concern to the Minister of External Affairs when I do meet with him.

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

Supplementary To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

MR. ERNERK: May I, Mr. Speaker, ask the Government Leader if he will include Hudson Bay?

MR. SPEAKER: Mr. Patterson.

Further Return To Question 0197-88(1): Shultz-Clark Agreement Re Use Of Northwest Passage

HON. DENNIS PATTERSON: Yes, I can provide the Member that full assurance and I can tell him that, particularly with regard to the Offshore Laws Application Act, which has provisions that respect the very boundaries of the NWT in Hudson Bay and its jurisdiction over the waters of Hudson Bay, we have been and will continue to be pursuing with great interest and great vigour, the interests of the Northwest Territories in that particularly important body of water.

MR. SPEAKER: Thank you, Mr. Patterson. Oral questions. Mr. McLaughlin.

Question 0198-88(1): Investment Of Workers' Compensation Moneys

MR. McLAUGHLIN: I have a question for the Minister responsible for the Workers' Compensation Board regarding potential amendments. I agree with her that, as a result of the study and public debates that have gone on, the board's role requires comprehensive amendments in the future and I realize those amendments will take some considerable time. But I would like to ask her regarding the particular amendment which would allow the board to invest its money in different manners than it is right now; for example, loaning money to municipalities or loaning money to agencies whose projects are guaranteed through the government or investment in real estate. Could she advise us if that one specific amendment is still being pursued?

MR. SPEAKER: Mrs. Marie-Jewell.

Return To Question 0198-88(1): Investment Of Workers' Compensation Moneys

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. The Member is correct that the Workers' Compensation Board had indicated to the former government that they would set aside, I believe it was to the tune of \$10 million, to assist development of northern businesses, and that idea initially came from the NWT Business Council and the chamber of commerce. I am not aware whether the assistance to municipalities came into that area. I basically want to assure the honourable Member that the funding that would be allocated to establish this fund would have to be brought to

cabinet to determine the risk that the government may be taking, basically an analysis of it. As the Member posed, with regard to funding allocated to municipalities, or whatever the case may be, there are probably other options available. I would like to discuss this with cabinet and assure the honourable Member that it is on the agenda and that I will be looking at it. Thank you.

MR. SPEAKER: Thank you, Madam Minister. Supplementary, Mr. McLaughlin.

Supplementary To Question 0198-88(1): Investment Of Workers' Compensation Moneys

MR. McLAUGHLIN: Thank you, Mr. Speaker. I would just like to ask the Minister if there is a possibility that on this one specific issue for amendments, will this be dealt with by the cabinet before her budget comes before this House? Because there are a few Members on this side of the House who would like to pursue that in committee of the whole, when the Workers' Compensation Board budget is being debated. Thank you.

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

Further Return To Question 0198-88(1): Investment Of Workers' Compensation Moneys

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I would like to assure the honourable Member that I will mention it to cabinet, although I would be willing to take the indication of how we would deal with it under notice, subject to discussion with cabinet. Thank you.

MR. SPEAKER: Thank you, Madam Minister. Oral questions. This would appear to conclude oral questions.

Item 6, written questions.

Item 7, returns to written questions.

Item 8, replies to Opening Address.

Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

MR. MORIN: Thank you, Mr. Speaker. I would like to table Tabled Document 81-88(1), A letter from the Mature University/College Students Interim Committee from the University of Lethbridge, Alberta.

MR. SPEAKER: Thank you, Mr. Morin. Tabling of documents. Mr. Angottitauruq.

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. I would like to table Tabled Document 82-88(1), A letter from the mayor of Gjoa Haven to the Hon. Stephen Kakfwi, Minister of Housing. It is talking about the lack of staff housing in Gjoa Haven, and it says at the end: "There are approximately seven government employees who are not in a government staff house, but are renting public housing units from Kikitak Housing Association."

MR. SPEAKER: Thank you, Mr. Angottitauruq. Tabled documents. In accordance with section 23(4) of the Northwest Territories Act, I wish to table Tabled Document 83-88(1), Report to the Legislative Assembly of the Northwest Territories on Other Matters for the Year Ended March 31, 1987, prepared by the Auditor General of Canada. Mr. Clerk.

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Speaker, in accordance with section 184(4) of the Elections Act, I wish to table Tabled Documents 84-88(1) to 86-88(1), the election returns and declarations on behalf of Joe Arlooktoo, Tom Butters and Ludy Pudluk.

---Applause

SOME HON. MEMBERS: Speech, speech!

AN HON. MEMBER: Does that mean they are legal documents?

MR. SPEAKER: Thank you, Mr. Clerk. Tabling of documents.

Item 12, notices of motion.

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

Item 14, motions.

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. Gargan 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

CHAIRMAN (Mr. Gargan): The committee will now come to order.

Department Of Education

We are on the Department of Education and general comments. Does the committee agree that the Minister brings in his witness?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Mr. Minister. We are on general comments for the Department of Education. Are there any further general comments? Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I wonder if I might just make some brief responses to the eloquent speech made yesterday afternoon before we closed, by Mr. Lewis, about the virtues of residential high schools. If I may, Mr. Chairman, I would just like to make a few points of comment on those remarks.

First of all, Mr. Chairman, the honourable Member suggested or questioned whether we could afford to provide community high school programs. The suggestion was that it would be cheaper to have a central location for residential high schools and that the community high school program, in effect, was too expensive.

Costs Of Schooling At Home Versus In Residence

Mr. Chairman, I have had a chance to consider this since yesterday and also do a little bit of research and I can inform the Member that looking at the entire Northwest Territories, the annual cost of schooling a student in residence is approximately \$33,000. This significant cost is approximately, on average, four times the cost of schooling the average student at home. Therefore, even if the cost of operating community high schools is significantly greater than the average cost of schooling the average student at home, the savings to the government by educating students at home is considerable. We could well afford to even double the average cost and still only be spending half of what it would cost to support a student in residence.

The reasons for these costs, of course, Mr. Chairman, are that residences have to be maintained on a 24 hour basis and are extremely expensive facilities to operate and to build. For example, the residence in Rankin Inlet, phase one, cost over four million dollars and we only obtained 40 beds. I would also like to point out, Mr. Chairman, that the cost of community high school physical facilities is very reasonable due to our policy of utilizing existing junior high schools for the high school program. Under our standardized design policy and our new approach to providing community high school facilities, we have been building new elementary schools in order to take the load off existing junior high schools, to permit high school programs to be established in those junior high schools and to allow for the elementary students to be accommodated in much less elaborate stand-alone elementary facilities.

I would also like to respectfully disagree with the honourable Member that the program in Alaska has only succeeded in producing basketball players. I do acknowledge that one of the benefits of the Hooch case was the establishment of gymnasiums in small communities and it has indeed produced very excellent basketball players. But I would also like to point out that in the direct observations I made in touring rural high schools in Alaska, there have been other extremely important benefits. Most notably high school attendance in communities is excellent and secondly, the success rate of rural high school graduates in going on to universities and post-secondary training in Alaska has been quite dramatic. I would also like to suggest, Mr. Chairman, that the available literature on the subject including a book by Judith Kleinfeld documents the success overall of the community high school program in Alaska.

Dramatic Increase In Number Of Native Students In Higher Grades

Mr. Chairman, I would also like to suggest that we are beginning to see significantly improved results in the success of native students in high schools this year now that the community high school program is starting to come into operation. I would note, for example, Mr. Chairman, that comparing 1980 and 1987, where enrolments were approximately the same we have dramatic increases in the number of native students who are enrolled from grades 10, 11 and 12. For example, in 1980 when our total school enrolment was 12,495 there were only 16 Inuit and 19 Dene students in grade 12. In 1987 when our enrolment is admittedly a little larger at 13,386 we have almost five times as many Inuit enrolled in grade 12. The total is 70. And almost twice the number of Dene, at 35. In all grades there are significant improvements in the number of native students enrolled. Sometimes as many as twice the number that there were seven years ago. I attribute part of that success to the community high school program.

So, Mr. Chairman, I do not want to enter into a debate at this time but perhaps I can do no worse than to quote the honourable Member for Yellowknife Centre in an article he wrote for "Up Here" in August/September 1987 which featured graduates of the residential school system including the Member for Aivilik. In that excellent article, and perhaps it is not fair to select a particular quote, I could not help noticing some of the negative comments that the honourable Member gathered in his research. He described the residential school system in one sentence as follows, "In fact there has rarely been an education program so clearly defined and so successfully executed as the residential school program was. A calculated, callous enforcement of cultural change."

So, Mr. Chairman, there were not always positive circumstances in residential schooling, and I will reiterate my view that the people of the NWT now are supporting community high schools, not because they are spoiled or because they are pampered or because they are too immature to go away from home, but because they recognize that only through community high school programs will their children have a good chance of succeeding and graduating. So I think on balance there is political support for the direction that we have taken, subject to the qualifications that I have mentioned. One of them is we are looking at a scholarship program for exceptional students and secondly, where a community high school cannot provide the program requirements of a student, we will provide financial support to enable that student to go to a regional school which will provide the necessary program that is required by that student. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. First of all I wish to apologize to this House for a somewhat unparliamentary remark that I made yesterday when I said, "Come on." I apologize for that statement and I retract it.

Residential System Had Useful Programs

Secondly, I would like to be understood from the discussions that we had yesterday. I am not at all indicating to this Assembly, or to anyone else in the NWT that we should return to the residential school system that we had in the 50s and 60s, to the early 70s, as was the case with Chesterfield Inlet and Churchill Vocational Centre. We do have a hostel in place in Rankin Inlet, where many of our students from the Keewatin Region attend. I cannot find enough words, proper words, to describe what I really wanted to say yesterday with regard to the experiences that we had in those school systems when they were in place during the 50s and 60s, to early 70s. I guess what I was really trying to say was that many of the programs that were offered in both of those schools, looking back, are very, very useful today for many of us.

I noticed the Minister agreed that it was a good idea to have a reunion of those people who attended those schools then. When I talked about that I wanted to pick out many good things that we had in terms of the education system we had at that time. We went through hard times, of course. We were told not to speak our Inuktitut language any more. That is a negative aspect of life in those years, but overall, looking at the whole situation, more good things have come out of that particular education system. A lot of good things have come out of that education system we had in Chesterfield Inlet, a lot of good positive things. As I tried to say yesterday -- and I will try again for just a minute or so -- it produced a lot of successful people, that particular school in Chesterfield. Just as much as the Churchill centre produced -- maybe produced is the wrong word, I do not know. But a lot of people who came out of those two institutions were successful. I can also tell you that there are a number of people who were not as successful as a lot of other people, but the majority of them are holding responsible positions today. Whether they chose to be carvers or enter the wage economy, that is something that happened out of those two schools.

What I tried to indicate yesterday also was that in terms of the supervision and teachers, we had the best of both worlds. I thought at the time that it was difficult for me, coming from Repulse Bay, in Chesterfield Inlet. But looking back, I have no apologies to make. I do not regret it at all. We had fine teachers then. We had a proper education system that offered something to the students. We also have fine teachers today and they work hard, but somehow we are not as successful as we should be. We are producing graduates, but not enough. Not enough. We should be doing more.

Again, I would like to be understood by the Minister's department, I am not at all saying that we should reintroduce this hostel residential system. I have followed changes and I want to be part of those changes. Change is very good, it is excellent in many ways. And that is all I wanted to clarify from my own position. Thank you.

