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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, FEBRUARY 28, 1989

MEMBERS PRESENT

Hon. Titus Allooloo, Mr. Angottitauruq, Mr. Arlooktoo, Hon. Michael Ballantyne, Hon. Tom Butters, Hon. Nellie Cournoyea, Mr. Crow, Mr. Ernerk, Mr. Gargan, Hon. Stephen Kakfwi, Mr. Lewis, Hon. Jeannie Marie-Jewell, Mr. McLaughlin, Mr. Morin, Mr. Nerysoo, Hon. Dennis Patterson, Hon. Red Pedersen, Mr. Pollard, Mr. Pudluk, Mr. Sibbeston, Mr. Whitford, Hon. Gordon Wray, Mr. Zoe

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Red Pedersen): Orders of the day for Tuesday, February 28th, 1989.

Item 2, Ministers' statements.

At this time the Chair would like to recognize in the gallery Robert Hardisty, the deputy mayor of Fort Simpson village council. Welcome.

---Applause

Item 3, Members' statements. Mr. Wray.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Proposed New Airline Schedule, NWT Air And First Air

HON. GORDON WRAY: Thank you, Mr. Speaker. Mr. Speaker, it is with some dismay that I heard the recent announcement from NWT Air on the market sharing of the Yellowknife-Rankin Inlet-Iqaluit run. The announcement essentially is that NWT Air will go over on a Monday and First Air will return on a Friday. What this means for the region, Mr. Speaker, is another step backward in air transportation; that means from a practical point of view if you wish to come to the capital to do business or you wish to go from the capital to the region to do business, you have one flight a week which is Monday. Unless you are prepared to spend five days in either Rankin or Iqaluit the only alternative open to us is to take two days and come through the South because it is impossible to go from Yellowknife direct to the Keewatin through the South without taking a two-day journey. The flights out of Winnipeg are timed so that you cannot make it in one day and as I say, Mr. Speaker, it is a step backward for us and I only wish that the two airlines would reconsider and perhaps at least put a midweek flight on that would not force people from the region or from Yellowknife to spend five days away from their respective businesses or offices. Thank you.

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

Member's Statement On Support Of Mr. Wray's Statement On Proposed New Airline Schedule

MR. ERNERK: (Translation) Thank you, Mr. Speaker. I would like to support the statement made by my colleague from Keewatin, and NWT Air and First Air should be given the statements that are made here. I was not in favour of this new scheduling of the two airlines. As Mr. Gordon Wray said, this is a step backward with these two airlines. They are not considering the financial aspects. It is time that we should be seriously considering the economic aspects. I am speaking on behalf of the people that I represent. They should reconsider rescheduling their route to Yellowknife from the regions. Thank you, Mr. Speaker.

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

Member's Statement On Direction Of Government Re Child Care Policy

MR. NERYSOO: Thank you, Mr. Speaker. I rise today to speak about the direction our government has taken with regard to the child care policy. First, let me commend the government for responding to concerns and direction given by this Assembly with regard to a child care policy. However, Mr. Speaker, I wish to express concern with regard to an aspect of the policy that I wish the Minister and the Executive Council to review and reconsider. This particular aspect deals with the setting aside of some two million dollars that is intended to be a part of the negotiating position as we approach the federal government. Mr. Speaker, I would ask our government to review this decision of holding back some two million dollars. While the idea may be good for political posturing with the federal government, it is not a good policy in terms of resolving the child care needs of communities that do not presently have any centres or, in fact, require centres. Again, I want to ask the government to reconsider its expenditure decision and allow for the expenditure of these funds to address immediate child care needs of the people of the Northwest Territories. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Nerysoo. Mr. Lewis.

Member's Statement On Violence

MR. LEWIS: Mr. Speaker, today I rise to express my continuing concern about the violence that exists in our society. We have talked at length about our young people who are destroying themselves, but we continue also to have problems in our homes. I am annoyed somewhat when we begin a program, for example spousal assault, and we play with it for two or three years. We talk about the abuse of children, especially the sexual abuse of children, and we talk about that. Then we go on to other problems as if the old ones are resolved.

My concern, Mr. Speaker, is that we do have a disorder in our society which I would like to see us approach in an organized co-ordinated fashion, instead of taking it piecemeal, bit by little bit. We should look at the social problems we have and deal with them in some kind of fashion that brings them at least to a resolution, instead of just simply talking about them and then going on to something else.

I particularly would like to raise one issue in my two minutes, Mr. Speaker, and that is the violence that I see in our hockey rinks around the Territories. We see this as a tiny little problem, but when we talk about the model and the roles, we find that the young people in the Territories, the young boys especially, watch television and they see the kinds of things that go on on the ice in the great leagues that play this game, and it is repeated in our rinks around the Territories. I think we could maybe do something to clear up that problem, as a beginning, to show that we do not tolerate violence in this society. Maybe, later on, I will ask the Minister of Justice some questions about this particular problem.

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

Member's Statement On Arming Game Officers

MR. WHITFORD: Mr. Speaker, I rise today to address a problem that is occurring, not in the NWT but elsewhere in Canada. I heard a news item this morning and have been following it for some time now, that the game officers in one of the Maritime provinces are now allowed to carry side arms for protection. This, Mr. Speaker, reflects a kind of Rambo mentality of the Old West, and I certainly hope that the Government of the Northwest Territories will exercise sounder judgment and let common sense prevail, rather than stoop to such measures. Our game officers have a very important role to play in both game management and in the enforcement of game laws. Fortunately, we are not yet facing the high levels of poaching that are taking place in some of the provinces and along the international border. It is a reflection of what could happen in the event that things get carried away, and I certainly hope that we here in the NWT continue to enforce our game laws and game management programs with other restraint than having to carry side arms.

MR. SPEAKER: Thank you, Mr. Whitford. Members' statements. Mr. Zoe.

Member's Statement On Editorial In Native Press

MR. ZOE: Mahsi cho, Mr. Speaker. Mr. Speaker, under Members' statements today I wish to inform the House of my disappointment in an editorial in the Native Press of February 24, 1989. I am well aware that editorials are the opinion of the editor, and not necessarily of the newspaper. However, Mr. Speaker, the editor in this editorial may not have fully researched this particular subject, and the consequences of the opening of the Neptune Mines on the aboriginal people, particularly the Dogrib people within this region.

Mr. Speaker, the Native Press was originally established to provide the native people of the NWT with information and facts on issues that are of importance to them. I feel that the editor did not promote the native elements in his editorial and in fact may have been detrimental. Mr. Speaker, I feel the Native Press is an excellent publication and its staff should be congratulated for the good work they have done in many areas.

Mr. Speaker, I noted the letter by Mr. Eric Watt in the News North of Monday, February 27 and feel that he has certainly captured the whole issue and I hope that the editor of the Native Press reads this particular letter. Thank you.

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

Member's Statement On First Ministers' Meeting In Ottawa On Meech Lake Accord

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. On my Member's statement today, I am going to speak of Ottawa. As we know, the First Ministers are having a meeting in Ottawa in regard to the Meech Lake Accord. We have a concern in the NWT about the Meech Lake Accord, especially for natives and women. We have two First Ministers, especially Frank McKenna from New Brunswick, who speak on our behalf; we do not have the ability to have one person from the NWT representing the NWT.

I would like to voice my support for him and hope that he keeps his goals to have the native people and women across Canada recognized in the Meech Lake Accord. I would like him to know this, to keep strong and to have his point voiced to the First Ministers and to the Prime Minister of Canada. I hope that he does not allow other Ministers to make him weaker in supporting what his goals are. Thank you, Mr. Speaker.

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

ITEM 4: RETURNS TO ORAL QUESTIONS

Further Return To Question O90-89(1): Resource Use Organizations

HON. TITUS ALLOOLOO: Mr. Speaker, I have a return to Question O90-89(1), asked by Mr. Morin on February 15, 1989, concerning the mandate of hunters and trappers associations, NWT Wildlife Federation and Denendeh Conservation Board. Mr. Speaker, the mandate of a hunters and trappers association, HTA, or committee, HTC, is to represent the interests of the hunters and trappers of a community with respect to renewable resource management. These groups are the primary point of contact for the Department of Renewable Resources. The department seeks recommendations and in some cases, approval, from HTAs and HTCs before issuing certain licences or permits; for example, wildlife research permit, special hunting licence, licence to capture wildlife, etc. The department also requests input from HTAs and HTCs when developing wildlife management plans, land use plans and other important resource management concepts.

The Northwest Territories Wildlife Federation was formed in November 1985. It represents the interests of a significant number of people or groups who use wildlife resources in the NWT as their livelihood, or for recreational purposes. The organization's membership is about 1500 people. Most members are not beneficiaries of the land claims and do not hold general hunting licences. The NWT Wildlife Federation is an affiliate of the Canadian Wildlife Federation and acts as a lobby group for its interests. I appointed one member of the NWT Wildlife Federation to the Denendeh Conservation Board.

The Denendeh Conservation Board receives its mandate from an agreement between the Dene/Metis negotiating secretariat and the Government of the Northwest Territories in 1986. This board is a model of the wildlife management board described in the Dene/Metis claim. The board is authorized by the Minister of Renewable Resources to provide recommendations on wildlife, habitat, forestry and other issues within the department's mandate. The board has 10 members who are appointed by the Minister of Renewable Resources. Five of these members are recommended for appointment by the five tribal councils. Thank you, Mr. Speaker.

DEPUTY SPEAKER (Mr. Gargan): Thank you, Mr. Allooloo. Item 4, returns to oral questions. Item 5, oral questions. Mr. Morin.

ITEM 5: ORAL QUESTIONS

Question O230-89(1): Liability For Fires In Housing Corporation Units

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister responsible for the NWT Housing Corporation. Mr. Minister, in the years past we have had fires in public units, in Fort Resolution as well as other NWT communities. In some cases we were lucky; we did not have any loss of life; in others, we did. My question to you, Mr. Minister, is, is the NWT Housing Corporation liable for any court action or anything such as that, if the inspector found that the reason these units burned and there was a loss of life was because of inadequate maintenance?

MR. DEPUTY SPEAKER: Mr. Butters.

HON. TOM BUTTERS: Mr. Speaker, it is a legal question and I will provide a legal answer. I will take the question as notice.

MR. DEPUTY SPEAKER: Thank you, Mr. Butters. The question is taken as notice. Oral questions. Mr. Lewis.

Question O231-89(1): Standard For College System

MR. LEWIS: Thank you, Mr. Speaker. My question is to the Minister of Education. We know that in the school system the general standard that we have adopted for our high school program is

the Alberta provincial standard. It is assumed that anyone who goes through the rest of our system up to grade nine will be prepared to proceed on to the Alberta-developed program in grades 10, 11 and 12.

My question, however, has to do with the college system. What is the Minister using as the standard that will be adopted in our college system so that when people have passed a particular course, or have achieved a certain qualification, they have achieved something they know has reached a standard that will be acceptable to the Minister of Education for the Northwest Territories? Could the Minister tell me exactly what this standard is?

MR. DEPUTY SPEAKER: Thank you, Mr. Lewis. Mr. Kakfwi.

Return To Question O231-89(1): Standard For College System

HON. STEPHEN KAKFWI: Mr. Speaker, as the Members know, Arctic College as an operation is quite young. It was set up as an autonomous operation under the Arctic College Board of Governors only a couple of years ago. For years there has been a fluctuation or change in the standards because of the changing objectives and goals of the different courses that have been put on. There is a real push to develop quality standards but as well there is, I think, a real push to try to get people to come out of the courses that are useful at the community level.

This whole business of setting standards for the different courses and deciding what standards to use for the different courses is, I think, under review right now. Many courses that were offered in the past and that are offered now are under review and being assessed as to how useful they really are and how we can make some changes to improve them.

In fact, there is an assessment or review being done to try to arrive at an answer to the question that the Member has, because it is a question that many people even within the Arctic College operations have.

