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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, MARCH 3, 1988

MEMBERS PRESENT

Hon. Titus Allooioo, 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 Thursday, March 3rd. Item 2, Ministers' statements. Mr. Sibbeston.

HON. NICK SIBBESTON: Mr. Speaker, on a point of privilege. I wish to make a statement to clarify the statements I made in an interview with the CBC that was heard yesterday morning. I want to say very clearly that in this interview I was speaking of a perception that people have, in remote communities, of civil servants. I refer to certain views that civil servants living far away in regional centres and headquarters are not as responsive as possible. In stating what I did, I am not saying this is what I believe. Over the course of years I know that our civil service has improved in its sensitivity and treatment of people in the communities. From my work as Minister for the past four years I have come to appreciate the work that civil servants do in the regions and in headquarters here in Yellowknife.

I would, however, state that as a Minister, I want to improve the service provided by my department, particularly in the area of administering grants and loans programs. We are always striving to become more efficient in this area. I want my department to be as responsive to the needs of business in all parts of the North as the best banks can be, in terms of dealing quickly with applications and providing proper follow-up. Thank you.

---Applause

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

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 32-88(1): Write-Off Of Debts Owing The GNWT

HON. DENNIS PATTERSON: Mr. Speaker, as Government Leader I want to clarify this government's position on the write-off of debts owing the Government of the NWT. I want to emphasize that this government does not exercise its discretion on the basis of cultural identity alone, in decisions on write-offs of debts affecting either natives or non-natives. All Ministers adhere to this policy, Mr. Speaker. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Government Leader. For the record, this was an emergency statement. Ministers' statements. Mrs. Marie-Jewell.

Ministers' Statement 33-88(1): Board Of Management For Alcohol And Drug Services

HON. JEANNIE MARIE-JEWELL: Thank you. Mr. Speaker, honourable Members of the Legislative Assembly, it is my pleasure to advise this House that members of the Board of Management for Alcohol and Drug Services are present in the visitors' gallery this afternoon.

As you know, this board is the successor to the Alcohol and Drug Co-ordinating Council, and is responsible for the co-ordination of alcohol and drug programs throughout the NWT. The board is meeting here this week under the acting chairmanship of Dr. Ross Wheeler. Nancy Austin of Yellowknife is the chairperson of the board. The other members include Helen Maksagak of Cambridge Bay, Rosie Ooloooyuk of Rankin Inlet, Jens Lyberth of Iqaluit, Neil Colin of Fort McPherson, Rev. Irvin Holm of Norman Wells and Chief Felix Lockhart of Snowdrift.

The Members of the Assembly will be pleased to note that the membership of the board is representative of both the regional composition and the cultural diversity of the Northwest Territories. The board members are widely respected individuals, committed to reducing alcohol and drug abuse and dependency, and are able and willing to provide me with advice and guidance. They will receive the assistance of my staff, both at headquarters and in the field offices.

Mr. Speaker, in their first session Tuesday morning, the board approved, by consensus, two resolutions which I believe demonstrate their commitment and which I would like to share with the Assembly. The first resolution was to begin and end each day of their meetings with a prayer to indicate their support of each other and their sincerity in achieving the work that lies ahead. The second resolution was that while they are on board business, they will act as role models by ensuring that they will not use alcohol or drugs.

I would like to congratulate the board on setting these examples, and on behalf of the Assembly, I would like to offer our encouragement and support for their work in combatting our greatest social problem. Thank you.

SOME HON. MEMBERS: Hear, hear!

---Applause

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

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On CTV Coverage Of Opening Of Calgary Winter Olympics

MR. ERNERK: Thank you, Mr. Speaker. I wish to read the following letter to Frank King, President, Calgary XV Winter Olympics, Calgary, Alberta. Subject: CTV Coverage of the Opening of the Calgary Winter Olympics. "Dear Mr. King: With pride you draw our attention to the fact that the trim on the calico dancers costumes is artificial fur, made to look like white fox fur. What is the basis of your pride? Are you proud that the toxic by-products of the manufacture of artificial fur will one day pollute our lakes and streams; that continued manufacture of such synthetics could lead to the death of a Canadian, probably someone living in southern Canada; that the white arctic fox is going unharvested because we Inuit cannot sell their pelts for a profit; that as a result of their going unharvested, our arctic fox are falling prey to starvation and disease and may one day disappear?

"We hope that you are man enough to offer a public apology to our native hunters. The manufacturing industry does not need the support of the Olympics to continue to destroy our environment by wasting non-renewable resources in the manufacture of synthetics. The industry can do that all by itself. Or is it the animal rights interests that promoted the comment? Whatever the reason for the remark, it was uncalled for and insulting to all we Canadians who make our living by hunting.

"A lesser man might claim that the CTV script is not his responsibility. We have been glued to our TV and radios during the past week of the Olympic coverage. We Canadians, who live north of the 60th parallel, have little chance of attending the Calgary Olympics. We rely on the media to bring us the coverage. The Calgary XV Winter Olympics are a great source of national pride. They are not the work of a lesser man. Please respond to our concerns."

MR. SPEAKER: Thank you, Mr. Ernerk. Your two minutes are up. Members' statements. Mr. Kilabuk.

Member's Statement On Writing Contest Winners

MR. KILABUK: (Translation) Mr. Speaker, I have two topics. First, from the Nunatsiak News and from the Minister of Education. There was a contest in writing and there are two children from Baffin Island, both aged eight. They won the contest. I really liked what they had to say. The contents were about cultural issues.

Member's Statement On Emergency Locator Transmitters

Also in the NWT there are many people lost in the North. As we are aware the emergency locator transmitters that I mentioned are available and I borrowed this emergency locator transmitter. You can examine this. This is the transmitter that you can locate through Anik. It is battery operated and is waterproof. It can also float. If you would like to examine this, we can pass it around the House. Thank you, Mr. Speaker.

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

Member's Statement On Detox Centre, Iqaluit

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. Tabled Document 76-88(1), Minutes of the BRC meeting, that I tabled on February 25th concern this. I have a comment to make. I would like to look further into the matter of a detox centre in Iqaluit, that was brought up in BRC motion 21/10. I would like this looked into further, that the BRC supports getting a detox centre in Iqaluit. You should also be aware how much support there is given by the BRC. Thank you.

MR. SPEAKER: Members' statements. Mr. Richard.

Member's Statement On Fur Institute Of Canada

MR. RICHARD: Thank you, Mr. Speaker. I wish to use my two minutes to indicate on behalf of caucus that the full caucus was fortunate today over the lunch hour to receive a briefing from the Fur Institute of Canada. Some of the members of the executive committee are in the public gallery today. Members of caucus who attended the briefing received information about the current strategic plan of the Fur Institute of Canada in the informational mandate that they have and they also brought caucus up to date on the recent controversy in the United Kingdom; very current, very beneficial information for the Members of caucus. I think the public in the NWT is aware that the Fur Institute of Canada is led by president Jim Bourque, a resident of the NWT providing very able leadership for that organization. Thank you.

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

Item 4, returns to oral questions. Item 5, oral questions. Mr. Ernerk.

ITEM 5: ORAL QUESTIONS

Question 0199-88(1): Sport Funding For Dog-Team Racers

MR. ERNERK: Mr. Speaker, thank you. My question is to the Minister responsible for sport and recreation. It has been brought to my attention that no funding will be made available for dog-team racers from the Keewatin Region who were invited to participate in races at the upcoming Caribou Carnival. Because they are not registered within the Sport North federation, and because they do not meet the approved policy of the NWT recreation society, they are unable to come. My question to the Minister is this, Mr. Speaker: Can the government look into this situation to see if special provisions could be made to assist these individuals so that they can participate during this important event? Could the Minister reply to my question as soon as possible?

MR. SPEAKER: Mr. Wray.

Return To Question 0199-88(1): Sport Funding For Dog-Team Racers

HON. GORDON WRAY: Thank you, Mr. Speaker. The Member is correct, inasmuch as dog-team racing is as yet not a recognized sport in the Sport North federation. However, we are working to correct that. I met with Sport North officials two weeks ago and indicated that we had to start thinking about making provision for dog-team racing to be made a part of the Sport North federation, which would then entail certain funding and so on being made available.

However, we are taking it even further. I have arranged a meeting with the Arctic Winter Games Corporation during the Arctic Winter Games in Alaska and I will be bringing up the issue as I did two years ago to have dog-team racing included as an Arctic Winter Games sport. As you know, in the recent Winter Olympics, dog-team racing was a sport that was held out at Canmore as an exhibition sport, and there are now attempts being made to put it into the Winter Olympics. So we are beginning to react to the fact that dog-team racing has grown enormously in leaps and bounds across the Arctic in the last five or six years, and we are going to make an effort not only to recognize it, but to fund it at the same level as our other sports are funded. However, I guess it should be tempered with the fact that dog-team racing is an extremely expensive sport. You are not just transporting athletes, you have to transport dogs. You have to make sure there are certain medical necessities looked after, witness the recent outbreak of distemper, so we have to be extremely cautious about transporting dogs between various jurisdictions.

With regard to the two individuals, I am surprised at the comments made by the Member because I happen to know that at least one of the individuals, and I was under the impression that both of them, had received free airline tickets and grants from their respective hamlet councils to attend Caribou Carnival. I know that one of the dog-team racers is presently in Rankin Inlet with his dogs having been bumped from the NWT Air flight on Monday, I may add, on his way over here to acclimatize his dogs for the race. So at this time I regret to say that no funding will be available this year for those two individuals, but hopefully within the next few months, certainly before the next Caribou Carnival, I hope to have a program in place that would assist dog-team racers and the entire sport to raise its profile. Thank you, Mr. Speaker.

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

Question 0200-88(1): Response To Question W17-88(1) And Question W18-88(1)

MR. RICHARD: Thank you, Mr. Speaker. A question for the Minister of Social Services. Mr. Speaker, last week I tabled Question W17-88(1) in the Assembly seeking information about the establishment of a young offenders facility in the city of Yellowknife. I believe on the same day my colleague, Mr. McLaughlin tabled Question W18-88(1) seeking statistical information regarding the young offenders program in the Northwest Territories. Could the Minister of Social Services indicate when Mr. McLaughlin and I might reasonably expect to receive a return to those two written questions? Thank you.

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

Return To Question 0200-88(1): Response To Question W17-88(1) And Question W18-88(1)

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I can assure the honourable Member that the replies are being formulated and they will be forthcoming shortly, within the next few days. Thank you.

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

Question 0201-88(1): Feasibility Of Tannery In NWT

MR. ERNERK: Thank you, Mr. Speaker. I would like to ask the Minister of Renewable Resources about the tanning of fur in the Northwest Territories. I would like to ask the Minister if he has looked into the possibility of a tannery.

MR. SPEAKER: Mr. Minister.

Return To Question 0201-88(1): Feasibility Of Tannery In NWT

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. My department, Renewable Resources, has been co-operating with the Department of Economic Development and Tourism to examine the feasibility and possible locations and numbers of tanneries in the NWT. Thank you.

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

Supplementary To Question 0201-88(1): Feasibility Of Tannery In NWT

MR. ERNERK: (Translation) Thank you, Mr. Speaker. This is a supplementary question. The Economic Development and Renewable Resources departments are looking into the possibility of having a tannery. With regard to the review you are doing, can you produce this survey after it is done, in the House?

MR. SPEAKER: Mr. Minister.

Further Return To Question 0201-88(1): Feasibility Of Tannery In NWT

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. At this time, we do not know exactly when we would establish this tannery. Once this has been approved by the Executive we will notify the Assembly as to what has happened.

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

Question 0202-88(1): Promotion Of Sealskin Products

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. This is supplementary to Mr. Ernerk's question. When they did not want sealskin any more overseas they could not buy it any more overseas. Government was doing some things to promote sealskin and to make things out of it like chair covering or briefcases. I want to know if the sealskin that has been made into products is more popular than sealskin. Or has it been promoted?

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

Return To Question 0202-88(1): Promotion Of Sealskin Products

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. At this time sealskin has been made into other products such as briefcases. Also they made purses and chair covers. These products are in experimental stage and some have been brought to market in a small quantity for samples. One of the Inuit organizations in Canada is in charge of this project and has been working toward making products out of sealskin. At this time they are experimenting ways to produce the sealskin products. At this time they are not into a full marketing of their products. Thank you.

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

Question 0203-88(1): Funding To Nunasi Corporation For Seaskin Products

MR. ERNERK: (Translation) Thank you, Mr. Speaker. I thought that the GNWT, through Economic Development and Renewable Resources, used to give funding to the Nunasi Corporation to be used for the sealskin products. I thought that is how it was set up in the past, because they used to be given the money for the purpose of promoting sealskin products.

MR. SPEAKER: Mr. Allooloo.

Return To Question 0203-88(1): Funding To Nunasi Corporation For Sealskin Products

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. The GNWT has assisted Nunasi Corporation with funding in the past. But I am not aware of the assistance to the Nunasi Corporation this year. Perhaps the Minister of Economic Development could answer this better.

MR. SPEAKER: Mr. Sibbeston.

Further Return To Question 0203-88(1): Funding To Nunasi Corporation For Sealskin Products

HON. NICK SIBBESTON: Mr. Speaker, I can confirm to the Member that my department in the past has provided money to Nunasi to help the corporation look at testing products made out of sealskin. I am not aware that my department is presently assisting the corporation but I am aware of past involvement of our department in this matter.

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

Question 0204-88(1): Report Of Task Force On Program Review

MR. RICHARD: Mr. Speaker, a question for the Minister of Finance. Mr. Speaker, about two years ago the previous Executive Council established a task force among the Members of the Executive Council to do a complete program review of programs of the GNWT, along the lines of the federal Erik Nielsen task force report of around two years ago. Could the Minister of Finance indicate whether that task force completed its work and submitted a report to the Executive Council, and what is the status of the report and its recommendations?

MR. SPEAKER: Thank you, Mr. Richard. Mr. Ballantyne.

Return To Question 0204-88(1): Report Of Task Force On Program Review

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. The task force completed its work. There was a report finalized in the fall of 1987. When I took over the portfolio as Minister of Finance after the election, I recommended to the Executive Council that because of the pressing priorities of the budget, legislation, northern accord, health services transfer, NCPC -- the pressing issues that we are dealing with -- that we do not review that particular report until after the budget session is over, at which time the Executive Council will review the report and incorporate those recommendations which are acceptable to the Executive Council into a more thorough study that I have undertaken to perform, looking at a total base review. So I expect that as soon as this session is over, we will sit down and review the report and then I am going to start immediately on a very thorough base review of all the programs in the Government of the Northwest Territories. Thank you.

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

Supplementary To Question 0204-88(1): Report Of Task Force On Program Review

MR. RICHARD: Yes, Mr. Speaker, if I could, a supplementary. Quite often in question period in the Assembly we have to ask about access to these reports and documents. I do appreciate that the Minister and his colleagues have had very much on their plate this last couple of months, certainly in the last month while we have been in session. Given the Minister's response, that they are not going to get around to reviewing the report until after the session ends, is it possible, Mr. Speaker, that the Minister could see his way to providing copies of the report to Members of the Assembly, either on a "for your eyes only" basis or something like that?

