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TABLE OF CONTENTS
FRIDAY, APRIL 8, 1988

	<u>PAGE</u>
Prayer	1280
Ministers' Statements	
- 58-88(1) Evaluation of the Business Incentive Policy	1280
- 59-88(1) Federal Excise Tax Exemption	1281
Oral Questions	1281
Tabling of Documents	1284
Second Reading of Bills	
- Bill 19-88(1) Liquor Act	1284
- Bill 26-88(1) Residential Tenancies Act	1285
- Bill 28-88(1) Judicature Act	1285
Consideration in Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89	
- Department of Education	1285
- Department of Executive	1315
Report of Committee of the Whole of:	
- Bill 1-88(1) Appropriation Act, 1988-89	1318
Orders of the Day	1319

YELLOWKNIFE, NORTHWEST TERRITORIES

FRIDAY, APRIL 8, 1988

MEMBERS PRESENT

Hon. Titus Alloo, Mr. Arlooktoo, Hon. Michael Ballantyne, Mr. Butters, Hon. Nellie Cournoyea, Mr. Crow, Mr. Ernerk, Hon. Stephen Kakfwi, Mr. Kilabuk, Mr. Gargan, Mr. Lewis, Hon. Jeannie Marie-Jewell, Mr. McLaughlin, Mr. Morin, Hon. Dennis Patterson, Hon. Red Pedersen, Mr. Pollard, Mr. Richard, Hon. Nick Sibbeston, Mr. Zoe

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Red Pedersen): Orders of the day for Friday, April 8th. Item 2, Ministers' statements. Mr. Kakfwi.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 58-88(1): Evaluation Of The Business Incentive Policy

HON. STEPHEN KAKFWI: Mr. Speaker, at the appropriate time during today's proceedings, I will be tabling the final report on the evaluation of the business incentive policy. This report describes the results of the evaluation process itself and presents the conclusions reached by the members of the interdepartmental study team that supervised the evaluation.

I will not go into the details of how the evaluation was conducted, except to say it was done by staff in our Priorities and Planning Secretariat working in conjunction with officials of the Departments of Economic Development and Tourism, Finance, Government Services, Public Works and Highways and the Housing Corporation. One of the major and time-consuming aspects of the evaluation was extensive consultation with the business community. I would like to refer Members to the June, 1987 report, Tabled Document 90-87(1), entitled "Evaluation of the Business Incentive Policy, First Report, The Process", for more information on the evaluation process.

The business incentive policy provides for the adjustment of contract bids from qualified northern contractors in order to promote the use of northern labour and materials purchased in the North and to encourage the development and competitiveness of northern businesses. The interdepartmental study team concluded that these are very worthwhile objectives but that the policy, as it is presently written, has had very little impact in achievement of these objectives.

One of the most significant issues to emerge during the evaluation is the concept of the equalization of opportunity. Equalization of opportunity means that bidders for contracts tendered by the Government of the Northwest Territories would be assured that the competition for these contracts is equalized for all bidders, with respect to the costs that would be incurred in undertaking a contract. In particular, consideration must be given to the high cost of maintaining an office in the Northwest Territories and, in the case of construction contracts, consideration must also be given to all of the factors which contribute to the cost of using northern labour, including northern subtrades.

The findings of the evaluation suggest that a policy based on the equalization of opportunity for all bidders would do more to accomplish the policy's objectives than a policy which provides preference based on ownership of the business submitting a bid. It was also determined that the business incentive policy should be primarily a job creation tool and, as such, should be part of a more comprehensive and integrated approach to job creation.

It is my intention, Mr. Speaker, working with my colleagues and the Minister of Economic Development and Tourism and the Minister of Public Works and Highways, to amend the business incentive policy in accordance with the findings of the evaluation and to integrate the amended business incentive policy into a comprehensive, interdepartmental approach to job creation and labour force development. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. Item 2, Ministers' statements. Mr. Kakfwi.

Ministers' Statement 59-88(1): Federal Excise Tax Exemption

HON. STEPHEN KAKFWI: Mr. Speaker, I would like to refer back to Question W5-88(1) replied to by my honourable colleague Michael Ballantyne, Minister of Finance, on February 15, 1988, on the matter of federal excise tax exemption for our hunters, trappers and fishermen. Members were informed that the Department of Government Services was in the process of attempting to obtain a ruling from Revenue Canada which would allow the one cent tax increase to be deducted directly from the price of gasoline products sold through the petroleum products division.

Unfortunately, we were not successful in obtaining an exemption at the pumps. It will be necessary for our hunters, trappers and fishermen to first pay the tax and then apply for a refund from Revenue Canada. The necessary forms to obtain the refund from Revenue Canada will be made available in all communities through the Department of Renewable Resources. Thank you.

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

Item 3, Members' statements.

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

ITEM 5: ORAL QUESTIONS

Question 0360-88(1): Co-ordinated Home Care Program Proposal, Rae-Edzo

MR. ZOE: Thank you, Mr. Chairman. My question is directed to the Minister responsible for Health. It is in regard to the home care program for Rae-Edzo. The honourable Minister gave me a reply to the oral question I asked and in her reply she indicated that she is directing her staff to assist the community of Rae-Edzo in developing a proposal for the co-ordinated home care program. I would like to ask the Minister, what kind of time frame is the department looking at to conclude this proposal? If they do conclude it, would they be implementing it this year, in 1988-89?

MR. SPEAKER: Ms Cournoyea.

Return To Question 0360-88(1): Co-ordinated Home Care Program Proposal, Rae-Edzo

HON. NELLIE COURNOYEA: Mr. Speaker, the Department of Health has made initial contact with the health representatives in Fort Rae already. I am not quite sure how long it would take to put a proposal together, but the intention is not to prolong the issue until next year but to deal with it immediately.

It would really depend on the dedicated time the people of Fort Rae would put toward getting the proposal forward. It is anticipated that if the proposal is evaluated, then we would proceed to put in a home care program, once we know exactly the magnitude of that program. It is not anticipated we would have to wait until next year.

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

Question 0361-88(1): Transfer Of Reindeer To British Columbia And Alberta

MR. BUTTERS: Mr. Speaker, I have a question for the Minister responsible for Renewable Resources. There is a move to transfer some 12,000 head of reindeer from grazing lands in the Western Arctic to northern British Columbia. I will put my three questions together. Has the government approved this proposed transfer? At what stage is the proposed relocation of these animals from the Western Arctic? Has the GNWT expressed any concern to the owners of this herd regarding its move out of the NWT?

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

Return To Question 0361-88(1): Transfer Of Reindeer To British Columbia And Alberta

HON. TITUS ALLOOFOO: Thank you, Mr. Speaker. The GNWT has not yet approved this formally, for the reindeer herd to be moved out of the NWT. We have not communicated directly with the owners, although we are making some assessment as to what our position will be. The sale of the reindeer is not final yet. There are some concerns from two provinces, especially Alberta. They are concerned that some of the diseases that reindeer might have will be transmitted to other animals, such as white-tailed deer, in the province. The disease might affect the wild animals in the province. It is going to take some time before the necessary approval is finalized to move the reindeer out of the NWT into two provinces. Thank you, Mr. Speaker.

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

Supplementary To Question 0361-88(1): Transfer Of Reindeer To British Columbia And Alberta

MR. BUTTERS: I have had three, Mr. Speaker, but I wonder if I could try for one more on the same subject. I understand the Minister to say that communications are currently going forward between the owners of the herd and this government, which I think is a very positive step. I wonder if the government is looking into the possibility, should the sale proceed, that the 12,000 or so animals not be moved at one time but that it be broken up over, say, a three year period so that the owners are able to conclude their part of the deal, provide 12,000 reindeer on the hoof, but the three or four year interim would allow animals to be left behind. Is the government considering that possibility?

MR. SPEAKER: Mr. Minister.

Further Return To Question 0361-88(1): Transfer Of Reindeer To British Columbia and Alberta

HON. TITUS ALLOOFOO: Mr. Speaker, I would like to say again that this government has not formally communicated with the owners of the reindeer herd. For his other concern, we will be looking into possible options on how this government will be involved in the sale in the future. The sale has not been approved by the two provinces, namely Alberta and British Columbia. There might be some real concerns by the two provinces that it may affect the wildlife in that area.

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

Question 0362-88(1): Standing Committee On Justice Hearings

MR. McLAUGHLIN: I have a question for the Minister of Social Services. There has been a standing committee on justice holding public hearings across Canada on the corrections system. I was wondering if the Minister is aware of that and if she has made any invitation to that committee to come up here or if she has any plans to make a submission to it before it submits its final report.

MR. SPEAKER: Thank you, Mr. McLaughlin. Mrs. Marie-Jewell.

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I would like to take the question as notice. I am not quite sure on the answer and I do not want to reply to something I am not sure of. Thank you.

MR. SPEAKER: Thank you, Madam Minister. You are taking the question as notice. Oral questions. Mr. Gargan.

Question 0363-88(1): Replanting Of Bison From Sanctuary Near Fort Providence

MR. GARGAN: Thank you, Mr. Speaker. I would like to direct my question to the Minister of Renewable Resources. In his response to Mr. Butters, the Minister of Renewable Resources indicated that they are going to be replanting some reindeer in other provinces. I would like to ask the Minister whether or not he has any plans for the herd in the bison sanctuary near Fort Providence, for replanting them in other parts of the North, for example, Fort Smith or any other place that might want to have this herd replanted -- and for free, too.

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

Return To Question 0363-88(1): Replanting Of Bison From Sanctuary Near Fort Providence

HON. TITUS ALLOOLOO: Mr. Speaker, we do not have any plans at this point in time to transplant any animals to any other parts of the NWT, yet. Thank you.

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

Supplementary To Question 0363-88(1): Replanting Of Bison From Sanctuary Near Fort Providence

MR. GARGAN: Thank you, again. Just a supplementary, Mr. Speaker. I would like to ask the Minister, I believe at one time there was talk about replanting some of those herds back into Fort Smith where they originally come from. I guess after this election there was no more talk about it. I am just asking whether or not the Minister was aware of that plan that was initiated at one time.

MR. SPEAKER: Mr. Minister.

HON. TITUS ALLOOLOO: Mr. Speaker, I am not aware of the initiative. I will take the question under advisement.

MR. SPEAKER: Thank you, Mr. Minister. You are taking the supplementary as notice. Oral questions. Mr. Arlooktoo.

Question 0364-88(1): Job Descriptions Of Wildlife Officers In Communities

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I would like to ask a question of the Minister of Renewable Resources. The wildlife officers in our communities -- I would like to know what their job descriptions are, or do they just work in the office in our communities, or do they patrol the hunting grounds? I would like to know what they do. Thank you.

MR. SPEAKER: Mr. Allooloo.

Return To Question 0364-88(1): Job Descriptions Of Wildlife Officers In Communities

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. The wildlife officers in our communities work in the offices and they have to do their paperwork. They have to do some data assessments, and also included in their job description is that they have to patrol the hunting groups and enforce the regulations to make sure that the hunters are not breaking any rules. That is part of their job. Thank you.

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

Supplementary To Question 0364-88(1): Job Descriptions Of Wildlife Officers In Communities

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I am not talking about an individual person but perhaps you can convey this message to the communities about their job descriptions.

MR. SPEAKER: Mr. Minister.

Further Return To Question 0364-88(1): Job Descriptions Of Wildlife Officers In Communities

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. Yes, I will convey this message to the communities.

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

Question 0365-88(1): Planned Initiatives Opposing Meech Lake Accord

MR. LEWIS: Mr. Speaker, I would like to ask the Government Leader, what initiatives are still taking place by this government in opposition to the Meech Lake Accord? I make that statement because I know we have already done one thing in which Mr. Richard and Mr. Kakfwi made a presentation to a committee in Ontario. I wonder if there are any other plans afoot?

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

Return To Question 0365-88(1): Planned Initiatives Opposing Meech Lake Accord

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. We have sent detailed information packages to all Legislatures in the country, expressing our strong concern and opposition to the Meech Lake Accord. We are still vigorously pursuing our court litigation and, as well, we are very carefully monitoring developments in the provinces so that when and if public hearings are held or there will be other opportunities for us to travel and make representations, as we did in Ontario, we will be ready to move. We would want to build on the successful model that was used in Ontario where a Member of this Legislature would accompany a Member of the cabinet to a particular hearing and make a joint and complementary presentation.

Mr. Speaker, I might also add that as soon as the legislative schedule permits, I intend to continue meeting with provincial premiers in order to directly communicate our concerns. As Members may know, I have met already with Premiers Peterson and Bourassa and my next priority will be to meet with Premier McKenna, once the House schedule permits me to travel. Thank you.

MR. SPEAKER: Thank you, Mr. Government Leader. Oral questions.

Item 6, written questions.

Item 7, returns to written questions.

Item 8, replies to Opening Address.

Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

HON. STEPHEN KAKFWI: Mr. Speaker, I wish to table Tabled Document 130-88(1): Evaluation of the Business Incentive Policy, Second Report, The Results. And also an executive summary in Inuktitut. Thank you.

MR. SPEAKER: Thank you, Mr. Kakfwi. Tabling of documents. Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Speaker, I wish to table Tabled Document 131-88(1): the proposed Public Utilities Act, for public review, in English and Inuktitut.

MR. SPEAKER: Thank you, Ms Cournoyea. Tabling of documents.

Item 12, notices of motion.