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

MR. LEWIS: Mr. Chairman, I appreciated the Minister's remarks and I have a good understanding of the difficult problem that he is trying to solve. Again, like Mr. Patterson, I will try not to get involved in a debate. But the issue of trying to get the very best people, the very best kind of education for the leadership of our Territories, seems to be one of the first goals that we should be looking at. Over the years I have wondered if there is a simple solution to the problem.

It seems to me that what we are doing these days through our decentralization program is to continually keep everybody happy. Whatever we do we have to make sure that nobody gets disturbed or upset at all. I think that is impossible to do. It is impossible to get a perfect ideal system so that everybody is happy.

Like my colleague, I can also recall another program, when I came from the East to Fort Smith in 1972. I was just making a list of the people that I met in that summer, one of them was Stephen Kakfwi, who was trained to be a teacher; Bobby Overvold, who was training to be a teacher; Rene Otak from Igloolik, who was training to be a teacher; and other people, such as Ethel Blondin-Townsend and Gerry Cheezie; very, very able people. The kind of people who do not need an affirmative action program, they are going to be good anywhere, wherever they go. So my concern, Mr. Chairman, is that we are trying to spread the wealth around, making it easy for people so that there are no hurdles to be overcome, that every difficulty is erased; it will be a program that allows people to do everything at home, if you like.

Workplace May Not Be At Home

It seems to me that years down the road, we are going to have to face the fact that our people are not going to all be able to work at home. We have to begin preparing them for that fact. There are very few people in this country who work in the place that they always lived. So it is very important when we plan for the next 20 to 50 years, that we give people the kind of skills and knowledge and ability, not only just to survive in Pond Inlet or in Arctic Bay, but enough confidence and enough ability that they can go anywhere they want to go in search of work, because most people in their lives have to go looking for work someplace. And one aspect of the residential program, despite all the bad things I have said about it, because I did try to give a balanced view in looking at this problem, is that unless you get a group of people somehow together

who are all able people and really want to do very well, then you water down things. You have a high school here that may be offering a grade 12 that is not quite what it could be or another place offering a grade nine which is not quite what it could be. Simply, we do not give our able people the opportunity to reach as high a level as they possibly can and one advantage of having larger groups of people doing programs is that they tend to make each other work harder.

I know some people would object to the idea of having all the good people in one place, but that is how you improve things. That is why Grandin College was a success and that is why Chesterfield was a success because they believed in excellence, of trying to do as good a job as you could. What worries me about pushing things all over the place is that you may look good and you may be very popular but in the long run, years down the road, you may not have done the best service to young people by giving them watered down, or at least the possibility of a watered down program. That is the danger in going this way and the one that I have always been afraid of.

However, it takes great courage to go this direction, to say we can do everything right here in Arctic Bay or we can do everything right here in Fort McPherson. However, and again I am not going to debate the Minister, but when this was raised in the standing committee on finance meetings and we asked about costs, there was a concession -- an agreement on the record -- that that is the kind of price that we are going to have to pay, perhaps, in order to get more students surviving in the system. Perhaps the extra cost is something that we can afford to bear because it is important that we get more graduates through the system.

Impact On Education System

But I do ask the Minister to really look carefully where we are heading when we look at the total impact on the education system if we decide that we are committed to the idea of putting high schools where there are 10 students or 12 students or whatever number you want to choose, to follow a university entrance high school program because in these places, you are going to have to build more classrooms. You cannot just simply use existing facilities. You have a specialist group of students who will need more classroom space. You will need more teachers who will need houses to live in in these places, which already do not have enough housing. You are going to have to attract high school teachers beyond the regional centres to take on this big challenge. I have done this kind of work, Mr. Chairman, exactly this kind of work, where you have to take high school students through every subject of the curriculum and there are very few teachers I know who can do that today. In the old days that was a requirement, that you could do everything, but we do not have people that I know who can teach a whole bunch of stuff to the level that is required. That is a concern I have too. However, I appreciate the Minister's effort in this direction and if it could be done at reasonable cost so that students get a very, very good education, obviously that would be ideal but I have secret fears that this will not be accomplished. Thank you.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree with the Member that there is a question of balance and that we do have to be extremely concerned about costs. Without trying to enter into a debate, though, I would like to make a few points. First of all, we are insisting that numbers be there to justify the establishment and extension of grades in community schools. We are not offering a program for one or two students. We are offering a program where there is a class of at least 10, so it is not a completely open-ended matter. There are also other guidelines required before a grade can be extended, including attendance in previous grades, and a sufficient number of students in previous grades to ensure that the program will not just dry up after one year.

Residence Facilities And Staff Would Increase

I would also like to point out again, Mr. Chairman, the question of costs. I have indicated that we are spending \$33,000 per student on average in a residence facility in a year. Now, if we were to add a few students to our existing residences, which are largely under capacity at the moment, we would have no problem in accommodating a few students. But if we were to reverse the present policy, which is toward community high schools, the requirements for residence facilities and staff would increase exponentially. I would like to point out that we have spent four million dollars on a capital facility in Rankin Inlet to accommodate only 40 students. If we were looking at 400 students, the capital cost and the operating and maintenance costs would be far greater than the costs of operating community high schools.

The other thing I would like to point out, Mr. Chairman, is that I believe that in the Northwest Territories there were no questions asked in the era when communities like Hay River and Fort Smith and Pine Point, which were small communities comparable to Eskimo Point, Rankin Inlet, Pangnirtung, Pond Inlet -- nobody questioned when those communities established community high schools. I find it a little ironic that now that the Pond Inlets and the Pangnirtungs and the Baker Lakes are coming to a size where it can be argued that there are sufficient numbers and an existing physical plant to justify a high school, questions are starting to be asked. I would say if it was wrong for Hay River and Fort Smith and Pine Point then it would be wrong for these smaller communities. But those small communities were allowed to establish community high schools even though probably in those days there could have been a case made that those students should be shipped to Yellowknife and offered facilities to attend the regional high school.

Those community high schools, in my view, have been enormously successful and I believe firmly that a student can get lost and buried in a high school the size of Sir John Franklin High School with over 500 students. A community student can have a bad experience in that high school even though it offers all the competition and the range of programs that are advantageous, that come from having a large facility.

So, Mr. Chairman, I respect the Member's comments and I do realize that we have to balance economies of scale and costs but I do believe that the community high school program is of reasonable cost, compared to the tremendous cost of operating residential high schools, and I believe that we are controlling those costs with the guidelines that are implemented for establishing the programs. We are not on a rampage of these community high schools. In fact, in the coming year I have only budgeted for the extension of grades in one community, so it is not out of control, it is being handled carefully and reasonably and I think we can afford it.

Resources Available To High School Teachers

I would also point out again, reiterate, that we are looking at a scholarship program for the kind of exceptional or very able people that Mr. Lewis and Mr. Ernerk have described and I think that may in some measure help to deal with that issue. I would also like to point out that there are a number of resources available increasingly, in this modern world, to teachers who have to teach high school courses in a remote community. For example, Alberta Education is developing a series of video tapes to in-service teachers who will be implementing the large number of new senior high courses. We are negotiating for use of these video tapes in our schools and we will use distance education techniques to deliver that in-service training. So, Mr. Chairman, we are going to be taking as much advantage as possible of distance education and teleconferencing to provide assistance to our teachers located in remote communities. I do acknowledge that there are challenges associated with that but I believe that a basic core program can be delivered. It is difficult in the science area. I do acknowledge that. But so far the results that we have had in communities like Pangnirtung and the results that I expect we will have in Rankin Inlet, do demonstrate that we can have a successful program and those students can achieve success with the Alberta examinations and the Alberta curriculum. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Patterson. Mr. Pollard.

MR. POLLARD: Thank you, Mr. Chairman. I would just like to get clarification from the Minister on a statement that he made yesterday. He was referring to community high schools in Keewatin and he said, "That is what they want and there may be some who think differently" and then he went on to say and this is for clarification, "I am considering alternatives for that class of people but I do believe that sending students away had its costs as well." What alternatives are you considering, presumably, for people who want to send their children to school elsewhere, Mr. Minister? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Establishment Of Community High School Is Optional

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. First of all I would like to point out that if a community does not wish to develop a community high school, it will not be forced on them. The extension of grades only occurs on application of a local education authority and community

support has to be demonstrated. So if a majority of parents in a community -- and I think Mr. Nerysoo mentioned that Fort McPherson was a community where we know parents do feel that their children might well be better off taking high school in Inuvik which after all is not that far away -- then the entire community will be allowed to have that option.

The specific alternative that my department is considering, Mr. Chairman, is the establishment of a scholarship program which would be available to high school students who, for exceptional reasons, might wish to obtain high school education outside their community. This is a proposal that I am developing. I have not established the criteria or indeed identified the details. It looks as if, within our present allocation, we will only be able to afford to establish such a program for a maximum of 10 students per year. But that is an option that I am considering. We also, of course, permit parents to pay the travel expenses of a student to another community. Those who can provide travel expenses, we permit to enrol in a high school outside their region. Depending upon the particular circumstances, we also have provided room and boarding assistance as well. So if the parents can transport their child we do our best to accommodate that child. And finally as I said, Mr. Chairman, where students can demonstrate that the program they require for their particular career is not available at home or even in the region, then we will subsidize the cost. So there are all those exceptions available. Thank you.

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

MR. POLLARD: Thank you, Mr. Chairman. With regard to school boards, it is my understanding from what the Minister said yesterday that Yellowknife receives the same kind of funding from the government as other communities. The taxes that the City of Yellowknife generates itself, and I think there was a percentage of 25 per cent mentioned yesterday, am I to understand that that extra money is for extra programs, for extra frills, and so on and so forth, above basic education? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to perhaps clarify what I said yesterday. What I meant was the City of Yellowknife is funded by the government on the same formula as we apply to all other communities. However, we only provide 75 per cent of the money to meet those formula requirements to the City of Yellowknife schools. They are expected to raise the remaining 25 per cent. If they raise more than 25 per cent, they can provide a richer level of service and they do. Thank you, Mr. Chairman.

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

MR. POLLARD: Thank you, Mr. Chairman. Through you to the Minister, Mr. Chairman. Other communities that raise money by way of taxes -- Inuvik, Fort Smith, Hay River -- are they in the same position? Is their money reduced by the amount that they raise themselves? Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the moneys raised by communities like Hay River, which are less than the amounts raised in Yellowknife, go directly to the government's general revenue account. We do not have a formula that applies to tax-based communities outside Yellowknife. Thank you.

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

MR. POLLARD: Thank you, Mr. Chairman. I wonder if the Minister could tell us how much money Hay River would have to raise in order to have its own school board. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Revenues Needed For Hay River To Have School Board

HON. DENNIS PATTERSON: Mr. Chairman, we have looked into this question with Hay River because of some desire on the part of that community to have a school board. This answer is a bit general, but we found out that Hay River is raising approximately half of the revenues that we would expect

them to raise in order for them to become a school board. They are raising under 15 per cent and so that figure would almost have to double before we would be able to fit them in the rules that we apply to Yellowknife for full school board status.

I would emphasize again that we are working with the Department of Municipal and Community Affairs to look at options whereby the school taxes raised in locations outside Yellowknife could be applied directly to education services. But at the moment we are just exploring that option. It would generate another measure of accountability of the kind that Mr. Lewis was recommending should be present, I believe, in his comments yesterday.

CHAIRMAN (Mr. Gargan): Mr. Pollard.