MR. SPEAKER: Mr. Minister.

Further Return To Question 0204-88(1): Report Of Task Force On Program Review

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. It is a question that we have dealt with a couple of times in this particular session. To be quite honest, my preference would be to allow the Executive Council to have the opportunity to review it first and after that, and it probably would not be until the fall then, I would be happy to make it available to Members of the House but I think it is a little bit unfair for Members of the Legislative Assembly to have a look at it when it is not an approved document of the Executive Council. That is the way I would prefer to handle it and I guess it is up to the other side how they want to deal with that response.

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

Item 6, written questions. Item 7, returns to written questions. Mr. Clerk.

ITEM 7: RETURNS TO WRITTEN QUESTIONS

CLERK OF THE HOUSE (Mr. Hamilton): Return to Question W9-88(1), asked by Mr. Nerysoo of the Minister of Justice on the law reform committee review of custom adoption.

Return To Question W9-88(1): Law Reform Committee Review Of Custom Adoption

Hon. Michael Ballantyne's return to Question W9-88(1), asked by Mr. Nerysoo on February 19, 1988, regarding law reform committee review of custom adoption:

The law reform committee established by the Minister of Justice and chaired by the honourable Mr. Justice T. David Marshall is not conducting a review of the issue of native custom adoption. Last summer, a researcher employed by the committee conducted a preliminary survey upon this subject with a view to making recommendations to the committee as to whether custom adoption was a suitable subject for review.

Some concerns were raised by various individuals and representative groups about the manner in which such a review should take place and by whom it should be led. Accordingly the law reform committee, through its chairman, advised all groups and individuals concerned that no research would be conducted in this area unless there was appropriate support for it. The law reform committee remains available to conduct research or to assist others in researching native custom adoption, if specifically asked to do so, but has no plans.

It may well be that research into this matter will take place as part of the joint initiative in the review of family law, which is currently under active consideration by the Departments of Justice and Social Services. According to the terms of the proposal being considered, this larger study would not be undertaken by the law reform committee, but by a working group with representation from Eastern and Western Arctic communities, as well as from both departments. Researchers in each of the Eastern and Western Arctic parts of the Territories would provide support to the native representatives on the working group, and would assist in conducting community workshops.

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

Item 8, replies to Opening Address.

Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

MR. ERNERK: Thank you, Mr. Speaker. It gives me great pleasure to table Tabled Document 87-88(1), a letter written to Mr. Frank King, president, Calgary Winter Olympics, Calgary, Alberta from Chesterfield Inlet regarding the CTV coverage of the opening of the Calgary Winter Games signed by 22 signatures, copies to myself, the Minister of Renewable Resources and the Calgary Herald from Canadians of Chesterfield Inlet adult education centre. Thank you.

---Applause

MR. SPEAKER: Thank you, Mr. Ernerk. For the information of the House that tabled document will take you more than two minutes to read.

---Laughter

Tabling of documents. Mr. Sibbeston.

HON. NICK SIBBESTON: Mr. Speaker, in response to oral Questions 0191-88(1) and 0192-88(1), asked by Mr. Ernerk and Mr. Pudluk, I would like to table Tabled Document 88-88(1), Terms of Reference for the Eskimo Loan Fund; Terms of Reference for Special ARDA; Terms of Reference for NEDP. I am also pleased to provide information on the Eskimo Loan Fund Advisory Board and the Business Loans Board in regard to their membership and other information.

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

MR. MORIN: Thank you, Mr. Speaker. I would like to table Tabled Document 89-88(1), a letter to the Hon. Gordon Wray from the South Slave Regional Council, February 8, 1988, regarding municipal boundaries. It is a motion moved by the South Slave Regional Council informing Municipal and Community Affairs that the Dene/Metis in the South Slave region do not want to see any further negotiations and increases in the municipal boundary of Hay River.

MR. SPEAKER: Thank you, Mr. Morin. Tabling of documents. Mr. Morin, you have a second.

MR. MORIN: Thank you, Mr. Speaker. This is Tabled Document 90-88(1), a letter to the Hon. Titus Alloo, dated February 8, 1988, from the South Slave Regional Council, regarding trapping licences. It is another motion: Therefore be it resolved that the South Slave Regional Council support the hunters and trappers association in Hay River as to their continuing efforts not to deliver special trapping licences to non-Dene/Metis people of the South Slave region. Thank you.

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

Item 12, notices of motion.

Item 13, notices of motion for first reading of bills. Item 14, motions. Motion 11-88(1), Business Loan Write-offs. Mr. Richard.

ITEM 14: MOTIONS

Motion 11-88(1), Withdrawn

MR. RICHARD: Thank you, Mr. Speaker. In view of the clear statement of government policy by the Government Leader this afternoon, I wish to withdraw Motion 11-88(1), with the consent of the seconder, the Member for Mackenzie Delta.

MR. SPEAKER: Thank you, Mr. Richard. The seconder consents.

MR. NERYSOO: Thank you. Yes, I support withdrawing of the motion.

MR. SPEAKER: Thank you, Mr. Nerysoo. Motion 11-88(1) has been withdrawn. Motion 12-88(1), Tabled Document 80-88(1) to Committee of the Whole. Mr. Butters.

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

MR. BUTTERS: Mr. Speaker:

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

MR. SPEAKER: Thank you, Mr. Butters. Your motion is in order. To the motion. Mr. Butters.

MR. BUTTERS: I will not speak for many moments on the motion. It will go into committee of the whole and all Members will have an opportunity to address it there. But I think I express the delight of all Members at the task force report on the Meech Lake Accord. I would congratulate, too, all the northerners who took time in Iqaluit, Yellowknife, and in Whitehorse to appear before that committee and make such strong and compelling recommendations and representations.

I was fortunate, Mr. Speaker, to be part of that day in history and I sat beside you in the room up here on the hill in the Explorer Hotel. I heard the Government Leader of the day, Mr. Sibbeston, and Mike Paulette, Bill Erasmus, Mike Ballantyne and Ted Richard, the speeches I can recall. It was a moving two and a half hours and I commend those individuals who made such excellent representations on behalf of all people of the Northwest Territories. So you have done very well so far, but we have still got a long way to go.

MR. SPEAKER: Thank you, Mr. Butters. Mr. Pollard, as seconder of the motion. You do not wish to speak. To the motion.

AN HON. MEMBER: Question.

Motion 12-88(1), Carried

MR. SPEAKER: Question is being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

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. Does the committee agree that the Minister bring in his witnesses?

SOME HON. MEMBERS: Agreed.

---Agreed

Department Of Education

CHAIRMAN (Mr. Gargan): Mr. Minister. We are still on general comments. For the record, would the Minister introduce his witnesses?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have with me, Mr. Joseph Handley, deputy minister of Education, Mr. Paul Devitt, director of finance, and when we do get to the Arctic College section of the budget, I would ask the committee's approval to have Mr. Mark Cleveland, who is president of the Arctic College, assist me at the witness table at that point. Thank you.

CHAIRMAN (Mr. Gargan): Thank you. The committee agrees. We are still on general comments. Do the Members have any general comments? Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I just would like to find out about the local education committees that became societies. It is regarding that. After they became societies and had more authority and after the Baffin became the divisional board, it seems as though after this evolvement the local education authorities lost almost all of the authority they had before. I would like to find out if this is true. I want to know if the local education authorities have lost their powers after the evolvement of the divisional board. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Categories Of Education Council In Baffin

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, it is true that under the divisional board legislation, all education authorities in the divisional board become community education councils. The power to provide increased levels of authority is given to the Baffin Divisional Board of Education, or the divisional board of education in another region.

Mr. Chairman, the Baffin Divisional Board of Education has set up two categories of education council. The two categories of education council are the A category and the B category. Mr. Chairman, my understanding is that the A category of education council, which would include a community like Cape Dorset, has substantially the same powers that the local education authority enjoyed while they were a society. The B level of education council corresponds to what would have previously been a committee level of authority and powers under the board. So I do not think that it is correct to say that societies that became education councils have had their power diminished. They have remained substantially the same, although I am aware that in one community in Baffin, because of certain financial problems, a former society was reduced to a B status for a period of

time. However, that is the exception to rule. Furthermore, Mr. Chairman, the divisional board does have the power to give even more authority than the society would have had under the previous legislation. Thank you.

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

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. Thank you, I am very happy with the clarification. Are the settlements that did not get the society status going to be just local education authorities or can they get more authority in the future? Are they eligible to get more authority since the Baffin Divisional Board came into existence? I would also like to find out how much authority the principal has over the local education authorities. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. First of all, perhaps I can explain that, in my view, every local education authority that became a member of the divisional board of education actually has a lot more authority than they ever would have had as a committee. The reason for that, Mr. Chairman, is that as a member of the divisional board they participate in setting the budget priorities for the entire region and, in fact, control a large budget for the entire region. This past year the Baffin Divisional Board of Education, for example, had control over an \$18 million budget and each community had a voice on the way that budget was disposed of and priorities were set. To answer the Member's specific question, if a former committee can get more authority under the divisional board structure, the answer is yes. However, that committee, or council, would have to achieve the agreement of the divisional board in order to get that increased authority. In other words, it is now up to the divisional board, and not the Minister, what increased authorities might be given.

Principal Has No Authority Over Council

On the question of the authority of the principal, Mr. Chairman, I would not use the word "authority" with regard to the principal at all. The principal, in fact, has no authority over the community education council. The principal's role is to take direction from the community education council on certain matters and to take direction from the divisional board through the superintendent of Education, who reports to the divisional board on other matters. So the principal has no business and has no authority in telling the community education council what they should be doing. Any principal who is acting otherwise is exceeding his or her authority. Thank you.

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

MR. MORIN: Thank you, Mr. Chairman. Mr. Minister, right now you have a program in Fort Smith training renewable resource people. In this program, it is my understanding that they are trained to take up positions with the Department of Renewable Resources after they have finished their training. Is there a job guaranteed for these trainees when they have finished their training, or are they just cut loose? Are we training too many of them, or is there a demand out there for these people?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the renewable resource technology program, as the Member has suggested, was designed for people who want employment as wildlife officers in the Northwest Territories. It was also designed with input from a number of other renewable resource related employers, including various federal departments. Mr. Chairman, there is no guarantee of employment on completion of the course. However, fortunately, that guarantee has never been required up until this year because the graduates have all been able to obtain employment. However, for the first time, this year graduates have had some difficulty getting jobs. I think part of the problem is that pretty well all the available job opportunities in the western part of the NWT, where most of the Thebacha graduates are from, are filled now already. There are not that many new jobs opening up in the western part of the NWT for wildlife officers, so for the first time this year there have been some problems. But up until now all the graduates have been eagerly snapped up by employers. Thank you, Mr. Chairman.

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

MR. MORIN: Thank you, Mr. Chairman. So as it is now becoming hard for these people to find jobs, is this program going to stop now, or are we just going to continue to train more of them and have no jobs for them? Does this government have any solution for this, or do you have any plans for the future, or anything? Thank you.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Adjustments To Renewable Resource Technology Program

HON. DENNIS PATTERSON: Mr. Chairman, we try to be as flexible as we can with the college program. We try to adjust as the job market changes, and I can assure the Member that we are making adjustments in the program. There appear to be new job opportunities in the forestry area, so we are adjusting the program so that graduates will be more suited to those kinds of developing job opportunities in the West. In the Eastern Arctic there is a comparable program called environmental sciences. At the Iqaluit Campus we are trying to direct graduates of that program toward jobs that may be opening up in the fisheries area. So we are adapting and there is no intention of cutting back that program; we are just trying to change its focus. I think it has been a very successful program and if we make some adaptations it can continue to be a very important source of jobs.

The other jobs that we are identifying as new opportunities are land use planning technicians, community planning technicians, environmental protection officers and fisheries officers. So we are trying to shift in those directions. Thank you.

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

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I would just like to make a comment in regard to the Baffin. I cannot tell what is going to happen in the future but I know something might go wrong in the future when it comes to the Baffin Divisional Board of Education. I think you gave too much authority to the divisional board too soon and because of that I think there has been a great impact on the smaller communities. You did not have any consultation with the communities before you gave authority to the divisional board. Some of the local education authorities do not want to become members of the divisional board and the BRC does not want membership in the divisional board either. (Translation ends)

Before you authorize power to the Baffin Divisional Board of Education, I think you should look at the power you have given to the settlements first, because in the future they might be fighting against each other. Both the BRC and the divisional board may want to keep the power. They do not want to go under the BRC at this time. I do not know what the plan is for the future, but the way I look at it, I think the major problem comes between those two groups.

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

HON. DENNIS PATTERSON: Mr. Chairman, I would like to explain that the board exists only because the community members, the settlement members, agreed to make it exist. No community has been forced to become part of the divisional board. In fact, they petitioned the Minister, each one of them, in order to establish a divisional board. Furthermore, if a community does wish to withdraw, it has the option of withdrawing. I have not heard of any communities in the Baffin Region who have asked to withdraw, but they do have that option. So it is optional to go into a divisional board and they have the option to go out.

Communities Still Have Prime Responsibility

Mr. Chairman, I would also not agree that the communities have been asked to give up powers to the divisional board. They still have the prime responsibility for running the school in their community. They have the final say on the school budget, purchases and staffing in their schools. As far as the Member's concern that something might go wrong with the divisional board in future, I can assure the Member that the Minister of Education retains the power to dissolve that board tomorrow if there is a problem. There are strict requirements of financial reporting which must be adhered to. If they are not, the Minister can take drastic action.

As far as the board getting too much authority, too soon, I would like to point out that in my view the Baffin Divisional Board, which was the first one that was established, has received authority a little bit at a time. It has only been in the last year, for example, based on two evaluations of

the board, that we have decided that they should be handed the payroll moneys for the staff in the divisional board. Up until that time, the payroll budget had been handled by the government. But based on the two evaluations we conducted, we decided that they could be handed the payroll moneys. What they do is, they actually contract with the GNWT to deliver and process their payroll, but they control the moneys. So although they have a budget, which I indicated is now \$18 million, they are basically purchasing services from the GNWT. So we have, for example, a financial system and a financial information system which is compatible with GNWT systems. It is very easy for us to access information because the computers speak the same language and use the same format for reporting.

Divisional Board Is Dedicated

So with the greatest of respect, I do not share the Member's fears that something might go wrong. My impression is that attendance and the sense of ownership of the divisional board has been improved since the government backed off. And my impression from attending divisional board meetings is that they are an excellent group of dedicated people involved in that board, who feel they are doing a better job than the government did before. However, as I have told the Member, if someone wants out, they have the option. If something goes wrong, they can be shut down.

CHAIRMAN (Mr. Gargan): Mr. Pudluk.

MR. PUDLUK: Thank you, Mr. Chairman. I agree with you. I think at this time one of the settlements wants to be taken off the divisional board. The settlement and the divisional board are still very young. They have a lot to learn. The people on the divisional board right now are okay. But the people who will replace them might be different. That is what I am afraid of.