MR. DEPUTY SPEAKER: Thank you, Mr. Kakfwi. Mr. Lewis, supplementary.

Supplementary To Question O231-89(1): Standard For College System

MR. LEWIS: Supplementary then, Mr. Speaker. I thank the Minister for his answer but I raise it because it is unusual for students to complain that the standard is not high enough. Usually they complain that it is just too much. But my question to the Minister is, who is involved in this review of the program? Is this an internal review or are they getting some help from elsewhere to conduct this review?

MR. DEPUTY SPEAKER: Thank you, Mr. Lewis. Mr. Kakfwi.

Further Return To Question O231-89(1): Standard For College System

HON. STEPHEN KAKFWI: It is internal in the sense that, as I said, the operation of Arctic College is new. The board has taken over the main responsibility for ensuring that the college system is well run, that its basic needs are provided for, that there are standards set in place with good quality staff and support systems in place for those things that we are carrying out, and that there is an evaluation done of courses all the time, the programs. We have done one, for instance, of the teacher education program in the West. That is under consideration right now. In fact, some recommendations have been made already by the board of governors. There will be one done on the teacher education program in the East. As soon as there is an organized approach agreed to, we will do that as well. As you know, the heavy equipment operators program was evaluated over a year ago and the results of that are being put to use this year. We are not doing a total review. I think as people find the courses that have the most criticism, the most problems, those get priority.

As I say, it is a fledgling operation. It is getting its feet on the ground. We have a board that is, I believe, highly motivated and working very strongly and is a totally competent board in that they are carrying out many of these things. I make a point to have myself and my deputy minister, as well, bring those things that are raised publicly and brought to my attention by the public, to the attention of the Arctic College people as well. The answer is, as far as I know, there is no team in there that is doing the evaluation. It is done as part of the duties of the executive of Arctic College and the board. We get involved -- I get involved as a Minister, as well as my deputy minister.

MR. DEPUTY SPEAKER: Thank you, Mr. Kakfwi. Mr. Lewis, supplementary.

Supplementary To Question O231-89(1): Standard For College System

MR. LEWIS: Okay, my final supplementary then, Mr. Speaker. The Minister has referred several times, in his response, to the teacher education program. Now that program began in 1968 and that is quite a long time ago, Mr. Speaker, that we had a program to train people for a particular profession. My question to him is this. There have been many changes over the years in that program. The original standard was that people would take the program and would then be able to continue with their education so that eventually they could use whatever training they got toward some kind of degree at a recognized institution in the South. There was one arrangement with Alberta and another with Saskatchewan.

So my question to him is this, in that particular program, since he has used the example, is the intention to review it so that whatever training people take in that program will be transferrable for further training so that they can get credit for it toward further training in the South or anywhere else?

MR. DEPUTY SPEAKER: Mr. Kakfwi.

Further Return To Question O231-89(1): Standard For College System

HON. STEPHEN KAKFWI: Mr. Speaker, as far as I know the courses that are taught in the teacher education program and credited courses are recognized by, for instance, McGill in the East and the University of Saskatchewan here in the West. I think when the review was done, one of the things that comes to mind all the time when you run a field-based program in the West is, how successful is it really? Is it really a watered-down course aimed at trying to attract dormant teachers in classroom assistant positions into a teaching profession, and was there really any possibility that with a teaching certificate with no life span to it, that they would ever be encouraged to get on to being truly certified teachers with a degree, and how much of a support system do these people have?

There are a number of recommendations that were made in that course but mostly it dances around the problem that I think many people think surrounds many of the courses that were provided previously, and perhaps currently through Arctic College and through this government. That is, do we water down the courses too much in order just to get people to have the courage and the confidence to get into them? That is, to the point where the standards that we talk about so much are really non-existent? Part of the overall exercise is, of course, to try to increase the number of people that would become teachers and try to set a high standard for the courses but also ensure that there are support systems for students that enrol in these courses and that the college has the ability to have enough stability in their operation to do some long-term planning. I just raise that because I know, for instance, in adult education, because we get so much of our funding from Manpower, we hire adult educators from one year to the other. When the contracts for adult educators terminate at the end of April, or May, we have no idea, and we do not have the luxury of rehiring them and saying, "Come back in the fall, because we are going to have a position for you." We do not know. I think a large part of it is because we do not have control over that type of funding. The negotiations that should take place, and the relationship that has

to be developed, are not in place yet. It is a new institution. It is two years since the government turned over the operation and management of Arctic College to a board. It is part of the growing pains that you would expect the organization to go through.

MR. DEPUTY SPEAKER: Thank you, Mr. Kakwi. Oral questions. Mr. Zoe.

Question O232-89(1): Health Board For Rae-Lac La Martre Area

MR. ZOE: Mahsi cho, Mr. Speaker. My question is directed to the Minister of Health. Since the health transfer, the Minister and her department have created a number of health boards. In particular, Mr. Speaker, I am curious as to what the department has done with the board that is supposed to be representing my area. To this date I have not had the opportunity to hear from the department to see what type of board is going to be set up for my region. Could I ask the Minister if she would give us the status of a health board for my region? Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Zoe. Madam Minister.

Return To Question O232-89(1): Health Board For Rae-Lac La Martre Area

HON. NELLIE COURNOYEA: Mr. Speaker, in answer to the question put before us by the Member, the Mackenzie health board could have been the board for that district, but we have not completely addressed that issue. We have a number of things on the table to consider. There are suggestions that there should be two boards, and we have an application for substantial funding for the Dene health and social services program which somewhat duplicates some of the working of a board. I have not resolved that question. In the next two or three months I hope that we can address the issue, but to this point the status is similar to our last meeting. We have not done anything with it, and we have not instituted any aggressive talks on whether there will be one board or two boards, or how we are going to incorporate the desires of the Dene health and social services department into that whole delivery system. Thank you.

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

Question O233-89(1): Investigation Into Fort Simpson Fire And Deaths

MR. SIBBESTON: (Translation) I will speak in my native language. My question is to the Minister of Justice. On Sunday there was a fire in Fort Simpson and there were three people that perished in the fire. Yesterday, when I was in Fort Simpson, the RCMP were going to investigate the cause of the fire and the reason for the deaths. Would it be possible for the Minister of Justice, on receiving word of this investigation, to inform us in this House please?

MR. DEPUTY SPEAKER: Thank you, Mr. Sibbeston. Mr. Minister.

Return To Question O233-89(1): Investigation Into Fort Simpson Fire And Deaths

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I sincerely offer my sympathies to the families involved in the tragedy that occurred in Fort Simpson. I will definitely attempt to make available to this House the results of the investigation. There might be some parts of it -- I do not know -- that might give me some difficulty, but what I can make available in the House I will, and what I can make available to the Member I will. Thank you, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you, Mr. Ballantyne. You are taking the question as notice. Mr. Sibbeston.

Question O234-89(1): Water And Sewer Services For New Subdivision, Fort Simpson

MR. SIBBESTON: (Translation) This is directed to the Hon. Gordon Wray. Fort Simpson, at the moment, is a very small community and we have a shortage of land to build houses on. There is

a new subdivision proposed for the mainland, and the residents wish to have water and sewer services. Can the Minister help the village and Nogha Enterprises to get water and sewer services? Thank you.

MR. DEPUTY SPEAKER: Thank you. Mr. Minister.

Return To Question O234-89(1): Water And Sewer Services For New Subdivision, Fort Simpson

HON. GORDON WRAY: Thank you, Mr. Speaker. The department is working closely with Nogha and the village council on the issue. The problem comes down to cost. The provision of water and sewer services is reckoned to be somewhere between \$1.1 to \$1.5 million. As Members know from the recently approved budget, I do not have those funds available to me at this time. We are looking at what other options we have available to us. I am expecting a proposal to be developed soon between the three parties for my consideration. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Wray. Mr. Nerysoo.

Question O235-89(1): Grollier Hall Policy Re Student Residents

MR. NERYSOO: Thank you, Mr. Speaker. I read with some interest a response to me on a written question to the Minister of Education with regard to the residential school policy. Could the Minister indicate why the Grollier Hall residence is applying a policy of not allowing students into that particular residence that have less than three subjects to complete high school?

MR. DEPUTY SPEAKER: Thank you. Mr. Kakfwi.

HON. STEPHEN KAKFWI: I will take that question as notice.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Nerysoo, supplementary.

Question O236-89(1): Older, More Responsible Students

MR. NERYSOO: Mr. Speaker, since the Minister has taken that particular question as notice, could he also provide the Assembly with an interpretation of "older, more responsible students"? Does this particular issue also include 19 year olds?

MR. DEPUTY SPEAKER: Thank you. This is a new question. Mr. Kakfwi, would you like to respond?

HON. STEPHEN KAKFWI: I will take that as notice as well.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Morin.

Question O237-89(1): Move Of Heavy Equipment Operator Course To Fort Resolution

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister of Education. Mr. Minister, this concerns the heavy equipment operator course in Fort Smith. I wonder if you would like to do something very positive and constructive, with future economic enhancement beyond measure, with that program. What I would suggest to you to do with it is, we have a six mile stretch of road in Fort Resolution from Nagle Channel to Slave River that needs to be built. Would it be possible to move that program to Fort Resolution on a temporary basis? We do not want things, as Yellowknife does, to keep them, but in order to train these people that are taking that course to be mobile and to be able to fulfil their jobs better in the future, because anybody that graduates from that course will undoubtedly work for an outfit that does pick up everything and move to remote places and build roads and do that type of work. This would be good training for them. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Morin. Mr. Kakfwi.

Return To Question O237-89(1): Move Of Heavy Equipment Operator Course To Fort Resolution

HON. STEPHEN KAKFWI: I would suggest that if the Member thinks it is such a good idea he should take the time to put a proper proposal together, give it to the people that run Arctic College to look at. I am sure they will respond to you.

MR. DEPUTY SPEAKER: Thank you, Mr. Kakfwi. Mr. Morin, supplementary.

Supplementary To Question O237-89(1): Move Of Heavy Equipment Operator Course To Fort Resolution

MR. MORIN: That was a good answer, Mr. Kakfwi. Will you supply the personnel to come down to Fort Resolution to assist our people in putting together such a proposal? Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Morin. Mr. Kakfwi.

Further Return To Question O237-89(1): Move Of Heavy Equipment Operator Course To Fort Resolution

HON. STEPHEN KAKFWI: Well, Mr. Speaker...

---Laughter

...there are make-work projects and good ideas like the Member's. There are quite a number of communities that have made this very suggestion and they have taken the time to write letters, explain what it is they want to do and added some other reasons or arguments why they think it should be looked at. I know that the people within Arctic College have responded to them. I am not asking you to spend or hire a consultant to put together a great plan. Put your arguments together. Explain what it is you want to do and what the arguments are, what the benefits are going to be and how long you think it is going to take, just general ideas like that, and forward it. You will get a response.

MR. DEPUTY SPEAKER: Thank you. Mr. Morin. Supplementary.

MR. MORIN: Thank you, Mr. Speaker. Thank you for explaining that it is a letter you want, not a proposal.

MR. DEPUTY SPEAKER: There was no question there. Item 5, oral questions. Mr. Lewis.

Question O238-89(1): Violence In Hockey Games

MR. LEWIS: Mr. Speaker, I have given some thought to this question about violence, so although as a government our main responsibility is the security of all the people in the NWT, my specific question is to the Minister of Justice. I watch hockey games on the TV sometimes and I often see a figure who appears in the intermissions telling everybody what a wonderful thing it is to have people on the ice that know how to fight. His name is Mr. Don Cherry. My son watches him and lots of young people think he is a great hero, he is a wonderful person. Would the Minister tell me if there is any way in which the people of the NWT could be protected somehow from this individual who exalts people who are violent on the ice.

AN HON. MEMBER: Turn off your TV.

MR. DEPUTY SPEAKER: Mr. Ballantyne.