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

Item 14, motions.

Item 15, first reading of bills. Item 16, second reading of bills. Mr. Ballantyne.

ITEM 16: SECOND READING OF BILLS

Second Reading Of Bill 19-88(1): Liquor Act

HON. MICHAEL BALLANTYNE: Mr. Speaker, I move, seconded by the honourable Member for Slave River, that Bill 19-88(1), An Act to Amend the Liquor Act, be read for the second time. The purpose of this bill is to amend the Liquor Act to provide for prohibition or restriction of liquor in certain municipalities or settlements; to reduce the minimum alcohol content of an intoxicating preparation; and to prohibit liquor stores from selling alcohol to persons who are under the influence of alcohol or drugs.

MR. SPEAKER: Thank you, Mr. Ballantyne. The motion is in order. To the principle of the bill. Question being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Bill 19-88(1) has had second reading. Second reading of bills. Mr. Ballantyne.

Second Reading Of Bill 26-88(1): Residential Tenancies Act

HON. MICHAEL BALLANTYNE: Mr. Speaker, I move, seconded by the honourable Member for Iqaluit, that Bill 26-88(1), An Act to Amend the Residential Tenancies Act, be read for the second time. The purpose of this bill is to correct an error in the calculation of the penalty on rents that are late.

MR. SPEAKER: Thank you, Mr. Ballantyne. The motion is in order. To the principle of the bill. Question is being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Bill 26-88(1) has had second reading. Second reading of bills. Mr. Ballantyne.

Second Reading Of Bill 28-88(1): Judicature Act

HON. MICHAEL BALLANTYNE: Mr. Speaker, I move, seconded by the honourable Member for Nunakput, that Bill 28-88(1), An Act to Amend the Judicature Act, be read for the second time. The purpose of this bill is to increase the number of judges of the Supreme Court of the Northwest Territories from two to three.

MR. SPEAKER: Thank you, Mr. Ballantyne. The motion is in order. To the principle of the bill. Question is being called. All those in favour? Opposed, if any? The motion is carried.

---Carried

Bill 28-88(1) has had second reading. Second reading of bills.

Mr. Clerk, Bill 19-88(1), Bill 26-88(1) and Bill 28-88(1) are ordered into committee of the whole. Item 17, consideration in committee of the whole of bills and other matters: Bill 1-88(1), Appropriation Act, 1988-89; Report of Standing Committee on Finance on the 1988-89 Main Estimates, 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

Bill 1-88(1), Appropriation Act, 1988-89

CHAIRMAN (Mr. Gargan): The committee will come to order. Mr. House Leader, do you have any suggestions for today?

HON. MICHAEL BALLANTYNE: Thank you. Mr. Chairman, if it is agreed to by the committee, we would like to proceed with the Department of Education, then the Arctic College, then the Public Utilities Board and if we still have any time, on to Social Services.

CHAIRMAN (Mr. Gargan): Does the committee agree?

SOME HON. MEMBERS: Agreed.

Department Of Education

CHAIRMAN (Mr. Gargan): When we were dealing with Education we were on page 17.11 on schools. That was details of the main estimates. Does the Minister wish to bring in his witnesses?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I would like permission at this point to bring in Mr. Joe Handley, my deputy minister, and Mr. Paul Devitt, chief of finance. There will be other witnesses when the Arctic College comes up. Thank you.

CHAIRMAN (Mr. Gargan): Does the committee agree?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Okay, Mr. Minister. For the record again, I would like to ask the Minister to introduce his witnesses.

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

Schools, Total O And M

CHAIRMAN (Mr. Gargan): Thank you, Mr. Minister. We are on page 17.11, schools. Mr. Pollard.

MR. POLLARD: Thank you, Mr. Chairman. Through you to the Minister, thanks from the standing committee on finance for the reconsideration with regard to the pupil/teacher ratio. I am sure that the 19 to one ratio is much better for the students and much better for education in general.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Pollard, for those kind words. Schools, Mr. Lewis.

MR. LEWIS: Mr. Chairman, I would like to ask the Minister about the initiative to expand grades beyond the regional centres, in the communities. My question is to do with how well this is working in terms of the results that students are getting at the grade 12 level when they do their final examinations. I realize this is very new and because it is new I think that we have to look at it very carefully before we proceed too fast.

Grade 12 Examination Results In Community Schools

My question is, when you examine the high school examination results of students who are taking their grade 12 subjects at the community level, can the Minister tell us how well these students are doing compared with the other established high schools? Particularly I would like to know whether he could provide us with a breakdown -- and I do not expect him to be able to do that right now -- but to provide us, for our information, with a breakdown and we could just choose one school where this experiment is taking place, to see what the difference is between the mark that a student gets from the teacher when they do their grade 12 exams and the mark they get on the external examination from the Province of Alberta.

I ask the question, Mr. Chairman, because I know that teachers at the local level really want their students to succeed; they really want it to be a great success and it could be that, in their zeal, they are not being as objective as they could be about how well their students are doing. One way of checking that is to find out whether the mark that they give that student is close to the kind of mark they get on their external exam from the Province of Alberta. I realize that there is a confidentiality problem in giving out marks for individual students but perhaps if we were to get a list of just marks with no names attached we could have a look at that to compare, not only what is happening in a small community, but what is happening in a bigger place like Inuvik or Yellowknife, so that we could have some way of measuring how well this is proceeding so that we would know whether to proceed more quickly or to proceed more slowly.

The last time we raised this issue, if you recall, Mr. Chairman, I raised the concern that one of the advantages of the residential system that we had in the past -- and there were many disadvantages, I will agree -- was that when the kids came into the school they had no alternative except to go to school. They lived in the residence and every day they were forced to have their breakfast and go to classes. In the communities very often there was not the same kind of discipline to make sure the kids got through the courses and did all the number of hours that you need to meet the requirements for those courses. That is one concern that I have; if we are going to go in this direction and if we have to decide how far and how fast, we need to evaluate how well our students are doing from the experience that we have had so far. Maybe we could have some response from the Minister on that issue.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, our impressions are that the initiative to expand grades is producing very good results. It is a little early to measure; indeed, this year will be the first time that we will have grade 12 examinations in community high schools, at least the new wave of community high schools which would be in Pangnirtung and Rankin Inlet. Mr. Chairman, I would point out additionally that generally we find that the smaller high schools, and Hay River might be the best example, have consistently had the best results. They tend to have better results than the larger high schools, including Sir John Franklin. Mr. Chairman, the Member's request can be met; we could provide information on the results. I have to point out that where schools are not semestered we would have to wait until the end of the year but we could provide that information.

Independent Reviews

I would also like to note that we have commissioned independent reviews of the community high school programs established last year so that there will be an outside review of the program established in grade 10 in Eskimo Point to ensure that an independent look is given to the program. I would like to also note that grade nine testing is a bit of a check on the tendency that sometimes occurs, which we acknowledge, for teachers to inflate marks of their students in their zeal to see success result. But grade nine comprehensive testing is administered by the department quite independently of the classroom teacher.

Mr. Chairman, I acknowledge the Member's concern that residences do provide sometimes more discipline and advantages that may not be present in every home. But we are also concerned that in many of our residences, sadly, 30 to 40 per cent of the students just do not last through the year, although that varies and I know this year in Akaitcho Hall they are having an excellent retention rate. It is nowhere near that sort of drop-out rate. So Mr. Chairman, we will provide that information and I can assure the Member we are as interested in monitoring this new program and its success as the Member suggests we should be. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. So as not to waste so much time on my part, I would like to try to be as concise as I can because I want to make certain points with regard to general comments on Education and that will probably take me about 10 minutes, Mr. Chairman, with your permission.

I am extremely pleased that this issue of teacher cuts was returned to its original ratio and I thank the GNWT for this, in particular the Minister of Education and the department.

Since we took a break from discussing the issue of education, I have done some talking to a number of people across the NWT including some of my old teachers from Chesterfield Inlet. I particularly want to mention the first teacher I had in Chesterfield Inlet who was Sister Chaput. I have not seen her in 23 years. I was extremely pleased to see Sister Chaput when I had a meeting with her a few days ago. It was sort of thinking back, talking about the old times in Chesterfield Inlet when I first entered a classroom in 1958.

Responsibility Of Parents

Anyway, having said that, I have observed the Minister's comments some weeks ago with regard to the overall planning of the Department of Education in the NWT, particularly as it pertains to Inuktitut classes and Inuit students in my region. I have done a certain amount of thinking about it. The Minister to a certain extent, Mr. Chairman, is correct in indicating that we need to have a higher attendance in the classrooms. We as parents must take a certain amount of responsibility for making sure that our children do attend more classes throughout the course of the school year. If we are going to continue to fight, especially myself, to make sure we have better employment opportunities, training opportunities for our schoolchildren, we as parents must make sure that we let our children attend classes as much as possible. We must make sure that we encourage them, we equip them to make sure that they receive the kind of education that we would like them to receive. That, I think, Mr. Chairman, must be the basis for our discussion on the purpose for education.

Now when I talk about education I talk about two things. One is from the cultural point of view and the other from learning English, writing English. In my view, we need to strengthen our language and our culture. If we as native people in the NWT, aboriginal people, want to continue

to use our language, continue our culture, we must take a firmer stand on encouraging our children to learn to speak their language. We as parents must continue to speak to them and teach them how to speak that language. In my view, Mr. Chairman, the school alone cannot teach our children to speak our language. We as parents must take on that responsibility.

I have brought some interesting papers from the State of Alaska when I was there some weeks back. The one that caught my eye is entitled, "Our Inupiat Language: What is the Future?" I guess what I am trying to indicate is this, Mr. Chairman, and I want to particularly mention one statement. It is something that I have been thinking about for a number of weeks now but I have been unable to find, in my own head, how to say it. An Alaskan Inupiat said it for me: "We will trust our school system to educate our children but we as parents must also begin to pass on to our children the knowledge of our Inupiat way of life." I think that is a very important statement made by Alaskan Inupiat.

In terms of taking a look at the cultural issues, cultural teachings, I am willing, Mr. Chairman, to continue of course the cultural inclusion programs as part of the school curriculum system because I think it is very important, especially in today's society. I am willing to go out as far as possible to teach my own children about my culture and about my language. But like many, many people today, I am handicapped because at this particular time I do not find enough time to teach my own children about their own language and about their own culture. Political issues, work, the wage economy has taken over my previous way of life. In some ways it is unfortunate. In some ways it is a necessity today. So I am willing to do a number of things in this particular period of time.

Low Standards In Reading And Writing English

(Translation) Those of us Inuit who would like to educate our children in English, to be able to read in English, and also about Inuit culture and that way of life, we like to see them continuing in their language. The government who is in charge of education at this time cannot set the school curriculum by themselves; we also have to be involved in setting curriculums for our children. Up to now we know our children cannot read in English, even when we talk to them bilingually. They have a better understanding of the English language because we talk to them bilingually but their ability in reading is a lot lower. Some of us Inuit went to school not being able to understand the English language. We were just taught Inuktitut by our parents. We can read and speak in English. (Translation ends)

I have a report card here for my boy. The teacher indicates that my boy has made steady progress at a certain grade level, and yet, in terms of marks, there are Ds -- D, D, E, D, C, C, and a couple of Bs here and there. So there has to be something wrong with the basic instructional level if the teacher says my boy is doing well and yet the report card says otherwise. I see a need for an improved quality of education within that particular classroom in Rankin Inlet.

What about this idea, Mr. Chairman? In light of the problems we are having today with reading and writing within the Eastern Arctic schools, should we take out Inuktitut teaching in the first three year program of this system? Should we be moving in that direction? We need to improve the reading and writing skills of our children. The act requires that the first three years of schooling will be taught in the native language. Should we take that out and take that kind of radical, responsible approach, to make sure that we begin to get back to the basic values that I speak about in my days in Chesterfield Inlet and in my days in the Churchill Vocational Centre?

Initiatives Of Inupiat In Alaska

When I went to Alaska, I also found a report of the North Slope Borough School District, the annual report to the people for the 1986-87 school year. A few weeks ago I was looking for some words that I could not find when we were debating education in this House. I found some words that I would like to share with you for a few minutes. I found them in the State of Alaska among the people who are my brothers and my sisters. I am talking about the Inupiat in North Slope Borough. They talk about the highlights of the 1986-87 accomplishments. They talk about firmer school attendance regulations. They indicate that the school board took a strong, decisive stand on school attendance. They say, "By strengthening our policy on attendance, a fair but firm message was sent..."

CHAIRMAN (Mr. Gargan): Mr. Ernerk, your 10 minutes are up. Does the committee agree that he continue?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Gargan): Mr. Ernerk.

MR. ERNERK: I apologize. "By strengthening our policy on attendance, a fair but firm message was sent to the students and parents that good school attendance is important. The more time students spend in school, the better they will do academically."

Another one, Mr. Chairman. "Improved reading and study skills. To improve reading and study skills, all ninth grade students participated in the reading and content area resource, RECARE, program, starting the second semester of this school year. RECARE also has a referral service for students having difficulty in reading and a program to increase teacher awareness in the teaching of reading. Students rotate through four skill areas. Vocabulary, comprehension, study skills and rate of reading." They talk about other things; administrators learning the Inupiat language, which is something that we are missing in the NWT. They talk about instructional review teams formed, they talk about faster communications, staff development. I think this is part of the recommendation that I was trying to make.