CHAIRMAN (Mr. Gargan): Mr. Lewis.

MR. LEWIS: Mr. Chairman, I would like to try to get some idea from the Minister, some kind of vision of what he sees happening over the last several years. There are several initiatives taking place and I would like him to respond to a few things if he could. Yesterday we discussed the whole business of trying to do as much as possible locally. It is my view that probably some of the things that we are trying to do, we are maybe 10 to 15 years early in trying to achieve these things. I will explain why.

When you decide to develop a program from kindergarten all the way to grade 12 in as many places as you can, you begin with a small group of students who are academic students. Because it does not cost you so much to provide that program locally; you do not need many specialist rooms, and so on. So it is not a difficult problem.

But the vast majority of children in the Territories, if you look at our high school enrolment, are not in the academic program. If you look at the students at Sir John Franklin School, you will find that a large number of students have the idea of becoming trained in trades and becoming technologists of one kind or another. So the problem we have is, once you develop a very small group in a small community, you still are going to have a lot of people who will have to leave because the program they want is not in that place. For example, if you are living in Pangnirtung, it has a successful group of young people doing an academic program. Now the people who do not want that program still have to go away to live in a residence, to do another kind of program, say in Iqaluit or some other regional centre.

Long-Range Plan To Determine Cost

I suppose what I want to find out is really, whether the long-range vision of the government is to have a full program in every community, all the way from kindergarten to grade 12, and over how much time are we looking at? They must have looked at statistics, the success rates of the schools, the attendances, and so on. Is there sort of a long-range plan so that we know what we are starting on once we begin a certain program, and what this is going to cost us in the long run?

I raise the issue, Mr. Chairman, because I would have thought that the move to do more things locally would have been decided once we looked at what was happening at the high school in Iqaluit. If we were satisfied that the students had been brought up to a level where they could do well in high school, then that would be the time to begin looking at doing more things locally. But my experience, and from memory, I have found that over the years -- we only have one high school in the Territories, Sir John Franklin is the only real high school that we have grades 10 to

12 in -- if we look at that experience, we tend to be a little bit less, as to academic achievement, than would exist, say, in the province of Alberta. Not much, but a little bit. And then as you look at Iqaluit, it would be quite a different level for the academic accomplishments of students in that school. So I would have thought the decision to move to do more things locally would have been done when you were satisfied that students were now at the level where you could make your next move.

So my fear is, Mr. Chairman, that because the State of Alaska and other jurisdictions have been forced to do something because of legal requirements, that we have suddenly said, "Well, that is great, we will do that too", whether it is good for us to do it or not. It is a bad precedent to set, to do something simply because somebody else is doing it. We have to have our own good reasons before we decide we are going to embark on a particular program, and that is not one good reason for doing it. So that is one major concern that I have, trying to do as much as possible in a small community, when we are not really sure that it is going to be to the advantage of the student. We can argue that statistics have improved, and so on, that we have more students and so on, but are we sacrificing quality just to get better statistics? That has always been a problem for politicians.

No Savings For Some Time

So what I am asking the Minister is: Are these political things or has he a vision wherein we can raise the standard and improve things throughout the Territories by continuing to proceed on the path that he is taking? It is my guess that for some time in the future, we are not going to have savings at all. We are not going to be saving money. We are still going to have to have our residences for students who cannot do the academic program. We are still going to have to add more academic teachers to local schools to provide that program. We are still going to need more money to build more classrooms in those communities. We are still going to be faced with the huge problem of trying to provide, in the long run, much more sophisticated schools, not only in five or six communities but in 50-odd communities. I would want to have some idea of how far ahead the Minister is looking in his planning.

Mr. Chairman, this is just a sideline and then I will finish. I can recall in 1964 receiving a telegram from Ottawa because a question had been asked in the House of Commons and this is what the question was: The school in Cape Dorset was built in 1950. That school has now been in operation 14 years. How many grade 12 graduates are there? Well, Mr. Chairman, we were not looking at grade 12 graduates at that time. We were trying to get kids to grade three, not to grade 12. When Mr. Crow asked his question yesterday, "What were things like...?" He was not answered, by the way. "What were things like in the old days when people were beginning to get an education?" For the children who went to Fort Churchill in 1964, the requirement to get into that Churchill Vocational Centre was grade four. We were rushing to get people to grade three. To get into Churchill you needed to be 15 years old and to have a grade four level of education. Many of those students, in a very short space of time, got a very, very good technical and an academic education. It would have been impossible to have done that in Cape Dorset in 1964, or anywhere else in the NWT.

I understand the Minister's problem and I sympathize with him as he has a massive job to handle. But has he really given some thought about the impact, the financial impact of what he is trying to do? Communities are not going to be satisfied simply with a grade 10, 11 and 12 academic program. The majority of the kids are going to want practical programs. They are going to want to have programs that will lead them very quickly into jobs and to work. I am afraid that although an academic education prepares you for many, many things, in the long run what you are doing is creating more costly centres and a likelihood that there will be a vast demand for more and more resources as the years go by. It is important for all of us to know that when we decide to do something, this is the likely impact. I appreciate, however, the Minister's remark yesterday that for the coming year, he is only going to make one change; grade 10 in one place. But I would recommend to the Minister that he does not look just at putting grade 10 into one place, but look at where grade nines are, whether they are working well and what he could do to improve the grade nines. We have to take it bit by bit. I am afraid that maybe we are jumping into something which may be a bit premature and should have been further down the road than what we are trying to achieve right now. Thank you.

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

HON. DENNIS PATTERSON: Well, Mr. Chairman, there are a number of questions there and I would first like to begin by explaining that there is a long-range vision and a long-range plan. Secondly, we are not just following the Alaskan model because Alaska did it. We have carefully studied the Alaskan model; inspected the schools; visited school boards; and examined the research in Alaska first-hand. Thirdly, we have consulted widely with the people of the NWT through a special committee on education and have obtained their views on their priorities.

Guidelines For Establishing Grade Ten

I would like to say that although we would like to have a master plan to table, perhaps, in this Legislature, it is not possible in the education business to precisely predict educational success. What we have done, however, is to develop guidelines which say that when there are 10 to 15 students, when there is success in grade nine -- and I would like to emphasize what I said yesterday that we have developed comprehensive testing in grade nine. We know precisely the quality of our grade nine education program because we are testing it. When we have the success in grade nine, when we have the numbers of students in grades seven, eight and nine to back up that new grade 10 program, when those students are attending 85 per cent, when there is community support and a petition from the local education council, we will establish grade 10, and building on that, grade 11 and building on that, grade 12.

I would like to explain as clearly as I can, Mr. Chairman, that it is not a question of, can we afford this new option? It is a question of, can we afford to go on continuing with the residential high school model? And I have to point out to the Member that although it is true that we have some surplus capacity in some residences -- not all, but in Iqaluit and in Fort Simpson we have some surplus capacity right now but we are full up in Rankin Inlet with a brand new four million dollar facility. We are choked to the gills in Yellowknife, where we are having to home board students with families in this community. We are operating near capacity in Inuvik. We can no longer afford to build these magnificent and very expensive facilities that are required for regional residences. We can no longer afford to staff them. Mr. Chairman, if we were not to set up the community high school option we would be facing horrendous costs. So, Mr. Chairman, the Member is asking quite properly, "Are we making our existing high schools work? Are they achieving success?" I would like to point out that in my view, the successes are starting to emerge in the small high schools. Let me cite one example.

Last year in Iqaluit there were 20 graduates of the high school at GREC. Eight of those people were advanced or matriculation students. A number of them, and they are amongst the first I will admit, but a number of those graduates, who are Inuit, are attending Mount Allison University in Nova Scotia, Acadia University in Nova Scotia and are our first wave of successful Inuit graduates from that high school.

Size Does Not Indicate Quality

Mr. Chairman, I would also like to try to dispel the myth that we are only having success in the biggest high schools or even that Yellowknife has the best high school. The best high school in the NWT, if one looks at academic success based on the same Alberta exams that are used by those students, is in Hay River. Sir John Franklin High School, on an average basis, has a record inferior to the high school in Hay River. I would like to point out that Inuvik's high school is at about the same level, as far as performance is concerned, as Sir John Franklin High School. So, Mr. Chairman, size is not necessarily the indicator of quality. I am very confident that we are achieving success with our smaller high schools, including the one in Iqaluit.

Mr. Chairman, as far as vocational programs are concerned, I would like to state clearly to the Member that we are not so foolish as to expect that we can offer a full program of vocational and high school programs in these small community high schools. We have made it clear to communities that wish to opt for the small high school option, that there are going to be limits on the options they can take. We are also recognizing that we cannot afford, usually, to duplicate expensive vocational facilities outside a regional centre. Mr. Chairman, our plan is not to establish full-blown programs. The Arctic College and the regional high schools will still be the main source of vocational training and it is mostly going to have to take place at regional centres where we have the infrastructure. I would like to point out, Mr. Chairman, that in order to become a tradesman one must have very high academic standards, so increasingly, while trades training at the high school level will help prepare for apprenticeship and while it will help prepare for

post-secondary technical training, increasingly, at the high school level, students are required to have an academic success. We found, in analysing our vocational certificate program at the high school level, that many students who wanted to go into the trades were not interested in taking shop courses at the high school level. They wanted to take matriculation programs, get themselves the highest academic standards, and then go into trades training once they had a solid academic basis at the high school level.

So I do not think that our inability to offer vocational programs at the community high schools is going to necessarily deter people who want to go into the trades.

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

Residential System Will Remain

MR. LEWIS: Mr. Chairman, I learn, then, that what is going to happen is that the residential system is going to remain. It is not going to go away and we are still going to have to bear the expense of that system except that what is going to happen is that some students who want to stay home will be able to do some programs at home.

But did I understand the Minister to say that, for example, a student who wanted to go into some kind of training would finish his high school first in, say, a small community and then go into the regional school after that to do his vocational work? Because that is what I get from the remarks I have heard. If you are living in a place like, say, Pangnirtung and you want to do vocational training, then you have to make a decision when you are about 15 or 16 and you cannot get a mix of programs in Pangnirtung; you have to decide to get an academic program and then at the end of the three years, once you have finished that, then you will go and do your vocational training after that. In other words, he will not be able to do both in Pangnirtung. Is that correct?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, community schools offer the general and the advanced diploma program. The answer to the Member's question about whether a student from a community like Pangnirtung would be unable to obtain vocational options depends on precisely what career plan that student has. I am suggesting, Mr. Chairman, that a student who wishes to go into a technical college and take, for example, electronics or aircraft maintenance, given the sophistication of those careers today, would be just as well advised to take an advanced or a general diploma program, according to their abilities, at the community level and then plan to enter technical training once the basic grade 12 diploma has been achieved. There are students, for example, in the settlement maintenance program, or who wish to take pre-apprentice training at the high school level, who would be directed from communities in the Baffin to attend the regional high school where those pre-apprenticeship courses are offered at the high school level, based on shops and facilities that are only available at the regional high school level.

Students Would Leave Communities For Courses Not Available Locally

So the answer to the Member's question would depend on the particular trade or vocational training that the student would take. We would send the student out of a community school where they require a program at the high school level that cannot be offered at the community.

I would like to point out however, Mr. Chairman, that apart from those specific career requirements, it is not a rule that students have a choice. When we established grade 10 in Pangnirtung we made it clear to the community that there would not be an option; that if the grade 10 was approved, all the students who wished to take grade 10 in that community would have to remain in Pangnirtung. If we gave them a choice, then we simply would not be guaranteed of having the numbers necessary to justify the extra teachers and resources that we spent in order to establish that program.

Mr. Chairman, I agree with the Member that we are always going to have residences. I do not think it is going to be possible to provide community high schools in the smaller communities and I would also like to point out that we do allow exceptions where a student, because of program requirements, cannot get the required course, the mix of courses, either vocational or academic, at his community school. We will then subsidize that student to attend the regional centre. So those students will be in the regional residences, as well as students from small communities that will never be able to have the numbers to justify community high schools.

Residences Will Not Grow

However, Mr. Chairman, I would say that the residences are not going to be growing. I believe that they will be, at best, staying at their present levels or declining in size and we will instead, wherever possible, be redirecting our resources to community high schools.

In a number of years, Mr. Chairman, when populations are high enough, we may see residences becoming a thing of the past but I agree with the Member that that is quite a long way off at the moment. Thank you.

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

MR. LEWIS: Mr. Chairman, then, so that I can get a good vision of what will face young people over the next few years, am I to understand that in a small community a young person is expected to have a good idea about what he wants to do by the time he is about 15 years of age because at that time they have to decide, collectively, that they want a specific kind of program in that community before they would be allowed to have a high school program? It is my understanding from what the Minister has said that at that time the decision has to be made about what kind of education shall take place for all the kids in that community and that they are all in fact being forced, in a sense, to make a decision. My question to the Minister is, is this a good age to ask a young person to make that kind of decision?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, it is the community that decides whether a grade 10 program will be applied for, so the students are not having to make that choice. Once the community high school program is in place, however, we do require students to take that program as opposed to leaving their community for the regional high school; otherwise we would have no guarantee of the numbers. And communities and parents accept those rules when they petition for community high school status. As I have mentioned, there are exceptions allowed.

Now, Mr. Chairman, to answer the Member's question, he seems to be painting a picture whereby students would be required to make a choice and follow a rigid path with no variations at the age of 15 or so, around grade 10. I would like to point out that our system does not operate that way. We do allow flexibility. In most situations we can offer both an advanced and a general program where we offer kindergarten to grade 12 to leave the student with the option of moving from one to the other as their career plans change and as their ability to succeed in school changes. But we try to offer a very flexible system which can allow adjustments and not force students to be streamed into making irrevocable choices when they enter high school. Thank you.

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

MR. LEWIS: This is my final question, Mr. Chairman, and it is in the spirit of yesterday and today, not to debate the issue but to get a good idea of how things are going and how the Minister expects them to go.

One of the major problems that education has faced since 1976, when the education ordinance, which was so controversial, was passed, is the issue of school attendance and compulsory attendance. Many of us felt that that was a problem that had to be overcome and that was why it was difficult for a lot of young people to get a good education at home, because there was not the discipline of a residence to make them go to school every day. I have got one question for the Minister on this issue of attendance. When the special committee was doing its work -- and I will not quote the lines and the words -- but the idea was, once you gave people local control or control over the system so that they felt an ownership of it and felt good about it, attendance would no longer be a problem because it was their system and the kids would want to go to it and the parents would make sure the kids went to it, because they now owned the system.