Return To Question O238-89(1): Violence In Hockey Games

HON. MICHAEL BALLANTYNE: Yes, Mr. Speaker, I would suggest they watch baseball.

---Laughter

MR. DEPUTY SPEAKER: Thank you. Mr. Lewis.

Supplementary To Question O238-89(1): Violence In Hockey Games

MR. LEWIS: At 40 below, Mr. Speaker, watching baseball is not to everybody's taste but my supplementary to the Minister is this: If we cannot do anything then as a group of people to convince CBC that this man should not be telling people to be violent, should not be telling people that fighting on the ice is a wonderful thing, is there any way the NWT young people who are on the ice could somehow be prevented from exhibiting this kind of behaviour? I see it all the time, young people fighting on the ice. It is obviously not a good thing to do, to fight in a public place, and yet we accept it. It is okay. Is there anything the Minister of Justice could do in his capacity for protecting all the citizens of the NWT from violence, anything to prevent this kind of behaviour from taking place right here in our Territories, if we cannot do anything about CBC?

MR. DEPUTY SPEAKER: Thank you. Mr. Ballantyne.

Further Return To Question O238-89(1): Violence In Hockey Games

HON. MICHAEL BALLANTYNE: I think I can try to answer part of the question and maybe Mr. Wray as the Minister responsible for sport can talk about some of the things that the department is trying to do.

I think the whole issue of violence in society and in hockey is one that has been debated for a long time. I do not know if the Member is aware, but here in Yellowknife there have been parents who have different views on that very subject. Some parents think it is important that kids use slapshots and have bodychecking. Other parents think it is not the proper way to approach it. I think, though, here in the NWT, and especially in Yellowknife, there has been a tremendous improvement from the hockey games of from 15 or 20 years ago to the hockey games now. The sort of violence you see in a hockey game now, I do not think is anywhere near the violence that you would have found in a hockey game 20 years ago. I think we have made improvements in the area but ultimately I think this one has to be a parents' and the leagues' responsibility to work out.

I think government, and Mr. Wray can get into what we are trying to do as a government, but as a Minister of Justice I can say if somebody commits a criminal offence and badly injures somebody in a hockey rink, then the Criminal Code can apply. I think it has applied in NHL games a couple of times over the last while. Generally I think it is an area where there have been improvements. I think it is an area where the concern you are talking about can best be addressed by the parents and the people that run these hockey leagues. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Ballantyne. Mr. Lewis.

Supplementary To Question O238-89(1): Violence In Hockey Games

MR. LEWIS: Is the Minister of Justice then telling this House that this is something over which he has no influence whatsoever; that there is nothing that this government can do to protect young people; that it is purely a matter for the little league and the minor hockey league and the parents? They are the ones that have to resolve this issue of violence and that governments can do nothing about violence? Is that what he is saying?

MR. DEPUTY SPEAKER: Mr. Ballantyne. Mr. Wray.

Further Return To Question O238-89(1): Violence In Hockey Games

HON. GORDON WRAY: Thank you. I do not think the Minister of Justice is saying that at all. What he is saying is that if criminal actions take place on a hockey ice surface they will be looked at as criminal acts. I think the problem is deeper than that, though. As a society we condone fighting in hockey. It is accepted practice. The rules of the NHL allow for it and, unfortunately, our children who play minor hockey watch those hockey players four, five, six times a week on television and they see fighting and those are their role models. The people on that ice are their role models.

I think if there are no changes at the professional level of hockey it is going to be extremely difficult to enforce change in the minor levels of hockey. In the NWT we have extremely stiff penalties administered by Sport North and the hockey federation, for fighting: suspensions, kicking out of tournaments. At one point in time senior hockey was taken out of the Arctic Winter Games because of fighting. It is certainly not something that is condoned by the Minor Hockey Association of the NWT nor by myself as Minister responsible for sport. It is a problem that we have to deal with, not only as politicians, but as parents.

My son, who plays hockey, recently got number 27 put on his sweater. Number 27 happens to be the number of a man called John Kordic who plays for the Toronto Maple Leafs, and he is known more for his pugilistic talents than he is for his hockey talents. Those kids watching those players five or six nights a week on television see fighting -- fighting is part of the professional game -- and therefore they relate to that.

I think that, more and more, this issue is going to become publicized because in the last two weeks notable hockey players such as Wayne Gretzky, Mario Lemieux, Stevie Yzerman of Detroit, have called for an end to fighting in hockey. If those men have their way, then fighting will be outlawed -- and I hope it will be because I do not think fighting has any place in an organized team sport. There are other ways to relieve your frustrations than fighting.

I think it has to start at the senior level, the professional level of hockey, because that is what dictates the attitudes of our young people. You cannot legislate attitude. Attitude is something that has to be done through education and through role models. We do not condone fighting, but until it is removed at the professional level there is not much we can do to change the attitudes of our young people, other than try and educate them that fighting does not have a place in sport. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Wray. Oral questions. Mr. Nerysoo.

Question O239-89(1): Changes In Legislation

MR. NERYSOO: This is a supplementary to Mr. Lewis's comments and the response with regard to violence in hockey. Could I ask the Minister of Justice to review what the Ontario government has done with regard to legislation and possibly report back to the House some time later on during the session with regard to changes in legislation?

MR. DEPUTY SPEAKER: Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: I will undertake to do that, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Whitford.

Question O240-89(1): Review Of Chronic Care Illness Assistance Program

MR. WHITFORD: Thank you, Mr. Speaker. I guess hockey is not the only sport that has violence. I once heard of a boxing match that got so rough that a hockey game broke out halfway through

it. My question is for the Minister of Health. Some time ago I raised the question about the chronic care illness assistance program and she said it was under review. Can the Minister tell me what the status of that review is?

MR. DEPUTY SPEAKER: Madam Minister.

Return To Question O240-89(1): Review Of Chronic Care Illness Assistance Program

HON. NELLIE COURNOYEA: Mr. Speaker, it is in progress.

MR. DEPUTY SPEAKER: Mr. Whitford.

Supplementary To Question O240-89(1): Review Of Chronic Care Illness Assistance Program

MR. WHITFORD: Thank you, Mr. Speaker. Will the Minister be able to tell me when the review is expected to be completed? I have people waiting to hear; a date, please.

MR. DEPUTY SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Speaker, I cannot give him a date today but I will check the status of the various new illnesses or medical problems that we have been asked to identify on the chronic list. I will come back to him at another time.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Angottitauruq.

Question O241-89(1): Proving Of Age For Old Age Security

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. My question will be directed to the Minister of Social Services on behalf of the old age pension applicants in my constituency. I know of one person that has been trying to apply for an old age pension for the past two years, and it is almost coming to three years. The problem was brought to my attention and I wrote about it. This gentleman was told by a social worker that he has to go through the registrar of statistics and birth records, and when that did not work he went again to apply. That did not work. He was told to go through the courts. He told me that he was not a criminal, but he was afraid to go to court to prove his age. He knows that he was eligible for old age pension.

There are two people right now in Gjoa Haven. It is also a problem in Spence Bay and Pelly Bay. I am asking the question to the Minister of Social Services, what is your department going to do so that these people do not have to be told to go to court to prove their age? They know that some people that get the old age pension are younger than they are. What is your department going to do so that this problem is solved without having the courts involved?

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

Return To Question O241-89(1): Proving Of Age For Old Age Security

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I will take a portion of that question as notice. However, I want to indicate to the Member that the old age security program is not the responsibility of the Government of the NWT. It is the responsibility of the federal government, and we as a department provide assistance to the people in the Territories, specifically to the senior citizens, to acquire that benefit from the federal government. Thank you.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Whitford.

Question O242-89(1): Outfitting Licences

MR. WHITFORD: Thank you, Mr. Speaker. My question is directed to the Minister of Renewable Resources. In August, 1988, the Department of Renewable Resources announced that two new

class B outfitting licences were to be issued for hunting zone F. Later, in December, Mr. Minister, the department asked for more information on the applicants and allowed an extension to the time limit for applying for these licences. Have these licences been issued?

MR. DEPUTY SPEAKER: Mr. Allooloo.

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. Right at this point I do not know the answer. I will get back to the Member tomorrow. Thank you.

MR. DEPUTY SPEAKER: Thank you. The question is taken as notice. Mr. Ernerk.

Question O243-89(1): Reduction In Air Service To Rankin Inlet And Iqaluit

MR. ERNERK: (Translation) Thank you, Mr. Speaker. My question is to the Minister of Government Services, I think. My colleague from Keewatin and I agreed, when we talked about the concerns we had on the two airlines, NWT Air and First Air, that this is a step backward. I would like to ask the Minister of Government Services, can your department talk to these two airlines to get their old schedules back into place so that they have two flights a week?

MR. DEPUTY SPEAKER: Mr. Butters.

Return To Question O243-89(1): Reduction In Air Service To Rankin Inlet And Iqaluit

HON. TOM BUTTERS: Mr. Speaker, my deputy minister, Mr. Quirke, and I were at the soiree at which the announcement was made by the two companies that there would be a switching and a sharing of routes. I know that Mr. Quirke spoke with Mr. Engle, and I spoke with Mr. Crichton after the announcements, indicating that we felt that the service to Rankin Inlet and Iqaluit was a retrograde step. In my discussion with Mr. Crichton, he indicated to me that he believed -- and I could be providing misinformation here -- that First Air would be looking at initiating a mid-week flight. I think that is what I recollect him saying. I will be writing to both Mr. Engle and Mr. Crichton with regard to these concerns and attempting to encourage them to look at improving the service on routes that have been identified by the Member.

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

Supplementary To Question O243-89(1): Reduction In Air Service To Rankin Inlet And Iqaluit

MR. ERNERK: Thank you, Mr. Speaker. Could the Minister of Government Services confirm the possibility of having a mid-week flight during the latter part of this session?

MR. DEPUTY SPEAKER: Mr. Butters.

Further Return To Question O243-89(1): Reduction In Air Service To Rankin Inlet And Iqaluit

HON. TOM BUTTERS: No, I cannot confirm that such a schedule will be in place but I will commit to the Member that I will be in touch with both Mr. Engle and Mr. Crichton orally and in writing to indicate to them the desirability of such an increase in service.

MR. DEPUTY SPEAKER: Thank you, Mr. Butters. Item 5, oral questions. Mr. Morin.

Question O244-89(1): Member Of NWT Wildlife Federation On Denendeh Conservation Board

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister of Renewable Resources. On your answer to my question, giving the membership of the Denendeh Conservation Board, you said there is one member of the NWT Wildlife Federation that you appointed to that board. Who is that, Mr. Minister?

MR. DEPUTY SPEAKER: Mr. Allooloo.

HON. TITUS ALLOOLOO: Mr. Speaker, when I find the list of the names of the Denendeh Conservation Board membership, I can provide the Member with the name list and which group they represent as soon as I can, Mr. Speaker.

MR. DEPUTY SPEAKER: Thank you. The Member is taking the question as notice. The Minister, I am sorry. Mr. Morin. Supplementary.

Supplementary To Question O244-89(1): Member Of NWT Wildlife Federation On Denendeh Conservation Board

MR. MORIN: Thank you, Mr. Speaker. Supplementary. Mr. Minister, can you also supply me with information whether the chairman of the Denendeh Conservation Board is a member of the NWT Wildlife Federation? Thank you.

MR. DEPUTY SPEAKER: Mr. Minister.

Return To Question O244-89(1): Member Of NWT Wildlife Federation On Denendeh Conservation Board

HON. TITUS ALLOOLOO: Mr. Speaker, the chairman of the Denendeh Conservation Board is an independent chairman chosen by the parties. Yes, I can verify whether he is a member of the NWT Wildlife Federation or not. Thank you.

MR. DEPUTY SPEAKER: The Minister has taken the question as notice. Mr. Nerysoo, your point of order.