For me, coming from the Keewatin Region, when we were speaking on Education some six weeks ago, there has to be more performance appraisal of the teachers and of the students themselves. There has to be more of this in order to be able to come out with the proper resolution, proper recommendations to the teachers and to the students.

Goals Of Education

One last point, Mr. Chairman, that I would like to share with you, again coming from the North Slope Borough Education Board. I would like to read out four points that I think are very important. We do not necessarily have to use these things, but I think it is good to keep in mind that we get some knowledge as well from other regions of the North, such as the State of Alaska. I would like to read out these four points: "Our four goals of education: 1) Upon completion of high school, students will have acquired basic skills, reading, language arts, math, computer technology, commensurate with their maximum potential. 2) Students will develop the self-discipline and responsibility to enable them to become happy, productive citizens in their community, state and nation." I recall not too long ago, Mr. Chairman, when the chairman of the Baffin Divisional Board of Education, Joe Enook, indicated through CBC news, that is the kind of thing that he wants to work toward, that the people in the communities are able to compete in the nation, to get a good education and be able to compete in any society. I believe this is the kind of thing that we should be doing. "3) The school district will provide an opportunity for learning oral Inupiat language for parents who want the school to assist them in teaching the language to their children. 4) High school graduates will have the necessary skills to attend college, vocational training programs or enter the work force"

Back To Basics

Mr. Chairman, my statements are lengthy but one of the things I would like to indicate is that we have become so political in our approach to the education system. I will support the main estimates before us but I think in order to face the challenging future, if we are going to take a responsible route, we must be prepared to make some radical changes to the education system for the years to come. We want to be able to provide the best in education. I am willing to go out to my own region and talk about the issues that I have talked about today, and six weeks ago, and tell them that education is just as important as it was 20 years ago when I was going to the classrooms in Chesterfield and the Churchill Vocational Centre. We must get back, I believe, to the basics as we take a look at the education system.

Mr. Chairman, I hope my comments this morning have been useful. I have tried to be constructive. I have tried to contribute and I think we can make it. I have a lot of hope for education. We can make it. We can have a good education in the future. Qujannamiik.

CHAIRMAN (Mr. Gargan): Qujannamiik, Mr. Ernerk. Mr. Patterson, while it is still fresh in your mind, would you like to maybe respond?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I thank the Member for his optimism and I agree that it is leadership from people in influence, like the honourable Member who just spoke, that can actually make a very critical difference in our success rate. Mr. Chairman, I cannot answer all the Member's useful points but I would just like to maybe make -- a few things come to mind. Firstly, I am pleased to announce that I have yesterday signed orders which will establish a Keewatin Divisional Board of Education effective immediately. I think that we have seen good results in the sense of leadership in the Baffin Divisional Board of Education. I think community leaders who form this board, can undoubtedly do a better job than department officials in providing the necessary inspiration and motivation to teachers, to parents, and to students to succeed. So I am looking for great things from this new board of education. They will have significant powers to make the kind of radical changes that the Member has suggested must be made.

NWT In Forefront In First Language Instruction

I would just like to also clarify that the language issue is always a subject of intense debate and concern. I would just like to make it clear, Mr. Chairman, that whether first language instruction is provided in a community from kindergarten to grade three remains the choice of that community. The Education Act provides that if the community chooses, then the department shall deliver the first language instruction program. In that regard, we are in the forefront in Canada, even in the world, I would suggest, in attempting this ambitious challenge of first language instruction. We are, I would suggest from my observations in Alaska, also away ahead of the Alaskans in the health of aboriginal languages generally. Not that there are not a great number of important lessons to be learned from Alaskans. We are maintaining ongoing contacts with them because in many areas there is a great deal to learn.

I have noted the Member's comments about the need for better attendance. On the need for language arts improvements, I would just like to mention that we do find that the native children tend to be weaker in English language skills than their counterparts whose first language is English. In an effort to do something about that, we have placed an English as a second language consultancy in every region. We are attempting to ensure that we provide better support in English language arts because of this weakness. I would like to thank the Member for those comments, Mr. Chairman.

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

---SHORT RECESS

Detail of estimates, schools. Mr. Butters.

MR. BUTTERS: I do not have a question or comment on the particular matter, but I was very disappointed when my colleagues for Aivilik and Yellowknife Centre were speaking that there were no Members in the government benches. I do not know whether that signifies that the Minister for Education is intending to keep the portfolio, but I would have hoped that at least the new Minister of Education had been sitting over there. I think that possibly the Government Leader and House Leader could encourage the Executive Council who are in the building, to attend, as a courtesy, if not as an opportunity to get some information.

MR. RICHARD: Keep the portfolio.

MR. BUTTERS: Yes, keep the portfolio. Obviously there is no interest elsewhere.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Butters. Schools. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I have a brief comment to make. I would like to comment on schools and the education system because I feel it is a very important topic. I think the Minister has changed his mind quite a lot after the Easter break. I think we are agreeing with him. Education is very important. I feel that cultural inclusion is very important and I am very proud to teach our children in English because I have not English education myself, but I can do a bit of math work. I have been taught only traditional education. I have never forgotten the things I learned when I was three or four years old. I still remember what my parents taught me. It has been implanted in my brain. I will never forget when I was two or three years old, when the ship came into my community. I still remember a band playing.

Traditional Values Should Be Taught First

I think the traditional values should be taught when the children are still young. We should teach them the traditional ways first. I have quite a few children. I have more children than anyone in this House. My children are different in what they can perceive, and they really want to learn different things and subjects. I know it is hard trying to get educated because it varies with the students. You try to reprimand some students but they will not listen.

I am aware that we have to teach our children about our traditional ways. On the other hand I see that parents may not go home for a whole day because they are working. When they are not working during the evening, the children go out and do their own thing because the children do not want to stay home. It is very hard for parents to teach their children when this is the case, especially when they have a job. I think that we have to teach our children traditional ways. There should be a subject on teaching traditional ways, because we cannot teach our children traditional ways when we are doing our jobs somewhere else. I know this for a fact, although we as parents think we can teach our children. However, I have math education through my experience in municipal affairs. I believe that what Mr. Patterson has stated is that the communities themselves can do what they want. I think you have stated that the communities can do what they want and I am very happy to hear that. I am very happy as a person coming from Baffin Island, where the divisional board of education asked some questions of the communities, as to how they should be teaching the students, or how the educational system should be.

I feel that the educational system is very important and it will be so for a very long time but I would like to say that we, as people from the NWT, should not be copying other nations' ways. We should be working toward the things that we want and we could correct ourselves when we make mistakes. Perhaps we can do better than some other states or nations or countries. Because they have their own ways, too, some of the countries are away ahead of us. Perhaps we could move ahead too, in the future. Just looking at Alaska for example, and Greenlanders, who are away ahead of the NWT. In the next generation perhaps we will be more ahead in education.

Peter Ernerk stated he used to go to school down in Churchill. Two of my children have gone down to Fort Churchill for education. I know they worked very hard when they were going to that school, as Peter stated. I am very proud to teach our children the English language and I would like to state also about things I have experienced. I have grandchildren who are half-breeds and they can speak English and Inuktitut. They are bilingual. When they start speaking our native language they cannot speak properly or they cannot talk as well as my children. I know that when some of the ministers' children come up to our community they learn our language and can speak it very well.

Syllabics Without Finals

Also today the younger generation who are going to schools like to see written material in Inuktitut with finals. Some of them cannot even read the syllabics when they do not have finals. But the older generation was not like that. If I wrote in syllabics my children would ask me, "What are you trying to write? They do not have finals?" I think that traditional teaching should go on. I feel that the English education should go smoothly so that we could start to have universities. I am very happy to be among the people who are educated. I know when you are educated you get good jobs. For myself, although I am not educated, I have some experience and I can assist you in any way if you need it. Thank you, Mr. Chairman. I will conclude for now. I would like to thank the Minister for changing his mind during the Easter break. Thank you.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Kilabuk. That took exactly 10 minutes. Mr. Minister, do you wish to respond to Mr. Kilabuk's comments?

HON. DENNIS PATTERSON: Thank you, Mr. Chairman, for those kind comments, and as well those from Mr. Ernerk, on the restoration of the pupil/teacher ratio. I just want to say, as I said in defending this unpopular measure -- or in trying to defend it -- that it certainly gave me no great joy to advance this measure, Mr. Chairman. It was felt to be necessary in order to contribute our fair share to the reductions that were required to balance the budget. However, there was strong protest and although one editorial writer has suggested it is a sign of weakness, I am pleased it was reconsidered. We will just have to find the means to recover those costs elsewhere. So I thank the Member for those comments. I think it is encouraging that these expressions of strong

concern indicate what an important priority education is for the Members of this Assembly and for the people of the NWT. I think that alone, means that the future will be more promising, that there is such a value placed on education because we all know it is so critical. Thank you very much.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Patterson. Schools. Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I will make a brief comment on the topic of education. I was very happy to hear what Peter Ernerk stated and also Mr. Kilabuk's statement. I would also like to support them. What Peter Ernerk has stated about the compulsory teaching of students in their native language, a lot of people have been inquiring about this. Why should they be teaching their language when they first are going to school? However, I have found out that when they start learning their native language, they can read and write in Inuktitut and they can learn to speak Inuktitut well. Some parents do not use finals when they use syllabics and a lot of people do not use finals when they write their syllabics. But the students going to Inuktitut classes are taught how to use the finals, because with the finals you can speak Inuktitut adequately. Today we have children who cannot read or write syllabics but these children are being taught how to read and write syllabics in the schools. Also, our older generation cannot read and write Inuktitut. There are a few older illiterate people in Baffin Island but they have been taught.

I am in agreement with the people who have spoken. I think we have to reconsider the fact that we have to teach our children their native language for the first three years they are in school. So I would like to consult with my constituents on this topic before I can really say anything. A lot of people have stated that Inuit languages should be recognized. I think the teaching of the students in their native language should be maintained. That is how I feel right now and I am very happy to discuss these educational topics. We have to try some of the things that we have never tried before. We can learn from our mistakes. I cannot really comment on the teaching of native languages for the first three years. I am very happy about the Education department writing letters to my constituents and the constituents writing letters to the department about the pupil/teacher ratio.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Arlooktoo. Schools. Mr. Butters.

Spread Of Syllabics An Achievement

MR. BUTTERS: Mr. Chairman, before I ask a specific question of the Minister on a subject which I think falls within this particular frame of reference, I would briefly like to refer to what I think is the most remarkable educational accomplishment to occur in the NWT in the last 100 years; that is the spread of syllabics across the Eastern Arctic. It has been referred to by Mr. Kilabuk and Mr. Arlooktoo. It did not occur through any formal educational system. It occurred on a basis of an amazing philosophy of "Each one: Teach one". I think this is what I hear Mr. Ernerk saying, without actually expressing that concept; that if there was some way we could learn the technique that saw syllabics spread across so many miles from so many people, so quickly. Not only the 48 characters, but also the finals that gave that language such ideal representation. It is an educational achievement which I do not think has been rivalled on this continent.

One other point, too, is that Mr. Ernerk mentioned the fact of Alaska. Too often we forget just how long formal education and formal education programs have been available in the NWT. When I first came into the Territories, which was not that long ago in terms of our nation's evolution, only 45 per cent of the school-aged children of the NWT were in school, were able to go to school, were near a school. Today I think that every child of school age is able to receive an education. In Alaska, I believe in 1885, native people in that jurisdiction were going to university. There were laws in place which required school attendance. So in many ways, we are not doing that badly. However, that does not mean to say there cannot be improvement in the system.

I would like to ask a specific question which I think relates to this section, regarding the summer employment of students. It is extremely important that the young people that we train in our schools do have an opportunity for employment in government or employment in other contracts that government provides to industry. I understand that we are looking at some \$330,000 or some 100 jobs. Could the Minister indicate just how the program is going and whether or not there are hopes and expectations of increasing the number of students that we can offer employment to in the summer months?

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, would the honourable Member be talking about summer employment for high school students or university students?

CHAIRMAN (Mr. Gargan): Mr. Butters.

Summer Employment Program For Students

MR. BUTTERS: I would hope that we would be talking about employment for, not only university students, but students who have reached the senior high level in our high schools. However, I do not believe a program exists for those individuals yet, but I hope some day there may be such a program. I am talking about the NWT summer employment program, which has a budget for 1988-89 of \$330,000 and is developed through the Department of Education.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I just wanted that clarification because the government does try to employ students who are sponsored to college or university. That program is administered through the Department of Personnel. There is Challenge '88, a student summer employment program, which we are working on with the federal government, particularly the Secretary of State. It is a program which provides summer employment for high school students. Mr. Chairman, with your permission, my deputy minister can provide a little more elaboration on that program. Thank you.

CHAIRMAN (Mr. Gargan): Mr. Handley.

MR. HANDLEY: Mr. Chairman, I think the only thing that I can add to it is that in the past the Secretary of State has advertised the program themselves and each individual student was left to decide whether or not they would apply for a wage subsidy to take employment through the program. This year the Department of Education has taken it upon themselves to co-ordinate the intake from this program for the Secretary of State, where we have got in touch with each of the schools. We have not got in touch directly with students themselves but we have advised the counsellors of the programs of the kind of employment that students could qualify for and have encouraged them to get into real jobs with the private sector, rather than a job cleaning the yard or cutting the grass or something like that. We want to have the students, as much as possible, get a real work experience. The funding for the program comes essentially from the Secretary of State.