School Attendance Continues To Be A Problem

Yet I find, Mr. Chairman, that it continues to be a problem. So much so, in fact, that there is now a new program called the attendance counsellor program, which means, in addition to giving ownership of the program, you also now have to give people a little police force to make people go

to the school. I am using exaggerated words, Mr. Chairman. But that concerns me. Does that mean, then, that local control was not the issue? That was not the reason why people did not subscribe to the rule? And that was not the reason why people did not feel good about the school? In fact had that premise of the special committee been wrong? Because now we find that there is money being thrown into a new program, called the attendance counsellor program, which we never had before.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the school counsellors are being asked for and are being deployed in regions where there is not local control or the kind of ownership that the Member is referring to. In the Baffin Region, for example, which is the first fully operational divisional board, I would like to make it clear that attendance has improved, on average, four per cent to 81 per cent since the board was established some three years ago. The communities that are having problems and the regions that are having problems are regions and communities where there is not local control, apart from the committee or society structure that dates from legislation passed in the mid 70s. So, Mr. Chairman, it is in communities like Repulse Bay with 66 per cent, in Rae Lakes with 60 per cent attendance, in Gjoa Haven with 68 per cent attendance, in Paulatuk with 67 per cent attendance, in Tuktoyaktuk with 57 per cent attendance that we are providing additional assistance in the form of school counsellors to attempt to work with parents to determine what problems can be solved to see those children entering school for the first time. It is not the schools in the Baffin Region or schools in the city of Yellowknife, where there is local control, that are having these attendance problems. So I expect, Mr. Chairman, that these school counsellors will work themselves out of a job.

I see dramatic improvements in attendance overall in the Territories. In the Kitikmeot Region, for example, where I cited one community with serious attendance problems, attendance has improved in the last year dramatically. It has jumped from 71 per cent to 77 per cent on average. That is a phenomenal increase. I attribute that to the politicization of the education leaders in the Kitikmeot Region. They have made attendance a priority. They have petitioned for divisional board status. They are now having the kind of success that the government has never had when it controls schools. Mr. Chairman, I acknowledge that before television and rock videos, government schools had good attendance. But I am saying that the locally controlled communities have a much better prospect of improving attendance.

School Attendance Counsellors A Stopgap Measure

I do not see the school counsellors as being anything other than a stopgap measure. I would hope that within five years we would no longer need that program. That attendance rates would be up and parents would control the system and through that ownership be giving the system the kind of credibility I believe it lacks in the hands of the government. Thank you.

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

MR. ZOE: Thank you. With your permission, Mr. Chairman, if I could switch to a different topic within the Department of Education.

CHAIRMAN (Mr. Gargan): Mr. Zoe, we are still on general comments.

Human Resource Planning

MR. ZOE: Okay, Mr. Chairman. I wanted to discuss the issue of human resource planning. I understand that your department has a human resource data base where you collect all the information on a number of people who go through various institutions. The reason I am concerned about this, Mr. Chairman, is that other departments within government are doing almost the same thing as the Department of Education is undertaking. For example, the Department of Personnel is also conducting this type of labour pooling or human resource planning and also the equal employment directorate is doing the same thing. Now my question to the Minister is: What type of co-operation is there between the various departments? I have had requests from various industries, such as the mining industry, requesting information, to have a master data base in terms of human resources where they can take a look and draw a number of people from it. How many truck drivers do we have? Is there a common human resource data base within the government? Mr. Chairman, I understand that the department was also requested by the mining industry to pool their resources so they can come up with this master data base which the mining industry can utilize, and so they know where to draw various people from, for instance, geologists or truck drivers or whatever the mining people require.

It appears that there are bits of information all over, within various departments and also within the federal departments too, such as Canada Employment and Immigration. What is his department doing in order to accomplish this master data base? Mahsi cho.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, I am pleased to tell the Member that his question is a good one. It is the same question that we asked as we began to set up the labour market information system. The work has been under way on the labour market information system since January, 1986. I would like to assure the Member that within the Department of the Executive we are co-ordinating carefully the activities of a number of territorial departments, the Department of Personnel, including the equal employment directorate, the Department of Social Services, the Department of Economic Development and vital statistics. We are working closely and co-operatively with those departments to run a territorial labour force survey which will provide us, beginning this coming spring, with accurate and up-to-date data on the territorial labour force and which will include surveys of business and the private sector in order that we can provide information on the labour demand component of the system.

Labour Market Information To Be Published

Our intention is to publish labour market information on a semi-annual basis in a report which would be designed for public consumption and available, for example, to industries like the mining sector. The report will be along the lines of the Statistics Quarterly but in addition to statistics, it will contain articles on the make-up of the NWT labour market, articles on regional labour market events which have a significant effect on the economy, and contributions from individuals or firms outside the department or the government. I would like to assure the Member that we are also going to be working with federal agencies, particularly the Canada Employment and Immigration Commission. This publication will also contain selected tables and graphs on areas such as NWT accounts, personal income tax levels and items such as NWT fur production.

Mr. Chairman, we have already been approached by some developers, including some mining developers in the Member's constituency, for information. We are working closely with them so that as they make their production plans, they will have an inventory of what the NWT labour force will be able to offer and what training requirements we should co-operatively work on to ensure that labour demands can be anticipated through training. So I think, although the system has been some years in development, it is finally on the verge of implementation. It is being conducted with the full co-operation of all those departments which the Member, quite properly, said should be co-operating. And I am satisfied it is going to be a good job and it is going to be ready in a timely fashion.

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

MR. ZOE: Thank you, Mr. Chairman. I did not realize that the Minister had that all written out for him.

---Laughter

Nevertheless, that was an eloquent speech there. Mr. Chairman, if the Minister were not so eloquent I would have asked this particular question as a follow-up to his answer. I was going to ask how his department, or Arctic College, prioritizes the various programs that they undertake, if they do not have this type of human resource planning and data base? But he carefully worded his answer, so I do not have any further comments on human resource planning.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Zoe. Mr. Kilabuk.

Baffin Educational Authorities Work Closely Together

MR. KILABUK: (Translation) Thank you, Mr. Chairman. The Minister of Education knows how education is run in Baffin Island. I believe what he said. I just want to mention that the education board in Baffin Island and the education authorities are working closely together on first priority topics. That is what I wanted to mention. They work together closely instead of fighting with

each other. The divisional board is the top authority, so when there are big concerns from the local communities, they go and talk to the Baffin Divisional Board of Education. Sometime we do argue about certain things, but we have to try to resolve it.

My question is: There is an Arctic College in Iqaluit; I wonder if the divisional board has anything to do with the Arctic College. I have commented before that it was a very good program and also I have told you and the people that the cultural inclusion program is very good and it definitely has to be taught in the future, as well. Even though we are unilingual people, we also have to be leaders of Inuit as well as white people. I have also completed level one and two in English, but I know for sure that they definitely have to teach the cooking courses in the future. Maybe you should consider that area in the future also.

CHAIRMAN (Mr. Gargan): Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The divisional board does not have a formal relationship with the Arctic College. In fact, in the Baffin Region in the past year we have actually transferred the adult educators from the divisional board to the Arctic College because it was felt that it was more appropriate for the college to work with adult educators in the communities to help make sure that college programs are delivered as much as possible in communities and to help make sure that the adult educators at the community level are connected with the college so people can progress from community upgrading into college courses.

Mr. Chairman, I appreciate the Member's comments about cultural inclusion. I know that communities in his constituency have worked hard on developing good instructors and programs, and I am pleased that the money per student will be increased this coming year from \$42 to \$75. Hopefully they can do an even better job with those increased funds.

Cooking Program A Priority At Arctic College

On the cooking program, Mr. Chairman, it is a priority at the Arctic College. There are a tremendous number of jobs in the cooking field as the hotel industry expands and as our tourism industry expands, and the Iqaluit Campus of Arctic College has an ongoing cooking program that offers field-based courses from Resolute Bay to Mould Bay and in any number of communities in Baffin and Keewatin Regions. So I can assure the Member that it is a priority and will continue to be a priority as long as there are so many good job opportunities in the cooking field. Out of Resolute Bay alone, I believe I was told, there are some thirty cooking jobs available just in Resolute Bay in the various federal and other installations in High Arctic, the mines and the rest. So there are some very good opportunities for northern people to take some of those jobs that traditionally have been held by southerners. We have an excellent instructor who is offering a field-based program. I think we are now starting to see Inuit graduates taking over some of those jobs. In fact, I believe at the moment for the first time there is an all-Inuit cooking crew at Mould Bay in High Arctic. For the first time cooking is being done by an all-Inuit staff at that weather station. So we are making some progress. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. At this time I would like to recognize in the gallery people who are working on the special needs education program from all the regions. They are here for a conference on special needs.

---Applause

We will take a 15 minute coffee break.

---SHORT RECESS

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

Construction As Part Of Training In Heavy Equipment

MR. GARGAN: Mr. Chairman, with regard to students who are enrolled in the heavy equipment program at Arctic College, I wonder if an arrangement could be made where they do work which would benefit the community. I was wondering if such an arrangement could be considered as part of training in the construction of airports or water or sewage lagoons. I am just wondering whether this has been

considered. The same arrangement was made a few years ago with regard to a company called Hire North which was in the training business but at the same time was able to construct roads. I believe, the road between Willow Lake and Fort Liard was all constructed on the basis of training and constructing at the same time. I would like to ask the Minister if these possibilities are still there.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I agree fully with the Member's ideas. I would like to point out that the heavy equipment operator training program in Thebacha Campus has done quite a lot of work of that kind. They were involved in the Hire North highway construction program when it was under way. They have recently been doing quite a lot of work in the slide zone area in Fort Smith. I would like to point out to the Member that there are clauses in government contracts that are aimed at encouraging training on the part of contractors who are awarded work by our government.

Mr. Chairman, we are reviewing the heavy equipment operator program this current year and I will certainly bear the Member's comments in mind. I believe that if those trainees are able to get real work with real projects and real contractors in communities, they are going to get a lot better training than if they were doing make-work projects on the campus setting. So I agree with the Member's suggestion and I can assure him that we will consider that option when we are in the process of reviewing the heavy equipment operator training program this coming year.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

Training Programs For Highway Surveyors

MR. GARGAN: Thank you, Mr. Chairman. Another observation in my own constituency is that there is a lot of reconstruction, redesign and resurveying. I believe that 1972 was the last time they had the training program with regard to surveying of roads. I was part of that program when it first started and it was because of that that I became part of a survey team for about eight years. In those eight years I learned to operate all the instruments that are required in surveying highways. From that year on approximately 15 people in my own community of Fort Providence operate the transit, operate the level, do tangents, do curves, do everything that is required by an engineer from Yellowknife. They are doing a lot of that work in the summertime without supervision.

I think the same thing applies in Rae-Edzo. They have a number of high calibre people who actually do the surveying of roads and supervise crews. Because of their experience and background in those areas, I believe that an incentive should be created to further develop their skills. I am just wondering whether the department has considered anything in that particular area for road engineering and whether those people could be recognized with either a diploma or certification for those skills that they have. And further, if mobile training is required, having an engineer from Yellowknife go to, say Fort Providence, to do further training in skill development in those areas, so that eventually those people could be recognized as surveyors. It is the same people that work on the road every year.

Since becoming a Member I have not been doing that, but the same members have done that for the last eight years, and are still the same people that are doing it. But because they do not have a certificate in those areas, they are not recognized and they are still getting the same salaries year after year and they draw the same unemployment winter after winter. I would like them to develop those skills, because in the Western Arctic, at least the southern part of the Western Arctic, there are highways and those people are being utilized all the time between Fort Simpson, Liard, Yellowknife. I would like to ask the Minister whether anything has been done, because he did say something about a bank of information that identifies people for employment. But are those people in this particular bank, recognized as rod men, chain men or instrument men, for example?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: I refer this one to my deputy, Mr. Chairman.

MR. HANDLEY: Mr. Chairman, we have survey components in both the renewable resources training program and in the environment technology program offered through the Arctic College. In addition there is one survey training program being offered this year through the Yellowknife Campus. It

will take in eight students who will be trained as surveyors, taking in the skills from chain man to rod man, to using the survey instruments. As well, there is also provision or the capability to offer survey courses through the indirect purchase scheme with CEIC. In that scheme we would have to work through an employer who would have jobs at the end of the training program for the graduates. That one is pretty open-ended in terms of how many people we would be able to accommodate. But if there are jobs and there is a commitment from an employer, we could run it through the indirect purchase.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. With regard to these eight positions that are being considered for Yellowknife, how is the department actually initiating this whole thing? Are they getting out bulletins or anything regarding this particular training? Also what are the incentives behind this training that would encourage people to come to Yellowknife to train? I mean if it is a whole repeat of what happened in Providence where you took all the training and at the end of that you got hired by the government and that is all you did, then there is no point in doing it, because probably a lot of people in Providence would be interested and maybe go into a course like this but if they know it already then there is no point in going. I would like to find out exactly what this training entails. There is a difference between a rod man, a chain man and an instrument man. So I am just wondering what is happening.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: My deputy will answer this, Mr. Chairman.

MR. HANDLEY: The training program that will be offered in Yellowknife is available to residents of the NWT, not only for Yellowknife people. The training plan that we are currently negotiating with CEIC will be finalized, hopefully, next week. As soon as the plan is finalized we will advertise for students to enrol in the program. Those who are accepted into the program will receive allowances from CEIC and we, as part of the program, will also make arrangements for accommodation for the individuals who are involved.

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

Changes Needed In Education Administration

MR. GARGAN: Thank you. Just one other comment I would like to make, Mr Chairman. During the last two days in dealing with the Department of Education, there seems to be a lot of concern regarding two distinct education authorities in communities and that maybe something should be done. I certainly do not have all the answers but one of the suggestions I would like to make is that the committee be given an option on the type of authority they would like to have in the communities, with regard to education. I am not saying that those options should only be considered by the local education authority, but that the options or suggestions should be given to the band councils, the hamlet councils and the regional councils, the political organizations.

I think that there needs to be a change in the way we administer education. I believe too, that the only way perhaps we can do it is if we consult the communities and get their input on what they see as being possible in the communities, rather than doing it through legislation. I guess this is where I find that when the local education authorities were established through legislation, really the communities did not really have too much input in the kind of direction that should be taken with regard to these particular authorities, societies or boards. I think it is time that we put in a new slate and start again and find out whether the existing system is working or not. I think that the committee should be given that option to decide whether to include the band council, the hamlet council, members at large, or the school in the committee. This is all part of that process. Perhaps it is overdue that we once again look at this whole concept we have been working under and look at new concepts at the same time, because I truly believe that we need to look at and rehash issues of education in the communities. Perhaps the Minister has a vision for the year 2000 with regard to education, but I believe the Members here have brought up some very legitimate points, which I really do not think have been thoroughly thought out or answered. I am not saying create a special committee on education or anything like that, but I am suggesting we should approach the communities now and ask for their comments on where education should be with regard to the community. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Creating New Forms Of Local Education Control

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I agree that we should approach communities. We are doing that. We just had a meeting, for example, with the Shihta Regional Council. We have invited input from the Deh Cho. We are open to new approaches. For example, when we received a petition from Yellowknife school boards to create a new form of local control for the Sir John Franklin High School we went ahead and created new legislation to accommodate their request, and we are prepared to do that in other regions. I would like to explain that the option to go from a committee to a society does take 50 voters. It is not just the local education authority. But if there are new approaches recommended in the Member's region we will be quite open, and, in fact, we are waiting to hear what recommendations come out of the study that has gone on in that area and the consultation from communities in that area. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Just for the record I would like to say that I was part of the Deh Cho Regional Council when we first proposed the whole concept of divisional boards. But that was the concept that was given to us by the government. We were also told what the rules of the local education authorities were, what educational societies do, what boards of education do, and what the divisional boards of education do. Those are the options that we have to work with. Now I am only saying that because I was there when we went through this whole process. I believe Mr. Handley was there too, when he was telling us about these wonderful new concepts or the existing concepts. But at no time was there any suggestion to say that we could look at other new concepts. We were told each of the concepts and to work within the bounds of those concepts. I believe too that maybe a delay with regard to the Deh Cho Regional Council not submitting the final draft of what their regional position is, is because they cannot live within the bounds of those concepts that were given to them.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: I would like to assure the honourable Member that we are not wedded to the divisional board model and I do not believe we have required the Deh Cho group to confine themselves to considering that option. We are open to any other options they might consider. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): (Translation) Are there any more questions? Mr. Ernerk.