MR. NERYSOO: Thank you. Just a point of order in clarifying some of the statements made by Mr. Allooloo. I did write a question, or provide for a written question, to Mr. Allooloo which indicates the members of the Denendeh Conservation Board; that is in the documentation as a written answer.

MR. DEPUTY SPEAKER: Thank you, Mr. Nerysoo. That was not a point of order. That was information to the Minister. Item 5, oral questions. Mr. Zoe.

Question O245-89(1): Response To Question O169-89(1) Requested

MR. ZOE: Mahsi cho, Mr. Speaker. Mr. Speaker, on Wednesday, February 22, I asked the Minister of Justice Question O169-89(1), in regard to common-law relationships. The Minister indicated that he would be getting back to me on the specific question that I asked of him. It has been six days now since I asked my question. Mr. Speaker, I made reference specifically to when one has a serious accident and there is a loss of life, especially when there is a common-law relationship involved. I have done a little research and I found it is called the Fatal Accidents Act that I am making reference to. Could the Minister indicate to me if people that are living in common-law relationships are treated the same here in the Territories as they are in other jurisdictions in reference to the Fatal Accidents Act? Thank you.

MR. DEPUTY SPEAKER: Mr. Ballantyne.

Return To Question O245-89(1): Response To Question O169-89(1) Requested

HON. MICHAEL BALLANTYNE: I had indicated to the Member that his question led us into a series of other questions. The whole area of matrimonial law is very complex and it affects dozens of acts. There are different interpretations in each one of the acts. I have asked my department to look at the whole area of matrimonial law, not just the one area that the Member is referring to. Our intention as we went through the family law review was that we would be able to update all

our acts in this area. But because of recent judgments it is becoming more and more important as to what is the actual definition of a common-law spouse. A spouse has the potential after a divorce to own half of the property, half the assets of the marriage.

The fine tuning of that definition is giving not only us difficulty, but other jurisdictions also. We are trying to research the whole area of matrimonial law and get back to the Member with an answer. I do not have it yet. I definitely will have an answer for the Member before the end of this session.

MR. DEPUTY SPEAKER: Thank you. Mr. Zoe, supplementary.

MR. ZOE: Supplementary, Mr. Speaker. Mr. Speaker, if I could ask the Minister, how soon does he anticipate having this review done?

MR. DEPUTY SPEAKER: Thank you. In the House the rule is that if a Minister takes a question as notice, you cannot ask a supplementary. Mr. Lewis.

Question O246-89(1): Status Of Yellowknife Motors Land Application

MR. LEWIS: Thank you, Mr. Speaker. My question is to the Government Leader. It is very rare to ask a question in this House which is of direct concern to one resident but my question to the Government Leader is this: Since Yellowknife Motors has been attempting for three years to make use of some empty unused land next to their car lot and since we are not building a Legislative Assembly building on it within the next short while, what is the government's position on the use of this piece of land so that the company can have its vehicles make use of it in return for some revenue for this government? What is the status of that application? It has been going on for so long and it seems to me that it is a very, very simple request which should be attended to immediately so that a small business in this city can get on with its business.

AN HON. MEMBER: Hear, hear!

---Applause

MR. DEPUTY SPEAKER: Thank you. Mr. Wray.

Return To Question O246-89(1): Status Of Yellowknife Motors Land Application

HON. GORDON WRAY: Thank you. We have a committee which is a joint territorial/municipal committee to deal with issues such as this in the capital. It is called the capital review committee. The request was forwarded to that committee and I am awaiting the recommendation from the committee before I make my decision. Thank you.

MR. DEPUTY SPEAKER: Thank you. The Minister has taken this as notice. Item 5, oral questions. Mr. Whitford.

Question O247-89(1): Legislation Governing Locksmiths And Security Agencies

MR. WHITFORD: Thank you, Mr. Speaker. A question directed to the Minister of Justice. There are a number of occupations or professions in the North that are not at this point governed by any legislation that I am aware of and the concern has been raised. I wonder if the Minister can inform the House as to whether or not legislation is being considered for the two items here, locksmiths and security agencies and night watch companies. Both of these areas are quite important to the public, public safety in particular, and in particular the security agencies. I wonder if there is any legislation being considered in these two areas.

MR. DEPUTY SPEAKER: Mr. Ballantyne.

Return To Question O247-89(1): Legislation Governing Locksmiths And Security Agencies

HON. MICHAEL BALLANTYNE: In the area of locksmiths there has been a legislative proposal. We are in the process of developing legislation. In the area to do with security agencies, no. At this time, anyhow, we are not developing any legislation. If there are any concerns that the Member is aware of, he could bring it to the attention of my officials. We will look at it.

MR. DEPUTY SPEAKER: Thank you. Item 5, oral questions. Mr. Whitford.

Question O248-89(1): Legislation Governing Real Estate Agents And Companies

MR. WHITFORD: Question directed again to the Minister of Justice. Could the Minister advise me as to whether or not his department is giving consideration to any legislation concerning the establishment of a real estate act or an act regulating the real estate agents and companies?

MR. DEPUTY SPEAKER: Mr. Ballantyne.

Return To Question O248-89(1): Legislation Governing Real Estate Agents And Companies

HON. MICHAEL BALLANTYNE: Yes. I can give an affirmative answer to that one. A legislative proposal has been developed and we are presently working on that particular piece of legislation.

MR. DEPUTY SPEAKER: Thank you, Mr. Minister. Item 5, oral questions.

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

ITEM 7: RETURNS TO WRITTEN QUESTIONS

CLERK OF THE HOUSE (Mr. Hamilton): Return to Question W6-89(1), asked by Mr. Nerysoo to the Minister of Renewable Resources, on the proposal to open the Richardson Mountains to sport hunting; return to Question W10-89(1), asked by Mr. Nerysoo to the Minister of Renewable Resources, on the use of DDT in the NWT.

Return To Question W6-89(1): Big Game Hunting And Outfitting Regulations

Hon. Titus Allooloo's return to Question W6-89(1), asked by Mr. Nerysoo on February 20, 1989, regarding proposal to open Richardson Mountains to sport hunt outfitting. Departmental officials in Inuvik have been working together with Fort McPherson and Aklavik residents to develop a proposal to open the Richardson Mountains for sport hunt outfitting. There have been several other attempts to achieve this over the past 10 years and this latest effort was initiated in response to renewed interest from both communities.

To date, meetings have been held by the Inuvik regional superintendent in both communities and Aklavik and Fort McPherson representatives have held a joint meeting in Inuvik. Recently the superintendent met with the Aklavik Indian Band chief who has expressed concern regarding proceeding with this proposal prior to the completion of the land selection and land use planning processes. Consequently all efforts on the proposal have been suspended until these concerns have been addressed. A meeting is scheduled between the Inuvik superintendent and the Fort McPherson chief in early March to discuss similar concerns. Should there not be support from all interested parties in both communities, proposal development will be abandoned until such time as there is full support.

As the proposal to date is still being discussed at the community level, we have not yet involved the Aboriginal Rights and Constitutional Development Secretariat. Should agreement be reached in the communities, we will consult the secretariat accordingly.

Return To Question W10-89(1): Use Of DDT In NWT

Hon. Titus Allooloo's return to Question W10-89(1), asked by Mr. Nerysoo on February 21, 1989, regarding use of DDT in the NWT. The federal Pest Control Products Act requires that all pesticide products used in Canada be registered with the federal Department of Agriculture. Due to the toxic effects of DDT displayed in wildlife, the Government of Canada began phasing out the use of this product in the early 1970s. The final DDT-containing pesticide was deregistered by Agriculture Canada in the mid-1980s and there has been no approved usage in Canada of this product since that date. Due to these actions by the federal government, I continue to feel that there is no need for a further review of the issue of DDT usage in the Northwest Territories.

In 1984 my department formalized a comprehensive system of licensing pesticide usage under authority of the territorial Pesticide Act. All commercial and municipal usage of pesticides are reviewed by my officials and licences are issued once my officials are satisfied that the program will result in no adverse effects to the environment. Since the licensing program was initiated, no licences have been issued which authorize the use of DDT.

Despite the discontinuation of DDT use in Canada, the department is continuing to monitor DDT concentrations in arctic wildlife. In conjunction with the Canadian Wildlife Service, tissue from polar bears, birds of prey and geese, along with the eggs of these birds, are collected and analysed for the presence of contaminants. From results gathered to date from the eggs of falcons, the concentration of DDE, which is a breakdown product of DDT, in these birds appears to be decreasing. There also appears to be a recovery of falcon population in the Mackenzie Valley since the use of DDT has been discontinued. The geese samples obtained from their Inuvialuit spring breeding area, have yet to have analysis completed by Agriculture Canada. My officials will continue to gather field information on this subject; as well, a representative from my department will take part in the meeting on toxic substances present in the Arctic, which is taking place in Ottawa this week.

MR. DEPUTY SPEAKER: Thank you, Mr. Clerk.

Item 8, replies to Opening Address.

Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

MR. NERYSOO: Thank you, Mr. Speaker. I wish to table Tabled Document 45-89(1), a letter to Mr. Bailey, regional superintendent of Renewable Resources, from Eugene Pascal, chief of the Aklavik Indian Band, which indicates their opposition to the opening of a big game hunting proposal for Dall sheep.

MR. DEPUTY SPEAKER: Thank you. Item 11, tabling of documents. Item 12, notices of motion. Oops, sorry, Mr. Wray.

HON. GORDON WRAY: I was going to say you should give us a flag we can wave. Mr. Speaker, I wish to table Tabled Document 46-89(1), Annual Report, Business Loans and Guarantees Fund, 1987-88.

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

HON. NELLIE COURNOYEA: Mr. Speaker, I wish to table Tabled Document 47-89(1), Terms of Reference, Environmental Assessment Panel Review of the Proposed Kiggavik Uranium Mine, Northwest Territories, in English and Inuktitut.

MR. DEPUTY SPEAKER: Thank you. Item 11, tabling of documents. Is there further tabling of documents?

Item 12, notices of motion.

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

Item 14, motions.

Item 15, first reading of bills.

Item 16, second reading of bills. Item 17, consideration in committee of the whole of bills and other matters: Bill 1-89(1), CR 1-89(1), and CR 2-89(1), with Mr. Angottitauruq in the chair.

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

PROCEEDINGS IN COMMITTEE OF THE WHOLE TO CONSIDER COMMITTEE REPORT 1-89(1), REPORT ON THE REVIEW OF THE 1989-90 MAIN ESTIMATES; COMMITTEE REPORT 2-89(1), REPORT OF THE STANDING COMMITTEE ON LEGISLATION; BILL 1-89(1), APPROPRIATION ACT, 1989-90

Bill 1-89(1): Appropriation Act, 1989-90

Department Of Executive

Aboriginal Rights And Constitutional Development Secretariat

CHAIRMAN (Mr. Angottitauruq): The committee will now come to order. We are on Aboriginal Rights and Constitutional Development Secretariat, page 2.11. General comments on Aboriginal Rights and Constitutional Development Secretariat. Page 2.11. Does the Minister wish to bring in his witness?

HON. STEPHEN KAKFWI: Yes.

CHAIRMAN (Mr. Angottitauruq): For the record, Mr. Minister, would you like to introduce your witness?

HON. STEPHEN KAKFWI: Charles Overvold, director of Aboriginal Rights and Constitutional Development Secretariat.

CHAIRMAN (Mr. Angottitauruq): Now that the Minister has brought in his witness are there any general comments on Aboriginal Rights and Constitutional Development Secretariat, page 2.11?

Total O And M, Agreed

If there are no general comments, total O and M for the department is \$630,000. Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Angottitauruq): I would like to thank the Minister and his witness. That was a quick one. The next one in line is the Department of Education. Mr. Minister, do you have your opening remarks? Mr. Kakfwi.