MR. POLLARD: Am I understanding the Minister to say that the magic number percentage-wise is 25 per cent? And if that is the case, can he tell me how that was derived?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, yes, the Member is correct. We arrived at the figure of 25 per cent by a comparison of the revenues expected of school boards in other parts of the country. In other parts of Canada, school boards are expected to raise anywhere from 20 to 40 per cent of their own revenues in order to have the sort of autonomy that we provide in the City of Yellowknife. So it was, in some respects, an arbitrary figure, but it was based on the typical experience with school boards in the rest of the country.

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

MR. POLLARD: Thank you, Mr. Chairman. So if Hay River is raising 15 per cent at the present time and it said, "Okay, we will come up with 17.5 per cent", which is a 2.5 per cent saving to the GNWT, in exchange for more responsibility, would the Minister turn that down?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Yellowknife Contributions Set Precedent For Other School Boards

HON. DENNIS PATTERSON: Mr. Chairman, we have had discussions with the Hay River Education Society about this question for some time now. We have told them that even without extra tax revenues from their community, which I have to acknowledge is perhaps not in the best economic circumstances right now, even without increased tax contributions from that community, we would be open to negotiating increased levels of authority. That society has been in existence for some time. It has demonstrated that it has experience and competence and a keen interest in running the schools in Hay River and we are negotiating delegating a number of the powers exercised by the department directly to the Hay River Education Society without requiring them to pay us any additional taxes. I think, therefore, that it would not be necessary for them to make that kind of an offer. I would suggest, however, that before we consider full-blown school board status, we would want to see their revenues approach the contributions that have been generated in Yellowknife, which I suppose, amount to a precedent for other school boards in the NWT. I would also like to point out that long before my time, a formula was established whereby it was agreed that Yellowknife would pay 25 per cent. It does more or less accord with the Canadian average, but it has also been in place ever since school boards were in existence in Yellowknife. So it is a well established precedent in that particular community.

CHAIRMAN (Mr. Gargan): Mr. Pollard.

MR. POLLARD: Mr. Chairman, I think the Minister has to realize that Yellowknife is abnormal in the Northwest Territories...

SOME HON. MEMBERS: Shame!

MR. POLLARD: It has a lot of density.

MR. BUTTERS: Dense, yes.

---Laughter

MR. POLLARD: Richard is right here. The chances of other communities getting to that stage are slim, to say the least. So every time you use Yellowknife as a yardstick for the rest of the NWT, in many cases, Mr. Minister, you are doing the rest of the NWT an injustice.

---Applause

CHAIRMAN (Mr. Gargan): Mr. Minister.

Amendments To Education Act Create New Class Of Educational Authority

HON. DENNIS PATTERSON: Mr. Chairman, I entirely agree with the Member and I can tell the Member that when I was first Minister of Education I was very distressed that Yellowknife had full-blown control over education in their community and that other communities outside Yellowknife would never have that opportunity. I thought this was very wrong and very unfair, that communities should be penalized because they were smaller or because they had less wealth or a reduced tax base. So I sought to do something about that, Mr. Chairman, and the result was amendments to the Education Act which have created a new class of educational authority based on the economies of scale that can be achieved when a number of communities in a region or area pool their resources and develop a sufficiently large student body and staff body that they can justify the cost of supporting an arm's-length administration. That is the divisional school board and that is the model that I created to allow communities outside Yellowknife to enjoy most of the same kind of control that the residents of Yellowknife have enjoyed for some years because of their tax contribution.

No Tax Contribution Required For Divisional Boards

In the divisional boards there is no requirement for a tax contribution. So I agree with the Member. The divisional board is one model that has been adapted. I have met with communities south of the lake and encouraged them, unsuccessfully, to collaborate to establish a divisional board and we will hand over the superintendent, the teacher consultants and the entire education budget to that board south of the lake and encourage them to get on and take over responsibility from the Minister and his appointed bureaucrats in those communities. That is the vehicle for achieving control over education outside the largest city in the Territories. So I have established that mechanism and I am actively encouraging all regions of the NWT to pursue that option, and they are. As I have indicated, Keewatin and Kitikmeot are on the verge of agreement. It is being seriously considered in the Deh Cho region. The Dogribs have agreed in principle to establish a divisional board. It is being actively considered in Inuvik. I have just received a resolution from the Sahtu communities that they want to establish a divisional board of education. And I would encourage those communities south of the lake.

But with respect, Mr. Chairman, the town of Hay River, I believe, does not have sufficient size on its own to justify the hiring of a superintendent and the cost of recruitment and the full costs of operating their own school system. They just do not have enough students, enough teachers and a big enough economy of scale. But if they were to amalgamate with other communities south of the lake, they would have those economies of scale and I would be delighted to see a board created in that area, if there could be that agreement. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Pollard.

MR. POLLARD: Several minutes ago, Mr. Chairman, I heard the Minister using the argument that Hay River, Fort Smith and Pine Point were quite small communities when they started to teach high school. Then the Minister went on to make the argument that Pangnirtung, in particular, I think, now that they are the size that Hay River was, have every right to do what Hay River did. So my argument to the Minister would be: How large was Yellowknife when it got a school board? Two school boards? How large was Yellowknife then? Because maybe the same argument could be made to bear here. You can use the previous population estimates for high schools; why can we not use it for school boards?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. When Yellowknife established its school board, it was before my time....

AN HON. MEMBER: A long time before.

---Laughter

HON. DENNIS PATTERSON: I believe that the population of Yellowknife at the time it obtained its first school board would have been somewhere in the vicinity of 1000 to 3000 people. Thank you.

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

MR. POLLARD: I would like to point out to the Minister that I think that Hay River's population is somewhere between 1000 and 3000 people and perhaps he could give further consideration to a school board in that particular area with a view to working eventually toward the 25 per cent contribution. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pollard. Mr. Butters.

Solution More Easily Said Than Achieved

MR. BUTTERS: Pursuing the matter raised by Mr. Pollard, I think the Minister will agree that the solution that he has put before us is more easily said than achieved. The original Education Ordinance that was in place was really a structure through which communities could evolve to a higher level of control. At the time the original ordinance that he castigates was put in place, there was no involvement by parents or people in the communities in the education system -- only a couple of PTAs which did not work too satisfactorily.

I wanted to comment, when I said it is more easily said than done, that the divisional boards are really putting into place and implementing a concept which this government is moving away from or which this government indicates in its "Direction for the 1990s" that it will be moving away from. In the "1990s" paper, it says, "A new policy will identify community governments as the primary target for the transfer of government programs."

Now, the difficulty in putting together the divisional boards in many of the areas or regions that the Minister related to is the dichotomy of interest of communities, of regional groups. I know in the area for which I have partial representation there are many diverse aspirations existing which have to be addressed.

It is extremely difficult for a community to say to some larger body, "Okay, we will allow you to make the decisions. We will allow you to develop the directions. We will allow you to implement the programs", and give away to some governing body at a regional or at a divisional board level these responsibilities. As I say, the government has made it quite clear in its "Direction for the 1990s" that it will be identifying "community governments as the primary target for the transfer of government programs". This is what, I think, Mr. Pollard is referring to when he is talking about Hay River; it is community control of education. I feel there is a saw-off here, a pull and a push in the two objectives. That is a comment, not a question.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Butters. General comments. Mr. Nerysoo.

Less Drinking In Communities When Students At Residences

MR. NERYSOO: Thank you, Mr. Chairman. I had an opportunity to review, Mr. Chairman, the arguments that the Minister raised about moving away from residential facilities for students. It is too bad, Mr. Chairman, that the Minister was not around at the time that there was very little or no drinking in the communities, when most students were being taken care of by the residences. In fact, by encouraging more and more people to reside in the communities, there have been significant social problems that have arisen out of that. There is less commitment on the part of many people to pursue the traditional lifestyle that had been so successful not only in raising young people but also maintaining the well-being of the adult community. I think that even what we are doing in terms of the policy on home boarding is in many cases forcing people who are very, very good on the land to actually remain in the community. In terms of any assessments that have to be done with regard to residential schools, I think one has to take those elements into consideration, as well.

I know that there is merit in keeping parents together with their children as long as possible and I will not argue with that, but I think we should always consider how we review and measure the problems or the advantages of that situation.

I wanted to make one other observation with regard to the home boarding program, in particular in the smaller communities. I am concerned about how that is being implemented in that it is not always the parents who end up complaining about the program itself or the placements; it is mostly the students. The students are not happy with those whom they are placed with. They are not happy with the kind of service they are receiving from those people in whose homes they are being placed. As a result of that, many students, young people, are in fact dropping out of school. They want to leave school because they want to be with their parents or they want to be in a location that will take care of them and that is not happening in many instances. So I would suggest to the Minister that some serious review of the home boarding program be considered and undertaken so that we might come up with a better approach to the home boarding program.

I must say, even though I am raising concern with the home boarding program, that I commend the Minister and the department for their efforts in the high school program for students who are coming here into Yellowknife, and in some instances into Inuvik, because I think that those have been extremely successful. But that success has come about because of certain changes that have taken place in the program. I think that you must receive some commendation for that but I just hope that a review for the younger children, those from grades one to nine in the communities, should be undertaken for some change.

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

Home Boarding Option To Student Residences

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. When I look at the fact that in some residences we have as few as 70 students, I have asked my department to present options to me which would see us provide significant increases to the home boarding allowances where there are good families available to accommodate those students. Not necessarily just in a regional centre but in another centre that may have relatives and may have a high school program, I think we could offer significant incentives to families, to the best families, to start looking after these students. I think it would cost the government a lot less and provide perhaps an even better standard of care, if they were good families and with proper monitoring, than is provided at the residences.

So I am seriously looking at options, where we have high costs and relatively low student numbers in some of our residences, of shutting those residences down and diverting those funds into home boarding alternatives. This would also provide some source of income for families who might appreciate it. So I thank the Member for those comments and I do note his concern about the younger students in the smaller communities. We will look at those communities carefully.

First School Board, Yellowknife

I also have a little bit of information for the committee, if I may, on another point, Mr. Chairman. The first school board in Yellowknife was established around 1939. The population of the community was approximately 1000 to 1500 people. There was no government support initially. All the money was raised locally. By 1955, government was starting to make substantial contributions to operating costs but not to capital costs. Capital assistance came only in the late 1960s. I got that from a resident historian, Mr. Chairman. Thank you.

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

MR. NERYSOO: Thank you for the information, Mr. Minister. Mr. Chairman, one other item. Earlier, in question period, Mr. Chairman, Mr. Crow was asking questions about a student residence in Iqaluit, the Ukkivik Residence. I was somewhat heartened by the fact that the Members of the Legislative Assembly from the Baffin could be involved in decisions relating to that particular residence. I must say, Mr. Chairman, that I am not totally happy about the role of Members of the Legislature with regard to Grollier Hall.

Management Contract For Grollier Hall

Mr. Chairman, about a year ago I raised questions, not in this particular House, with regard to the process that was being used in allocating the management contract for Grollier Hall. It was the first time I had seen a situation where a proposal was being considered a tender and was being treated as though it were a tender. What disappointed me most in that particular process, Mr. Chairman, was simply that a proposal was asked for by the government, and the regional education

committee sat down with the regional superintendent to review the proposals. There were two particular proposals that were identified as the first and the second, one by a company by the name of TryAction and another a joint venture between Mackenzie Delta Regional Development Corporation and a private entrepreneur. I was disappointed in that in the proposal from TryAction there were certain negotiations that went ahead directly with those individuals, yet no discussions nor detailed information was asked by the other group, of clarification or of trying to detail the proposal that they had submitted.