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

MR. BUTTERS: I welcome the department's recognition of the importance of that initiative and I trust they will be increasingly successful in finding dollars and businesses who will accept students in a meaningful work role. Before I leave the point, I would like to express the gratitude that I felt, as a parent, that two of my daughters when students were able to find employment with the Hudson's Bay Company. I do not think they could have had a better background or environment in which to learn the work ethic, to be productive and to learn that in business you have to make a profit to succeed. I am very grateful for the opportunity that they had to do that. I would hope that other students in our system, likewise, would have a similar opportunity to become involved in the workaday world before they have to make a living on a day-to-day basis.

Business Management Program At Aurora Campus

I have another question on another subject, for the Minister, if you would allow me, Mr. Chairman. It relates to a question that both my colleague Mr. Nerysoo for Mackenzie Delta and I had put to the Minister regarding our expectation that there could be a continuation of second year of the business management certificate program at the Aurora Campus. By letter on March 15th, the Minister indicated that because of the CEIC involvement and the shortage of funds, the two year program would appear to be an impossibility. But he did say at that time that he agreed to make a major effort to locate the required funding to get the second year program off the ground. Was he successful in that effort and if not, has some other arrangement been made to prevent a number of these students, who are currently enrolled in this course, having to travel to Fort Smith? It is not that there is any problem in travelling to Fort Smith, beyond the fact that the vast majority of them are married with families and the dislocation to those families is considerable and disruptive to a student attempting to perform.

CHAIRMAN (Mr. Gargan): Mr. Minister.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I am pleased to hear that that program is so valued by the Member whose constituency it serves. Our observations are that it has been a successful program. There has been quite a solid and serious class of -- I am not sure exactly -- I think it is between 10 and 15 people. I recognize that there was real disappointment when it was announced that due to reductions, we simply would not be able to fund it for the second year. The college has been quite hard pressed this year because, in addition to reductions that have been imposed by our deficit reduction plans, CEIC has also cut back.

However, Mr. Chairman, I asked my department to work with the Arctic College Board of Governors to find a way to continue the second year for first year students, and I am pleased to announce that, in fact, the second year will be offered in this coming year. So those students who have taken and have succeeded with the first year, will be able to graduate.

Method Of Solving Problem

Unfortunately, in fully answering this question, I have to note that in taking this decision, the college board decided that it would be unable to take in new students next year for the first year program. So there will be at least one year where we will not be taking in new students. But it will at least enable the solid class that we have in place to finish their course without having to move. I am advised that may not be a terrible problem, in that most of the people that are really anxious to get that kind of training have already applied and were in last year's first class. So a year without a first year program is far less consequential than our plans to cancel the second. So that is how we solved the problem, Mr. Chairman. I think, given the tight financial times, the board of governors has made a wise decision. We will hope that in future years we will be able to offer both years on a permanent basis. Thank you.

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

MR. BUTTERS: Mr. Chairman, I thank the Minister and the board of governors for that very desirable decision. I think it will ensure the continuation of the successful graduates of the first year program, which may have not occurred had they had to uproot their families to leave the Delta for the second year of the course. I do understand that fiscal requirements would prevent the carrying out of the first year again and that there would be a period in which the first year would not be offered. Too, I think an examination of the need will demonstrate whether or not the first year could be offered and should be offered in the succeeding year. One of the suggestions I was going to make, and this is theoretical now, is that if only one year could be taught, possibly the students that were in the second year, seeing that they had achieved the first year level and were much more mature, could have been assigned, by the instructors teaching the first year course, directions of self-study and reading that they could pursue, so that they would be able to write the exam for the second year. It is not a very acceptable option but at least it would prevent having to remove the course altogether. But I thank the Minister for the consideration of that issue and for his responsiveness to the request of the students from the Aurora College.

I have one other matter, which again is not related but it is related to schools, and that is on the creation of divisional boards in the Western Arctic. I know this is a concern and that it is an objective that the Minister has addressed a good deal of his time to over the last three years. In fact, I was fortunate to attend a meeting with him and the senior officials of the local education authority in Inuvik when they sought from him the establishment of a divisional board for Inuvik. The Minister and Mr. Handley, both being very active in the development of the special committee's report on education will remember and recollect 10 divisional boards were recommended in that report, of which a divisional board for Inuvik was one. At the time the Minister met with the officials of the local education authority, he received a letter of request from them but he suggested that they take this letter back and attempt to work with the education authorities from the outlying communities to possibly develop a regional board so that the management of the high school could be carried forward on the basis of one board and not two or three.

Regional Board For Inuvik

Has the Minister been able to address the lack of success that the Inuvik education authority has had in encouraging other outlying authorities to integrate with them and work on a co-operative basis? I think that the Inuvik group were very successful over the past five years in bringing the

concerns of the outlying authorities to the attention of the regional superintendent of education and the school authorities in both the junior and senior schools in Inuvik. Therefore, has he had a chance to look at that matter since I know he has received a letter from Jeff Gardiner, the chairman of the Inuvik Education Society, dated March 30, which informed him of the situation and the lack of success of the Inuvik board in attempting to co-ordinate, to consolidate that initiative, and co-operate with authorities from the surrounding communities? In conclusion, Mr. Gardiner says in part, "We are left with little option but to once again to present you with a request to form a divisional board initially for Inuvik only." I think this is a very retrogressive step and I am sorry and I know the Minister is sorry to receive such an application. Is there any positive way we can look at addressing the problem again, to get a board which would represent the regional interest and the regional aspirations and the regional concerns rather than going forward on a one-community basis only?

CHAIRMAN (Mr. Gargan): Mr. Patterson.

HON. DENNIS PATTERSON: Mr. Chairman, thank you. Mr. Chairman, I would just like to acknowledge here that I have been very impressed with the sensitivity that the Inuvik Education Society has expressed, since its establishment some years ago, to the fact that in that community there exists a regional high school and a regional residence. They have taken on responsibility for directing the operations of those regional facilities with, I think, a great deal of sensitivity to the fact that parents of children from outside Inuvik must have a voice in the management of those institutions. I think they have done a very good job in handling that responsibility. Therefore I was a little disappointed that we came so close to having agreement -- but did not quite make it at the last regional meeting -- that there should be proportional representation for the town of Inuvik in the new divisional board. Unfortunately the Sahtu communities, who are working toward establishing their own divisional board, abstained from that vote and really, the result was a tie and the chairman had to end up breaking the tie.

Regional Board Would Be Much Stronger

So, Mr. Chairman, I agree with the honourable Member that it would be unfortunate if we were left with no option but establishing a board for Inuvik alone. Unfortunate because with such a small number of students, especially if the regional residents and regional high schools ended up not coming under their authority, they would have a really difficult time simply surviving. They would have a real problem of limitation of resources. It would be a much stronger board in that region if it could combine the operating budgets, students and staff that the communities in the northern part of the Inuvik Region would provide.

So, Mr. Chairman, I have not yet responded to Mr. Gardiner's letter, but I have been discussing it in detail with my department. We are very optimistic that, with a little bit of positive encouragement on our part and the example that we can provide them of how this problem has been handled in other parts of the NWT, we can persuade Mr. Dillon, who cast the deciding vote, who perhaps should have considered casting the deciding vote in a different way, that it is possible to accommodate the concerns of Inuvik and as a result, have a much stronger board. It would be a stronger board for the outlying communities as well, with Inuvik involved, rather than with Inuvik left out.

Mr. Chairman, I think we have to inform them that the Dogrib communities, which are working on a divisional board, have agreed that Rae-Edzo should have a larger number of seats on the board. This makes sense and is not seen as a threat to the other communities. The Minister of Education certainly has the power to make those kinds of adjustments. I think in future we are going to have to make it clear to communities in that region that it is in everyone's interest that Inuvik not be left out.

Minister's Response To Letter

So, Mr. Chairman, I am going to propose to Mr. Gardiner that he not give up, that we keep working on this problem and that we use our good offices as advisers to these communities to encourage them that it is in everyone's interest that the largest possible number of students and the largest possible budget will give the strongest possible board. So that will be my response to Mr. Gardiner. We came so close at the last meeting, it was a matter of a tie, that with a little more work and perhaps some explanation of how the problem can be handled in a fair way for everyone, I

think we can overcome this problem and get on with our goal of establishing a strong board in that area. I think they have had a lot of experience working together and they also have good reasons to trust the sensitivity of Inuvik Education Society members. So I think this problem can be solved. We are not going to give up on it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Mr. Butters.

MR. BUTTERS: Just a concluding comment, Mr. Chairman, I would like to thank the Minister for that response and also to commend him. I hope that the next Minister of Education will address himself or herself to the task of dealing with the local education authorities with a diligence and interest and understanding that the current Minister has done. I think that in this case we came very, very close to achieving that desired end, and I think we did because we had the understanding and co-operation of the Minister of Education of this government. That is always an extremely helpful support element.

I know the Minister probably explained it correctly, but I wanted to point out that when Inuvik put the motion with regard to divisional boards, the motion was worded so it was a generic motion of principle, so that all the communities that wanted to proceed to divisional boards could do so. Inuvik was very well aware of Sahtu's interest and determination to pursue such an organization of their own but the motion that the Inuvik group put was a generic motion with regard to the evolution of a board and not a specific relationship of the communities.

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

Statistics On Aboriginal Graduates Appalling

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, I just wanted to elaborate a little bit on the statistics that I received from the Department of Education. I was appalled to see the number of graduates that are going through our system. Just for example, Mr. Chairman, last year in 1986-87, out of 42 enrolled Dene in grade 12, only eight graduated. That is only about 20 per cent. I was appalled to look at the Inuit figures. There were 116 Inuit students enrolled in grade 12 and only 26 per cent graduated last year. So there is definitely something wrong with the system. Is it in the high school portion of it, or is it in the junior high, or is it in the primary? That is why my colleague, Mr. Ernerk, is indicating that there has to be something done. Shall we do it in the primary area, so that we get rid of the possibility of the cultural inclusion, or should we be looking at something else? I am afraid even to look at the southern statistics to see how many students they produce out of their own system.

I realize that Mr. Butters indicated that we are new to this ball game, but nevertheless we have grown in time and we are in a different stage right now. The majority of our educators are from the South and we should be producing more people than what the statistics show at the moment. I was appalled to see the statistics from last year. For the Metis, last year, 46 were enrolled in grade 12 and only 11 graduated. There again it is a little over 20 per cent. For the others, the non-native, there were 272 enrolled and 144 graduated. Now there is definitely a problem between aboriginal people of the Northwest Territories and the non-native. It appears from the percentages of students going through our system, the non-native are succeeding in various areas and I wonder why. Why are not our students doing equally as well as the non-natives?

There is definitely something wrong in our system. I have statistics going back to 1980, for the last seven years, and I was appalled to look at these statistics, especially broken down into ethnic origins. They are the reason that people like Mr. Ernerk and myself are pushing for education to be improved, especially for the aboriginal people in the Territories. We are not producing as many graduates as there should be. I do not know where to start. If we start in the primary I would be surprised to see how many primary students are enrolled in the Territories and how many graduate to junior high and then from junior high to senior high. I just got the statistics for grade 12, the senior high, and I was appalled to see the type of figures that came out from the Department of Education.

For this reason, we are asking the Minister to enhance education to its fullest. I do not want to elaborate too far on this issue. People like Mr. Ernerk have basically said what I wanted to say. But it is appalling to see these figures. I was quite surprised. I would have figured for the aboriginal people that we put into the system, there would even be a minimum of 50 per cent

graduating. But that is not the case. We are still in the lower end, about 20 or even less than 20 per cent. That is why people like myself always stress that education is important so that we can succeed. So that we can become something in our life. So we could be teachers who can teach our own people. But the way things are rolling here it appears that it is going to take a number of years before we even get to that stage where we can push to have aboriginal people teaching their own people, and making something out of themselves. Statistics show that we are not succeeding at all. So I was quite appalled. I just wanted to make those comments, Mr. Chairman.

CHAIRMAN (Mr. Gargan): Thank you, Mr. Zoe. Would the Minister like to respond?

Drop-Out Problem Is A National One

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. I know these figures are of great concern. I have to tell the Member though, that in fact the drop-out problem is a national problem. Half of our non-native students are dropping out of grade 12. That is actually a much better record than the Province of Ontario has right now. So the drop-out problem, which is a serious problem, is a national problem. We have to be concerned that more native people are dropping out and are not succeeding than non-native people; roughly two thirds of the native students, compared to about half of the non-native students.

Mr. Chairman, I have to say that the figures that the Member quoted indicate that about 25 per cent of the high school graduates of the NWT are native students. Now, it should be 60 per cent, to reflect the proportions of native people in our population. But 24 per cent or 25 per cent is actually an awful lot better than it was a few years ago. We are making progress. I am not trying to diminish the problem but when I took on this portfolio we had about five per cent of native students going on to university and technical school and college. Now it is about 20 per cent, Mr. Chairman, so we are actually seeing dramatic improvements.