Department Of Education

Minister's Opening Remarks

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. I am pleased to present to you my first budget estimate for Education. Education and job training are viewed by most people as prerequisites to the economic, social, cultural and political development of the Northwest Territories. The budget I am presenting to you represents a positive step in meeting the expectations of the people we represent.

The challenges before me in Education have had a long and varied history. I cannot overcome the problems that have developed over the years in a matter of a year or two, but by building on some of the right things that have happened in the past and by introducing new initiatives to deal with outstanding problems, I know that in 1989-90 I can make significant headway.

For the first time in many years, or maybe the first time ever, the Department of Education is almost fully staffed in crucial areas like employment development and native language support services. After several years of assessing and revising, plans are being finalized or have been finalized already for critical areas like effective program development and delivery, literacy enhancement and employment. As well, over the past few years the essential structures for a system of education characterized by public ownership and accountability is close to being in place. By the end of the 1989-90 fiscal year, Arctic College will have completed its second year as a corporate entity and almost all schools will be under the management of publicly elected or appointed boards. The Department of Education can then focus its attention more fully on the many issues of quality of education rather than the operational details of the system.

It is a reality in the North that developing a strong education system is complex and costly. It is not possible to do everything to the extent that all people would like to see. I have had to set priorities this year.

Public Control Of Education

I believe that public control of education is essential for it to succeed. To me that means more than active involvement and direction by local education authorities. It also means the involvement of parents and the community. It means parents believing they are responsible for their children's education and having the skills to carry through with that belief. For adults it means knowing that you are ultimately the one who will determine your future and knowing with confidence that you can do something about it.

As we go through the estimates you will note that a parent information awareness program is being initiated and the school-community counsellor training program is continuing. These are two important initiatives that will enhance the role of parents. I have already initiated two "supported parenting" pilot projects in Fort Rae and Arviat. The purpose of the program is to develop skills and confidence among parents so that they can manage their own concerns with government support, rather than government direction. The project deals with issues identified by the participants, such as truancy, drug and alcohol abuse, suicides, etc. If successful, these "self-help" projects will be expanded eventually to all the communities.

I also believe that the education system has to reflect indigenous culture. This can only be achieved if we are able to improve our performance in getting more northern native teachers and administrators into our education system more quickly. We must also develop better aboriginal language programs for implementation in as many schools and as many grades as possible, and as soon as possible.

The 1989-90 estimates provide the funding and support for expanded aboriginal language program development and implementation. As well, I intend to expand the western teacher education program to a campus-based program in Fort Smith and also continue the field-based

program in a restructured format in Rae-Edzo and Inuvik. This change is a recommendation of the recently completed review of the western teacher education program and can be done within existing resources. A review of the Eastern Arctic teacher education program is not yet complete.

Advanced Education

While the larger percentage of the Education estimates is dedicated to the kindergarten to grade 12 program, a significant portion is dedicated to advanced education and college programs. Literacy training will certainly be a major initiative of the Department of Education. A literacy strategy has been approved by cabinet and a total of \$1.9 million has been allocated to the Department of Education over the next three years for this purpose. This strategy calls for a major promotional and public relations campaign to emphasize the importance of education and the need to take action to solve the problems of illiteracy. Funding is being made available for communities to develop and deliver their own initiatives. The Arctic College budget is being enhanced by over \$500,000 to provide for literacy programs, particularly in smaller communities which do not have the benefit of adult education programs.

Employment development is a major priority for me. Activities in this area fit into several programs. In-service training will continue basically as it has in the past because it is working. We have encountered some difficulty over the past year in locating qualified applicants for the program. This is expected to improve in 1989-90 and future years, as the focus of adult education and literacy programs is more on job and training readiness than on general upgrading. Since October 1985, 182 trainees have participated in the program, 40 have resigned or left their positions for various reasons, 65 trainees have graduated, and 62 are still employed by the government. A total of 70 employees remain within the in-service training program. This program has had over 90 per cent native participation and a 75 per cent success rate.

Apprenticeship training within the Department of Education continues to function smoothly. Generally speaking the apprenticeship program has been one of our most successful avenues for training, with over 90 per cent native participation and an 80 per cent success rate in GNWT apprentices and a slightly lower success rate in private sector apprenticeship training. Since 1983, 259 private sector apprentices have graduated and 184 of these are still working in the NWT. As well as administering the apprenticeship training and the apprenticeship subsidies programs, the employment program is responsible for development of policy and legislation on employment and training, maintenance of a labour market information system, career counselling services and a wage subsidy program for on-the-job training assistance for the private sector. Since April 1, 1987, a total of 155 training-on-the-job contracts were completed.

Employment Development Strategy

For the first time, an employment development strategy is being prepared in consultation with all departments of government. I believe it is important for us to design a strategy which takes advantage of the strongest sectors of the NWT economy. This will require the establishment of solid linkages between the school system, our community adult basic education programs and post-secondary education.

Programs aimed at preparing long-term social assistance recipients for a return to the workplace are being improved. Programs provided basic academic upgrading and life skills along with work experience, with a variety of employers including government, hamlets, native organizations and small business. A particularly successful project was a domestic meat packing plant in the Kitikmeot Region which provided participants with excellent practical skills while contributing to the economy of the region. A plan is being developed in consultation with industry to introduce training and work preparation programs to obtain a larger share of available jobs in the tourism, mining and construction sectors of the economy.

An effective data base will be critical to the success of these planning efforts. The Department of Education is implementing a community-based information system to complement the data being gathered now through the NWT labour force survey. The information system called the

northern training and employment register, referred to as "ENTER", will provide an inventory of residents who wish to be considered for either training or employment opportunities across the Territories. This will assist in developing training programs and will provide an inventory of workers for referral to jobs.

At the same time as we are tackling major problems with basic literacy and employment preparation for many of the residents in the NWT, my department is struggling to find the means to provide adequate student financial assistance to a post-secondary student body which has increased dramatically during the past three years. In 1985-86 there was a total of 585 students studying at post-secondary institutions. In 1988-89 there are 950. The most dramatic increase has been the increase of native students. Metis students have doubled from 58 to 110. Dene students have increased from 25 to 106. Inuit students have shown the greatest increase, rising from 28 students in 1985-86 to 154 in 1988-89.

A major accomplishment in the area of student financial assistance last year was the successful negotiation of an agreement for the NWT to opt out of the Canada Student Loans program. This program was used minimally in the past, and as a result federal funds allocated for NWT Canada Student Loans lapsed each year. Opting out of the program now means that, effective January 1, 1990, the NWT will receive an annual payment of approximately \$700,000 per year in lieu of participation in the Canada Student Loans program. The Department of Education has completed a review of the levels of financial assistance and the efficiency of services available to students. The entire student financial assistance program will be evaluated this year. I have made a point of communicating with as many post-secondary students as possible and, in fact, I met with a group in Saskatoon last November. I am optimistic that during the 1989-90 fiscal year I will be able to improve our student financial assistance program, both in terms of delivery of services and the amount of funding available for students receiving grants.

The student services budget has increased from \$3.318 million to \$4.041 million. The department has estimated a base deficiency of approximately \$375,000 in 1988-89 because of enrolment increases. At the recommendation of the standing committee on finance last year, the department did not fully implement the proposed changes to the Student Financial Assistance Act. The result of not implementing the changes was a budget deficiency in 1988-89. These two items account for the projected increase. My intention is to make the necessary adjustments and to cover the costs through the use of revenue expected from the Canada Student Loans program after January, 1990.

In summary, the major changes within the advanced education activity will be in literacy programs, increased emphasis on employment development and improvements in student financial assistance rates for post-secondary students.

Schools

The schools activity includes delivery of school and residence programs, the development and implementation of an NWT curriculum for kindergarten to grade nine, modifications to the Alberta curriculum for senior high schools and special support programs.

On April 1, 1989, three divisional boards of education will be established, in the Sahtu, the Mackenzie Delta-Beaufort area and Dogrib communities. As has been the case in the past when boards were established, teacher consultant services will be enhanced to ensure that all divisional boards can provide a consistent level of professional service to schools.

Over the past few years, the Department of Education in Alberta has mandated a number of changes in their high school curriculum. We also have been drafting a new curriculum in the NWT in the areas of language arts, aboriginal languages, health, social studies and science. I have included \$91,000 in the estimates to pay for the cost of implementation of new programs and purchase of course materials for these.

The department is also participating in pilot projects in distance education which are aimed at increasing the number and quality of high school programs available to students in smaller communities. For example, students in Arctic Bay, Clyde River, Igloolik, Pangnirtung, Sanakiluaq and Pond Inlet are taking four grade 10 courses, math 10 and 13, accounting 10 and accounting 20, through a combination of teleconferencing, facsimile and I-net. Their teacher for these subjects lives and works in Broughton Island. Local teachers in each community are tutors who assist the distance education teacher. We are working closely with the Alberta Department of Education on these projects.

Successful Training Program

One of the most effective training programs implemented has been the school-community counsellor program. The school-community counsellor trainees, who began their course in September 1988, will complete the program by January 1990. I am anticipating that out of the group of 15 individuals who started the course, a minimum of 10 will graduate. Salary dollars for the 10 graduates are budgeted effective January 1990.

Equally as impressive as the counsellor training program has been the principal certification program implemented last year. By March 1989, 65 principals and superintendents will have completed this four week program. A second cycle of the program will start in July, and already there are more applicants than we can accommodate. The next cycle is targeted at vice-principals and teachers. Aboriginal teachers in particular are being encouraged to take part in the program.

Funding for the aboriginal languages task is increased by \$100,000 to provide the means for developing high school aboriginal language program materials and curriculum. The establishment of high school language courses is a major new initiative which requires materials development and teacher in-service training. This funding increase will be a first step in reaching the target of September 1990 for the introduction of aboriginal language programming at the high school level.

A major initiative in school operations is \$135,000 for a parent education and information awareness program, of which supported parenting is a key component. As I mentioned in my earlier comments, I strongly believe that parent involvement in education is essential if children are to have the support that will enable them to do well in school. The fact that students from larger non-native communities like Yellowknife and Inuvik do better at school is not because the education system is better in those communities, but basically because parents in these centres have gone through the education system themselves and are fully aware of the need for parental support for students and for the education system itself. The \$135,000 I have identified in the 1989-90 estimates is funding which will enable my staff to prepare a program for providing parents with information and awareness about education, and strategies for involving parents in the process of educating students. The present system of committees and boards works well, but it is limiting in that only a small percentage of each community is actually involved.

Sometimes in our drive to prepare everyone with job skills we overlook the obvious. Last December while I was in Leningrad at a conference on circumpolar science, I took time to meet with the rector of the Herten Institute, a teacher training centre renowned for its programs in preparing native people to teach in their traditional languages. While there, I was treated to a dance performance by native students. The extent to which they had successfully combined modern technology and techniques with traditional stories and dances was impressive, to say the least. As I watched the performance, the idea was reconfirmed in my mind that this form of art and entertainment could further revitalize Dene and Inuit pride in themselves as cultural groups, while allowing individuals to excel in the arts in a setting that would provide wholesome entertainment for community residents and parents.

Alternatives To Large Residences For Students

The student residences task has not increased substantially in terms of dollars or person years. I have been able to make significant changes in this area by closing one residence, which was

inefficient to operate, and by using that funding to increase the home boarding rates for students who board with private families. As you will recall, home boarding rates increased from \$15 per day to \$20 per day across the North last September. Rates will increase on April 1 to the basic level used by Social Services, which varies from \$25 per day to \$40 per day depending on the region. I intend to move away from the practice of building large residences to providing smaller group hostels or private home boarding as the two alternatives. I expect that as the least efficient residences are closed or used for other purposes, it will be possible to use the savings to provide better home boarding rates, improved home boarding counsellor support and smaller more efficient hostels.

I recognize at the same time as I am encouraging more students to live at home or in hostels while attending school that residential schools have worked well for some students in the past and that there is a place for them in the future. I believe in the concept of residential leadership schools that will offer a more challenging environment both in and out of school than a public system can. My staff are working on plans for a leadership school for which students can be selected or invited to attend.