What disappointed me even more was that despite the fact that -- I have had much admiration for Father Ruyant -- Father Ruyant went to the regional superintendent and spoke to him about his preference as to who should receive that contract -- ever since then I have been disappointed with the way in which the contract has been handled. I opposed the contract arrangement then and I oppose it now. I have been trying to find a solution to the problem of that particular contract and the arrangement. Unfortunately that has not happened. What was interesting was that the Inuvik regional education committee indicated that they wanted to have consistency in the supervision of students and they themselves, in fact, did not even want to consider the fact that the contract would be run in a joint venture in which every community in the Delta was represented.

I cannot understand today how the Inuvik regional education committee did not or still does not respect the involvement of the leadership of their communities in the management of that particular facility.

Equal Rules Needed

The other point that I wanted to say was that I was impressed with the response of the Minister to Mr. Crow in that when complaints were being raised by students to MLAs, they were being considered as valid. And yet when we raise the same issues, then it is all part of "Well, let us think about it. Let's not consider those concerns as being valid", despite the fact that you may be relaying information of concern from students or from people that had been involved in that particular facility. So I think that the rules have to be equal here, in terms of how these types of contracts are dealt with and how Members of the Assembly can raise issues and concerns on behalf of those students in those residences. I think you have done an admirable job in the Ukkivik situation, but I am still not happy in the way in which your department, including your regional superintendent, has handled this particular situation.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I do not know if the MLAs from Baffin would agree that an admirable job has been done in Ukkivik. But I thank the Member for those comments. We certainly have tried to respond to the Members' concerns and I hope the problem can be solved.

Mr. Chairman, just a few comments, but before those comments I would like to say that if the member has concerns about the operation of the contract at Grollier Hall, I would be very happy to see that those concerns are taken into account before a decision is made about renewing or extending the current contract. To my knowledge and according to my officials, the contractor has done an excellent job and the quality of residence life has improved in the past year. But we may not know everything and I certainly accept that there may be problems that have not been brought to our attention. We would like to know about them.

Letting Of Contract For Operating Grollier Hall

As far as the letting of the contract, I did rely on the Inuvik regional education committee to assess the proposals and make recommendations to me on the appropriate contractor. I do respect that IREC does represent at least the educational leaders of communities whose children are sent to that residence -- except they do not represent the mayors or the municipal leaders -- but I do believe they adequately represent the people who are elected to deal with education concerns. The proposal option rather than a tender was used on the advice of the Department of Government Services because of the wide range of services that were expected might have been delivered. I suppose that is water under the bridge at this point, but I do want to assure the Member that I will -- although I am seeking advice again from the IREC management committee who have been supervising the operation of that contract as to whether the contract should be renewed or not -- I will make a point of ensuring that MLAs' views from that region are solicited, including the MLA for Mackenzie Delta. I will take an interest in assuring that the MLAs' concerns are addressed before a final decision is made. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Nerysoo.

MR. NERSYOO: Thank you, Mr. Chairman. Just for a bit of history about this particular situation. When the issue of the Grollier Hall management contract was being discussed, MLAs were asked -- I was in attendance at that particular time -- we were asked to leave the meeting. We were asked to leave the meeting when the proposals were being discussed. The other thing is that at that particular meeting there was not one member of IREC who had a student in Grollier Hall. Not one. Not one individual in that committee had a student that was resident in Grollier Hall. They had students that came from their communities, but they did not have children themselves in the residence. Now I do not know if that issue was considered in the process, but I think that I have to make you aware of that because I think it is simply not a good reason to say that these were the educational leaders in the community, when they did not, nor were they able to, appreciate the fact that students resident there were not necessarily complaining to them.

I think that in future when those kinds of meetings take place and when your senior officials are in those meetings, they cannot make those judgments on the basis of that information if there are no parents there. Or at least ask the parents. That did not occur. And the management proposal did not go back to the communities. The LEAs did not take them back.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I do believe that ordinarily MLAs should be allowed to participate and have input into such decision-making. I think that I am accountable to the Members of the Legislature, more so than I am accountable to an advisory body like IREC. I have to say, though, Mr. Chairman, that in the case of that particular contract, the members of IREC did feel that at least one MLA was a representative of one of the parties that was bidding for a contract. I was informed that therefore there might have been an interest there that perhaps would not have been completely representative of the public interest but more representing a particular bidder.

Views Of Parents Will Be Solicited

I do not want to go back on a decision that has already been made because I think that is pointless at the moment. The issue that the Member is now concerned about is whether the contract should be extended or renewed or whether another contractor should be considered. And I will assure the Member that I agree with him that parents should be solicited for their views. It is their children who are in the facility. If the members of IREC who are on the management committee did not have students in the residence, then that is unfortunate. I think most of them are parents but probably their children were in community schools, rather than in the regional high school. I will undertake to see that parents are solicited for their views and also that the opinions of MLAs in that region are solicited and are taken into account, both by the management committee and also by myself, because ultimately the decision on this particular contract will rest with me. So I will ensure that MLAs and parents are canvassed before a final decision is made. I hope that will satisfy the Member, that I will be relying on the broadest possible advice in considering whether this contract should be renewed.

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

MR. NERSYOO: Just to correct the record, Mr. Chairman, I am not and never have been a member of the Mackenzie Delta Regional Development Corporation. I was part of the executive of the regional council, but I was not part of the submission. In fact, I had not seen the submission until I went to that meeting that very day. So I did not have an interest. I have an interest in making sure that all bids and proposals were dealt with equally. That is the concern I have, not with the fact that they did not get the contract. But simply, if you are going to use the proposal process and you are going to negotiate with one proponent, then do the same thing for all the others that have been recognized as having legitimate proposals. Do not just deal with one individual group. I think that that is where I thought the process was unfair. That is the only thing that I wanted to clarify here.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Nerysoo. We will take a 15 minute coffee break.

---SHORT RECESS

CHAIRMAN (Mr. Gargan): I bring this meeting back to order. The Department of Education. We are still on general comments. Mr. Morin.

MR. MORIN: Thank you, Mr. Chairman. Mr. Minister, in your opening statement you had said that the GNWT gives the highest contributions for students. I have a letter here from the mature students from the University of Lethbridge. They point out that the Alberta student finance board finances their students to the tune of \$12,275 for eight months. The NWT student financial assistance funds our students \$9050 for eight months. This is a difference of \$3225. According to these letters, these mature students are having a hard time making ends meet living down south. I am wondering what your department is doing about it.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Comparison With Alberta's Student Financial Assistance

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I received a copy of the letters that the Member is referring to and I would like to point out that there are some significant differences between the financing provided by the Government of Alberta and the financing provided by our government to students. First of all, the Alberta government conducts a means test to establish the level of assistance for which a student is eligible. They would subtract from the figures mentioned in that letter any personal and, if applicable, parental or spousal contributions. Our government does not, for native students and indeed for all students, require a means test. We do not require you to state your assets or your income before you are eligible for student financial assistance.

Secondly, the Alberta government does not provide any travel assistance to a student who has to leave his or her home community to go to school. Our student financial assistance to all students provides transportation benefits. Furthermore, the assistance provided by Alberta is in the form of a mixed grant and loan program and loans have to be repaid, although a partial remission program is available. In the case of the NWT, our assistance is provided either in the form of outright grants to native students or, for long-term residents, in the form of 100 per cent forgivable loans. I would also like to point out, Mr. Chairman, that I have investigated the circumstances of students that I believe were part of a committee from the University of Lethbridge. I am not ashamed at all of the levels of support we are providing those students. There is one student who is receiving from this government a total of living allowances, grants, travel, tuition and accommodation allowances of \$15,300 per year. The lowest support that we are giving to any student we are sponsoring at the University of Lethbridge is \$7150.

Minister Can Make Adjustments

I also have the capacity under the student financial assistance regulations to consider, on a case by case basis, the needs of any native student who feels that the financial assistance that we are providing is not generous enough. And I do receive those letters from time to time from students. I have to tell you that a lot of the requests I receive from students are so that they can continue making vehicle payments while they are in university. I must confess that I am not always entirely sympathetic to those kinds of requests. I do not believe that a student should starve but I do consider that a vehicle is perhaps not essential and perhaps might be considered a luxury for a university student. But I do tend to carefully consider any petition from a student about the cost of living per month exceeding what we provide and I regularly make adjustments and have the power to make adjustments to the allowances provided to native students.

I would like to point out that we are basing our grants to native students at no less than the grants provided to native students under the federal Department of Indian Affairs program. And indeed our program is more generous than the federal program. So, Mr. Chairman, if a particular student is having difficulty living on the amount that is provided, I will have the power to make adjustments and I do tend to err on the side of generosity except for vehicle payments. Thank you, Mr. Chairman.

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

MR. MORIN: Thank you, Mr. Chairman. Also in this letter, Mr. Minister, in regard to the process that your department uses to service these students' emergency requests for living allowances, this committee points out that your department receives hundreds of these calls and that there has to be a more efficient process so that people in the department could be put to work more wisely if a better system is set up instead of wasting our time on this.

Adequate Money To Relieve Financial Burdens

Living in the Eastern Arctic, or wherever, with no highway system, a vehicle would be a luxury to you I guess, but if you are living in Lethbridge where there is a highway system it is kind of a day-to-day thing down there and if loans that you are giving them to continue to own a vehicle, or whatever it is, while they are going to school, encourage them to go to school so that they concentrate on their studies and not worry about their financial burdens, I think that would be a wise investment by this government; to look at the funding of those students and make sure they have adequate money to continue their education. These types of people, when they come back north, will be working probably for the government and working probably in the smaller communities where they come from. I know in the small communities the biggest thing we lack is management type people who can manage programs and manage business, and that is what is holding up economic development in our small communities as well. I hope that your department will take a close look at this letter and get back in touch with them and see what you can do for them. Thank you.

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I do appreciate the Member's advice. I would like to point out that all it takes to get a consideration of an adjustment or emergency allowance is a letter. I guess we do not make those kinds of decisions over the phone because we are dealing with public funds and we do need backup information to satisfy the Auditor General that we were increasing allowances to a student on the basis of a documented need.

We have on occasion, however, provided emergency assistance based on a phone call with the promise that a letter will follow. I would like to point out that we accept collect calls without hesitation from students. I am told that about 30 to 35 students a year request emergency allowances or special assistance. I think, on my recollection, we probably respond in 95 per cent of those cases.

Transportation Expenses

Mr. Chairman, as far as transportation costs are concerned, we do budget for transportation costs so that if a student has to travel some distance to the campus or the school they are attending, we would provide reasonable transportation costs. We expect most of our students, however, to live close to the campus or even in a residence on the campus. I guess I have to say that maybe I am not sympathetic enough, but when I went to university a vehicle was a luxury. It was not considered to be essential. Perhaps I should review that situation but I do feel that students have to consider making something of a contribution or an investment themselves in their education for it to be worthwhile. Perhaps students who feel that they have to keep their vehicle in order to go back to school might consider selling it for the years that they have to go to university and buying a better vehicle when they come out with the degree and the improved job that they will get once they obtain an education. Maybe I am being niggardly but I do feel, having a responsibility for spending public money, there have to be some limits set.

Mr. Chairman, the reports I get from native students from the NWT who are attending university in southern Canada is that they are the envy of their colleagues because of the generosity of our allowances. I do acknowledge that these students from Lethbridge made a very strong case in their letter. I disagree entirely when they say that a number of mature students have dropped out because of lack of money. We are not aware of cases where students have dropped out because of lack of money. Usually those who have financial problems approach us and we solve their problems.