Now the Member asks what is the cause of these problems. There is not a simple answer and there is not one solution. Attendance is still a problem. The attrition occurs often, I believe, and as I have said earlier to Mr. Lewis, because we lose 30 per cent on average in residential schools. They get homesick. The absence from parents and communities is too much of an emotional stress on the student. So whether the school system is performing well or not, we lose students because we have to send them away from home at a tender age, and most of the students that we have to send away from home happen to be native students because they come from the smaller communities. Mr. Chairman, excuse me, it is now 35 per cent of native students who are in post-secondary programs sponsored by our government. So we are doing even better than I thought in that area.

I would also like to point out and again, I am not trying to be too defensive, but some of the students who are listed as drop-outs or shown as not completing courses are actually students who are just one or two courses short, who finish their grade 12 over the summer or next year and do not end up showing as having completed the courses. So we may even be doing just a little bit better than the Member suggests.

Mr. Chairman, there are a number of ways in which we can improve the system. I have indicated testing is a priority. I believe local control will assist the problem and assist support for education. We also have to continue to do a better job of evaluating and monitoring the performance of teachers to ensure that they are all delivering quality programs and if they are not, that they are given further training or remedial action is taken to see that the quality is enhanced. We have been working on improvements at the elementary level. We have been introducing new programs, revising our math and science program. Unfortunately, it is going to take some years before those kinds of improvements will actually have a result at the top end, at grade 12. We are also working very hard, as I have indicated, on language programs and particularly on building up language deficiencies of the average native student. That has been a concentrated effort in the past year as a result of testing which showed that was a real deficiency area. Thank you, Mr. Chairman.

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

Education Was A Political Issue

MR. LEWIS: Thank you, Mr. Chairman. I would like to remind the few Members that we have here today that really Mr. Patterson is the first Minister of Education that we have had, with due respect to Mr. Butters who served for one short period of about a year. Beginning in about 1976

when the first act was passed by this House, nobody wanted this responsibility. In fact, Mr. McCallum was technically the first Minister and he had it for a very short time. It was a time when this was a very political problem that no politician wanted to handle. When Mr. McCallum gave up the responsibility it passed to Mr. Hodgson, who had it for a while, then to Mr. Parker who had it for another while, then to Mr. Butters and eventually to Mr. Patterson. So I think that I would have to agree that in the seven years that Mr. Patterson has had this responsibility, it has been clear that what was needed was careful attention to a very important program. I must commend him in fact on all the achievements that he has been able to present to us every year for the last seven years.

I think there has been remarkable progress. And one of the reasons for that is that although it presents tremendous problems still, it is less of a political problem than it was at that time. So my remarks, Mr. Chairman, right now probably are as much addressed to the current Minister of Education as to his successor. One of the things that we have not been able to do for the last 10 years or so is to focus on the whole business of providing young people with, what I would call, a modern education program so that they can survive in a modern world. Education has been asked to solve too many problems and that is why I appreciated the remarks made by Mr. Zoe and Mr. Ernerk. It has had so many problems dumped onto it; it has been blamed for everything and yet at the same time it has been asked to solve everything. In other words, not only do you destroy everything, mess everything up, but people then turn to the same program that is accused of destroying everything, to ask it to solve everything, which makes no sense whatsoever. If it is so bad, you would not want it to do anything. And yet that has been the process that we have had to endure for a long period of time.

I think that what Mr. Patterson has been able to do is to gradually take the politics out of it and to concentrate on a program which is of vital importance for the young people of the NWT. I also appreciated his remarks on the issue of quality, on trying to evaluate what we do. In Education you are asked to jump on to something else before you have even evaluated what you just did last year. We have a continual problem of being pushed into new things before you even have a chance to evaluate the old things, because of the political process.

My concern, Mr. Chairman, is that many things right now are in place and ongoing and we may be able to retain and maintain a system where we look at straight educational problems and try to solve them and to really go at it in a professional manner. Things, for example, like bilingual education. We just accepted that this is the word, that that is the answer, it is the solution to everything. But it is only a theoretical basis that we have really looked at for an educational system. It has never been established that this is the very best or even the one that we should be pursuing. It just seemed to be right.

Advantages Of Living In English-Speaking World

However, I would like Members to realize and understand that probably one of the things that we should be thankful for is that we are living in a modern world, and one of the favoured parts of that modern world, and we should stop trying to be embarrassed or concerned because we happen to be in an English-speaking world. For 10 years, I remember, people loved dumping on English, as if English was a terrible thing and that the only thing that really mattered was the aboriginal languages. We are fortunate to be living in an English-speaking world. It must have been a wonderful experience for Mr. Ernerk to go from a little place and to be able to go to Europe and find that there were people who could actually speak the language that he had learned in school. It must have been a wonderful thing to be able to go to many foreign countries and although he would have only been able to speak a little bit of French, he has very good English and he could survive in the rest of the world. That is a remarkable gift. It is a stroke of luck that English happens to be the language which is spoken in this part of the world. And although we all recognize that aboriginal languages are close to your heart, it matters an awful lot for your survival as an individual, and to get a good education today we have to recognize that English is one of the most powerful tools that we have to get a good education.

I am not intending to elaborate greatly on this, Mr. Chairman, but I would suggest that even in a little thing like, for example, the right of a small community to be able to choose to offer the first two or three years of its program in its own language, the department should say, "Okay, you want to do that but will you tell us how you are going to do it? Let us have a look at how you are going to do it. Let us evaluate how well you do it." Who would be the people in your department with the expertise to be able to go in to that little place and say, "Okay, the Minister really

agrees that you can do this, and you can even extend it beyond grade two"? Who has the expertise to make sure that before a community begins something, they are well advised, they are well prepared, it is properly evaluated, and you have the people on your own staff who can assure you that what is going on in that community is giving good education to people? Because they have to feel assured that when they take any step, they are doing it with the best professional advice they can get too. I use that as only one example, Mr. Chairman, of the kinds of things that we are pushed into doing, without assuring communities that what they are doing is the right thing and that they are well established and well set up to do it.

Political Pressures Versus Educational Decisions

Over the next few years, Mr. Chairman, when Mr. Patterson's successor takes over, I hope that he or she will build on what has been achieved over the last seven years, bearing in mind that we have now educational matters to deal with, not politics. We are talking about the education of young people and the decisions have to be made that are good straight educational decisions, not political ones all the time. Because with our consensus form of government, we are continually being pushed into political decisions on everything.

The next Minister will have to face the same problems that Mr. Patterson has had to face, where maybe he has made a good decision, but because of the political environment we are living in, where we are compromising and seeking coalitions here and coalitions there, we are pushed into making another decision to overrule the last one. We are going to face that. We may have to accept the fact that this government is going to say, "Okay, you know we have this pressure group that really wants this." But if you are really sure of yourself and you want to commit yourself to the public on something, you have to make unpopular decisions and maybe upset some of us -- as you may have done in the last few months -- because what you are doing is right. This government has to stand for something, not simply make coalitions all over the place just to stay in office. That is the chance that we are going to have to take and some of us will probably become responsible if we see that kind of thing happening, where you have convinced yourself that this is the right thing to do and it is going to be for the advancement of our territory to do it.

I look forward to, in fact, seeing that kind of courage over the next while. Not just simply saying, "Yes, we will just react and do that", simply because we have a consensus government where we are making each other happy and so on. Maybe we are going to have to accept the fact that we will be battling on different things and that you are prepared to take a stand, because what you are doing you know is right. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. That was an eloquent speech. Any comments, Mr. Minister?

HON. DENNIS PATTERSON: I would just like to thank the Member for his comments. I certainly agree with his analysis about the new attitude toward education. I cannot help but observe that the compulsory legislation which was passed several years ago, when it was first introduced in 1976, I know Mr. Ernerk and other Members will recall that amendment, resulted in a terrible political crisis in the Legislature. I think that now, through some improvements in the system, education is seen much less as an intrusion of a foreign institution into the community and much more as something that is owned by the public and is there to serve them, so I think there is a new climate and I appreciate the other comments Mr. Lewis made. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. Will the real Minister of Education please stand up?

---Laughter

Only Mike? Well, I am sorry. I am very enlightened by Mr. Lewis's remarks with regard to education. I am willing, as we all should be, to take any new steps to improve the system of education in the Northwest Territories. And I thank you, Mr. Chairman, for that information which you provided to the House with regard to the aboriginal people receiving lower quality of education than the others, than the non-aboriginal people. I believe that to a certain extent, because it is happening in our region, and I have only been trying to say it in the last two months, so it is happening. I understand what the Minister means when he says that there is a drop-out problem nationally. There is a drop-out problem territorially and there is a drop-out problem regionally and communitywise. I recognize that. I see it happening in the Rankin Inlet hostel, so I believe that information which you provided.

Enforcement Of Compulsory Education

Maybe this is where we should again take the issue of compulsory education more seriously. We should not be afraid at all to educate our children if we are not afraid to complain about the problems that we are facing. We have to have solutions to the problems that we have been talking about in the last couple of months. We have compulsory education legislation but we do not have a penalty for it. I understand that penalty was removed some years ago from the original section within the Education Act with regard to the compulsory education and compulsory at that time was somewhat loose, and I understand the Minister of Education was to work out the penalty for non-attendance of students.

I am wondering if, before two o'clock this afternoon, we should pass another motion and I do not have a motion prepared but I have one or two ideas about the penalty. If students are not attending schools for no good reason, I believe that they must pay for it. We should not be afraid to establish penalties. If we establish a penalty it has to be good for the student's future. It has to benefit students. Maybe this is where part of the solution lies to this 26 Inuit graduating of 116 or the low level of graduates among the aboriginal people within the high schools across the Northwest Territories.

I am just giving out a number of points here. If the students are not attending the number of school days that are required throughout the course of the year, if they are missing a lot of days, what about establishing things like if they do not attend 12 or 14 days out of the total number of days that are required for them to attend, that there will be a suspension for a certain number of days. Kick them out. I mean we have to be responsible and I think that is the kind of thing that we should be taking a look at. It seems to be somewhat of a responsible move to establish a penalty for the non-attendance of students throughout the NWT. Many Members of this Legislative Assembly have many good ideas and I would really like to hear more about this idea of penalty for non-attendance. Thank you.

CHAIRMAN (Mr. Zoe): Any comments, Mr. Minister?

Attendance Generally Improving

HON. DENNIS PATTERSON: Well, Mr. Chairman, the act does provide penalties. I believe it is an unspecified fine on a summary conviction offence, Mr. Chairman. Pardon me, Mr. Chairman, there is a fine of up to \$100, I am informed. Mr. Chairman, the Member is correct that the original amendment said you had to be in school but there was no penalty provision. That has been corrected by the amendment of several years ago. We are still trying to use persuasion to get kids back to school, who have attendance problems. With the greatest respect to the Member, I think suspending the children who have attendance problems is probably playing right into their hands because the ones who are not coming to school are sometimes not coming because they do not want to come or because their parents do not require them to attend school. So we are trying to use attendance counsellors to change the attitude at home but, if necessary, we have the hammer of taking parents to court and I am informed that we are in the process of prosecuting two parents now at the moment as a result of these new regulations and so that drastic measure will be undertaken.

Mr. Chairman, if we succeed with the present compulsory attendance regulations, which are optional for communities, as Members will know, then I think that perhaps in the future the Assembly might give consideration to approving more stringent measures as the Member suggests. But I am encouraged that generally attendance is improving overall. It is usually a couple of percentage points every year. Kitikmeot and Keewatin are still the worst regions, I have to say, with 76.6 per cent average attendance in Kitikmeot and 79.6 average in Keewatin. But those are steady improvements; three per cent in Keewatin over last year and a startling six per cent in Kitikmeot Region over last year. So I think these attendance counsellors are working but I accept with the Member that we will not have the problem licked until attendance is up to the level in Yellowknife which is somewhere around 92 per cent which is the most you can expect, allowing for absence for illness. Thank you, Mr. Chairman.

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

Tougher Measures To Enforce Attendance

MR. ERNERK: Thank you very much, Mr. Chairman. I stand corrected on this particular issue. I did not realize that there was such an act with regard to an offence. Fines not exceeding \$100. I agree, Mr. Chairman, that we should be taking a look at tougher measures than money because a lot of people will say, "I have no money to pay this \$100 fine." I think in order to have people take this penalty more seriously, we should each one of us be thinking about what we should be doing within the next year before the next budget session of the Legislative Assembly. Maybe that is the way to do it. It will give us a chance to discuss it with our respective constituents across the NWT between now and next year. We cannot do it overnight so I am not expecting anything in terms of major things to happen overnight. But I am expecting to see things happen in at least a year from now with regard to the issue of education. As I have said a number of times, it is an ongoing issue and education is everybody's business. So I think we should take a look at education much more.

(Translation) We have to reconsider this. (Translation ends)

Thank you. The other comment that I would still like to make and it is a very brief one, is that having a major education conference in the NWT really interests me, especially again coming from our side in the Eastern Arctic, with many of the people who participated in the Chesterfield Inlet education system as well as the Churchill Vocational Centre. It really interests me because -- I keep going back to this issue -- so many people graduated. So many people were produced as somebody during those years. I would ask the Minister to study that idea as to what can be accomplished out of this holding of a major education conference somewhere in the Eastern Arctic, in the NWT. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Any comments, Mr. Minister?