MR. ERNERK: (Translation) Thank you, Mr. Chairman. I will make it brief. (Translation ends)

Mr. Chairman, I sometimes find when it comes to the discussion of education, not to make it personal, but education to me is such a personal issue. You tend to get personal quite a bit when you talk about education. I suppose the way I see education is basically that education is everybody's business. It does not exclude anyone from giving ideas to anyone. So from that point of view, to me, it is everybody's business, everybody's issue. No one excluded. Everyone is so willing to contribute ideas to it. But from what I have been hearing in the last number of days, when you talk to Education, basically you are talking to a brick wall. That is the way it sounds to me.

Inuit Professors

I welcomed the Minister's statement yesterday when he said, "I am open to new ideas." I thought I brought some new ideas and some of those ideas I just did not dream them up. I brought them out because people have been talking about them for some time now. For instance, the issue of Inuit professors. I think we are going along the same lines, the department and I, in terms of what they were talking about, classroom assistants and so on. I am talking about Inuit professors. Let me read to you the definition of professor. According to the dictionary it is, "a teacher of the highest rank in college or university". So to me, that professor idea came from a former member, actually two former members of the Keewatin Regional Education Committee. Octave Sivaniqtuq was the first one to mention it to me and Peter Katorkra said he has heard my statements on the need to establish Inuit professor positions within the education system. Now Peter Katorkra said this two nights ago, "I fully want to agree with you on this idea of Inuit professors."

During my meeting with the hamlet council of Repulse Bay in 1987, we talked to the hamlet council about education, among other things. The mayor's opening remarks indicated that education needs improvement. That is what they said. Now, we go down a little bit further. They said they were very concerned about young people, drop-outs. They went on to talk about a number of things about lack of traditional education. These are the kinds of things they talked about. And then the issue of Inuit professors again came up during the discussion of education with the hamlet council of Repulse Bay. They said if we establish Inuit professors we should give them certification. They were talking about the older people at that point. People with no education at all. They should be recognized as full-time teachers within the education system of the NWT. They said, "Old people should be given more place to contribute to the society. They should not be forgotten." That is what they said to me.

Now one way of making sure the Inuit culture continues, I believe, is to take that idea and study it fully and see whether or not it is possible to establish those kinds of positions within the classrooms of the NWT. It goes along with the Department of Education's program in terms of establishing high schools and colleges throughout the NWT. One of them is to be a Rankin Inlet college. So it goes along with the system that we have in place. Now in terms of my idea, when we talk about Inuit professors, we talk about those people who do not have any education whatsoever, no grade at all. Some of them are very specialized in terms of our own heritage. Those are the kind of things that I want to try to make clear, on what I was saying the other day.

Attendance And Performance Appraisals

Another comment. I stand to be corrected, Mr. Chairman, when I said the other day, according to the Hansard, that as long as you get 80 days out of 190 days within the high school in Rankin Inlet, for example, you could pass your education. I stand to be corrected in that statement. What I should have said, upon checking it further, is when you talk about performance appraisal of high school students, the only criterion that the Department of Education has is as long as you sit in the classroom 80 per cent of those 190 days, you will pass. That is the only criterion you are required to have, as I understand it, from talking to Education people.

That brings me to the next point. I think I understand the Minister when he indicates that there should be much more testing done. I think that was his idea, testing of students. I think there has to be much more performance appraisals of the students. I also feel that within the established guidelines, that there should be much more performance appraisals done for the teachers just to be able to find out if we are getting the best out of the education system. I do not know whether I made sense or not because I am trying things a little differently than I did a couple of days ago. But I would like to hear some reaction from the Minister on these statements.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I am disappointed if the Member thinks I am rejecting his ideas. I would like to make it clear on the issue of Inuit professors, that if a community agrees to reallocate the resources that are provided to a school in favour of hiring more Inuit instructors or Inuit professors, we will not intervene and we will respond to that request. If a community wishes to call their classroom assistants or cultural instructors, "Inuit professors", we will respect that. That is just as good a term as classroom assistants. In fact, maybe it is a better term.

Mr. Chairman, certification will require some work on our part. I would suggest that certification should follow on some kind of training. If we are going to give someone a certificate that they have achieved a certain level of qualification, then there should be a way of measuring those qualifications and therefore we should design a training or in-service program in order to ensure that the Inuit professors all achieve the same standards.

Mr. Chairman, I am not rejecting that idea. In fact, I will make a commitment to the Member that since there is obviously considerable support in his region, beginning with the chairman of the regional educational authority, I will write to the Keewatin Region educational authority, inform them of this idea, inform them of the support we could provide and seek their endorsement of this concept. If the regional educational authority is agreeable, then my department will co-operate toward the goals that the Member has advanced. Based on that, perhaps we can consider the same approach in other regions.

Mr. Chairman, I would like to make it clear on the question of attendance, that just being a warm body in high school is not enough, whether you are there 80 per cent or 95 per cent of the time. Every core course in high school has an examination. There may not be an examination for phys ed, for example, which is hard to apply a written test to, but every core course has a teacher-made exam at the end of the year. And for grade 12 we use the same examinations that are used in the Province of Alberta. I agree with the Member that we should appraise the students' performance. I describe it as a test but it really is a performance appraisal; it includes effort, attendance and course work. In fact, even in grade 12, although we use the Alberta exam, half of the mark comes from the student's performance in course work and the like during the year. So I agree with the Member that it should be a performance appraisal and I would describe our testing really as a performance appraisal. I think we are doing that. We are looking at much more than mere attendance.

CHAIRMAN (Mr. Angottitauruq): Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I am pleased to hear that the idea is finally getting across to the Minister. One of the things that I can compare this idea of Inuit professors or native professors in the NWT to, is to tribal doctors in the State of Alaska that I have seen, at least within the North Slope Borough and south west side of the North Slope Borough in Kotzebue. These are native people. I am particularly talking about the Inukpiat of Alaska, where one is funded by the North Slope Borough, or that system of positions is funded by the North Slope Borough, and the other is located in Kotzebue, as I understand from talking to the mayor's office two days ago, and they are funded through the State of Alaska.

I am not used to these quick offers of things, this is not Dallas. They tend to go over my head quickly sometimes. So while I appreciate the Minister indicating that it is an idea -- "I will quickly go over to your constituency and write to your education society" -- I would have thought that the Minister would have said it is an idea and that he would be willing to take it into consideration and see if we could make it possible to make positions like that available throughout the classrooms in the Eastern Arctic. But I am really pleased about the answer with regard to performance appraisals of students. We are slowly beginning to be understood. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. What can I say? I am pleased the Member is pleased.

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

MR. BUTTERS: Mr. Chairman, that might be a good note to go into detail in the budget. There will still be opportunity for Members to ask specific questions under the detail but maybe we could go to detail now.

---Applause

CHAIRMAN (Mr. Angottitauruq): Is the committee prepared to go through details? Mr. Gargan.

Lowering The Ceiling On Tuition Fees

MR. GARGAN: Thank you, Mr. Chairman. The Minister made a statement on student financial assistance, the other day. But in there he made some cuts to tuition ceilings and also second round trips for students. Am I reading the statement right, the statement made on student financial assistance? "After considering the advice of the standing committee on finance I am pleased to announce that the cuts on tuition ceilings and the second round trips will be withdrawn." I would like to ask the Minister what he meant by that.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I would like to make it very clear I had considered reductions which would have lowered the ceiling on tuition fees from \$2000 to some \$1400. I had considered cuts which would have reduced the second trip subsidy to require the student to pay the first \$500, but considering the advice of the standing committee on finance and their strong feelings, for some \$400,000 that would be saved, it simply would not be worth it. I made a

statement earlier in this session that I had decided to withdraw those proposed cuts, to cancel them, and that we would find resources from within our budget to basically continue the level of service in those areas that had been in place previously. I did make some reductions which I plan to continue. Namely that residents who have been in the Territories for fewer than three years will not be entitled to remissible loans. They will be entitled to repayable loans but they will not be entitled to forgivable loans. I have plugged what I consider a few loopholes which will not produce real hardship in the student financial assistance area but the major cuts I proposed will not be put in place.

As I have indicated, through what I think was excellent work on the part of our students' services manager, Mr. Aindow, we have been able to negotiate a \$700,000 payment from the Government of Canada beginning next fiscal year as compensation for our opting out of the Canada student loans plan. When those moneys start to flow in it will help us bear the burden of the increased pressures on the student loan program resulting from increased numbers in recent years. I think there is a good prospect that we will be able to hold the line with the present level of assistance. As I did indicate to Mr. Morin yesterday, I have also made a commitment to review the levels of assistance we provide, particularly for mature students who want to go back to school with families. Thank you.

CHAIRMAN (Mr. Angottitauruq): The second time. Is the committee now prepared to go to details.

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration, Total O And M, Agreed

CHAIRMAN (Mr. Angottitauruq): Directorate and administration, total O and M, \$6,834,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Advanced Education, Total O And M, Agreed

CHAIRMAN (Mr. Angottitauruq): Advanced education, total O and M, \$17,944,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

School Program Development, Total O And M, Agreed

CHAIRMAN (Mr. Angottitauruq): School program development, total O and M, \$3,896,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total O And M

CHAIRMAN (Mr. Angottitauruq): Schools, total O and M. Mr. Butters.

MR. BUTTERS: A question of the Minister, Mr. Chairman, relative to languages. What is the current situation in the schools in my constituency with regard to the provision of French language instruction in both the junior and senior schools?

CHAIRMAN (Mr. Angottitauruq): Mr. Butters, you have more to add to it?

MR. BUTTERS: I was just going to say, and it is painfully obvious, that with the Official Languages Act currently under consideration of the federal government, that a working knowledge of both official languages is almost mandatory for an individual to obtain any degree of success, at

least in the federal public service. I would like to get an idea. I know the Minister is aware of that concern because it has been brought to him by people in Inuvik and I am hoping that the program has been strengthened.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. With reference to Inuvik, I can tell the honourable Member that French instruction as a second language is offered in Sir Alexander Mackenzie school at the kindergarten to grade six level to 219 students in the current year and it is being offered at the grade seven to 12 level at Samuel Hearne Secondary School to 119 students. Mr. Chairman, there has been some discussion in Inuvik about a French immersion program but I do not believe that there is currently a sufficient demand for that program and I suspect that with the departure of a number of Canadian forces base personnel, from whom the real initiative for immersion programs had come, there may a reduction in that demand. So we are only offering French as a second language program in Inuvik. Should there be a demand for immersion programs, we have been quite successful in negotiating enhanced funding from the Secretary of State. Our budget from the Secretary of State has increased significantly in the past couple of years. But I am not aware of any enhanced level of service for Inuvik. Thank you, Mr. Chairman.

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

Education On AIDS

MR. BUTTERS: Thank you, Mr. Chairman. Although I was not asking him to respond to any initiatives from Inuvik I just wanted to have his assessment of the programs currently being provided. Again on the programs in the schools in my constituency, health is now a compulsory core subject. I am just wondering, in the compulsory core of this subject, is the matter of AIDS instruction being provided to students and at what level and what degree of effectiveness, if it has been examined yet?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I can assure the Member that I directed my department, I think following the AIDS briefing that was provided to the 10th Assembly, that we should immediately introduce compulsory family life education which would include units on human sexuality and sexually transmitted diseases. My department has worked in a very concentrated manner to see that this direction was carried out, and I can inform the House that as of the current school year, the new health program which includes information in these sensitive areas is now in place in all schools at the kindergarten to grade three level. At the grade four to six level, materials will all be distributed over the next few weeks, and junior high materials have been revised and are in the final stages of preparation. We have held in-service workshops for trainers in each region who have in turn conducted workshops for staff from each school in every region.

So, Mr. Chairman, I think we have acted quite quickly to see that this essential information is provided to our children and I will reiterate that this is a compulsory program. Parents do have the right to withdraw their children from the program but the courses are being given on a compulsory basis in all schools so that we expect most students will receive this information and therefore be able to make informed choices about their lifestyle and how they look after their bodies in future. Thank you.

CHAIRMAN (Mr. Angottitauruq): Schools, Mr. Gargan.

Industrial Arts And Home Economics Program

MR. GARGAN: Mr. Chairman, I just wanted to ask the Minister whether or not schools in the NWT have an active industrialized program or home economic program, because I have a concern that the programs in those areas are being depleted, are being undermined and eventually perhaps they might half those programs in the schools. I would like to find out from the Minister what is happening in those areas because I am sure that development of the mind is the focus of the education system, but certainly the students ought to be able to develop physical skills and that is using their hand/eye co-ordination in home ec areas or industrial arts areas or phys ed areas. I would like to just ask the Minister what his priorities are in those areas or in the schools.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

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

MR. HANDLEY: Mr. Chairman, most of the schools have facilities to offer industrial arts and home economics programs. In some of the smaller schools we have what we refer to as "technical centres" for students at the lower levels. The programs offered in those centres are basically with the use of hand tools in the industrial arts areas and in the home economics areas, very basic cooking. In the larger schools we have industrial arts shops and home economics areas that are the same as you would find anywhere else in the country. The teachers who are teaching the courses are trained people in those areas. I think in all of our high schools we have both industrial arts and home economics. As well, we have in the regional high schools, the vocational training program. That is a pre-apprenticeship program. We have found that the enrolment has been declining in it; it has been minimal.

We are now developing what we call an industrial technology program comparable with the programs offered in Alberta that will be open to more students without their having to go into the vocational stream entirely. As well, for other students who are not in the academic stream we have what they call a community occupational program that, in pretty well all cases, has a hands on approach. At the senior high school level we have the senior practical program which again is for non-academic students who are going to be going into either trades or skilled labour when they finish their schooling. I think the situation in the Territories is a healthy one in terms of vocational programs, or industrial arts and home economics programs for all students who need these opportunities. Those from the smaller schools, as I say, would have to go into the larger schools if they want to take advantage of the more specialized programs.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Mr. Chairman, I just had a concern about communities with less than 1000 population that normally go up to about grade eight. I think in Fort Providence, for example, we have next to nothing as far as industrial arts or home economics go. I do not believe that they even have an industrial arts period. So you are in the classroom environment for at least six hours of the day with the exception of maybe two gym periods a week. Those are the reasons why I brought this up. I believe there is very little with regard to the physical development of students and they are more into the mental development. That is the point that I am trying to get across.