Another program initiated in the last few years which has been very successful is the special needs education program which provides funding for those students who require special attention because of unique learning needs. The money made available through this program allows the regions and boards to provide support systems which enable these students to be educated in a regular, age-appropriate classroom at the community level. As more attention is focussed on special needs children, I am finding that the number of students identified as requiring special support is increasing. It is planned that 25 more part-time special needs assistants will be hired in the communities in September 1989. The total budget for special needs education has now increased to five million dollars. When the special needs education program was initiated four years ago, it was anticipated that eight million dollars in special needs funding would be required to meet the needs of all students. Given all of the other priorities in Education, I have not been able to reach that target this year but intend to continue providing more funding in this area in future years.

In summary, the schools O and M budget has increased from a total of \$81.982 million in 1988-89 to \$90.433 million in 1989-90. Even though there is much to be done yet, I am pleased with the achievements that have been reached in this activity this year and I am optimistic that with your support we will continue to make positive gains in this most important activity.

Arctic College

Arctic College was established as a corporate body on April 1, 1987. Its mandate is to provide adult education and training programs designed specifically for Northerners. The college offers a wide variety of vocational, technical and upgrading programs as well as continuing education, general interest and university transfer courses. In 1988-89 Arctic College opened the doors of the Keewatin Campus. Now with established campuses in Iqaluit, Fort Smith, Inuvik, Cambridge Bay, Yellowknife and Rankin Inlet, the college has achieved its goal of providing education centres in each region. Arctic College has grown at a tremendous rate since incorporation. New programs will continue to be developed each year but it is important that the next few years be a time to consolidate and strengthen its present organization.

The proposed estimate of \$21.965 million is an increase from \$20.451 million in the 1988-89 estimates. This budget increase enables the college to deliver enhanced or new programs in a number of areas. I will mention a few. The heavy equipment operation program has been modified to ensure that graduates have skills required by industry. The modifications are a direct result of a program evaluation which was completed last June. In April, a new intake of students will begin study at Thebacha Campus. The revised program will be five months in length and will include six compulsory courses in various subjects including safety, life skills, work skills, maintenance and equipment systems. As well, students will be required to have a valid class 5 driving certificate before enrolling in the program. It should also be noted that community-based upgrading of heavy equipment operators will continue.

Arctic College will deliver a two month introduction to off-shore fishing course beginning this April. This course will prepare residents of the Eastern Arctic for employment in the fast growing off-shore fishing industry in the Baffin Region.

Another new program this year is the community health representative program scheduled to begin at Aurora Campus in Inuvik this March. This program will provide students with basic knowledge of community health education, health promotion and community development. Work placements in the communities will be a vital part of this 16 week program. This program is the result of a co-operative effort between Arctic College, the Departments of Education and Health, and territorial health boards.

Recognizing the need for entrepreneurial initiatives, I have encouraged Arctic College to do more in this area. I am pleased that the college, with funding from the native economic development program, has finalized plans for three centres for entrepreneurship at Thebacha, Aurora and Nunatta Campuses. These centres will provide training and help in drafting business plans for future entrepreneurs.

The delivery of literacy education is a priority for the college. I have allocated over \$500,000 to Arctic College to carry out its mandate in literacy training. I intend that this funding will be used in creative ways to provide adults with new opportunities to obtain basic education skills. Funding for this program is expected to be partially offset by funding from the federal government's literacy initiative.

In 1988-89, third party contracts entered into by the college amounted to approximately \$2.8 million. It is expected that approximately the same amount will be raised in 1988-89. In summary, those are the highlights of the main estimates for 1989-90 for advanced education, schools and Arctic College. I would now like to make a few brief comments on our capital estimates.

Capital Projects

The total estimate for capital in 1989-90 is \$22.043 million. This amount will enable me to see four new schools commence construction and design start on six others. Construction will also begin on a married student residence for Nunatta Campus.

Almost \$15 million is budgeted for school construction. In Hay River, a new 12 classroom school complete with gymnasium and resource centre is planned for construction. A new school is scheduled for Tuktoyaktuk and design of a school for Colville Lake will be completed. In the Baffin Region, new schools will be finished in Pangnirtung and Iqaluit. School construction will begin in Cape Dorset and Hall Beach and warranty work will be completed on the schools in Igloodik, Pond Inlet and Sanikiluaq. In Yellowknife, I intend to provide funding for two portable classrooms to be situated at the newly opened N.J. Macpherson Elementary School and begin design of a five classroom addition to that school. School construction will be completed in Repulse Bay and warranty work done on new schools in Chesterfield Inlet, Arviat, Rankin Inlet and Gjoa Haven.

I intend to gradually phase out the residence in Iqaluit through construction of smaller hostels which can accommodate up to 10 students per unit. This year there is sufficient money in the 1989-90 budget to design the hostels, develop the land and possibly build one unit.

The Arctic College capital plan calls for \$3.455 million in capital funds. The major project in the college plan is for construction of a married student residence in Iqaluit. Other funds are for construction of an adult education centre in Eskimo Point -- Arviat, I am sorry -- and various minor projects in other centres.

I thank you for your patience. This completes my overview of the estimates for 1989-90 budget for the Department of Education. Thank you.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. Mr. Minister, would you like to bring in your witness before the finance chairman makes his comments? Deputy chairman, I mean. Would you like to bring in your witness now?

The Minister says later. We will go for coffee and we will take it from there.

---SHORT RECESS

CHAIRMAN (Mr. Angottitauruq): The committee will come back to order. Chairman of the finance committee, Mr. Lewis.

Comments From The Standing Committee On Finance

MR. LEWIS: Deputy chairman, Mr. Chairman. However, I will do what you ask. The standing committee on finance notes programs which have been enhanced, continued and added include a parent information awareness program, the school-community counsellor training program, the aboriginal language program and a literacy strategy. Negotiations were completed for the NWT to opt out of the Canada Student Loans program.

Issues And Concerns

First of all a request for changes to the capital plan. In accordance with a motion passed by the Legislative Assembly during the fall 1988 session, I am pleased to report that the request for funds for school planning in Yellowknife, the addition of a gymnasium to the new elementary school in Hay River, advanced construction of the Rae primary school, and inclusion of renovations to the existing student residence in Iqaluit, were all responded to by the government and the committee would like to thank the Minister for responding to our concerns.

The other issue was consistency in education. Education has indicated that part of its goal is to provide consistent education to all NWT residents. After reviewing information on grade nine standard testing provided by the Department of Education, the committee believes that the level and quality of education available is not consistent in all communities. All NWT residents, and in particular the youth, must receive a higher standard of education to provide a strong base of educated Northerners.

Recommendation eight of our committee says: The committee recommends that addressing the problem of consistency in the level and quality of education should be a major priority of the Department of Education until the situation improves as reflected in measuring devices such as the grade six and nine standardized testing.

Members expressed a concern regarding a need for support for students attending post-secondary institutions in the South. The Minister indicated that he was currently attempting to address this problem. The committee looks forward to a future report from the Minister on how the problem will be dealt with.

Some program responsibilities of Education are being transferred to Arctic College. However, this transfer is gradual and dependent on the development of regional education boards. While the transfer is taking place, there is the potential for confusion among potential program users, particularly in the area of adult education. The committee suggests that the Department of Education make a concerted effort to inform the public of these changes, to avoid confusion and frustration by people trying to use the programs.

Recommendation nine of our standing committee on finance reads: The committee recommends that the Department of Education consider the establishment of a government-operated residential school. The model that they are looking at is the Grandin College type of educational institution. That is the report of the standing committee on finance, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Thank you. Does the committee agree that the Minister bring in his witnesses?

SOME HON. MEMBERS: Agreed.

HON. STEPHEN KAKFWI: Mr. Chairman, I have asked the deputy minister of Education and the director of finance -- Mr. Handley and Paul Devitt --to be with me today.

CHAIRMAN (Mr. Angottitauruq): Thank you. General comments. Mr. Nerysoo.

Two Divisional School Board Jurisdictions In Inuvik Region

MR. NERYSOO: Thank you, Mr. Chairman. For clarification, if the Minister could explain to me why there was a decision to divide the Inuvik Region into two different divisional school board jurisdictions.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, the decision was one that was made by the department following recommendations made by the communities in the region. In the Inuvik Region, the number of communities and the geographic layout of the communities impacted on this decision. The region known as the Sahtu is, by and large, a cohesive unit. It is one that is joined by a common language and all people in the region are in close proximity, in a cluster, quite separate from the Inuvik Region, from the Beaufort-Delta communities. The communities in that region had discussed and recommended that they be given the option of establishing their own divisional board. The communities from the Beaufort-Delta were also aware of this and had no difficulty and, in fact, I think, supported the recommendation as well.

CHAIRMAN (Mr. Angottitauruq): Mr. Nerysoo.

MR. NERYSOO: What I am going to do in a number of areas is reinforce some of the statements I made previously. I think that in responding to the issue of the divisional board and answering the question I asked, I think it clearly supports the arguments that I have made all along with regard to one area in particular. That has to deal with the issue of language association and of establishing structures or institutions to provide for an educational opportunity for those students that are in the Delta and Beaufort communities.

Better Working Relationship Between The Inuvialuit And The Gwitch'in

I guess we can always argue the fact that there is a language difference between the Inuvialuit and the Gwitch'in, but I can say that we probably have a better working relationship in that particular region, between those two groups, than we do between the Gwitch'in and the Slavey in the Sahtu region.

A few years ago when there was a decision on the part of the former Minister to consider establishing a language centre in the Sahtu that would service the Mackenzie Delta and the Gwitch'in, I indicated at that time that there was a significant language difference and that there was a need to establish in the Delta a centre of a similar type that was for the purpose of providing language education, language research, for those two language groups in the Delta. I could probably go back to the records and find that Mr. Patterson, who was the Minister at that particular time, indicated to me that he thought that Fort Franklin would be the best location to service the communities of Fort McPherson, Arctic Red River, Aklavik and Inuvik. I do not know how, after review, the regional divisional board could consider and see the differences while the former Minister could not. I explained that in this Assembly, that there was a significant language difference and that there was a real need to establish a working situation and establish a language centre in the Delta.

The other thing I wanted to say is that I know that the present Minister knows that the Inuvialuit, through their own language commission, have done a lot of work in terms of research and have previously made that a part of their organization. The same situation has occurred in Fort McPherson. The Minister knows full well that the Delta, and in particular Fort McPherson, has done a lot of research work in the area of language development. They have not progressed, you may say, in terms of actual curriculum development, but they have gathered as much research as is necessary to at least begin the development of the actual curriculum. In some cases, I must say, there was previous work done on the curriculum.

Orthography For Gwitch'in

The other aspect that I wanted to point out to you is that the Loucheux, or the Gwitch'in language -- I will get away from this Loucheux stuff because the word now being used is Gwitch'in -- has been in written form since the 1800s in Roman orthography. So we do not really have a serious problem of trying to make the decision of what type of writing system we are going to be using, because we made that decision. We have made it in terms of choosing the Roman orthography. For those that do not understand that, it is basically the traditional ABC system that we now use in the English system, not the syllabics.

I wanted to say one thing and that is that the big question we have to address is whether or not we use the old writing, MacDonald system, or whether or not we come and introduce the new Ritter system, which is the modernized version. That is the decision we have to make.

The other aspect that was important when I raised this particular item with the Minister previously was the simple fact that there had been language development in terms of the Yukon and in Alaska to the extent that they are now offering a program -- and I must probably thank the former Minister -- at the University of Alaska in Fairbanks that is involved in this particular field. We are fortunate also, with Mr. Patterson's and Mr. Handley's leadership, that we are now able to access a portion of that particular program.