Upcoming Major Conferences

HON. DENNIS PATTERSON: Yes, thank you, Mr. Chairman. I welcome that suggestion from the Member. I can tell him that our department is giving support to a major UNESCO conference which will take place this summer in the NWT which features education as a major part of its subject matter. We are also involved in hosting later this fall, a major conference on native education research which will also be a national event. I think increasingly, the NWT is being looked at as having something to offer particularly in the cross-cultural bilingual situation. So I welcome the Member's suggestion and I think it is quite compatible with our department's goals to have this kind of exchange continuing. As the Member knows, we are involved in education exchanges with the Soviet Union and Alaska and we have established a circumpolar Education Ministers' conference which now meets annually to discuss northern education problems. So I welcome that suggestion. I am sure that it will come to pass in the future. Thank you, Mr. Chairman.

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

MR. BUTTERS: Mr. Chairman, on the Member for Aivilik's comments with regard to compulsory attendance and penalties for individuals who do not comply with the attendance requirement in our schools. I would be willing to bet that not one information has been laid under that particular piece of legislation. I doubt it.

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

HON. DENNIS PATTERSON: Mr. Chairman, I think the Member is correct that that will be a very rare procedure but as I indicated earlier, we have, as a result of initiatives in one community, requested the Department of Justice to act on two prosecutions. That is a recommendation of a particular community education authority. Thank you.

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

MR. BUTTERS: Mr. Chairman, I think that if we examine in detail those two pending prosecutions, we would find that they are for perennial offenders, individuals who have probably not been to school, have not even been enrolled.

I think that the student that the Member for Aivilik is talking about is the student who did get enrolled in September or August and slipped away one day and then two days and three days and finally blew a goodly part of his year before anybody recognized it was being done, either the parent or the teacher. I think the point that the Member for Aivilik is making is a very real one. Is a very important one. I think it is not the perennial hooky player that we are talking about here. We are talking about the individual who begins missing a day a week, two days a week, and finally cannot keep up and has to repeat his year.

Absenteeism And Failing Grades Grievous And Costly

Not only does this cause grief to the family but it causes grief to the teacher. It is extremely expensive for the government because you have to provide this student with a second year of education. Costly in lives, costly in aspirations and costly in dollars. I do not think we can dismiss with the side of our hand the concern that is being raised by the Member for Aivilik.

I wonder what has been done or what success has been achieved with our attendance officers. How many exist? Where are they in place? How successful are they? I know that my community, Inuvik, has been very keen to attack the problems of absenteeism and failing grades through improving attendance. The attendance officer was one of the methods by which this could be achieved. Igloodik, I know, is another community. I think originally there were five communities that signified their interest in pursuing the matter of improving attendance of their students.

CHAIRMAN (Mr. Zoe): Mr. Minister.

Community Counsellors Being Trained

HON. DENNIS PATTERSON: Mr. Chairman, there are 11 community counsellors who are just about to finish training. They will be graduating April 14th from Thebacha Campus of Arctic College. They will be working in communities in the coming year. That is when we will have the real test of their effectiveness. We just did not want to hire people off the street. We felt they needed training in counselling, cultural awareness, child development, alcohol and drug abuse, adolescent psychology, and so they have been, I think, very well trained over the last two years and should do a very good job.

We will take in 15 new candidates in August for other communities. I also think that merely passing that legislation had an effect on attendance. I have to say, in reviewing these figures while the Member was speaking, that since I have been Minister, in seven short years, attendance in Keewatin and Kitikmeot has increased 13 to 14 per cent, from 63 to 66 per cent up to close to 80 per cent. In the last couple of years it has been particularly dramatic. Three per cent in the Keewatin; six per cent in Kitikmeot; and four per cent in Baffin. So we are having results. And I think that when these 27 or 30 counsellors are in place, then we will really start to tackle the problem, because they will be dealing with those problems when they start, when the child is away for one or two days. They will be drawing that problem to the attention of the parents and the local educational authorities and the principal in a helpful way. That is the way we think we are going to beat the problem.

So I welcome the Member's concerns. I think we should be prepared to take stricter measures and maybe make it compulsory in all communities, although our experience so far is that the communities who have applied for compulsory attendance regulations have had really strong support. So it has really worked well there. Perhaps we can use those communities as examples for communities where there might not presently be the support. I also just wanted to confirm, as well, what the Member said. The two cases that will be prosecuted are cases where there has been really flagrant inattention to the helping efforts that have been applied by the school and it is felt that there is no other way to get the message through than by taking court action. They are cases of chronic non-attendance.

CHAIRMAN (Mr. Zoe): Mr. Butters.

MR. BUTTERS: I welcome the Minister's information relative to the anticipated graduation of the attendance officers. Have they been assigned to their communities yet? I would expect that there would be a lot more applications for the services than bodies to fill the applications.

CHAIRMAN (Mr. Zoe): Mr. Minister.

Counsellors Appointed By Communities

HON. DENNIS PATTERSON: Mr. Chairman, this program was designed so that counsellors were actually appointed by their communities before they went into training. So they have been trained for a specific community on the nomination of their local adult education authority. Yes, Mr. Chairman, we have had more applications than we have been able to fill. But the new intake of 15 new candidates this year will answer all those problems. In some communities where we have not been able to appoint a school counsellor, we have given authority for the school principal to be designated school counsellor. So they can actually still take advantage of the regulations and take the measures that are contemplated under that amendment, even if they do not have a full-time attendance counsellor.

CHAIRMAN (Mr. Zoe): Mr. Butters.

MR. BUTTERS: What communities recommended students to this course?

CHAIRMAN (Mr. Zoe): Mr. Minister.

Communities Participating

HON. DENNIS PATTERSON: Communities who are currently participating are Holman Island, Tuktoyaktuk, Fort Good Hope, Coppermine, Aklavik, Baker Lake, Eskimo Point, Repulse Bay, Fort Franklin, Rankin Inlet, Fort Providence, Chesterfield Inlet and I should perhaps note that trainees for Pangnirtung, Rae-Edzo, Yellowknife School District No. 2, Fort Liard and Whale Cove unfortunately withdrew from the program.

CHAIRMAN (Mr. Zoe): Mr. Butters.

MR. BUTTERS: Did Inuvik not apply or is it applying on the second round?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am afraid to say that even though Inuvik was actually a community that initiated or inspired me to initiate this legislation, their concern inspired me to develop the legislation, when we looked at attendance at 89 per cent and 92 per cent in Samuel Hearne and SAMS, Sir Alexander Mackenzie School, we just felt that there were other communities, such as Tuk with 57 per cent, that had to be a priority ahead of Inuvik. So unfortunately Inuvik's request was not granted, but I can tell the Member that we will have a lot more flexibility in the second round and the 15 new positions that will be available. And if Inuvik applies again, I certainly hope they can be accommodated at that time. Thank you.

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

MR. BUTTERS: Thank you for that. Is there any requirement for the community to give up a position associated with a school or the administration of the school, or is this an additional position which is provided to the program?

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

HON. DENNIS PATTERSON: Mr. Chairman, no, these are positions funded by the Department of Education. The school counsellors are paid approximately at the cost of an assistant level and it does not in any way detract from the staffing of the school. Thank you.

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

MR. BUTTERS: Just one more comment on this point and that is to indicate that the Member for Aivilik is absolutely correct. This Assembly, when it met in Inuvik some 14 years ago, did not have the guts to put into place a penalty. It put in place legislation for compulsory education but did not have the guts to legislate a penalty for that situation.

Current Legislation Not Operative

I believe that the current legislation is not that operative either. I feel that the department should look at the existing legislation, the penalties that can be imposed where attendance is not carried out and determine whether or not there is a method that would be more fitting to the offence. Although I have not examined it, I do not think the current legislation is that pertinent to the type of conviction possibly being sought now with the pending cases, not just to give us a light slap on the wrist to remind parents that they have a responsibility to their children and to their community and their nation to see that their kids are in school.

I can recall in the early days when there was very little government in the North. It functioned that one of the practices used then by the administrative officers was that the family allowance was denied. Now this was totally out of keeping probably with what was proper and right but it did work and people did ensure that attendance was pretty good in those days.

CHAIRMAN (Mr. Zoe): Thank you. Any comments, Mr. Minister?

HON. DENNIS PATTERSON: Mr. Chairman, it was recommended that we try the old method of family allowances and I even investigated it when we were looking at this legislation but I guess in these days of human rights, it is not possible to do that any more. But I know it was effective, Mr. Chairman, and, as I say, we did give it serious consideration. I am certainly open to reviewing the penalty sections. I think the sections that call for the problem to be drawn to the attention of the principal and LEA are working well but we could review the penalty sections. I think these things are evolutionary and, having regard to Mr. Lewis's remarks, I know I was quite severely criticized in some quarters for bringing this legislation in. I know my resignation was called for by a mayor of a community who need not be named and so I feel that if we are having success we should maybe build on that and look at even strengthening the legislation.

I would like to point out we also have the option of turning a case over to the superintendent of child welfare because failing to send a child to school is also grounds for neglect under the Child Welfare Act. But I welcome those comments and I think I agree that we should review the effectiveness of the penalty provisions with a view to perhaps strengthening them if it appears necessary. Thank you.

Schools, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Thank you. We are on schools, total O and M, \$78,126,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): Thank you. We will proceed to the following page, Arctic College. Mr. Minister, would you like to switch witnesses at this time or would you rather continue with your current witness that you have at the table? Thank you.

HON. DENNIS PATTERSON: Mr. Chairman, perhaps I will just see if there are going to be questions before I decide whether I need new witnesses. Thank you.

CHAIRMAN (Mr. Zoe): Your point of order, Mr. Butters.

MR. BUTTERS: Possibly the Clerk's memory would assist me. Were the O and M for schools and for Arctic College the only two items left open or were the capital complementary pages also left open? I forget.

CHAIRMAN (Mr. Zoe): Mr. Butters, if my memory serves me right here, we stopped and deferred the budget during consideration of schools and we have not concluded the O and M part of it, plus the total capital for Education and Arctic College is not concluded yet. So we are now on Arctic College. Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I am certainly willing to entertain questions or comments but my recollection is that I had Mr. Cleveland, the president of the Arctic College, here, and I think we did review the O and M on Arctic College and then we went back to schools. That is where the

budget was deferred, as I recall. I believe the college has been approved. As I say, I do not want to be technical about it if there are other questions but my recollection is that it was dealt with formerly. Thank you.

CHAIRMAN (Mr. Zoe): Well, if that is the case then just to make sure that the Chair is not in a wrong position, I will call the total again.

Arctic College, Total O And M, Agreed

Arctic College, total O and M, \$18,207,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Grants, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Continuing on, on the following page. Detail of grants and contributions, total grants, \$2,054,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Contributions, total contributions, \$55,988,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Grants And Contributions, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Total grants and contributions, \$56,042,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): The following pages are information items. Students loan fund revolving fund. Any questions? If not, we will proceed to the following page. Information item on Arctic College. Any questions? No. Then we will proceed to the following page. Detail of work performed on behalf of third parties. Mr. Ernerk.

MR. ERNERK: Mr. Chairman, may I plead with the committee very, very nicely to return to Arctic College?

CHAIRMAN (Mr. Zoe): Does the committee agree to return to Arctic College?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): Proceed, Mr. Ernerk.

Cut In Training Dollars For Arctic College

MR. ERNERK: Thank you. Mr. Chairman, I know I have already asked this question with regard to the cut in training dollars of about \$600,000, cut in half because of the Canada Employment and Immigration Commission, CEIC, cut. I know that the Minister has already indicated to me that everything possible is being undertaken to complain or to speak with the Canadian government with

regard to their displeasure because of this cut in half, \$600,000 in training money. I wonder if the Minister, just for my own information again, could indicate to me what other steps are being taken with regard to this particular reduction.

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I have appealed to the Minister of Employment and Immigration to consider our special situation. Mr. Chairman, at the moment we have a request outstanding with the Minister to allow us to directly spend money that was unspent in the NWT for what they call indirect purchases. They allowed us to do that last year and we are hoping that in the current year they will also allow us to do that. Basically it recognizes that there are not industries in the NWT that can do private sector based training because we do not have that big a private sector yet, unfortunately. We are not like Ontario and Quebec which easily spend all that money. So if the college does not provide this training, the private sector will not. Most of our businesses are so small that they cannot undertake a training program. Therefore if they are not applying for the money, it is lapsing in the NWT. So one of the first things we want to do is persuade CEIC to be flexible, which the Minister has promised he will be, and allow us to spend that indirect purchase money.

The other thing that we are doing, and the Member will be familiar with Atii, the Inuit Tapirisat of Canada co-ordinating group for Inuit management development. We are working with groups like Atii, which are non-government bodies, to help them develop training proposals. Right now, for example, with Atii, which is dedicated to Inuit management training -- and there are many other groups like this that we are working with in the NWT -- we think we have approval to allow Atii to deliver a guide training program using indirect purchase money. So even though the Arctic College will not be directly delivering the guide training program in the coming year, Atii will be delivering the program and they will be contracting with the Arctic College to do it and it will have the same effect.

So those are the kinds of measures that we are looking at. And I think we are having some success persuading CEIC that the national program may be great in southern Canada but it cannot apply here. So those are the measures that we are taking, Mr. Chairman. I think very soon we will have a much better idea where we stand. Thank you.

Detail Of Work Performed On Behalf Of Third Parties

CHAIRMAN (Mr. Zoe): Detail of work performed on behalf of third parties.

Language Bureau Enhancement, Total O And M, Agreed

Total language bureau enhancement, \$1,695,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

DND Secondment, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total DND secondment, \$55,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

NWTTA President's Salary, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total NWTTA president's salary, \$70,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Official Languages Program, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Total official languages program, \$710,000. Mr. Butters.