Also I would like to find out whether, as part of the staffing arrangements in the schools, they actually have a qualified phys ed teacher, industrial arts teacher or home ec teacher, or is it pretty well up to the individual teachers to obtain those skills to teach industrial arts, home ec or phys ed? In 1977 or around that time, when I was teaching in Fort Providence, I was taking the responsibility for phys ed as well as industrial arts. So I am just trying to see whether we get the proper attention to all aspects of development within the system.

One final question, Mr. Speaker, I understand too that now with the good packages that they get for teachers, like northern allowance, settlement allowance, and a good salary, some of these teachers have been here most of their lives with perhaps intentions of going back only after they retire or something like that. I understand that some teachers are getting an average of \$80,000 a year in salaries and benefits and I would like to ask the Minister if that is pretty close to what the range is.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I think our highest paid teachers would be earning pretty close to \$60,000 or perhaps a little over \$60,000. This would be basic salary and would not include the value of benefits. There are very few who are at that level. The average teacher's salary in the Northwest Territories is about \$39,000; that is, the salary component alone. As I have indicated earlier, I think that these are quite respectable wages and, while I do believe that it is important that teachers be paid well, sometimes it is frustrating for me, in preparing my budget, to see what a high proportion of the education budget is immediately swallowed up in salaries. It actually leaves the Minister of Education with very little flexibility, especially when the teachers' grid, as it is called in collective bargaining, permits automatic increases based on the time spent in the Territories. It does make it quite difficult to fund new programs. I did, I think, respond to one Member that it may be an option to consider some ways of restraining

these exponential increases in salaries because, if there could be some way of controlling them, then even a small percentage would yield enormous resources which could be applied to other programs. In fact, Mr. Chairman, in 1986-87, the total salary bill for the Department of Education was about \$28.3 million; that is basic salary alone. That did not include Yellowknife.

Mr. Chairman, on the other questions asked by the Member, I would like to refer them to my deputy.

Qualifications For Teaching Specialized Subjects

MR. HANDLEY: Mr. Chairman, I think the first question had to do with or referred to qualifications of people teaching in specialized areas like physical education or home economics, etc., as I understood it. In cases where we are operating high schools, then people who are teaching the specialized subjects are required to have training in that area; that is, at the high school level. At the elementary and at the junior high level, it is frequently not possible to hire someone who has the qualifications to be able to take on that job, although we do look for people who have experience or, possibly, some training. Phys ed, again, is another area where, in the larger schools, our physical education teachers are qualified people; in the smaller schools, we have people who are not physical education specialists. One minor correction, in Fort Providence school we do have both industrial arts and home economics taught at the junior high school levels. I do not believe that we have qualified home ec or industrial arts teachers in that situation, though, because it is a smaller school at the lower levels.

I might clarify, at the junior high school level, we are now working on a junior high home economics and industrial arts curriculum. At the elementary level, because the work is very basic, we have not had time or priorities to be able to work at the elementary level on curriculum development; we do not have one at that level yet. At the senior high school level, we are following the Alberta program. The courses we are using are the same as the ones in Alberta, except for the special courses we have developed ourselves, like the senior practical program or the community occupational program.

Training In Area Of Specialization

The third part of the question referred to people who are living in the North for a long time, teaching in the North, who have not gone back to take further training to upgrade themselves, or keep themselves up to date. In the last two years, we instituted a training program for special needs teachers that all people in special needs are required to take if they want to continue to work in that occupation. The only exception would be if they had already taken the training before they came to the North. Last year, in 1986-87, we began a principal training program. All principals in the Northwest Territories are required to take part in that program. The principals will graduate with a principal's certificate. A year from now, they will have completed their program. Our intention, in terms of professional development, is that we will gradually require more and more teachers to take training in their area of specialization.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. The Minister did give us an average on the teachers' salaries. I just want to get a clarification. When we refer to teachers, does that mean professional teachers as well as classroom assistants, teacher assistants, or just certified teachers? The other question I would like to raise is that I still have concern over the whole question of physical education. The situation in most of the schools, right now, is that there is no individual achievement, as far as phys ed goes. Most of the gym programs that are now in the schools are competitive sports. There is a winner, there is a loser type of situation. I guess this is the reason why I thought having qualified people in those areas would, perhaps, encourage more students to go to school, rather than being forced to go to school.

Sensitivity To Aboriginal Students

Another situation that I would like to address is whether or not principals are expected to transfer after certain periods in the community. Is that at their discretion or is it up to them if they want to transfer? Are we going to be stuck with a principal who really has no vision of the community for the rest of our lives? Also, the sensitivity of non-native teachers to aboriginal students in the school -- I can only refer to a situation that occurred in Fort Providence during Christmas. Before the Christmas holidays, we had a Christmas concert and all the

kids were excited and things were going great for them. They were having a good concert; the parents were there. We had a recording of the whole concert but, I guess, unfortunately, we also caught a recording of the principal calling down the students, "Quit acting like dogs." It was recorded on Betamax and it is there in black and white in colour. You could see the Christmas spirit of those kids dwindle down to nothing. I am really disappointed that no action was taken on the part of the local education authority -- if they had that authority. It was brought to my attention and is was also verified by a tape that was taken. The kids were sitting in front of the camera and this whole thing took place. So, I really question a lot of the teachers when they are in the communities of how sincere they are in committing themselves to teaching aboriginal people. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. The average teacher's salary that I indicated does not include CAs. Classroom assistants earn, on the average, about \$24,000. Mr. Chairman, I should, perhaps, correct my earlier figure. If you include the recent salary increases, the current average is about \$43,000.

Enhanced Physical Education Curriculum

Mr. Chairman, on the Member's second point, I agree that enhanced physical education will make the school more attractive to students. We are revising our phys ed curriculum at the grades seven to nine level at the moment. We are also looking at beefing up the curriculum in phys ed so that we make it more relevant to Arctic Winter Games, for example, and arctic sports.

On the third point, Mr. Chairman, I would like to make it clear to the Member that we do take advice from local education authorities and we take it very seriously. I think generally we do believe that if a principal is accepted by the community it is helpful if they remain for a long period of time. We do not require them to transfer but if they are not acceptable to the community and not responding to the advice of the LEAs we take very seriously advice from local education authorities that changes should be made. I think we are quite responsive if we do get advice from a local education authority that a teacher or principal should move. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: Yes, just for the Minister's information, the tape I am talking about is in the hands of the local education authority.

CHAIRMAN (Mr. Angottitauruq): Mr. Ernerk.

MR. ERNERK: With your permission, Mr. Chairman, I wonder if I could go back to directorate and administration.

CHAIRMAN (Mr. Angottitauruq): Does the committee agree to go back?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Angottitauruq): Go ahead, Mr. Ernerk.

Hostel Expansion, Rankin Inlet

MR. ERNERK: Thank you, Mr. Chairman. Under this division, does "capital planning" mean building and planning schools and planning hostels and buildings like that? I want to come to the defence of my constituency in Rankin Inlet because it has been referred to by the Minister twice with regard to a four million dollar hostel. That building was completed a couple of years ago, torn apart last year and expanded again. So my point here, Mr. Chairman, is that proper prior planning would not have required it to be torn apart once and expanded or something added on to it again. I am certain, had there been proper planning that four million dollar hostel would have cost less than four million dollars. I just wanted to make that statement because I have heard it twice.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to respectfully disagree with the Member. First of all, the facility was designed for expansion. The reason we did not build the full 108 bed hostel which we now have, some three years ago, is that we just did not have the money that it would have cost. Instead we designed the original 40 bed hostel so that a wing could easily be extended and that was done this past year at an additional cost of two and a half million dollars. Mr. Chairman, they did not tear the place apart. We simply took off the stairwell at the end and added the wing that was in the original plans. The original cafeteria and heating plant were designed to accommodate the extra capacity. Now the community has a 108 bed hostel which I can say, without hesitation, is the finest residence facility in the NWT, bar none. Thank you.

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Angottitauruq): We are back to schools. Total O and M, \$78,126,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Arctic College, Total O And M

CHAIRMAN (Mr. Angottitauruq): Arctic College, total O and M, \$18,207,000. Mr. Nerysoo.

Business Management Course, Aurora Campus

MR. NERYSOO: Thank you, Mr. Chairman. I have had an opportunity to raise a concern with the Minister with regard to the business administration program at Aurora Campus. I am extremely concerned about whether or not that particular program is going to continue at least for the upcoming year and for those students who are already registered there. It seems that we may have some problems encouraging, I believe, about 14 out of the 17 people who are involved to go to Thebacha. Much of it arises out of the fact that there is family commitment on the part of those 14 individuals. I would ask that the Minister or at least the department could consider a review of the situation with regard to that particular management course, with the idea of at least extending the second year for those students now involved in the first year. I believe that we can probably lay the ground rules down. I know that the Minister was clear about the initial program when he introduced the program at the Aurora Campus as to how the students would be dealt with in the second year. But I would ask if the Minister could review the situation with the idea of at least continuing the program in the second year for those students now involved in that particular program. I must say that I commend the department for continuing with the program for the past year. I would ask for that review to take place.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister, would you introduce your third witness, who just came into the committee?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I have with me Mr. Mark Cleveland, who is the new president of Arctic College. Mr. Chairman, I will undertake to review whether we can continue the business management certificate program to a second year. I appreciate that it is a good program and there is keen interest in it. I am very happy that there has been so much support for it in the Inuvik Region. The current public and business administration program at Thebacha Campus is under review and for the moment, because the Inuvik program courses have been linked to the diploma program at Thebacha, we had planned to postpone developing a second year until that review has been completed. There is also a problem of identifying funding for the second year. However, in light of the Member's comments and although it will be difficult, I will undertake to see if we can find some way of establishing a second year program in the coming year. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Nerysoo.

Assistance From Regional Council

MR. NERYSOO: Thank you, Mr. Chairman. Just to indicate, when I originally spoke about this issue and raised it during the fall session, I also indicated that the Mackenzie Delta Regional Council had developed a program of its own in conjunction with Arctic College and were successful in finding funds. I certainly would be prepared to work with the Minister and my other colleagues

from the Mackenzie Delta to try to find areas where we might be able to help the government in finding the appropriate and necessary funds so that this particular program could continue, at least for the second year, with those students who are presently in the first year program.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I thank the Member for that offer of assistance. I was pleased to hear that through the initiatives of the regional councils, they had obtained federal money. In that regard they seem to have had more success than our department has been able to have in identifying money through CEIC. The obstacle with CEIC is that they do not fund programs that last beyond 12 months. So I thank the Member for that offer and I can assure him that I will instruct my department to examine the experience of the Mackenzie Delta Regional Council and perhaps take advantage of a program that we may have overlooked. We know this is a priority in the region and I can assure the Member that if we can find a way of expanding our business training in the Aurora Campus, we certainly want to do it. It is a question of identifying the money.

CHAIRMAN (Mr. Angottitauruq): Arctic College. Mr. Butters.

MR. BUTTERS: To follow Mr. Nerysoo's question on that particular campus, I would like to congratulate the Minister and his staff on identifying a need in the Western Arctic. It is a need that has been announced for years and years and years. I can remember Bernard Gillie coming to Inuvik in the early 60s, sitting down for supper and being told we need a facility similar to that now in place, for people of the Western Arctic. I would be interested, if the Minister might compare the original projections that he had in hand -- a comparison between the figures that he projected initially when he and his staff took the initiative to the Financial Management Board, and the type of enrolment that has occurred in its first year. I do believe that there was an underestimation of the interest in that college. Maybe the Minister could confirm that belief.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I would like to ask the new president of Arctic College to answer that question. He was involved in development of the college plan and is now responsible for all campuses.

MR. CLEVELAND: I believe the Member is correct in saying that there has been an underestimation of interest in the programs in Inuvik. We found this fall that there were some 105 to 110 full-time students enrolled in programs at the campus and this certainly exceeds the numbers that we had anticipated. The campus is certainly at an early stage in its development and this kind of interest has certainly indicated that the activities of the campus will continue to be very strong.

CHAIRMAN (Mr. Angottitauruq): Mr. Butters.

MR. BUTTERS: Yes, I believe you were looking at something in the order of 75 or 80 initially. It was significantly under the enrolment that has been experienced. Obviously the enrolment that you have experienced has put pressure on the college or the campus to develop additional accommodation for students. How are you resolving this problem, because I realize it is a problem?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Development Of Aurora Campus

HON. DENNIS PATTERSON: Mr. Chairman, as the honourable Member knows, the campus was just opened up this past year and really just got going in January of 1987. The vice-president for Aurora Campus has been at work since May of this past year. His first task has been to develop a long-range plan, including program and capital requirements. The plan is scheduled to be completed by May or June of this year and at that point we will have a handle on what our long-range requirements are. But because there was no vice-president in charge of its development before it was implemented, the campus really began with sort of a short-term outlook and now will be providing a longer-range outlook. I am satisfied that the vice-president is consulting widely in developing this plan. It will be a good guideline for developing our government's capital and budget plans over the coming five years or so. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Butters.

MR. BUTTERS: In inheriting the CFB building from the military as we did, we also inherited a very expensive heating problem, in terms of the heat exchanger of NCPC -- I believe the government was aware when it took over the building that the formula for charging for heat that is provided through a heat exchange system really has no rational basis. Has the Minister, with the assistance of his colleague for the Department of Public Works, addressed that problem or put it into context?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I can tell the Member that we have budgeted \$400,000 currently to improve the mechanical and ventilation systems with a view to improving our energy consumption. On the matter of the cost of heat charged by NCPC, I suppose that this government will be in the interesting position of being able to negotiate with ourselves as we move toward acquiring control over NCPC. I do not believe that at the moment there has been any success whatsoever in negotiating improved rates but I do believe that once the transfer is complete, it will be within our power to make adjustments and it could be that a review of those rates could result in benefits to the college program, which certainly is a priority of our government. But that is going to have to await the transfer, Mr. Chairman. I thank the Member for that comment. It is something we should note and be prepared to deal with once NCPC comes under our control. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Butters.

Inuvik's Appreciation Of Aurora Campus

MR. BUTTERS: Just to comment. With my colleague from Nunakput, I attended the opening of the Aurora Campus and I remember that she remarked to the people of the town that we as townspeople should never forget what an important trust has been put in our community with the young people coming to receive an education in our particular area and community. It was very moving for me recently to attend the first graduation from the Aurora Campus in which six recreational leaders graduated. They were from all over the Territories -- from Iqaluit, Eskimo Point, Providence, Rankin Inlet, I think Gjoa Haven, and Fort Good Hope. I know from speaking to people in the community, especially from the town of Inuvik, the deputy mayor said, "What an enrichment those young people brought to our community in being active in our town, active in our programs and how much they left in our community!" So we really are pleased that the campus has been established in Inuvik because it is a tremendous benefit and boon to us.