More than anything, I think that the decision to divide the board clearly shows the differences of those regions. It also verifies the differences of language and the differences of community relationships that I have mentioned all along. If, in your own decisions, you can go back and look at that situation, and look at that decision, and see whether or not there is a way in which you can accomplish the establishment of an appropriate centre -- I do not know how or what we are going to do. Look at the options that are available to you of addressing the question of a location for the Inuvialuktun, and also for Loucheux, because they are two distinct languages.

What was interesting over the past few years was the fact that the person closest to the Inuvialuktun, a lady by the name of Rosemary Kirby, and a lady by the name of Sarah Jerome, who is now attending the University of Saskatchewan in Saskatoon, had a very good working relationship and it had to do with just developing the ideas about curriculum and possible language development concepts. It was interesting that there was very little, if anything, to do with the group in Fort Franklin. If you could go back and review that situation and consider what might be a solution to that, I think the region would appreciate that, and look to you to maybe resolve that particular issue.

The Kind Of Leadership Given Students In Institutions

There were a couple of other issues that I wanted to quickly note because I think that Mr. Lewis -- and I guess maybe in some ways the Minister probably has a bit of a bias, and rightly so, about Grandin College and how that system worked -- but I must say that I had the same type of bias for Stringer Hall. The kind of leadership and groups of individuals that were developed out of that particular institution, and for that matter, Inuvik, and probably also those that were involved in Grollier Hall, I think a lot of it had nothing to do necessarily with the institution itself, but the kind of leadership that was given to you in those institutions. If you ever talk to anyone that had any relationship at all -- and I know many students in the Delta who now hold positions of leadership; I can quote names of individuals: Larry Gordon, vice-chairman of the board of Arctic College; Roger Gruben, president of the Inuvialuit Regional Corporation; Sarah Jerome, who is attending university. I can quote to you as many people out of Stringer Hall or Grollier Hall as you can quote out of Grandin College. I think it had a lot to do with the kind of leadership. The same situation could be applied to Churchill and for that matter, in some cases, to Ottawa. It all had to do with the kind of support system you had in those residential schools, not necessarily that one institution.

In reviewing that concept of the leadership type of institution that you are talking about, I hope that you will look beyond just the issue of Grandin College and look at the successes of all the

other institutions that were established in the NWT. I think every one of them has something to offer to the concept of leaders and the development of good leaders for the NWT.

Residential Schools

I will speak right now on the issue of residential schools, in isolation of this other issue of the leadership. Personally, I really think that the decision we made previously of trying to keep as many parents as possible in the communities has been as much a detriment to the communities as it has been a help to the students. I want you to note that in comparison with when you went to school, probably, and probably when I went to school, and many of the individuals here went to school, you will find a significant number of individuals and families that were not in communities and really were not getting into the kind of trouble that they are getting into today, particularly young people. They were preoccupied with other things, or in fact they were not in the communities.

In order for us to improve that situation -- I will not argue with the direction you are taking but I am just trying to caution you in terms of that particular decision so that it does not conflict, and I think this is an experience we have already suffered, with the traditional economy or the traditional lifestyle that we have embarked on trying to protect. We have taken the initiative to try to create opportunity for that type of economy and that way of life, yet we are going in the opposite direction and keeping more people in the communities, rather than trying to encourage them to continue to live off the land and teach even their young people, the young children, how important it is to find ways of living on the land.

I do not mean to be difficult about the residences -- and I must say that I appreciate your efforts to review the policy as it relates to residences in the NWT -- but I find, maybe because I know more students that attend a residential school in a large regional centre, that there are a lot of difficulties, sometimes, with the way in which rules are applied, or whether rules are outdated. I think that in terms of your review, you should look at that particular issue.

There is nothing in the rules right now to really support the opportunity or ability for older people -- not the 30 or 35, or 20 to 25 year olds; I am talking about the 19 or 20 year olds -- to continue education under the rules that now exist for residences. I think probably Mr. Patterson, most recently, probably encountered that situation when he went over to visit Ukkivik. There were rules there that just were not appropriate to older students. They were being treated as 13 year olds and 14 years olds and, for that matter, 16 year olds rather than as adults. And they are adults. We cannot overlook that fact.

One other aspect that I raised and maybe is of concern to me was a complaint that I had recently, and that is why I asked you the question in this Assembly, is that students are being told that they cannot be in residences if they have fewer than three subjects. I cannot understand how that can happen because I recall earlier, at least in the 70s and late 60s and the early 70s, when we had students in residence that had one subject per semester and they were allowed to live in those residences. They were not told they had to go home, particularly since they came from communities. The idea was to encourage them to finish school, not to put roadblocks in their way so that they could not finish school. It seems that is the situation right now in Grollier Hall, specifically. So I really would ask you to review that situation in terms of residences because I do not think that was the intention of that particular policy or the way the policy should be interpreted.

Heavy Equipment Operation Program

Mr. Chairman, a year ago we passed a motion in the House asking that the government reconsider its decision on the heavy equipment program. Let me commend the Minister and, of course, the Executive Council for making the decision not to disband that particular program but to try to at least modify it and improve it so that it at least responds to the needs of industry and to those that want to participate in that particular program. I think it is a better way of dealing with a program

that may have been outdated rather than removing it completely from the college program. I think it is a required program.

One other aspect, I wanted to say in terms of that particular program, as the Minister left an opening for us earlier about proposals, I just wanted to remind the Minister that Aklavik not only submitted a letter but they also submitted a proposal and I do not know if they were responded to, in terms of having a heavy equipment program in their community. So if you could look into that particular matter and see if a response has been given to them or, for that matter, some solution. Those are all the remarks I wanted to make at this particular time. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Nerysoo. You would note that the Chair was very generous to you at this time. Mr. Minister.

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. When Mr. Nerysoo was talking about language centres, I think it was some history I guess I did not know about. In any case, there is a commitment on our part to look at ways in which we can continue to support and strengthen the development of the language centres and ways in which we can enhance their productivity, particularly looking at program development of materials for use in the schools.

Communities Want Own Language Centres

It is interesting to note that even in the Sahtu, where Fort Franklin now has a language centre, the communities of Fort Good Hope and Fort Norman are now suggesting that they applauded very loudly when it was established but they would now like to be considered for their own language centres. Their dialects are just as important as the dialect of the Great Bear Lake people. In Fort Norman alone there are two dialects, one of the mountain people and one of the Willow Lake people. And Fort Good Hope has its own peculiar dialect. If you go to Colville Lake, that is even more peculiar. So I understand what the Member is saying very well. But we will continue to be interested in trying to find ways to support the development of these centres.

As far as the business of residences is concerned, and the suggestion of looking at Grandin, I think as I recall in discussions with the standing committee on finance it was used as an example. I do have a bias because I was there but it does not always mean that it was a positive bias. In any case, I understand what the Member is saying. The department is looking at all options, at what is provided down south and what we are presently providing; the way in which places like Grollier and Stringer and Akaitcho used to run a long time ago compared to the way they are run now. But that, I think, is being done.

The last suggestion I think I covered in my comments. That is that while we are trying to increase the level of grades in the communities and to keep the students as much at home as possible, we also recognize, while I do not support the continued use of large residences, I still believe that there is a need for small residences, of more home-oriented types of residences; and for those children who do not have adequate support from their parents due to alcohol abuse and various other ailments, we would provide residences for students that require them. Those are the comments I have. Thank you.

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

MR. LEWIS: Thank you, Mr. Chairman. I would like to very briefly try to sketch some of the issues that have been raised and to provide some kind of a context for them. I know the Minister talked to teachers the other day and tried to give them a picture, from his point of view, of the problems that we are trying to resolve in 1988-89. There are so many of them and the big problem for many of us is that the school is blamed for everything, the education system is blamed for everything that goes wrong in the NWT -- it seems to me that way, anyway. And yet when there is something that needs to be fixed, they turn to the same gang of people to ask them to fix it. There is some contradiction there. You know, if something is responsible for all the terrible things that happen, why would you turn to that group of people to fix anything? So at the same time you are a

scapegoat for everything that goes wrong and you are the solution to every problem that we have. That is the problem that the Minister faces. I did not hear his address to the teachers the other day, but I know that people were very moved by it. They were moved by what he had to say.

Political Influence On Education System

When the education system began to grow, in the 50s, we had the beginnings of some of our problems, in the sense that at that time the big political will was to enrol children in schools. They did not care what they did, what the program was, we had to get them into school. So in places like Inuvik and Fort McPherson and Fort Smith, we had residences built so that kids could be kept there so the federal statistics could be improved to show how the enrolment was being increased.

In the 60s again, in response to political requirements, the decision was made that we had to build schools, because then the feeling was that northern native people were going to face tremendous changes. One of the ways that had to be resolved was by building schools as close to home as possible. So we had a tremendous program of the building of schools, all the way through the 60s. The Minister's finance man, Paul Devitt -- his dad was the spearhead of that movement, to build schools in the most isolated parts of the Territories, where there were very few people living, so kids would not have to go a long, long way to go to school at the age of five and six years old.

The little residences that were built in conjunction with those were to allow camp people to come to a close community where the culture was familiar and where they could continue with their education. There was still not a great concern about what kids would learn in school. The idea was that we were going to urbanize everybody and that by urbanizing we had to have some kind of mechanism to teach young people how to survive in a rapidly changing environment.

In the 1970s we had a movement to make schooling far more relevant. There was a great interest in looking at the program and the curriculum and so on, so that we could have a program that could be a good mix between tradition and change. There were varying degrees of success. There were some people who said the whole thing should be all native culture, all native language, all the way from grade one to 12 and the southern kind of system was no good. There were other people who had the opposite view. We had to have it exactly the way we had it in Alberta or Saskatchewan, or whatever, because that was going to be the model that people would need to survive in the 21st century. There were some successes in making adaptations to the curriculum during the 70s so that young people could be going to a school system that, to some degree, reflected the values they had in their own culture.

Concern For Quality Of Education

In the 80s the great concern has been, not just numbers, not just the program, but the quality of what we do. I see that reiterated over the last few weeks. Now again the political will is to show numbers. We have to show how many kids we get through grade this and grade that and we have to show how many people have gone on to university or college. But the big public concern, as I see it now, is the issue of standard. By reacting to the demand that we show better numbers, better results, that we are showing a greater quantity of people that finish this grade or that grade. But the great public question is: Is it a real grade eight or a real grade nine? Are our students getting a good quality education?

As the Minister well knows, the movement of the department to have more grades taught at home is certainly something that any parent would wish to have. But the problem that is being compounded now is if you have a bad grade three and then you add a bad grade four on top of it, and all the way through the system, then eventually by the time the student is at the grade 12 level in his or her community, there is a great danger that you will just be building on an inadequate base. So instead of having a grade 12 that would be consistent right throughout the NWT, what you have is just simply a pass whereby you can only show that you have done 12 years

of schooling. It is kind of a social pass in the sense that you have passed on from grade to grade and there has been no real establishment that what that young person has got is worth anything.

We have heard over the last couple of weeks about the tremendous social problems that we have in the NWT; the feelings of young people of adequacy or inadequacy, as the case may be. We do nobody a favour, in my opinion, by giving them a fake grade 10 or a fake grade 12 or a job that they cannot do, because all you do is to promote failure. You have misled the person by giving them something that really is not true. It is a dilemma that the Minister faces: the demand that we have better results in terms of numbers to show this Legislature that we are being successful; and to be honest with young people and with adults that when they have this training they have something of value that is going to provide them with the confidence to survive, either for further training or employment in the work force.

I promise to be very, very brief, Mr. Chairman, but the Minister has a very, very complex, very challenging job to do and it seems to me that the big problem he faces is this. The education system has to pin down some very specific goals. What is it that you try to do? Do not try to solve all the problems of the world through the school system. The school systems that I have noted that have been very, very successful -- I am not saying that all our schools should be like this; I am not promoting any kind of model -- but the schools that seem to have no controversy about them as it relates to what the kids do and the parents' expectation of them are what we call Christian schools. Because the parents know what they want, the curriculum is very clear. They want them to have a very specific kind of education and they get it. But our system is unlike that school or, for example, a military-type school where you are training kids to have a military kind of discipline. They are very successful because they know exactly what it is that they want that school to do.