MR. BUTTERS: Possibly this question was asked the Minister of Culture and Communications but how long does the Minister for Education believe this program will be in place? Is it using the federal moneys negotiated by Mr. Nerysoo when he was Government Leader, and if it is, is it the anticipation that it will be sunsetted in a year or two?

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

HON. DENNIS PATTERSON: Mr. Chairman, these are indeed the moneys negotiated initially by Mr. Nerysoo, which are running out. Mr. Allooos has been vigorously pursuing an extension and he could probably answer in more detail but I believe things look promising that there will be an extension. I do not think we have final word but negotiations are proceeding positively, I understand. Thank you.

CHAIRMAN (Mr. Zoe): Merci beaucoup. Total official languages program, \$710,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Detail Of Work Performed On Behalf Of Third Parties, Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total detail of work performed on behalf of third parties, \$2,530,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total O And M

CHAIRMAN (Mr. Zoe): Thank you. Program summary for the department. Total O and M, \$125,007,000. Mr. Pollard.

MR. POLLARD: Thank you, Mr. Chairman. I believe that this budget was prepared on the 21 to one pupil/teacher ratio, Mr. Chairman, and I think the Minister has indicated it would cost in excess of one million dollars to put it back to 19 to one. I think he has agreed to do that. So may I ask the Minister, should this number be changed? Or how does the Minister intend to pay for the extra one million dollars? Thank you, Mr. Chairman.

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

HON. DENNIS PATTERSON: Mr. Chairman, I would say to Mr. Pollard that I do not think the number needs to be changed. I have been directed by cabinet to attempt to find the money from within the departmental appropriations. It is \$1.2 million for the coming year. Over a full year it would be two million but it would be prorated to \$1.2 million. Mr. Chairman, as I indicated in my statement earlier in the week, I am examining options for recovering these funds from within the departmental appropriations. I have not yet presented those options to the Financial Management Board but I am confident that either through internal reallocations or possibly some supplementary funding money, the 19 to one pupil/teacher ratio can be restored. So I thank the Member for that concern but I am confident that with the moneys available to my department and to this government, we should be able to still meet this revision. And I can assure the Member that we have adjusted the staffing formula and there will be no question about implementing that new direction which resulted from the standing committee on finance concerns. Thank you.

Total O And M, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total O and M for the Department of Education, \$125,007,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration

Buildings And Works, Headquarters, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): That concludes the O and M section of the budget. We will now proceed to our capital estimates on page 14.07. Detail of capital, directorate and administration. Buildings and works, headquarters. Total buildings and works for headquarters, \$20,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Keewatin, Total Capital

CHAIRMAN (Mr. Zoe): Thank you. Equipment acquisition. Total equipment acquisition for Keewatin, \$30,000. Mr. Ernerk.

MR. ERNERK: I agree but I do have a question to ask. I just want to ask a question on this matter, printing press in Rankin Inlet. Has there ever been a thought to privatize this particular printing press to a private organization? I am just thinking about one or two different organizations who, for instance, do produce monthly newsletters and that this could be privatized to a private organization who would contract out from the government. It would seem to make sense if somebody wants it. I think somebody wanted it at one time.

CHAIRMAN (Mr. Zoe): Thank you. Any comments, Mr. Minister?

HON. DENNIS PATTERSON: Mr. Chairman, this is for the printing press in the resource centre, which prints materials for the schools in the Keewatin Region and the adult and college programs. The press needs to be replaced. I like to think we are open to privatization. We have just privatized the print shop in the Thebacha Campus of Arctic College. In this case, the facility serves the entire region and I suppose I have to wonder out loud whether we could actually privatize that function cost-effectively, whether if we were charged so much a page by a private printer we would end up spending more than we are now, doing it in-house. I am just wondering out loud. Our privatization policy would require that we get value for our money but I would say, if a private entrepreneur can do it more efficiently and cheaper than the government, we will be very open to considering that possibility there. Thank you, Mr. Chairman.

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

MR. BUTTERS: What are you getting for \$30,000? Will there be a one-half person year involved in doing the printing or where does the new person year come in?

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

HON. DENNIS PATTERSON: Mr. Chairman, I understand this would be a photographic offset press. There will be no new staff required. It is the existing resource centre staff who would operate the press. Thank you.

Equipment Acquisition, Keewatin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total equipment acquisition for Keewatin, \$30,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Directorate And Administration, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total directorate and administration, \$50,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): Proceeding to the following pages. Schools, buildings and works, headquarters. Total headquarters, \$1,069,000. Mr. Butters.

Advanced Education

MR. BUTTERS: I know there is nothing in advanced education but I wonder if I might just ask or make a comment or ask a question about the section. Paragraph two in the first line says "Continuing education programs are provided in communities to adult learners in literacy upgrading." I wonder, and I am looking at the capital aspects here, whether or not any thought has been given to enhancing or providing a literacy upgrading dimension through computers and computer disks. So people might be able to have available to them a number of disks that they could plug into a computer.

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

HON. DENNIS PATTERSON: Mr. Chairman, we have a very promising experiment under way in the Keewatin right now, using what is called the PLATO system for literacy upgrading training. I understand it is working exceptionally well and it is using exactly that model of computers distance education. Since it is such a success, I think we should look at expanding it. We are also, of course, extensively using computers in our schools as well, so I think we can see much more of this in future, Mr. Chairman, in light of the success we are seeing in the Keewatin. There is an integrated system and by all reports it is successful although I think a formal evaluation has yet to be completed. That was paid for, incidentally, through an innovations grant from the federal government in co-operation with our government. Thank you.

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

MR. BUTTERS: Thank you, Mr. Chairman. I surmised as much but was not sure and that is why I put the question since we have nothing in this particular section for purchases during the coming year. If the project is deemed successful, where will the money come from to provide this enhanced service in other regions and communities?

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

HON. DENNIS PATTERSON: Mr. Chairman, a purchase of a smaller computer would now come under operating and maintenance expenses, being under \$5000. I think a lot of those smaller purchases are now in the operations and maintenance budget because of this new policy on capital. Thank you.

Schools

Buildings And Works, Headquarters, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Schools. Buildings and works, total headquarters, \$1,069,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Fort Smith, Total Capital

CHAIRMAN (Mr. Zoe): Fort Smith, total \$570,000. Mr. Butters.

MR. BUTTERS: Probably my colleague to my right knows how the government will be funding the repairs for the school in Hay River. I understand that the Minister some months ago went to Hay River and agreed to move up the expenditures on the school in that community. How will that be done in terms of the five year capital plan? Is there anything that will have to be shifted back a year?

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

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, I have been able to advance construction for the replacement primary school for Camsell/St. Paul's in Hay River ahead to 1988-89, although we are still trying to identify funds to include a gym in that construction

year. The basic 10 classroom primary school is in the plan for the coming year. Mr. Chairman, that was partly the result of a request we got from the community of Broughton Island. Basically Broughton Island has asked that we delay the school in that community in order that we can co-ordinate the Municipal and Community Affairs community gym with the new school so that the two can be built simultaneously and as an integrated facility. So Municipal and Community Affairs has moved their project ahead one year and the Department of Education has moved the school back one year with the net result that the school in Broughton Island can go ahead as an integrated facility with a community gym attached to it. That gave me a little bit more flexibility in the 1988-89 fiscal year to bring the Hay River project forward. It is not quite that simple. There were other adjustments, but that is the basic reason. Thank you, Mr. Chairman.

Buildings And Works, Fort Smith, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Any further questions, Mr. Butters. If not, then total Fort Smith, \$570,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Inuvik, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total Inuvik, \$391,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Baffin, Total Capital

CHAIRMAN (Mr. Zoe): Baffin, total Baffin, \$8,591,000. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, my question is when the population of Grise Fiord is going to decrease, will that one million dollars in the budget just go ahead? Or are you going to take this out or make a further consideration? We have heard that Grise Fiord residents will be moving to Quebec. What decision has been made on this? Thank you, Mr. Chairman.

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

HON. DENNIS PATTERSON: Mr. Chairman, it has been decided that the new school in Grise Fiord should be delayed and I would like to emphasize delayed, not cancelled, until we find out precisely how big the community will be in future. Mr. Wray and I are committed to going there as soon as we can following this session to talk with them about their future as a community.

Mr. Chairman, the intention of the government would be to carry the money over to next fiscal year and to build a school, once we know just how big that school should be. Members will note the item for the Grise Fiord school is still contained in the 1988-89 estimates. We will need that money in place, partly because we have to fund significant repairs to the Grise Fiord school now, to make sure it is safe and operational for the coming year. We are also given to believe from estimates provided by the Department of Public Works that, due to construction material costs primarily, we may well be facing significant increases in construction costs in the coming year. It is early to tell, but we recommend that this money be included in the 1988-89 capital plan, even though we are not going to use the full amount in Grise Fiord. Thank you.

CHAIRMAN (Mr. Zoe): Mr. Butters.

MR. BUTTERS: My question was the same as Mr. Kilabuk's. Thank you.

Buildings And Works, Baffin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Baffin, \$8,591,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Keewatin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Keewatin, total Keewatin, \$3,685,000. Mr. Ernerk.

MR. ERNERK: (Translation) Thank you, Mr. Chairman. The school in the Keewatin, \$340,000. What will it be used for?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, that is just the finishing touches on a \$7.8 million project. It included the addition to Kivalliq Hall and the construction of a new primary school in Rankin Inlet. What we budget is necessary to finish this project on which approximately \$7.5 million has already been spent. Thank you.

CHAIRMAN (Mr. Zoe): Mr. Ernerk.

MR. ERNERK: (Translation) Thank you, Mr. Chairman. Is the \$2.59 million for the new school in Repulse Bay?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, PCL Constructors Northern Inc., has already been given the contract to go ahead this summer, yes.

CHAIRMAN (Mr. Zoe): Total Keewatin, \$3,685,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Kitikmeot, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Kitikmeot, total Kitikmeot, \$680,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total buildings and works, \$14,986,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Aquisition, Headquarters, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Equipment acquisition, headquarters, total headquarters, \$20,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Fort Smith, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Fort Smith, \$50,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Inuvik, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Inuvik, \$20,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Baffin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Baffin, \$20,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Equipment Acquisition, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total equipment acquisition, \$110,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Schools, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total schools, \$15,096,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Arctic College

Buildings And Works, Fort Smith, Total Capital

CHAIRMAN (Mr. Zoe): Arctic College, buildings and works. Total Fort Smith, \$5000. Mr. Butters.

MR. BUTTERS: I have a general question with regard to the Arctic College concept. My understanding was that the Fort Smith campus, as designed and constructed, would be the mother campus for all the satellite campuses that are developed around the Territories. Is that concept generally correct? Am I correct in believing that?

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

HON. DENNIS PATTERSON: Mr. Chairman, rather than describing it as a mother campus, I would describe it as a first among equals. Thank you.

CHAIRMAN (Mr. Zoe): Mr. Butters.

MR. BUTTERS: All right, then, I think that the department has a five year plan for capital development of that campus and I think that five year plan would indicate that it is more than an equal among equals, that it has many facilities planned for it which will not be provided in other regional areas. Can the Minister confirm that?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Yes, Mr. Chairman, I guess that is why I said it is a special campus. Clearly, with the trades complex addition and the trades complex itself, Thebacha Campus is going to continue to be the base, the core of our trades training and it also is the core of our diploma training offered in the Territories. My philosophy in building up other regional campuses has been not to do so at the expense of Thebacha Campus, as much as possible, although there has been some movement of programs as demand shifts from region to region.

Ambitious Capital Plan In Fort Smith

My attitude has been that as we build the Aurora Campus and as we build the Iqaluit Campus and as we build campuses and programs in other regions, we should not undo what is already in place, so there is a fairly ambitious capital program in Fort Smith that will see the present substandard facilities -- and there are now less and less of them -- but the present building needs to be replaced with modern facilities. We have made great progress in the past number of years with the new married student residence and the new student residence. The friendship centre has helped students' recreational needs, which the government contributed to, but there are still needs and they will be reflected in the ongoing capital plan. Thank you.

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

MR. BUTTERS: I move that we extend this session to conclude this item and the second item of business on the agenda this morning, the Public Utilities Board.

CHAIRMAN (Mr. Zoe): Mr. Butters, your motion, I did not quite catch it.

MR. BUTTERS: Mr. Chairman, at the outset, the House Leader indicated that the order of business today would be to conclude Education and then follow it with the Public Utilities Board. I moved that we extend the sitting hours of this session to conclude Education and also the other item mentioned by the House Leader, the Public Utilities Board, which should not take a great deal of time. That was my motion. I have some more comments with regard to the Arctic College.

CHAIRMAN (Mr. Zoe): Mr. Butters, I regret to inform you that your motion is out of order because the motion has to relate to the business then being considered and we are considering the Department of Education and it has to relate to the Department of Education, so I rule your motion out of order.

Arctic College, total Fort Smith, \$5000. Mr. Butters.

Five Year Plan For Thebacha Campus

MR. BUTTERS: Mr. Chairman, on the matter of the Arctic College, as responded to me by the Minister, he agreed that while the Thebacha Campus was an equal among equals, it would be a central campus. My expectation has always been that the Thebacha Campus would be a central campus and would provide resources to the regional campuses that may not be available otherwise. I would like to see the five year plan that the government has or the 10 year plan being developed by the Arctic College Board of Governors to project the development of the Arctic College, not only at Fort Smith but in the other regions. I believe a 10 year plan does exist.