System Is Flexible

Having said all that, Mr. Chairman, I want to reiterate that I will review the case of any specific student who is having financial problems and I have the power to make adjustments. I think that is the best safeguard in our system, that we can review the situation on a case by case basis. We recognize that sometimes costs are particularly high and we will make our systems flexible enough

to permit adjustments to be made but I am going to need more persuasion before I set the precedent of authorizing vehicle payments under the student financial assistance regulations. I just cannot be that generous. Maybe if I lived on the highway system I would have a different view. When I went to university I could not afford a vehicle and perhaps I am imposing that experience on other students. Thank you, Mr. Chairman.

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

MR. MORIN: Thank you, Mr. Chairman. Mr. Minister, I do not know how many kids you had to support or what else you were doing when you were going to university so I cannot speak on that. I do not know your background or anything like that but I know it is tough in the South without a vehicle. They are going to university and they are also saying in that letter that they have to take housing wherever they can find the right cost of that housing. If that is five miles away from the university, that is where they live. As for your saying that they must make a contribution to their education by financing some of it themselves, I still stress that this government should be helping these mature students at the university. It is an investment by this government. They are the ones who are sure to come back and work up here and maybe if they are well trained and if they are good managers they probably will, in turn, create a lot of jobs in the North and create a little bit of economic development. From what I am hearing from other people, this government is pushing for economic development in the North and I think this is one way of investing in it.

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

HON. DENNIS PATTERSON: Well, Mr. Chairman, I would like to say that I agree with the Member that an investment in students and an investment in mature students will repay the Territories many hundreds of times over. I like to think that in considering the circumstances of these cases that I do review regularly, I am quite generous and err on the side of generosity.

Housing Costs For Mature Students

As far as housing is concerned, Mr. Chairman, we do not limit students to a certain amount for rent. If the particular community or location where they are going to school has expensive housing, we pay the money to meet that cost of housing. Students do not have to live outside of town because of the housing allowance that we provide. I certainly understand that having a family, which was not my situation when I was in university, may pose its own special problems. That is why we have a day care allowance and we do provide for the transportation of dependants, wives and children, to and from university and also moving expenses. However, Mr. Chairman, to be honest with the Member, I feel that a bus is probably a more reasonable way of getting to and from class than having one's own vehicle. I guess I have so far stopped short of providing payments on a vehicle as part of our grant system. I have provided increased allowances to people who have petitioned, but I have stopped short of providing for payments on vehicles. I will, however, reconsider that question in light of the Member's advice. But so far I have felt that that was going farther than we need to go with public funds. But I will reconsider it and review that question.

As far as the students at the University of Lethbridge are concerned, I have sent them all a copy of a letter informing them of their right to petition for extra assistance. I expect that I may hear from a number of them, in light of the grave concerns they have described in their letter to the Native Press.

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

Request From Mature Students, Lethbridge

MR. MORIN: Thank you, Mr. Chairman. I guess there was a little misunderstanding here. We got talking about whether a car is needed or was a luxury. I did not mean to get sidetracked, but they point out in their letter the reason they wanted extra on their living allowances. They needed an increase in the book allowance; an upgrading of the allowance for student spouses; they are interested in a new method of emergency funding -- not many of the students can afford to wait to be reimbursed at the beginning of the year. It adds up to between \$1000 and \$2000. There is personal allowance for the students; children's school requirements -- their children need books, binders and things like that; children's extracurricular activities -- they need enough money to support their families so their children can join sports and things like that; clothing; even enough money for haircuts. There is nothing here about car payments.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree that students have trouble at the beginning of the year while they are waiting for confirmation of enrolment at the university or college they attend. I have directed my department to eliminate the rigid requirements there. I believe that rather than waiting for confirmation of enrolment, we should be able to call the university, confirm that the student is enrolled and then on the basis of that, immediately start payments. So that is a change that will be made as a result of the concerns expressed by this group of students and indeed by others.

As far as the book allowance is concerned, we do consider each student's case and if the \$250 a year book allowance that we provide is not adequate because the student is in a course that requires \$500 or \$1000 worth of books, we provide the additional allowance, providing it is requested. As I have said on emergency funding, I believe that the requirements of the Auditor General and the management of public funds would require us to receive a letter. I do not think that could be avoided. I do not think we can simply adjust allowances on the basis of a phone call.

On upgrading allowances for student spouses, this is a problem that has been discussed at length in this Assembly and I regret that we do not have the funding to provide allowances for upgrading for residents of the NWT, let alone the spouses of students that we are sponsoring in southern institutions.

Mr. Chairman, I do acknowledge that the level of allowances has not increased for a number of years. I guess the attitude that I have taken is that because of the increasing number of students and the demands on our student loan system, we have had to pour more money into this student allowance area and I have taken the attitude that those students who are hurting will communicate to me and we can make adjustments on a case by case basis. However, the Member's comments do inspire me to admit that these allowances have not been reviewed for a number of years, although we have kept our rates equal to or, as I have said, better than what the Department of Indian Affairs pays to native students under their sponsorship. Maybe that is not enough, and I will undertake to conduct a review of the levels of support that we provide.

Commitment To Reviewing Levels Of Allowance

So I will make that commitment to the Member, that well in advance of the next school year, I will review the levels of allowance that we pay. It has been difficult to consider a review because of the enormous numbers of students who have applied for post-secondary assistance, now over 900 this year, 300 of whom, happily, are native students. But if the review discloses that the students cannot survive on the amounts we are paying, then we will obviously have to consider providing increased allowances in certain areas. So I will commit to undertaking that review and we should undoubtedly be able to get a lot of good advice from the students who wrote this impressive seven page letter copied to all MLAs and other organizations about the shortfalls in their education allowances. So I will undertake a review, Mr. Chairman. Thank you.

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

MR. ANGOTTITAUURUQ: (Translation) Thank you, Mr. Chairman. I would like to make a comment briefly on education. I am sure some of them have already been brought up. Improvements are needed in some areas. I am aware of this as an MLA. (Translation ends)

I have one question that I would like to have answered. As a representative of some group and being a Member of the Assembly, I know there is something that has to be improved in the education system. With the compulsory attendance legislation being passed, the Minister has reported that there are more students attending classes. But I know there are still going to be some students attending the same grade for three years. That is happening in my region. The Minister can say it is due to the attendance and the way the student is behaving, but partly, I believe, it also has something to do with the teachers and the way they are handling the students.

Supervision Of Teachers

As a person interested in education and the ability of the students in the future, I have looked at some of the students' work. There are some students who do homework and many times I see that even though there is a mistake in some of their work, they are marked correct. But when I was going to

school, I never got my mistakes correct. When it was wrong it was wrong. There are some education societies that should look after the way that teachers are teaching their students. Many times the parents never went to school and they really do not know how to direct the teacher. They know the teacher is a teacher and they do not really know what ability the teacher has.

Many times when there is going to be a vacant position for a new teacher, an education society teacher or an assigned member of the society may go down south to hire a teacher. I think sometimes that some of those people, when they have never been to school, never really look and read on the teachers' applications what they can do. They do not really look for the experience. They look for a good person. A good person may be a good person but for a teacher's position, a teacher has to be more than a good person.

It is not only the students' fault or the parents' fault. It is that everyone is not really studying the right system in the North today. It could be partly the government system, so that there are fewer regional high schools, due to the price. There are also some students in high school here in Yellowknife and after they go home for Christmas, they intend to drop out. When I went to school, no matter how much I bawled, they would not send me home. I had to stay there, without any phone calls back home. Now the students can take a Christmas break and drop out very easily. I guess that is part of the government system and I guess it has something to do with human rights.

I think the government should think of trying to create some higher grades at the community level so the students in the future will take over. There are a lot of times I hear the government say they want the native people to participate in the employment field. There are a few that I see back home who work for government. But many of the students that I see are usually cashiers in the stores and cleaning ladies in the small hotels. I guess it is because the system is not working right. Many of them are in good positions. As Peter Ernerk said in his comments, lately some of those students do not seem to want to take any challenge, because they never had challenge in their classes. They were not prepared by the system of education today to take challenge.

Unqualified Teachers For The Handicapped

There are those who are mentally handicapped and who have a handicap in some way. Lately many of them are being taught at home in the small communities and I think handicapped people should be educated where there are experts. I understand that the Minister's department is teaching some local people how to teach handicapped children at home. In some way it disturbs me because I believe that many of those teachers hired today are not really qualified to teach mentally and physically handicapped people because they cannot even sometimes teach regular, ordinary school children who many times, even without being handicapped, stay in one grade for up to three years. There has to be some room at home so that no high schools are built in the areas. Many of those schools are overcrowded, so keep some of the students in one class for three years so you do not have to get a larger school in a hurry. That is what I seem to believe.

Summer Work Programs For Students

I am a supporter of students succeeding and getting down to my question, I guess I am going to ask a simple question. Since I am a supporter of students succeeding, I would like the Minister to respond to me. In the past there used to be some summer work programs. They have to be requested by the communities through applications. To encourage the students I believe there has to be some summer work programs being funded by the Department of Education. I believe many of those applications can be turned down for a number of reasons. We know how many people are attending high school from the beginning of the school year to the end of the school year. To really encourage the students you have to guarantee that there is going to be some work. That there is some funding for a summer work program would encourage them. If I go to school and finish my grades, yes, I will have an easier time finding a good job in the future. And at the same time, those poor attenders who are not succeeding and are staying in one grade would probably think twice and say, "If I try to succeed like these students I may be taught, so that in the future I have a good education." So the question is simple. Would there be in the future funding for summer work programs for students that the communities do not really have to apply for, using the number of students, especially, at the high school level? Or has your department ever thought of putting some funding readily available for summer work programs?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like to refer this question to my deputy minister, Mr. Handley, please.

CHAIRMAN (Mr. Gargan): Mr. Handley.

Federal Program Co-ordinated By Department Of Education

MR. HANDLEY: There is a summer work program that is sponsored through the Department of the Secretary of State. The Department of Education headquarters is co-ordinating the involvement of high school students from the small communities in that program. We will be in touch with each of the principals in the communities as well as the principal of the school where the students are currently attending to ensure that wherever there is interest, the students will have the opportunity to take part in the work program. The work program is made up of a two week orientation to work, where they are paid a minimum wage, and then up to eight weeks of employment, again at minimum wage but it is work experience.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Handley. At this time the Chair would like to recognize Jean Pierre Michel and Philip Husky, elders from Rae; John B. Zoe, who is the executive director of the Dogrib Tribal Council; Joyce O'Pale Sky, who is the program director for the Friendship Centre; and Bertha Rabesca, who is the executive director of the Friendship Centre.

---Applause

Mr. Angottitauruq.

MR. ANGOTTITAUROUQ: Thank you, Mr. Chairman. The reply that the deputy minister gave me is a satisfactory one. But there was one time, and not the only time, that one of the communities had applied for a summer work program. They expected to get it but at the last moment were unable to get that funding because, I heard, it was directed to another region. I guess what I am really asking is, is this department working in some way so that other departments are not really involved and so that the communities would have easier access to funding for summer work programs? The question should be understandable because what I am asking is, is your department looking for some ways so that you have the funding in your own hands and you are the one who is really directing where it goes, not a federal or other department?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we have not been successful in obtaining agreement from the federal government to transfer those funds. However, we have taken over their responsibility for administering those funds so it is almost as good as having the funds in our hands. Thank you, Mr. Chairman.