CHAIRMAN (Mr. Angottitauruq): I believe that is just a comment. So we will go to Arctic College, total O and M. Mr. Lewis.

MR. LEWIS: Mr. Chairman, I was out of the room just briefly to get some information on schools. So when we are finished with the Arctic College could we get some agreement to go back to schools.

SOME HON. MEMBERS: Agreed.

---Agreed

Arctic College, Total O And M, Agreed

CHAIRMAN (Mr. Angottitauruq): Arctic College, total O and M, \$18,207,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total O And M

CHAIRMAN (Mr. Angottitauruq): Now we go back to schools. Mr. Lewis.

MR. LEWIS: Mr. Chairman, I raise this concern about the change of the student/teacher ratio from 19 to one. On Tuesday the Minister indicated this would really not hurt the school districts very much. He quoted us some figures about what the actual ratios were in Yellowknife and how favourable they were. I would like to quote to you from a document that I just obtained, that I had to leave this chamber to get. "This district cannot adhere to the formula without eliminating

some programs and seriously affecting others. As you are well aware, class sizes in this district average 25 students based on current enrolment. This average will increase to 31 under the proposed ratio and this of course does not take into account growth in enrolment. We are experiencing a steady increase which is severely taxing our existing resources." I did not want to challenge the Minister on Tuesday when he pointed out how rich and how well off Yellowknife was, until I had some figures that came from the school board itself.

So, Mr. Chairman, the concern I have is that many of the other things that the Minister is trying to do, is at the expense of a school district that was in existence long before a Department of Education was ever thought of. It has been in existence for something like 50 years. It has been built up over a period of time because of the hard work of a large number of people. It seems that this small district really, it is a small school district, is being penalized very severely, it is separate from the Department of Education. They are a huge support staff in headquarters here to support the rest of the education system, but in the Yellowknife school board, practically everybody is considered a teacher. So what they are going to be forced to do is to make more and more of their support staff into teachers so that everybody is going to have to teach in the classrooms. Although the Minister said that, "No class in the Territories is going to have a class with more than 30 students", they already have more than 30 students in classes in Yellowknife and this proposed change would make it an average of 31 students. Not a grand total but an average right throughout the school system of 31 kids for every one teacher. People who do not teach right now but are support teachers are going to have to take on a teaching responsibility.

Mr. Chairman, what is happening is, as the Minister takes on new initiatives all over the place, what he is doing is damaging the efforts of a local school board, the very first one to get local control and who earned it and who paid for it over a long period of time. And if that is what local control means then how can people in this city be very impressed by the efforts of this government, if what local control means is that you have to dig deeper and deeper and deeper into your pocket just to meet the whims and the fancies of a Minister who has new programs which we really do not know that we need? We do not really know if they are good ideas or not. Yet for something as basic as teachers in classrooms, because that is what the whole system is about, having teachers in classrooms teaching kids, what is happening in this system is that the most important thing of all is being sacrificed simply because somebody wants to introduce new programs, do nice things, and not recognize that the most important issue of all is to try to do something in classrooms where the most vital components are kids and teachers. I have more to say, Mr. Chairman, later.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Equality Of Education In The NWT

HON. DENNIS PATTERSON: Mr. Chairman, we are not planning on doing nice things in the Territories. What we are planning on doing is promoting educational equality in the NWT. I would like to point out to the honourable Member that we are talking about teachers in classrooms. We are talking about high school teachers in community classrooms for the first time, outside the major centres. I would like to just repeat what I said the other day. No one complained when small high schools were established in Hay River, in Pine Point and Fort Smith. Now the honourable Member is suggesting that we should not be establishing community high schools in Baker Lake, Eskimo Point, Rankin Inlet or Pangnirtung because it is going to cause some pressures on existing high schools. I would like to point out, Mr. Chairman, with the greatest respect, that I think the Member made one omission in summarizing my statement that the classes do not have to be that large. What I said was, "With wise management, the new pupil/teacher ratio need not require classes of that size." I would like to point out, Mr. Chairman, that the Yellowknife Education Districts Nos. 1 and 2 currently have very favourable pupil/teacher ratios. They are 15 to one and 13 to one -- the envy of all other schools in the Northwest Territories. With the new formula for funding, the ratios will go up to 18 to one and 15 to one, respectively.

Now, why are classes as large as 25 or 31 in those schools? The reason classes are that large is because the school districts have chosen to allocate their teaching resources in specific ways. They have a very high proportion of specialist teachers. They have music teachers, librarians, counsellors, phys ed teachers, shop teachers, art teachers, computer teachers, and, yes, some of those specialist positions are going to have to start teaching general programs but, Mr. Chairman, that is what I am talking about with regard to wise management. There is going to have to be a

reallocation of resources. There is going to have to be some reduction of the full program ranges and specialist options, but, Mr. Chairman, the classes need not be that large. If the school districts are concerned about that, they can reallocate their resources. They have other options, as well, Mr. Chairman.

City Of Yellowknife Has Option Of Increasing Taxes

Education District No. 1, according to the audit reports we received for the end of June, 1987, had an accumulated surplus of \$954,000 in its bank account. That money, Mr. Chairman, can be drawn down, I would respectfully suggest, and applied to ease the burden of this adjustment in our formula. Furthermore, Mr. Chairman, the City of Yellowknife has the option of increasing taxes. There was no tax increase last year, or the year before. The last tax increase was in 1985-86 and, if there is a commitment to improving the pupil/teacher ratio, it is within the power of the citizens of this community to contribute a little bit more and adjust those pupil/teacher ratios through those methods.

Mr. Chairman, I would like to point out the policy I am applying is not nice things, it has to do with equality of educational opportunity and I reject the suggestion that we should not be promoting community high school programs in the communities, other than those that already have these programs. We have heard about educational failure, in the past. I think the bottom line, Mr. Chairman, is that the Member is suggesting that we perpetuate a system that has not worked in the past. That is why we have problems now. That is why we are proposing changes. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Lewis.

MR. LEWIS: Now we are getting into debate. I would like to correct one statement made by the Minister. The school district does not have its own high school program. It does not have control and there have been some moves to make a different administrative arrangement for the governing of the local high school, but Yellowknife, its public school, does not have its own high school. It is under the control of a completely different body. So to argue that Yellowknife, the capital city, has its own high school is just not true. I would like to make that correction for the record. Other places are allowed to have their own high school; Yellowknife cannot. I do not want to go back through that debate because it has been made many times in this House before. That is one price that this city has had to pay.

As far as the argument that what the Minister is doing is trying to provide equality of opportunity throughout the Territories, I believe that should be one of the goals that we try to achieve, to have equality of opportunity and to get standards that are comparable throughout the system. My argument has been that I have not seen evidence that that is really what the Minister is trying to achieve, to try to get this idea of equality of opportunity and some kind of comparability of standards. In fact, what he seems to be doing is the opposite of that, at least there is a danger of that happening and that is one of the views that I expressed.

Erosion In Level Of Funding To Yellowknife

The biggest concern I have, Mr. Chairman, is that there has been an erosion in the allocation of funds for the provision of moneys to both school districts in Yellowknife. At one time, there was a grants and contributions policy and this grants and contributions policy was the official authority, if you like, under which both school districts could be funded and this was approved by the Executive Council. So my question to the Minister is: How is it that, suddenly, he can change things? One year he can decide to give this amount of money and then, next year, he can make a proposal for another amount of money. Is there no longer a policy under which school boards can say that this is the protection, this is the policy, and we will be funded under this policy? Or are we now at the whim, if you like, of a Minister who says, "Well, this year, all I can afford is this because I want to do this and I want to do that, so I am afraid you have to live with this, now"? It seems to me that that is what is happening here.

We do not have something that we can depend on, that we can rely on. These people here, although they are city people, have to plan too. They have to make plans for the future and it is very difficult when, one year, you are told you are going to get 19 to one ratio as the basis for your funding, and then a year later, you are told that you are going to change this now. It is an awful lot of money. There is a big difference between the amount of money you get from the old formula and the one you get with the new one. My question is: How can the Minister do that? I know that we give people authority and we expect them to exercise it, but is there not some document

somewhere that gives some indication of the level of service that this government, not the Minister, not the department, but this Executive has toward the public it serves? There must be something somewhere, there used to be. I know that the school board has asked for such a document and they are still waiting to see it. So maybe the Minister can tell us now whether he has this kind of authority which indicates the level of service that he can provide throughout the Territories, because that is his thesis, that is his principle, that he has something which will provide equality throughout the Territories. I have not seen that document yet, Mr. Chairman. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Lewis, I think you are heard well and I think the Minister will answer you. Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I certainly do not like the suggestion that I am acting on whim and simply exercising some arbitrary power, capriciously, and without any accountability. First of all, I want to explain that I appeared before the standing committee on finance, last month, and up front revealed precisely the constraints that I was operating under. I informed the committee of the forced growth requirements, enrolment increases, the program increases that had driven the development of my budget. I also explained, as did the Minister of Finance, the overall direction of this government; that reductions would have to take place in order to meet the directions of this Assembly; that there should not be a deficit budget in the coming year. And I identified very clearly the cuts that I proposed in order to achieve the growth and volume that was required. I was in no way trying to avoid accountability to that committee or to this Legislature. I am here on bended knee before this Assembly presenting my estimates. I have done the best I can with the resources that are available to me. It is not capricious and it is not something that is simply from my fertile mind. It is a result of cabinet deliberation and it is now being presented to the Assembly and to the public for ratification.

Mr. Chairman, I would like to explain that the level of service is defined in a formula which is applied equally to all schools in the Northwest Territories. The school boards in Yellowknife not only have been given the staffing formula but they were consulted in the development of this formula over the past couple of years. Previously, in the honourable Member's direct experience with the Department of Education, there was a crude formula that depended on costs of operating schools south of the lake. That was the method in which the contributions payable to Yellowknife were calculated. That formula is no longer in place. We now have a territorial-wide formula, which I think is very sophisticated. It has been developed, based on our experience in other jurisdictions and it is a document that the school boards are well familiar with.

Education Financing In Yellowknife

Mr. Chairman, I am particularly resentful of the suggestion that I have been eroding the base of education financing in Yellowknife. In fact, in the past year, at great difficulty, I went out of my way to make adjustments to meet the strong concerns and demands of the citizens of Yellowknife to continue to provide a quality education program. One of the major concessions I made last year was that we agreed to finance both high schools in this city at 100 per cent, and the Member is wrong to suggest that there is not control over high schools in this city by the residents of Yellowknife. The separate school board runs their own high school with now 100 per cent funding from the Government of the Northwest Territories, until last year it was 75 per cent. Education District No. 1 has four out of seven seats on the board of secondary education that I created last year in order that there could be local control over the Sir John Franklin Territorial High School. That is a high school program in this city which is controlled by board representatives from the city and funded 100 per cent by this government.

Mr. Chairman, it is not a particularly onerous planning problem for the school district, when and if this budget is passed. By the end of March, at the latest, the school district will know exactly what resources are available to it. I agree that there are going to have to be reductions in staff. It is not an impossible problem to hire fewer teachers next year than they now have in their work force. Attrition alone will solve that problem. I suggest the challenge to the Yellowknife school board is to work with the new figures, look at the allocations of staff that they now have, look at the potential of contributing from their own surplus and, indeed, look at the possibility of a tax increase if the feeling is that the level of support being provided by the government is inadequate. Those options are available and we will work co-operatively with them to ensure that the best results occur.

Believe me, Mr. Chairman, it gives me no great joy to say that I cannot continue to offer substantial increases in the city of Yellowknife. But in order to meet the deficit reduction target of this government, which I believe most citizens accept as being responsible, the Department of Education, which is responsible for something like a third or more of the budget of this government, has had to make some contributions. The good times cannot go on for ever, but I would respectfully suggest that the base funding available to the city of Yellowknife, even with the adjustment in the pupil/teacher ratio, is more than adequate to continue the excellent education system in this city, although there would have to be adjustments made, and the course options will have to be reduced. But it is something that the people in the rest of the Territories have lived with ever since their school system started. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Mr. Lewis.

Development Of Formula For Financing School Districts

MR. LEWIS: Mr. Chairman, the Minister has indicated that the new sophisticated formula has been developed through a consultation process. I find that strange, if in front of me is a letter from the chairperson of the school board complaining about it. If this sophisticated system had involved the school board, why would the chairperson of this school district be so upset, if it came about as a result of all this consultation that took place with the school board? That makes no sense to me.

The second thing, Mr. Chairman, is that I did not get an answer to my question. I asked if there was a document, a policy, approved by the Executive Council which said yes, this is a good system. This sophisticated system that you have now for the provision of education throughout the Northwest Territories is the official position of this government. I did not get an answer to that. Is there a grants and contributions policy approved by the Executive Council which forms the basis for providing this money to the school board? That was my simple question, although I admit I took a long time to get to the question.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I will be brief. Since the formula was developed there is a new chairman and a new superintendent in Yellowknife. Secondly, the formula for financing school districts in the NWT is approved by the Government of the Northwest Territories. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Lewis.

MR. LEWIS: I just have one last one then, Mr. Chairman. The Minister says this has been approved by the Government of the Northwest Territories, but it still avoids my question. Is there a document, something that we can see and read and touch and feel that shows us what this government's commitment is to provide this sort of equal service throughout the Territories. I have not been given that answer. There must be some document that was approved by the Executive Council. I have not been told that yet.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the answer is yes. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Lewis.

MR. LEWIS: Maybe, Mr. Chairman, this really is my last one. Would it be possible for me to at least touch this piece of paper?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, it would be possible for any MLA regardless of intellect to touch that document.

---Laughter

CHAIRMAN (Mr. Angottitauruq): Schools, total O and M, \$78,126,000. Mr. Richard.

MR. RICHARD: No, I cannot do battle like you can, Brian. Mr. Chairman, I was just going to make a comment as much as to other Members as to the Minister of Education. Mr. Lewis, just this afternoon, received a copy of this letter in which the Yellowknife public school board set out their reaction to this 21 to one ratio or formula, and the Minister indicates that it is the ratio that is going to apply to all of the schools, not just the school boards in Yellowknife, all the schools in the Territories. As the letter indicates, this funding formula of 21 to one will have serious consequences for this school district and also throughout the NWT. I am wondering if other Members in their communities are not experiencing -- I know they are not school boards but you have got community education societies and education committees -- or have not been advised of the same likely consequences of this formula in the coming year? Or is it too early for the Minister to have received communications like this from other communities as well? I do not think that the points that Mrs. Doyle makes in this letter to the Minister of Education are restricted to Yellowknife.

CHAIRMAN (Mr. Gargan): Mr. Minister.