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, I did table the Arctic College development plan last year. It has not really been amended since then. I will be happy to table it for the 11th Assembly, because I believe it was tabled in the 10th Assembly. I will be happy to do that at the first opportunity. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Thank you. Total Fort Smith, \$5000. Mr. Alloofoo.

HON. TITUS ALLOOFOO: (Translation) Thank you, Mr. Chairman. I move that we extend the sitting hours to 2:45 p.m.

CHAIRMAN (Mr. Zoe): Mr. Alloofoo, you can specify a time frame but it has to relate to the matter that is under consideration. We are currently dealing with the Department of Education and your motion would have to reflect what is being considered. I assume your motion to extend hours to 2:45 would be only to conclude the Department of Education, because that is what is under consideration. Is that your intent?

HON. TITUS ALLOOFOO: Mr. Chairman, my intent is that the item we are dealing with be concluded and that PUB would also be completed.

CHAIRMAN (Mr. Zoe): Good try, Mr. Alloo, but as I indicated, the rules specify that the motion must relate to the business being considered. So if you want to extend sitting hours for the Department of Education, you cannot refer to the other things that you would like to have considered, because that is not under consideration yet. Total Fort Smith. Mr. Pollard.

Motion To Extend Sitting Hours, Carried

MR. POLLARD: Mr. Chairman, I would move that we extend the sitting hours to continue consideration of Bill 1-88(1), Appropriation Act, 1988-89.

CHAIRMAN (Mr. Zoe): Mr. Pollard, your motion is in order but that means we will have to conclude Bill 1-88(1), which is everything.

MR. POLLARD: I made no mention of concluding; I just mentioned that we continue deliberation.

CHAIRMAN (Mr. Zoe): Mr. Pollard, your motion is in order. The motion is not debatable. All those in favour? Opposed, if any? The motion is carried.

---Carried

Buildings And Works, Fort Smith, Total Capital, Agreed

We will continue. Total Fort Smith, \$5000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Inuvik, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Inuvik, \$300,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Baffin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Baffin, \$1,125,000. Mr. Kilabuk.

MR. KILABUK: (Translation) Mr. Chairman, I would like to ask the Minister about the hostel in Iqaluit, about the married student residence. There are not very many couples that are legally wed. If they are just common-law, would they be also provided residence? Does this mean that they have to be legally wed?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. DENNIS PATTERSON: Mr. Chairman, no. We would provide accommodation for common-law adult couples in this residence.

CHAIRMAN (Mr. Zoe): Total Baffin, \$1,125,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Buildings And Works, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total buildings and works, \$1,430,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Fort Smith, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Contributions, total Fort Smith, \$225,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Baffin, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Baffin, \$15,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Contributions, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total contributions, \$240,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Arctic College, Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Total Arctic College, \$1,670,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Capital, Agreed

CHAIRMAN (Mr. Zoe): Thank you. Total capital for the Department of Education, \$16,816,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Total Department, Agreed

CHAIRMAN (Mr. Zoe): Total expenditures for the Department of Education, that is including O and M and capital, \$141,823,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): Thank you. That concludes the Department of Education. I would like to thank the Minister and his two witnesses. What is the committee's wish? Government House Leader, which would you like to proceed with?

HON. MICHAEL BALLANTYNE: Mr. Chairman, if we could proceed with PUB and then I think probably everyone would have had enough for today and we could shut her down.

Department Of Executive

Public Utilities Board

CHAIRMAN (Mr. Zoe): Does the committee agree? If the committee agrees, then we will proceed to the Public Utilities Board. That is on page 2.11 under Executive. Madam Minister, Ms Cournoyea, would you like to make your opening remarks at this time?

Minister's Opening Remarks

HON. NELLIE COURNOYEA: Thank you very much, Mr. Chairman. Mr. Chairman, in assuming my new responsibilities as Minister responsible for the Public Utilities Board, I am pleased to outline current functions of the board. The PUB is a regulatory agency authorized by the Public Utilities Act. The board regulates both electric/hydro and natural gas utilities. The board is made of five publicly appointed members supported with a staff of four public servants, whose duties are split equally with the Highway Transport Board, under my colleague, the Hon. Jeannie Marie-Jewell.

In your review of the PUB budget you will note that it is a budget that reflects ongoing measures with no increase to general operations and maintenance. The board during 1987 has seen an increase to utility activity and 1988 indicates that it will again be a very busy year for the board.

I will today be presenting for your consideration a new Public Utilities Act which will reflect the many required changes needed to expand and clarify the board's regulatory mandate for all electric and natural gas utilities in the NWT. Mr. Chairman, the draft Public Utilities Act was tabled earlier today.

I will during this session be tabling a motion which will extend current board terms of appointment that expire prior to the next session, until December 31, 1988 at which time, with the new act, hopefully, in place, I will be assessing the expertise required for this board.

Mr. Chairman, that concludes my opening remarks and I would be pleased to answer questions on the PUB. I do have available, should you desire, the executive director of the board, Mr. Dale Thomson, and the vice-chairperson, Mrs. Beulah Phillipot, here today.

CHAIRMAN (Mr. McLaughlin): Madam Minister, do you want to ask your officials in at this stage or would you rather wait until the comments from the chairman of the standing committee on finance are completed?

HON. NELLIE COURNOYEA: Mr. Chairman, I would appreciate bringing in the witness, Mr. Dale Thomson, so that we may also be following together the statements from the chairman.

CHAIRMAN (Mr. McLaughlin): Is the committee in agreement with that? That the Minister invite her officials in?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. McLaughlin): Mr. Pollard.

Comments From The Standing Committee On Finance

MR. POLLARD: Thank you, Mr. Chairman. Mr. Chairman, when the Minister appeared before the standing committee on finance with regard to the Public Utilities Board, it was learned that the board derives its mandate from the Public Utilities Act. There were no new programs. Performance evaluation is measured by the number of complaints from the public, which I suppose is as it should be. There were no changes in person years and no vacant positions. There was a slight increase in the budget estimates due to normal salary increases and the budget does not include expenses of counsel assigned to the board. As well, funding for an ongoing training program for board members and staff does not exist.

The Minister indicated that the roles of the Public Utilities Board and the Highway Transport Board, because they use the same staff, will have to be reviewed, taking into consideration the transfer of NCPC. At this point in the negotiations, information was not available regarding the specific impact of the transfer on these roles. In material provided to the committee following the formal budget review sessions, the Public Utilities Board has indicated that the transfer of NCPC could require the board to request an additional one person year and \$205,000. Thank you, Mr. Chairman.

CHAIRMAN (Mr. McLaughlin): Mr. Butters.

MR. BUTTERS: Mr. Chairman, if we are going to discuss this matter, I would like the Members who voted to extend the hours to be in here to discuss it. We do not have a quorum at the present time.

CHAIRMAN (Mr. McLaughlin): Thank you, Mr. Butters. I recognize there is no quorum. I would ask that the alarm be rung.

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

MR. BUTTERS: Thank you, Mr. Chairman. To the Minister relative to the document she tabled this morning. Obviously the Public Utilities Board that currently exists and will exist for the next few months is a thin shadow of what will be put in place once the new Public Utilities Act is considered and approved by this House. What timetable would she be looking at to have that act approved and in place? The document that was tabled this morning, I think, is a much improved piece of legislation over what is now in place although it may have a few flaws. I would like to know what she intends to do in the next few months with regard to that legislation and the new board-to-be.

Document Tabled For Consultative Process

HON. NELLIE COURNOYEA: Mr. Chairman, the document that was tabled today was tabled with the purpose of bringing it into the consultative process. We will be encouraging feedback to the department in regard to the concerns that may be raised with this particular draft legislation. The intent is to bring it forward for consideration this fall and in the meantime it is my intention to have the Public Utilities Board and the Northern Canada Power Commission look at ways and means, once the new act is in place, of how this would work into the overall responsibility of the Public Utilities Board in regard to the new Power Corporation. So, basically, between now and the fall, it would be mainly one of consultation, then we would bring it in the fall and then allow the Public Utilities Board to work with the act for a period of time. That was the general time frame that we were working with.

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

MR. BUTTERS: It would appear, in looking at the new act, that the new board and the resources that will be required by that new board, both human and fiscal, will be considerable, probably a quadrupling of what is currently utilized by the existing board. Could the Minister explain, describe how the existing board is comprised and how it is served, by what expertise? What resources does it have to assist it in making its decisions?

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

HON. NELLIE COURNOYEA: Mr. Chairman, I will have Mr. Thomson give a rundown on how that is presently set up.

CHAIRMAN (Mr. Zoe): Mr. Thomson.

MR. THOMSON: Mr. Chairman, the board is presently set up with four civil servants, split equally with the Highway Transport Board. However, assigned to the Public Utilities Board are a financial consultant to deal with hydro-electric matters, a gas consultant to deal with any gas matters, a legal counsel assigned from the Department of Justice and various other consultants as we need from time to time.

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

MR. BUTTERS: During this interim period, what types of requests for examination or decisions is it expected the current board will be receiving? Are there any potential applications that have to be looked at? What workload does the board have for the next few months?

CHAIRMAN (Mr. Zoe): Mr. Thomson.

Applications Presently Before The Board

MR. THOMSON: At the present time, on my known agenda, Mr. Chairman, we will be holding hearings the latter part of May to consider a general rate application by Northland Utilities, to deal with the Hay River-Dory Point-Fort Providence-Kakisa rate zone, the Snare rate zone and Trout Lake rate zone. We will also be dealing with, in the latter part of the summer, a general rate application for Stittco Energy Limited, and it is expected that other matters will arrive out of some of these hearings later on in the fall of this year.

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

MR. BUTTERS: Thank you, Mr. Chairman. The Trout Lake rate zone and Snare Lake rate zone relate to zones in which this government has made a significant capital investment. Is that not the case? How do you develop those rates? I believe that the company that is co-operating with this government in those areas is Northland Utilities. How do you develop rates in that type of a situation where you have a significant degree of government financial involvement? Obviously, I would expect that involvement would not be to enhance the profit position of the company in question but would be to assist the people in smaller communities have power. So, how do you rationalize a rate system when you have such a hybrid of government providing three-quarters of the capital infrastructure and a private company providing operation and some other aspects of support?

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

MR. THOMSON: Thank you, Mr. Chairman. At the present time the Trout Lake general rate application is before the board. What we did initially was, once the Trout Lake franchise agreement had been entered into, at the general rate hearing, the board analysed the rates submitted to us by the applicant company, Northland Utilities, and asked the applicant company to perform on a quarterly basis a study by submitting the actual bills of the customers -- not by name, there is nothing of a confidential nature here -- the actual bills whereby at the end of this period that we will be dealing with, as I stated, in late May, the effects of these new rates on the ratepayers of Trout Lake and the known effects will be looked at by the board and analysed to see what effect or what impact the supplying of power to this new community has had. So I cannot really give the results of that, but that study is being undertaken and will be dealt with at the rate hearing. I would think, Mr. Chairman, that in respect to Snare, the same process would be undertaken.

CHAIRMAN (Mr. Zoe): Thank you. Public Utilities Board. General comments. Are there any further general comments? If there are no further general comments then this matter is concluded. I would like to thank the Minister for bringing in her witnesses.

Government House Leader, would you like to proceed with another department?

HON. MICHAEL BALLANTYNE: Thank you, Mr. Chairman. I move that we report progress.

CHAIRMAN (Mr. Zoe): We have a quorum. I counted 13. I have a motion on the floor to report progress. All those in favour? Opposed? Motion is carried.

---Carried

I will now rise to report progress.

MR. SPEAKER: Mr. Zoe.

ITEM 18: REPORT OF COMMITTEE OF THE WHOLE

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

MR. ZOE: Mr. Speaker, your committee has been considering Bill 1-88(1) and wishes to report progress.

Motions 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. Zoe. Is there a seconder for the motion? Mr. Ernerk. Thank you. All those in favour? Opposed? This motion is carried.

---Carried

Mr. Zoe.

MR. ZOE: Mr. Speaker, your committee has been considering Report of Standing Committee on Finance on the 1988-89 Main Estimates. Mr. Speaker, I move that the report of the chairman of the committee of the whole be concurred with.

MR. SPEAKER: Thank you, Mr. Zoe. Is there a seconder for the motion? Mr. Arlooktoo, thank you. To the motion. All those in favour? Opposed? Motion is carried.

---Carried

Item 19, third reading of bills. Item 20, Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. An extended meeting of the ordinary Members' committee on Monday morning at 9:00 a.m.

ITEM 20: ORDERS OF THE DAY

Orders of the day for Monday, April 11.

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: Bills 1-88(1), 19-88(1), 21-88(1), 26-88(1), 28-88(1), 31-88(1); Report of Standing Committee on Finance on the 1988-89 Main Estimates; Tabled Documents 71-88(1), 80-88(1), 101-88(1), 125-88(1); Ministers' Statement 13-88(1); Ministers' Statement 43-88(1)
18. Report of Committee of the Whole

19. Third Reading of Bills

20. Orders of the Day

MR. SPEAKER: Thank you, Mr. Clerk. The House stands adjourned until Monday, April 11th at 1:00 p.m.

---ADJOURNMENT

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