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

MR. PUDLUK: (Translation) I also have concern about the education system. First of all, I would like to thank the Minister of Education. I have been working with you, Mr. Minister, regarding this topic and only last year we were able to solve a problem and I thank you very much.

In the smaller communities I listen to this topic and talk to other people. If we are going to have our children educated properly, do we have to move to Yellowknife, if we want to have a good future for our children? There are different systems in different communities. What they are looking for, the results, are different in different communities. There was a committee on education set up. I do not think this topic was brought up too much when there was a survey going on in the communities. I think I will have to look into this a bit more because there are too many different systems in different communities.

Change In Student Attitude

Also, I have a concern which is the same as Peter Ernerk's concern regarding the students who went to school in Churchill and Ottawa because the education they were receiving is completely different now. I am not blaming the students who were getting schooling. I also do not blame the students today. I wonder where the problem is. On January 15, 1984 when I was in Arctic Bay, I had a meeting with the local education authority and they also brought this topic up. They said that the

students who went to school in Churchill and Ottawa have good jobs right now. They really like working and are working hard. The students who have graduated today seem to be a bit lazier, but not all of them. They are not as optimistic in finding jobs and working. This was the concern of the community. I wanted to bring this up. We are going to have to find out where the problem is, sometime in the future, because of the children.

There are a lot of drop-outs, more than there should be. But at the same time I am very happy that we have schools in the community. When I was a young boy there was no school in my community. Sometimes I regret that I was born too early. If I had not been born too early I would probably have an education at this time. I used to tell my father this. He said next time he would try better. This is a concern from the communities. It is also my concern.

Visit To Alaska

I will change the subject at this time. About two years ago we were invited by the Alaskan legislature and then last year in April we finally went there. There were four of us, myself, Bruce McLaughlin, Eliza Lawrence and Don Stewart, who was the Speaker at that time. We covered many topics. There is a university over in Alaska and we agreed among us that we want to exchange information about the curriculum that they teach over in Alaska and the curriculum that we teach here in Canada. We thought it was a really good idea. Perhaps I could ask you whether you have heard about this initiative that we wanted to take. Have you done anything about this? It was not too long ago that we agreed on this. I would like to know if you have heard anything about this and if there is anything that has been done. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, I did have the privilege of visiting Alaska several years ago and I also set up, last year, a meeting of circumpolar Education Ministers which included Alaska. Now on an annual basis we meet to consider ways of co-operating. So far that has led to an agreement with the Yukon on sharing college programs and developing an agreement which we hope to reach soon on access of our students to each other's college programs without barriers. We have also co-operated with Alaska and the Yukon this summer on a joint language institute which will begin this summer and continue, which I had announced earlier in this session in the House.

Part of the problem with co-operating on curriculum with Alaska is that there is no state curriculum in Alaska. Each board sets its own curriculum so there are a number of different curriculums used in Alaska. There is not one particular system. It would be difficult for us to know who to deal with if we were to consider that kind of co-operation. But I will say that we now meet regularly with the Commissioner for Education in Alaska. The next meeting will be set up in May and the subject is going to be distance education. We will continue to look for opportunities to take advantage of their experience including in the curriculum area. But to answer the Member's question, so far we have not. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. Thank you for answering me. We had a meeting with William Demmert who is the Commissioner for Education. My question is, when are we going to try to work together in the future? I just want to make sure that this joint venture will not be stopped. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Co-operation With Commissioner Of Education, Alaska

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree entirely with the Minister. I know Bill Demmert very well and my deputy minister works very closely with him. We are in touch with him regularly. As I say, Alaska is hosting a meeting of circumpolar Education Ministers this May and we have agreed to make this an annual event so that at least once a year we will get together, along with Ministers of Education from Greenland, Yukon, Northern Quebec and Newfoundland, and compare our experiences and the challenges of educating in a northern situation. I thank the Member for those comments and I can assure him that it is a priority of my department which we will

pursue because there is a lot to learn from those areas. And I also should mention that Mr. Demmert has been invited to the post-secondary education conference that we are holding in Inuvik in a couple of weeks about the use of traditional culture in education. We have good relations with the Alaskans and we will continue to build on that.

I should also mention that we have been involved in extensive exchanges with the Soviet Union, particularly northern educators in the Soviet Union. There have been a number of exchanges of officials and I hope soon that we will be able to have teacher exchanges, student exchanges and cultural exchanges with the Soviet North. So I thank the Member for those comments and I can assure him I agree completely with his sentiments. Thank you.

CHAIRMAN (Mr. Angottitauruq): We are having a problem with the translation. General comments. Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. I would like to ask the Minister on the same issue that you raised, Mr. Chairman, in regard to funding for summer students. Is my understanding correct that the Minister indicated that you administer the program for the federal department, for the Secretary of State? Is that the whole program or just that specific area for student funding?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, we co-ordinate the student summer work program for the Secretary of State and, in effect, administer that program for them in the NWT only. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Zoe.

Job Creation Programs

MR. ZOE: Mr. Chairman, in the same area of funding, geared not only to summer students, the Minister of Economic Development and Tourism indicated that funding for make-work projects for students and for the unemployed within communities was going to be handled out of the Department of Education. For instance, labour funding for HAP clientele. The Minister responsible for Economic Development and Tourism indicated to me that your department will be handling all these types of funding. I argued with the Minister on the issue of the STEP program when he was deleting that from his budget, when he indicated that your department was going to be involved with either training money or funding available to create work for youth, for the unemployed and so forth. Is your department committed to these ideas that the Minister has indicated?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the NWT Housing Corporation is filtering the funds that are available for labour on HAP houses through the Department of Education. The object is to use those funds in a way that will provide training as well as employment for people who are working on HAP houses. So our department, being involved with training, is administering that money. Mr. Chairman, as far as funds for youth unemployment are concerned, I regret to inform the Member that we do not have a budget as such for creating jobs for youth. We do administer the youth employment for students in the summer program but we do not have a budget for creating youth employment opportunities per se. I understand the STEP program has been discontinued in Economic Development but we have not received any corresponding funds to set up those kinds of make-work programs. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Zoe.

MR. ZOE: Well, Mr. Chairman, it appears to me that the co-ordination of various departments within the government is not functioning too well at this moment. When the Minister appeared before the House, he clearly indicated that your Department of Education was solely going to take on the same types of activities that were undertaken with the STEP project in terms of creating work for youth and the unemployed, a make-work project, basically, for all the communities to apply for. Now the Minister is saying that he does not have that in his budget. So there will be no incentives for the students who are currently out of their community. When they return home there will be no employment for them; no incentive at all. That is the same questioning that my colleague from Amittuq indicated earlier. Does the Minister have any further comments in terms of employment for youth or students?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Mandate Is Training, Not Job Creation

HON. DENNIS PATTERSON: Well, Mr. Chairman, my department does not have a job creation mandate, nor does it have a budget for job creation. Students or young people who wish to obtain work can take advantage of the summer student program if they are students. If they are not students, there are programs available through CEIC which will allow them to obtain assistance while they are training for jobs under the Canadian job strategy, as I explained yesterday, but that depends on having a sponsoring employer and a prospect of employment at the end of that training.

Apart from that, Mr. Chairman, our mandate primarily is to train people and educate people so that they will have the skills necessary to be eligible for existing job opportunities that are available in the communities. We simply do not have the money to create jobs. I would like to review what the Minister of Economic Development said in his comments but I would like to make it clear that the money for the STEP program was not transferred to my department. I simply can think of no way that we can actually create jobs. We may help people become eligible for jobs through education or training but I am afraid I do not have a budget, other than what I mentioned for training under the HAP program, for job creation. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Gargan.

Recognition Of Value System

MR. GARGAN: Thank you, Mr. Chairman. I would like to say at this time, that I started my political life when I entered school. I sat there and listened to the teacher babbling all day and I think that really paid off for me as far as my political career goes. During the time that I was going to school, I was brought up in two really distinct situations. When I first entered school I was not allowed to speak my own language or practise any of my own culture so I was exposed to the non-native culture. I could distinguish between two very distinct cultures, that is the white culture and the Dene culture. I was able to take what is good of the white culture as well as being able to take what is good of the Indian culture. This whole situation has changed within the last 10 years in that the situation now is that you have perhaps two different cultures being taught in an institution so the value system is non-existent. You do not know which value system is good or which value system is not.

You also have a situation where you do have compulsory education. You are forced to go to school to learn the non-native ways. But at the same time you have non-native people who are teachers and are not willing to participate in aboriginal language programs or cultural programs. You have teachers in the school system now who, as soon as the aboriginal language programs start, send their kids to the aboriginal language programs and go to their lounge, have a smoke or whatever they do when they have their spare time. So you have a situation where a child does go into an institution that is very confusing. Last year, I asked the Minister at that time about whether it was possible for a community, as a demonstration project, to isolate the cultural programs from the existing education program. At that time, the Minister did give me his full support to the demonstration project. The only difficulty that we have right now is that type of a project cannot be tackled by the local education authority. It has to be tackled by perhaps the band council, for example. But you run into this same situation that I am still running into today and I will probably still run into it unless the government is willing to make some concessions; that is, to make some concrete political decisions. I am saying that perhaps it is time we gave the responsibility of cultural education to the band council rather than leaving it in the hands of the local education authority that has to deal with the basic curriculum of the school. As long as the government does not make those concessions we will still be the same again maybe for the next four years. I have said it for the last four years. The government has to be willing to make changes.

Two Cultures Should Be Taught Separately

They have to be able to say that there are two distinct cultures being taught in the school and that perhaps we are confusing the students and it is time we gave some of the responsibility of learning to the communities. The elders will be utilized. The middle-aged person who is a hunter and trapper will be utilized. The people who are language experts will be utilized. The musicians will be utilized. The artists will be utilized. This is not happening and I believe this is why,

although they are part of the school system, it is not working. The non-native teachers are not willing to participate in the aboriginal language programs that are being offered to students. It is up to the individual -- in my community, it is Margaret who is the language expert and she is the one who teaches aboriginal language programs but as soon as the aboriginal language program period is up, the teacher is gone to the lounge leaving the students with the language arts teacher. I am of the opinion, and I still believe strongly, that unless we separate those two we could be talking about this for the next four years and we are not going to see that much improvement.

We also have the difficulty right now of communities not taking an active part in the existing education system. Their attitude is still the same as it was 20 years ago, and that is an important institution. The only way I feel the communities might participate more effectively is if we use the resources that are there in the communities. I am certainly proud of being a Dene person but I also like what the white people have to offer. You have to be able to distinguish those two because there is a lot of difference between those two cultures.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I appreciate the Member's advice and I recall hearing that advice given before. I would like to say that in the Member's region, the Deh Cho region, I met with the Deh Cho Regional Council, when the honourable Member was speaker as a matter of fact, and acknowledged that there was dissatisfaction with the education system in that region. I said to the council, who had expressed a very grave concern about education, "Tell me how you would like the system to operate in your region. Give me your advice on how things could be made better." In fact we provided them with a substantial grant to conduct hearings at the community level and to do research and to hire a consultant and recommend new approaches. I am open to those new approaches. Unfortunately, I have yet to hear the results of those hearings and that research. I am looking forward to hearing their advice and I am prepared to support new approaches of the kind the Member suggests.