Pupil/Teacher Ratio Has Not Changed In Eight Years

HON. DENNIS PATTERSON: Mr. Chairman, we have talked to all the superintendents in our system about the implications of the new formula. We have also talked to the Yellowknife superintendents about it. I think I can say with some confidence that educational administrators who acknowledged the fact that reductions were required in our budget have accepted, perhaps reluctantly, that the reductions proposed in the elementary pupil/teacher ratio -- and we have not touched the high school formula -- can be lived with. It is perhaps important to note that in many jurisdictions we are experiencing student enrolments whereby, in fact there will not be a net loss of teachers between next year and the current year. There will be more students but probably the same number of teachers. There is an overall reduction of some 40 teachers out of about 800. There are some communities that will see reductions over levels in previous years of up to two teachers. Enrolment and population fluctuations can add to that formula effect. The Member's question is, "Are communities aware?" I suppose that until this budget is passed, the full implications have not been communicated to the public, but our superintendents are aware and have indicated they can live with these changes.

I will restate again that I agonized over proposing these reductions. I have not tampered with the pupil/teacher ratio in eight years. In fact, my efforts in the past seven years have been to enhance the number of teachers and enrich the programs and I think that the record shows that there have been enrichments, even in the city of Yellowknife. In fact, the new formula that I described has produced a net gain of at least a million dollars a year for the city of Yellowknife over the old formula, the south of the lake formula. So this is the first year that our budget is not growing and our teacher allocation is not growing. I would like some understanding and sympathy from Members that the good times cannot go on forever. This is the time when, for the first time, I have had to defend reductions that may cause a little bit of hardship here and there.

I think that the Member can appreciate that this Legislative Assembly and the previous Legislative Assembly, indeed, the previous Member for Yellowknife South, put intense pressure on this government to eliminate the deficit, so as Minister of Education, I have had to do my part. These are the consequences; we will have to live with them and I think we can, and I think we can still maintain a quality system. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Richard.

MR. RICHARD: Mr. Chairman, I could figure out who authored some of those remarks. I was going to ask the Minister, anyway, but he alluded to it in his very quick review of his eight years as Minister, when he said that this was the first time he has had to do this. In my short time in the Assembly, watching the Minister in action, I recall, about two years ago, a change in the formula that had Mr. McCallum shouting and screaming across the way. Was there not a change in the formula about two years ago?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the year that I came under intense pressure from Mr. McCallum for reductions in his constituency was the year in which there was a significant overall increase in teaching allocations in the Northwest Territories. What I did, in implementing the formula that Mr. Lewis is so interested in seeing and touching, was reallocate so that each community received

precisely the same number of teachers for the same number of students. So there were adjustments between Fort Smith and Fort Good Hope, there were reductions in Fort Smith and increases in Fort Good Hope, for example, but the overall teaching numbers increased in those years, and this is the first year, in my tenure, that we have had, actually, an overall reduction in teaching positions. You know, it gives me no great joy to present that aspect of this budget, but there is no other manoeuvring room that I can see, short of bringing the government back into a deficit. It is about two million dollars that we are talking about, Mr. Chairman. Thank you.

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

MR. RICHARD: Thank you, Mr. Chairman, and I thank the Minister for that clarification, but my recollection was right. I take it that the Minister, at that time, was trying to rationalize the system but it meant, two years ago, there were some communities, and I recall that Fort Smith was one, that lost teachers as a result of it. I guess my point, Mr. Chairman, is in terms of information, particularly for the other communities. I am aware it is no surprise that this letter today comes to the Minister from our local school board in Yellowknife because I know that our people from both school boards met with the Minister's officials just Monday of this week to learn more about the change. My observation, Mr. Chairman, is simply that there may yet be representations come from those other communities, as loud and as eloquent as Mr. Lewis's on behalf of our two local school boards, because they certainly did not sit back and take it two years ago, those communities like Fort Smith, which lost teachers. If this new formula means that there are a large number of communities that are going to net out with fewer teachers, then I think the Minister may have more than the last four days of haranguing to put up with. He is going to be hearing, I think, from some of those community boards. But that is just an observation, Mr. Chairman. I just wanted to point out that I do not think it is just Yellowknife who may be pointing out the consequences of the option that the Minister has chosen.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, taking into account the application of the formula in Yellowknife and taking into account the projected enrolments in the coming year, the net reduction will be, according to our calculation, to teachers. Now I should be fair and say that had the formula not been eroded by adjusting the pupil/teacher ratio at the elementary level, Yellowknife would have been entitled to ten new teachers. But the net effect when enrolment and the new formula is put into place is that Yellowknife will have two fewer teachers in the coming year than they would have had last year.

With respect to Fort Smith, Mr. Chairman, I would like to say the Member is correct. There were reductions in Fort Smith but in examining the formula across the Territories, we found that Fort Smith had a pupil/teacher ratio of nine to one so there were, naturally, reductions in Fort Smith. My point is that overall that year there was a net increase across the Territories because of increasing enrolments and the fact that I was able to obtain support from my colleagues for substantial increases in the Department of Education budget. Those days, in order to meet deficit reduction, are over; and I hope that all citizens will understand that some sacrifices are going to be necessary in order to be fiscally responsible. Thank you.

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

MR. POLLARD: Thank you, Mr. Chairman. The document that Mr. Lewis wishes so much to caress -- I wonder if the Minister would supply us with that document in order that we might read that document as well. Thank you, Mr. Chairman.

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

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I will.

CHAIRMAN (Mr. Gargan): Mr. Lewis.

Reduction In Education Department Staff

MR. LEWIS: Mr. Chairman, the Minister referred to the standing committee on finance and it is true that when we went in some detail through the education budget we recognized the big problem that he faced in trying to make a big cut in his department, especially when 70 per cent of the budget is in salaries for staff. But I do not think any department in government had to reduce its staff by 41 people. That is 41 fewer teachers working in classrooms in this coming year than we had in the past year. What I am trying to get at is that if you give up 41 teaching positions -- the figure I have always heard used in government is that each position is worth about \$100,000, and I am not talking about salaries now, I am talking about all the things associated with that position like benefits, transportation, vacation travel and so on -- all those things, when you add them all up, make one position worth about \$100,000. So this department, just by reducing its staff by 41 people, has automatically saved over four million dollars. And yet, when the Minister talks about cuts he just talks about a couple of a million. But the saving to government is a lot more than that. My question is: Why is it that that huge cut of 41 teaching staff has resulted in such a small saving to his department when the saving to government is really a lot more than that? Was there not some way in which he could have traded in all those PYS for a lot more money than they were allowed to give him?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, first of all, while the Member makes much of 41 person years, I would like to point out that, not including the Arctic College and not including the school districts, I have a person year allocation of 1049. So 41 person years for teachers is only three per cent, a three per cent reduction. It sounds impressive but it is only three per cent. I would also like to point out, Mr. Chairman, that on a prorated basis, the pupil/teacher ratio reduction nets only \$1.2 million. I have also savaged the Arctic College. Including the impact of CEIC reductions, the Arctic College is going to have to live with \$1.651 million less in the coming year than they had last year. That is one reason why we cannot provide a second year of the business program at Aurora Campus. So the college is actually taking a bigger blow, or bigger reduction, than the school program, even though the school program is a far bigger proportion of my budget.

Source Of Reductions

Mr. Chairman, I can, again, outline the source of the reductions that were required. The total of person year reductions was 64 and the total dollar reductions were \$6,197,000, so the teacher/pupil ratio is only contributing something like \$1.2 million of that amount. I think I have been relatively kind to the school programs, considering the proportion of my budget that is found in schools. It is, this year, \$78 million and I have cut only \$1.2 million in the form of pupil/teacher reductions. There are a few other minor reductions: school materials and supplies, \$63,000; discretionary travel, \$160,000; deletion of the home management program, \$260,000; but I think I have been kind on schools and if Members accept that a reduction of my overall budget was necessary, I do not think I have been too hard on schools. I do not think it is impossible to live with. Thank you.

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

MR. LEWIS: Mr. Chairman, I stated earlier that the basic component of education is a bunch of people with a teacher and, although this reduction of 41 in staff does not seem like an awful lot in a big department, the Minister must have exercised some judgment when he decided that that was the place where he could cut. In other words, the guts of the program, the very guts of it, this is not the frills, this is the guts, now. He is prepared to take 41 bodies away.

Funding For Attendance Counsellors Rather Than Teachers

My question to the Minister is: How would he stack up the value of 11 teachers, as compared with 11 attendance counsellors? He has made the decision to introduce a new program for 11 attendance counsellors; whereas, he has included in his cut of 41, 11 teachers which is the guts of a program for the kids that are enrolled in the school system and want to take advantage of it. So how does he stack up the value of these 11 counsellors, as compared with 11 teachers lost in the 41 people he is not going to have in the classrooms next year?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, the entire school counsellor program costs, including instruction, costs, only \$500,000. Those school counsellors are getting paid about a third of what the average teacher makes -- probably a quarter, or a fifth, or a sixth of what some teachers make. If I scrap the school counsellor program, which is, I think, providing critical support to communities where there is not the necessary support for education, I could probably generate enough money to hire an additional 10 teachers and that would eliminate the jobs of 11 counsellors, community people, and 15 trainees and it would eliminate any possibility of providing instruction and supporting the instruction in the program. That is the trade-off. Thank you, Mr. Chairman.

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

MR. LEWIS: My question, I suppose, Mr. Chairman, was: Had the Minister really thought about this? Had he come to the conclusion that having this \$500,000 in attendance counsellors was far more important than having 10 teachers?

CHAIRMAN (Mr. Gargan): Mr. Minister.

Commitment To Improving And Enforcing Compulsory Attendance

HON. DENNIS PATTERSON: Well, Mr. Chairman, I spent a long time with this Assembly and the public -- at least three years -- developing the compulsory attendance legislation which was passed some two years ago, out of a strong concern that that section in the Education Act should be backed up by supportive measures. We do stand for compulsory education in the NWT and communities that want to do something about it, communities like Tuktoyaktuk, reeling under the impact of the oil boom and suffering severe erosion of school attendance in the order of 50 per cent, should get some help extended. Because if there is not help extended and those children do not get into school and take advantage of the system that is in place, they are going to be continuing casualties, continuing drains on the public purse and continuing misfits in our society.

So, Mr. Chairman, I certainly carefully weighed the program and I believe there was strong public support and strong support from the previous Legislature for compulsory attendance. If we eliminate this \$500,000 item in our budget, we might as well wipe out the commitment to improving and enforcing compulsory attendance in the NWT. I believe that there is a public concern that children of school age should be in school. So I have weighed it carefully and I think that we can make do with fewer teachers but we cannot simply eliminate the important progress we have made in the last couple of years in promoting improved attendance. It has had results and it will have even greater results if those counsellors are allowed to go to work in those communities that are in dire need of attention. Yellowknife has 95 per cent attendance. But there are communities with 55 per cent and I think they deserve just as much attention as the city of Yellowknife. Thank you, Mr. Chairman.

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

Teachers Work Harder In Communities With Good Attendance

MR. LEWIS: Mr. Minister, maybe that is precisely the point. That in many of our communities we staff our schools on the basis of a theoretical number of people who will go to school. In Yellowknife and in other places where attendance is not a problem, a teacher has a full class to teach every day. Not half a class. A full class. And yet in this whole business of allocating teachers to a number of kids that have to be taught, you will find that in the smaller communities where there is very often poor attendance, it does not affect the number of teachers you get, whereas in some places where the attendance is very, very good, then the teachers have huge classes, very often far more than they can handle. So my question is: Has the Minister thought about that, that he is really hurting the city of Yellowknife and maybe other places too that do not have attendance problems, with this new formula? Because it means every kid who is on the books goes to school regularly and the teacher does not face half a class every day, whereas in some places where you do have a full allocation of staff and half the kids are missing, it is a much easier job for the teacher.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Well, Mr. Chairman, I cannot believe that the Member is advocating that we provide fewer teachers to schools that have poor attendance. However, Mr. Chairman, I can inform the Member that his interpretation of our staffing formula is entirely wrong. We staff schools on

the basis of actual attendance as of the end of October -- the actual enrolment at the end of October in the previous year. We exclude chronic non-attenders from the formula. So, Mr. Chairman, the Member's interpretation of the formula is not correct. The community teachers in community schools are not teaching half empty classrooms. They are staffed on the basis of enrolment and regular attenders. Thank you.

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

Formula On Teacher/Student Ratio

MR. NERYSOO: Thank you, Mr. Chairman. If I could ask whether or not the Minister might be able to reassess the manner in which the formula on teacher/student ratio is calculated. Let me give you an example of why I might have a concern. I will relate it to my situation because I just had a recent incident where at the end of October there were fewer than 600 students in Mildred Hall here. Now there are over 600 students, young children. In fact, my two children were 601 and 602. But I just wanted to ask if the Minister could reassess that situation. I do know, Mr. Chairman, that in the case of Sissons school there is a possibility that more students can be accommodated in that particular school. I just wondered if the department could review the method of the formula with a view to making some appropriate changes if it is necessary. I do not mean that the Minister is going to be able to make the changes tomorrow but I assume that, in terms of the assessment, he might be able to come back to us and indicate where those changes might take place.

I am a bit concerned. I must say that in terms of the comments that were made by Mr. Lewis, like yourself, Mr. Minister, I do not necessarily support that assessment, saying that because you have a situation where students may not be at school that you do not provide the teaching positions as well because there are other students who are participating in the school program and who are interested in school. And if anything, more than likely, we have always argued for more teachers in the communities to provide better programs and to have the expertise in particular areas where it is necessary. So if I could ask the Minister -- and I know that you have worked hard on developing the formula -- but I would ask you to consider the possibility of reassessing that with the view of recognizing, of course, that there may be other, different circumstances by which measurements would take place in providing the appropriate teaching professionals in the schools.

CHAIRMAN (Mr. Gargan): Thank you. The Chair recognizes the clock and will report progress. Mr. Minister.

HON. DENNIS PATTERSON: Just a very quick answer, if I may, Mr. Chairman. The formula does allow me to make an adjustment where there has been an extraordinary increase between the end of October and the beginning of the next school year. In the city of Yellowknife, there has been an eight per cent increase in Education District No. 1. We have just sent over a cheque for some \$75,000 to reflect those increased costs. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): I recognize the clock. I would like to thank the Minister and the witnesses.

MR. SPEAKER: The House will come back to order please. Mr. Gargan.

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

Motion To Accept Report Of Committee Of The Whole, Carried

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

MR. SPEAKER: Thank you, Mr. Gargan. Is there a seconder to the motion? Mr. Angottitauruq. Thank you. To the motion. All those in favour, please signify. Thank you. The motion is carried.

---Carried

Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Speaker, announcements. There will be a short meeting of the standing committee on finance at 6.00 p.m. this evening; a meeting of the ordinary Members' committee at 9.00 a.m. tomorrow morning.

ITEM 19: ORDERS OF THE DAY

Orders of the day for Friday, March 4, at 10:00 a.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); Tabled Document 80-88(1)
18. Report of Committee of the Whole
19. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. This House stands adjourned until Friday, March 4, at 10:00 a.m.

---ADJOURNMENT

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