Flexible Approach To Cultural Education

We are not locked into an inflexible approach in that region. I want to assure the Member I am open to different approaches in the matter of cultural education and I await advice from the body that said they were going to come up with new ideas; the body that we funded to come up with new approaches. I would like to point out that I am not averse to providing funding to bands or native organizations to develop new approaches for cultural learning. We have given the Dene Nation a contract to develop a Dene studies curriculum for us. We as well are supporting approximately 40 native people who are training in the teacher education program. We are supporting centres for teaching and learning in Fort Simpson, Fort Franklin and Inuvik as well as a small centre in Snowdrift. There are 13 Dene people in the Indian teacher education program in Saskatoon now working toward a degree. I think that when those classroom assistants and Dene teachers start to appear in our schools and take over some of those jobs, we will have a lot better blend of the two cultures in our schools.

I am happy that someone of the calibre of Margaret Thom is able to work in Fort Providence on developing curriculum and language materials for our schools but the bottom line, Mr. Chairman, is that I am open to new ideas and I had hoped that I might get some advice from the Deh Cho council on new approaches. We are eagerly awaiting their report. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. Sometimes I feel that the department does really undermine the aboriginal aspirations of the native people. I believe Mr. Ernerk brought up a good point on Inuit professors. The Minister's response was that just because you know about the Inuit language, the weather, the land, hunting, how to make hunting equipment and the legends of all your many wise people, does that mean that you know how to teach? I do not know where the Minister is coming from when he makes a statement like that and still says that he is willing to listen to new approaches.

Government Unwilling To Make Changes

I have been suggesting new approaches for the last four years. The difficulty that we have is that we have not been able to make concessions for those new approaches. We still rely on the little committees that we have in the communities. Of course when we do come up with an education approach in the Deh Cho Regional Council you will never get the LEAs to go along with it as long as it has to do with their being part of the band council or the municipal council.

New approaches are good. The Minister is saying that he is willing to listen to them but is he willing to make changes to reflect those new approaches? It all boils down to that the government has to be willing to make those changes and also has to be able to tell the band council that from now on they will be responsible for controlling the LEAs, or has to tell the Deh Cho Regional Council, "Establish your divisional board of education. We will deal with the LEAs. We will deal with the teachers. We will deal with the Public Service Alliance or the NWT Teachers' Association." Those are the types of things that the Ministers need to do in order to get anywhere. I could see this keep rolling and rolling and we really have not stopped rolling; we are still in the same situation that we were four years ago. I do not see the Minister making any kind of suggestion that it is going to change during the next four years.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Awaiting Report From Deh Cho Region

HON. DENNIS PATTERSON: Well, Mr. Chairman, I will repeat again. The Deh Cho Regional Council said they would recommend new approaches. We provided them with money to do a study and to hire a consultant. They held hearings throughout the region to get advice on a new approach for education and yet I have never seen the report. We are eagerly awaiting the report. In fact, we have been waiting for the report for one year. As soon as the report comes and recommends a course of action, I can assure the Member that we will be open to the suggestions in that report. If the report recommends the abolishment of LEAs, then we will deal with that recommendation but I would like to see what is in the report. The Member has hinted that that is a recommendation. I would love to see the report and then we will make a response.

I would like to think that my department showed it was open to advice from the regional council initially when we gave them the responsibility of running the regional hostel in Fort Simpson. I was initially reluctant but decided to give them a chance and they were successful in obtaining that responsibility. We also decided that they should conduct this hearing on education. I can assure the Member that we will take their recommendations seriously. I am not stalling to avoid change. I recognize that changes are essential if we are going to improve the system in that region. But I would like to hear what the duly elected representatives of the communities have to say and I have yet to hear their advice. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Mr. Chairman, what I have done is identify a major flaw in the system right now that is not working. That is that right now the local education authority has taken on the responsibility of looking after the education of students in the community. So we have the communities in left field and we have the education system in right field and the LEAs right in the middle or on second base. You really do not have community participation. I believe that the only way that we are going to see any kind of positive effect with regard to community/school relationships, parent/teacher relationships, parent/student/teacher relationships is if we try to make some changes that would bring that about. It is not happening now and I strongly believe that it will never happen unless this government is willing to make concessions, willing to make changes, willing to take chances to give that responsibility to the communities rather than a chosen few. For that matter, these appointed members.

No Interest In Local Education Authorities

The situation in Fort Providence, for example, is that during the November election of the local education authority two people were nominated. Nobody else was interested in being on that board. The end result was that three other people were appointed by the two people who were nominated. So you have a situation where the communities are not that enthusiastic about participating in the local education authority. What I am saying is that this result gives us a clear message that

local education authorities are not the answer, maybe. Perhaps it is time we gave the band councils or the municipal councils those responsibilities. The end result might be a situation where there is a co-operative effort by everyone in the community to take an active interest.

I still have to reiterate to you that the white education programs have to be separated from the cultural programs or you still have one confused child trying to learn and trying to identify value systems being introduced by both the aboriginal and white systems of education.

So Mr. Chairman, I am just telling the Minister that there are still some major deficiencies in the way we conduct education in the communities. I am just identifying them for the Minister. Perhaps he might be able to act on it. I realize that the Deh Cho Regional Council may have something, but it might be of a regional nature and there again, divisional boards of education might be the answer. I do not know what the results of the report are but I am not going to hold my breath and hope those results will come and then boom, everything will come out right. I believe this government knows what is wrong with the existing system and I believe it is up to them to decide the best way to approach it. Let us not pass the buck.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I find it a little hard to know how to respond to the honourable Member. He says that we are not listening and yet he seems to be saying "Go ahead and make changes", whether we have the advice of the regional council or not. I would like to make it clear to the honourable Member that if the local education authorities are dead, if there are no nominations or few nominations, then they are clearly not supported by the communities and then I am quite open to transferring responsibility and recognizing the band council. We have not heard from band councils in the Member's area asking to take over. If we did hear from the Fort Providence Band Council, we would be open to giving them responsibility. But there has not been a request made.

Mr. Chairman, I would like to assure the Member that I understand that there are problems and there is dissatisfaction and I am anxious to make changes. But we had hoped that the research and community hearings that were conducted would point the way to changes. I told the Deh Cho council that I am very open to handing over authority to a divisional board or to a modification of the divisional board model that they might recommend but I am afraid I do not have the confidence to simply impose changes without the advice of that body.

As far as the cultural programs are concerned, I understand what the Member is saying. I think we should be very flexible about taking the moneys allocated for the cultural program in a school and handing them over to an interested body that might be willing to deliver those programs. If the band council is interested, I am open to that kind of change. But we do need to get a request and we are not going to be so arrogant as to act arbitrarily without an indication of interest on the part of the local band council or the regional council, for that matter. So I appreciate the Member's advice and I want to assure him that we are ready to act, but we need to be told what is the will of the community and the region before we know how to act to make changes. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

Cultural Centre In Fort Providence

MR. GARGAN: I realize that the Minister did say that for the student financial system down south he is being pretty generous. I was wondering if the Minister might extend his generosity to Providence to establish a small cultural centre, to start off with.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, there is a cultural centre in Fort Providence. It is staffed by Margaret Thom. It is located right inside the school and we have provided generous assistance, ever since I have been Minister of Education, to develop curriculum materials in the Slavey language, including music and the elders' book and illustrated readers. So there is a cultural centre in Fort Providence, unless I am misunderstanding the Member's request. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Mr. Chairman, I think I spoke for about the last half hour on what I thought I identified as the problem within the existing system. In order to have an effective education system, you must separate the two distinct cultures and that means, perhaps, having a cultural program outside the existing school system. The reason I am saying that is that perhaps that is the only way you are going to see the Metis participate more fully.

I grew up in that type of situation and I believe I did take the good from both worlds and I have utilized it to my benefit. But right now you have a child who goes to school, does not know what his culture is or what the white culture is or what the values are, and yet he is expected to identify those values and go from there. We do have disciplinary problems in the schools. Why is it? I believe it is because we do have two different cultures. We have people who do abuse their own languages against teachers who do not understand their own language. So you do have a problem there. Discipline is always going to be a problem.

I said before that I did grow up in a situation where I was not allowed to speak my own language until I got my two months of summer holidays. But I appreciated my language and I appreciated my own culture for the two months I was at home. Right now the situation is that students do not appreciate it because they cannot make a distinction between what their culture is and what the non-native culture is. So I am just suggesting that it should be separate.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Recommendation To Separate Native Curriculum And Language Programs From Schools

HON. DENNIS PATTERSON: Mr. Chairman, the centre that I referred to in Fort Providence was separate until a few weeks ago when the condition of the building forced us to consider moving it into the school. I guess that is one of the realities, that splitting the two programs would basically require us to have two schools in a community and we would not be able to take advantage of extra classroom space and library and other resource facilities that we have in each one of our schools. I know this recommendation was made by the task force on aboriginal languages, that the native curriculum development and the cultural programs and the native language programs should be separated from the school and should be administered by even another department -- was the recommendation, as I recall it -- not the Department of Education at all.

So I think that is what the Member is recommending and that is what the task force endorsed. I have to say that the government of the day considered those recommendations and decided that they would duplicate resources, that they would be expensive and that it would be difficult to operate basically two parallel education systems in what are sometimes quite small communities. Therefore that approach was rejected by the government as a viable option. I am awaiting the report of the Assembly of First Nations on its major review of education in Canada and on its major review of the education system in the NWT. That was a three year study that is now complete and we should soon have the results. I would not be surprised if a similar recommendation comes forward.

Cost Is The Impediment

I guess the question that this government will have to address is, when we are already hard pressed to offer the services that are being demanded in our communities already, to offer high school programs in smaller communities, to provide for adequate allowances for students who are attending university in the South, are we going to be able to afford to set up a parallel system in one community, let alone in 65 communities? I guess my answer has to be today that with the pressures that are on my budget, I cannot see how we can afford even the buildings, let alone the teachers and resources for a separate and parallel program.

I recognize there may well be merit in what the Member suggests. I know that in many of our schools the dominant culture tends to dominate, the native languages are not integrated properly into the school curriculum, they are not spoken in the school, and the majority of the teachers are not native teachers. We are trying to overcome that through local control and through training Dene teachers. We are starting to have some success, but that is the philosophy we are following and I guess cost is the biggest impediment to going in the direction the Member suggests. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Crow.

MR. CROW: (Translation) I would just like to comment on Peter Ernerk's earlier recommendation about the Churchill students. This has been brought up in my community too, as a concern. Looking at the present education system compared to the past, they wonder how these students were taught because they have good working habits and they are also optimistic about getting jobs. They do not lose their jobs like the other young people do at this time. I am not saying the Churchill school should be reopened. They just wondered how these teachers used to teach. I think you could get advice from these teachers. This has been brought up in Sanikiluaq quite a bit, the students from the 1970s, looking at those students. Presently the young people hold jobs for a short period of time, compared to the students in the 60s and 70s; in comparison to the students that went to school in Churchill, Ottawa and Winnipeg. These people are still holding their jobs, the same jobs. I wonder what happened to the system that they used at that time? I wonder what kind of education system they used in the 60s and 70s, then from 1970 to present. This is to support Peter's comment earlier. Since I have been elected MLA, this has been brought up to me quite a few times. They cannot seem to find an answer.

I was also asked to try to find out, while I am in Yellowknife, about a concern the local education authority in Sanikiluaq has. Perhaps I could give you the background first, about what the problem is. I think you are all aware of this problem. The Sanikiluaq residents had a problem with the education system so they asked the students not to go to school for awhile. They closed the school at one time. One of the reasons was because of lack of funding.

Incident In Sanikiluaq

The incident happened in 1980 or 1981. The hamlet council of Sanikiluaq, when I was the deputy mayor, used to meet with Moses Appaqaq and this is what happened. The local education authority in Sanikiluaq proposed to have a meeting with the hamlet council, so we met with them. Their concern was that they wanted to implement more cultural inclusion in the curriculum and the funding that they had was around \$3000, just a little over, for the whole school year. They had to try to stretch that amount of dollars for the school year. They had requested some extra funding from the government and they could not get approval. They wanted to raise the funding by conducting bingos and the hamlet council disagreed. This was an agency of the territorial government and it should have received adequate funding so that they could pursue the adequate curriculum for their school. The hamlet did not approve when the local education authority wanted to hold bingos to raise the extra money they required. They tried to find another avenue after the disagreement.

It was suggested that the government should be surprised by letting all the students not attend school. At the time the government did not understand their concern. I was told by our previous MLA, by telephone, that he was not really happy about the fact that we had students not attending school. We made it clear to him that the adequate funding should have been provided for teaching cultural values so that we will not lose or forget the culture. Even though the students are being taught in English, they do not seem to be progressing in their learning ability and we are aware of this, so the residents preferred that they have their cultural values included in their curriculum.

I think about three or four people from Sanikiluaq came to Yellowknife to attend a meeting. At that time the Minister of Education was Mr. Tom Butters. They made an agreement at that time. They gave a teacher's entire salary to be used for cultural inclusion. Ever since then, for eight years, they have had an adequate Inuktitut instructor. In recent years, the funding for that agreement has decreased year by year. The agreement was made, the content of that agreement was requested by the local education authority, but up to now they have not been in receipt of the funding in that agreement.

Actual Contents Of Agreement Requested

I would like to obtain that document before I return to Sanikiluaq. They would like to see what the actual contents of that agreement really are. I think the residents of Sanikiluaq should be informed before they go to Iqaluit to attend the meeting. The Inuktitut curriculum funding will be around about \$10,000 in the year 1988-89. I would like to get confirmation on this, whether or not this is the case or if it is so. If I have any further questions, I will not hesitate to ask them. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, to answer the Member's question, yes, I am familiar with the agreement that was made. It was just shortly before I became Minister of Education but I was made aware of that agreement. It has been described as permitting what was called differentiated staffing, which basically permitted the community to trade a teaching position for money to hire cultural instructors. Mr. Chairman, the situation now is that, as of two and a half years ago, the responsibility for the administration of education in the Baffin Region has been transferred to the Baffin Divisional Board of Education, so revival of that approach, whereby there would be fewer certified teachers but larger numbers of local people employed in the school, would now be up to the Baffin Divisional Board of Education. Therefore I would have to refer the concerns of the community to the Baffin Divisional Board. They are now funded at the level of, I believe, six teachers and one and a half classroom assistants. It would be up to them to work out a change in that arrangement with the Baffin Divisional Board.

Mr. Chairman, as far as cultural funding is concerned, on the basis of \$75 per student we provide, to the Baffin Divisional Board, for the community of Sanikiluaq, the sum of \$1800 for 1988-89. It is possible and likely, I believe, that the Baffin Divisional Board will be able to increase that amount because the teaching of Inuktitut and the emphasis on cultural education is a priority with them. So the Member's figure of \$10,000 is quite possible but that, again, is something that would be between the education council in Sanikiluaq and the divisional board.

Model Cultural Program In School In Sanikiluaq

Mr. Chairman, I cannot help but comment that having visited Sanikiluaq on several occasions I have been extremely impressed with the cultural program in the school. The students, as the Member knows, constructed an authentic model of a Thule house. They built a kayak out of sealskin in the traditional way. They have been working with the Prince of Wales Heritage Centre to set up a display case in the school for the artifacts that have been collected. I have just learned recently from the school, which has been kindly informing me of their work, that they are now reproducing artifacts by a method of casting models and molds and reproducing those artifacts so that they can be sent to and seen by many people. I would say that this is one of the best programs in any school in the NWT from an archaeological point of view and I would, through the Member, congratulate the students and teachers of Sanikiluaq for producing what I think is a model program of its kind in the Territories. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Crow.

MR. CROW: (Translation) Thank you, Mr. Chairman. Yes, I understand. I will relay this response to the local education authority, the chairperson. They called before the chairman went out, before they could tell me what their concern was. I probably will mention this again further.

Single Teachers Preferred

Also I want to indicate other concerns. It was mentioned by my colleague sitting beside me, Mr. Joe Arlooktoo, regarding the lack of housing for the teachers in Cape Dorset. This also has been brought up that there is a lack of staff housing in Sanikiluaq. This is their concern. They usually hire teachers that are spouses and this creates also a problem with both teaching. The teachers we have in Sanikiluaq are couples. Even before I got elected this was brought up through the local radio. When they were talking about the concerns they had, this was one of the topics. That was a hot topic, having couples as teachers, whether or not this was an advantage. They tend to support each other when there is a disagreement. Sometimes the wife likes to get more bossy, over her husband. That is just an example. The local education authority preferred to select teachers that are not wife and husband. It also has been mentioned that if additional units are put in within the settlement that would be too costly.

Some of the teachers, perhaps, have been in the community too long. I do not know. They treat the Inuit differently. Some parents have mentioned not being informed by the teacher why their child was not to return to school. They were just sent home, maybe because of their age, and it was not explained to the parents. They were not even given the reason why they could not return to school. I think there are four people who have been put in this situation. I do not know how this can be looked into but I would like to have this matter looked into. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would be pleased to look into that matter if the Member could provide me with a few more details. I will take it up with the divisional board of education, which has the direct responsibility for administering schools in the region, to look into those questions and get a response to the Member. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. If I could request the Minister to provide me or this committee with an organizational chart of the Department of Education and specifically the Fort Smith Region, I would like to see how the department is set up within the Fort Smith Region, their reporting relationship. I raise that because the Government Leader has indicated that through this decentralization of the Fort Smith Region we are supposed to bring the government closer to the people. He indicated that of the three area service offices that were created, Yellowknife would best serve my area. I would like to see what type of reporting relationship there is within this particular department. Mahsi cho.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I will be happy to provide the Members with a copy of an organizational chart for the Fort Smith area. I would like to assure the Member, however, that there is no superintendent of Education in Yellowknife with any responsibilities for the Fort Smith Region. In fact, the Rae-Edzo, or the Dogrib area I should say, has its own regional superintendent so the area superintendent services are provided out of that area. The regional superintendent is located in Fort Smith. I will pass the chart around, Mr. Chairman. I have a copy here and as soon as copies can be made I will pass them around to all Members. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. The Government Leader has indicated to this House that my area service office is supposed to be dealing with headquarters rather than with the region. Now they tell me that we still have connections with Fort Smith. Well, when I questioned him on the decentralization of Fort Smith, he indicated that the Rae-Edzo service office would be dealing directly with headquarters in Yellowknife. But now he is telling me differently. He is telling me that within his Department of Education we are still dealing with Fort Smith. That is the same type of response I received from the Minister responsible for MACA, where we are still dealing with Fort Smith. The Government Leader indicated earlier on in this session that that was not going to be the case. To bring government closer through the area service office was, he said, the reason that all of these positions were going to Simpson, so that it can have ultimate authority to make decisions. He said in the case of Rae-Edzo, because they are closer to Yellowknife, the authority would come directly from Yellowknife, but that is not the case with the Department of Education or with MACA. I do not know who is correct.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I do not know if the honourable Member is advocating that we move the superintendent that we have located in Rae-Edzo to Yellowknife. I do not believe that would be popular with his constituents.

Positions Which Could Not Be Split

I would like to point out that the regional superintendent in Fort Smith is retained there simply because some of the resources that are required to support the school system in the Fort Smith Region cannot be devolved to three area offices. For example, we have only one local education authority development officer for the entire region. We have only one teacher consultant for the entire region. We have only one special needs supervisor for the entire region. We have only one co-ordinator of employment development for the entire region. So, Mr. Chairman, because we could not split those kinds of positions into three we have retained some central services in Fort Smith.

Mr. Chairman, as to the question the Member asked about other departments, I recognize that that model is not necessarily followed in all departments of the government. That is why in my other capacity as Government Leader, I assured the honourable Member, in question period, that I would be reviewing the implementation of the reorganization plan with the view to ensuring that there is consistency and logic in the reporting relationships that have been set up. That review is under way and I will look at correcting any anomalies that may not be working and may not make sense. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. Well, I am just taking the advice from the Government Leader, where he indicated that he was the one that indicated to this House that the Rae area service office would be dealing directly with headquarters. So I assume we will be dealing directly with headquarters in every department, not necessarily with the Fort Smith Region. But now he is telling me that in reality that is not the case. Now he is going to review it. That is what I was trying to ask him in the first place during question period. I was trying to tell him that there was no way, that his statement was not right or it was not correct wherein he said the reasoning behind the Rae-Edzo -- his rationale behind Rae-Edzo dealing with headquarters. I am a little confused. I do not know if I made my point.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Review In The Interest Of Efficiency

HON. DENNIS PATTERSON: Mr. Chairman, I would like to make it clear that while there are shared services provided out of Fort Smith, in the Department of Education the Rae-Edzo area is considered almost like a separate region. In fact the superintendent of that area does report to Yellowknife and does work with Yellowknife for support services. So in that sense there is a direct relationship with Yellowknife, apart from the shared services that I mentioned. But, Mr. Chairman, I do understand what the Member is saying, that for some departments there is a different reporting relationship with the Rae-Edzo area, as between Fort Smith and Yellowknife. I am prepared to acknowledge that and review that and find out whether there are adjustments that should be made in the interest of efficiency and providing the best service to citizens of that area. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Zoe.

MR. ZOE: Thank you. Mr. Chairman, if I am correct, during question period where the Minister used his argument for Rae-Edzo being close to Yellowknife, he used the argument that because we are close to Yellowknife, we will be dealing with headquarters. Then I will be asking him to retract what he said earlier on, in the discussion of decentralization of the Fort Smith Region, when I asked him. His rationale was using geographic location as one of his strong points when we talked about decentralization and maybe during question period tomorrow I will be asking him to retract that. That was not a true statement.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Well, that will not be the first time I will have been asked to apologize or retract or redirect earlier statements made by myself or other Ministers so I will eagerly await the Member's question tomorrow. Thank you.

CHAIRMAN (Mr. Angottitauruq): The Chair recognizes the clock. I will report progress. Thank you, Mr. Minister, and your witnesses.

MR. SPEAKER: The House will come to order, please. Mr. Angottitauruq.

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. ANGOTTITAUROUQ: Mr. Speaker, your committee has been considering Report of Standing Committee on Finance on the 1988-89 Main Estimates; Bill 1-88(1); Ministers' Statement 13-88(1); and Tabled Document 71-88(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.

MR. SPEAKER: Thank you, Mr. Angottitauruq. Is there a seconder for the motion? Mr. Kilabuk, thank you. All those in favour of the motion, please signify. Those opposed? The motion is carried.

---Carried

Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a joint meeting of the standing committee on finance and the standing committee on legislation at 6:00 p.m. this evening. At 9:00 a.m. tomorrow morning the ordinary Members' committee will meet. At 10:00 a.m. tomorrow the standing committee on finance will meet. Members are reminded of the caucus briefing with the Fur Institute of Canada at 11:30 a.m.

ITEM 19: ORDERS OF THE DAY

Orders of the day for Thursday, March 3rd, 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 the 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 Thursday, March 3rd, at 1:00 p.m.

---ADJOURNMENT

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