Realistic Expectations From School System

The Minister's problem is that we want the school to do everything under the sun and it is impossible for our school system to do all the things that people want it to do. My recommendation to the Minister would be to try to pin down what it is that he wants to be accountable for, because he cannot be accountable for solving all the problems of the NWT. He can be accountable, however, for a school system if we nail down some realistic things that we can expect that school system to pull off. Thank you, Mr. Chairman.

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

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. The comments are appreciated by everyone here. One of the difficulties, I suppose, in providing higher grades quickly to small communities so that students can stay at home, is that it creates other problems, the turnover rate, for instance, in many of the communities. At times the quality of teachers that we hire and recruit in the South is not as up to the job as those that stay over the long term, that have a better setting as the larger centres like Yellowknife and Inuvik do, to practise their profession.

While we offer higher grades in communities, we still cannot offer the same quality of teaching and education that is offered in the large communities. It is something that needs to be addressed. There is some attention being focussed on it right now by the department. I am not certain what it would result in, but I know that we need to question whether or not it is worth our while to keep increasing the grades at the community level if there are not good quality teachers, and good quality education that we are passing on. Other work has to be done before we continue doing this.

There is a need to find ways to standardize testing. Some work is being done now in some of the grades, like grade nine. I know that we have developed tests for grade nine in areas like math, English, science, and social studies so that we find ways in which we can try to standardize tests and help with the quality of teaching in the smaller communities.

There is some work being done with distance education through the use of computers and modern gadgetry to find ways in which, for instance, hypothetically we could take an expert in biology or chemistry, a top-notch teacher and have them teach the Baffin communities from a centre like Broughton or Pond Inlet or Iqaluit. You have one teacher teaching the same quality, same material, same content, same time frame to all students. At the community level we would provide tutors and additional teachers to help students carry on their work.

Goals And Objectives Of Each School

The comment that the Member raises about focussing the goals and objectives of each school is an interesting one. I think it is one that is totally in line with the idea that we turn over schools to communities and to regions. It is now virtually history when the government used to run all schools and was the one that ran this big machinery. It is no longer the case. Each region is now going to run and operate their schools, give us advice on how they want their schools to function. The goals and objectives that each of them should undertake; I think that the comment is a good one.

We have suggestions now by the Members that we should look at leadership schools. There may be other things that have not been suggested that we may be looking at over the course of the year. The intent right now is that we are -- I am, anyway -- interested in looking more and more at increasing the quality of education and making sure that all the support systems that we need for teachers, for students, for parents are there or are being developed so that we can make them available as soon as possible. Thank you.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. General comments. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I am not sure whether I would like to make a reference to every statement that I made last year during the session of the Legislative Assembly with regard to education, the quality of education. But I thought to myself this afternoon that I should try and sort of be easy on the Minister since he is a new Minister of Education, but he has the same staff, same deputy minister and same faces from a number of years ago. So maybe I will just indicate to this House what I want to say this afternoon.

Firstly, a very easy one, Mr. Chairman. Did the Minister in his opening remarks make a reference to the fact that when he was talking about the quality of education in Yellowknife versus in Nunavut, for instance, that because the parents in Yellowknife have been to school and they know the education system, the students are doing better here in a place like Yellowknife than they are in Nunavut? Can I just get that clarified, Mr. Chairman, before I make some remarks with regard to education?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Yes, I made a comment in there basically suggesting that part of the difficulty that I see with the education of native people, particularly Inuit, Dene and Metis, is that many of our people are not educated, are not aware of what their role and responsibilities are; what kind of support activities they can take on with the children in order to support the children in succeeding in school and enjoying the things that they learn in school and helping their children deal with problems on a day-to-day, year-to-year basis. The advantage in that area goes to those people that have gone through the education system themselves in an area like Yellowknife where the community has had, for instance, school boards for 50 years or so. In many of our communities we have grown up being educated by the government or by the church and people in my generation, like myself, are not very knowledgeable about how to support our children when they are going to school. I have to in many cases rely on the advice and the knowledge of my wife, who has gone through a system where parents are more involved. The whole lifestyle is set up to make sure that not only do the children go to school but the parents do everything they can, orient their day, their lifestyle and have particular traditions, activities that they take and exercise with their children that greatly enhance the success of their children as opposed to, for instance, my parents who really never had any ideas other than the only way that

they thought I would succeed was to give me over to the church for my education. That is the context in which that suggestion was made.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. General comments. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I thank the Minister for that more complete reply. When I, like many other students, many other children from Aivilik area, Natilikmiot area, were going to school in Chesterfield Inlet, for two particular summers in the late 50s, 1959 and I think in 1960, we lived in a place called Committee Bay and this was our home throughout the course of the summer. This was our fishing camp, our caribou hunting ground and, generally speaking, this is the place where I grew up. In order to get to school in Chesterfield Inlet we used to walk about 80 miles from Committee Bay to Repulse and from Repulse we would fly to Chesterfield Inlet, another couple hundred miles south of Repulse. I always thought that was a very tough situation but, looking back, it has been most rewarding in many ways. The quality of life, such as it was, introduced me to things in life that are rewarding to me and challenging to me and so to many other people.

I would like to make a reference again to the old days in Chesterfield Inlet. I have said this to the previous Minister last year but I would like to say it again because everywhere I look around I see the graduates of Chesterfield Inlet. I just noticed Michael Kusugak. He is not here but he is another graduate of Chesterfield Inlet, you know, and also of the Churchill Vocational Centre. I look at some members of the Language Bureau and I notice that Becky Mike is another one who graduated from Churchill Vocational Centre as well as Ottawa and Yellowknife.

Concern About Quality Of Education

I guess what I am trying to say, Mr. Chairman, is that I am just as concerned about the good quality of education as everybody else. Looking back to the years that I spent in Chesterfield Inlet and Churchill Vocational Centre, when the GNWT took over the education system back in the early 70s, I can almost swear that the education system started to go down. Downhill. Today many people are saying to us that education is at a crisis level. It is not doing well. The other day at the special committee on the northern economy meeting in Yellowknife, Mr. Bob O'Connor indicated to the committee and to the participants of that meeting that education is at a crisis. People are trying to tell the GNWT and those who are responsible for delivering services of education that we need to improve the system. The Minister himself used words like, "Perhaps we need to be increasing the quality of education." I say to the Minister and his deputy minister that we need to -- again, I said these things last year and I am going to say them again, Mr. Chairman -- we need to introduce commitment by the education system, commitment by the teachers, commitment by the students, all around. We need to take a look at this area of education in terms of good quality, good standards of education delivery systems in the NWT.

For example, I understand from listening to the Minister of Economic Development the other day, that 20 per cent of Inuit graduate from grade 10. That has got to go higher. That has got to be better. We need to discipline ourselves in order to make sure that our students go to the classrooms. We need to return to certain sections of discipline so that our students, especially in our case, the Inuit, are disciplined in the classroom and are committed to learn something. We need to take a look at all these good qualities of education. We need to take a look at the positive aspects of education. Again, I say this again, we should be producing more leaders at the community level.

Promoting Good Education

I am satisfied to a certain extent that in this particular session of this Legislative Assembly we have been promoting good education, good training. We have been promoting that to our communities in the NWT but I am concerned that there have been so many workshops for teachers this year in the communities. Last week my two children, for example, missed five days of schooling in Rankin Inlet. This was not only in Rankin, but across the NWT also. While we promote good education, if you count the number of workshops, if you count the number of days that are missed

by the students in the classrooms because of workshops and related conferences, there are many days where students are missing school. They are supposed to be going to school 195 days a year. I am pleased to see that the Minister is going to take a look at this literacy education program. I think that is a good move on his part.

The other idea I am wondering about, Mr. Chairman, that I brought up last year during the session of the Assembly, was when we take a look at the former students who attended Chesterfield Inlet school, the possibility of having a reunion to discuss the education system from our perspective as we saw it then and try to relate it to today's education system. We can come up with a lot of good recommendations, good values, good standards. There have to be at least 60 of us around who went to school in Chesterfield Inlet, if not slightly more. We could have a week-long meeting, talk about the issues of education, come up with recommendations, and tell the Department of Education what worked then and what we think could work. That could be another positive move toward providing a good quality education system. I think I will stop here for now. Thank you, Mr. Chairman.

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

HON. STEPHEN KAKFWI: I would like to thank the Member for his comments. I do not have any myself at this time.

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

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I like the comments that have been made. They are quite true. As Mr. Ernerk has stated, at the present time the students are missing a lot of school days. We have to know the reason why they have missed a lot of school days. In the early 1960s the students were disciplined. The parents could not do anything about their children when they were going to school. Now we can take our children out camping; that is at our discretion now, even during school days. I have been thinking that the number of students missing a lot of school days is increasing, as parents are now more involved with the education system. Although this is appreciated, perhaps at times the parents are taking their children out camping without teaching them traditional values. Perhaps this is the cause of poor education. Perhaps we should give more authority to the teachers so that education can improve. I think we parents should not be doing everything that we want. I think that is the only way to improve the educational system.

I have another comment to make, which is entirely different. I would like to speak about Lake Harbour. Before I came to Yellowknife, I was given some comments to make from the local education committee, prior to the divisional board of education meeting. Lake Harbour were requesting grade 10 in their school. As a Member of the Legislative Assembly, I would like to ask you to consider getting grade 10 in Lake Harbour. This has been the request of the residents of Lake Harbour. I really do not know how to go about this. Somebody made a remark that some communities will not be getting grade 10, but I am personally requesting that Lake Harbour be included for getting grade 10. I would like you to consider this seriously. Last year there were more students who went to Iqaluit to the Ukkivik Residence, but some students returned to Lake Harbour. Perhaps it is very close to the community of Iqaluit. I think that is the reason why their education has not continued. The students who can go to Iqaluit for their grade 10, 11 and 12 keep going back and forth between those two communities. I was wondering if you have ever considered getting grade 10 for Lake Harbour. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mahsi cho. Any comments, Mr. Minister?

HON. STEPHEN KAKFWI: Mr. Chairman, the Baffin Divisional Board of Education has not indicated to us yet that this request is coming. When it is received, we will, as the Member suggests, give it serious consideration.

I should say that on the comments by Mr. Ernerk, while I did not have any particular response to them, especially because I do take note of comments of the Members, I just was not prepared to respond, I guess.

As far as the last suggestion he made of whether or not we would be open to looking at assisting the graduates and students of the old Chesterfield Inlet school is concerned, it is a wide open question in a sense that there are always requests and ideas being suggested about students coming back together from residences like Akaitcho, Grollier, Stringer, Breynat, Bompas Hall, and Grandin, amongst a few. But if there is support for it within its region through the divisional board, for instance, and there is some sort of proposal developed it would warrant my looking at it, then that would be probably the way to go.

Statistics Have Changed

The statistics that were mentioned by the good Minister of Economic Development the other day were from 1986 saying basically out of every 100 Inuit students that entered kindergarten or grade one, only 20 made it through grade 10. I think the statistics have changed since then but I do not know what they are. We can provide updated statistics to the Member during the course of this week. Thank you.

CHAIRMAN (Mr. Zoe): Merci beaucoup. Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. You are directing your comments to two people, myself and Mr. Ernerk. I would like to further collaborate on Ukkivik Residence with the officials of the Department of Education. Ukkivik has a staff from Iqaluit. These students are from all over the communities. I have often thought that the staff should be hired from the surrounding communities. This past winter I further thought about it, soon after one person passed away from our community, that in some way they are not being well looked after and supervised. For that reason you should look into other alternatives in hiring staff for Ukkivik and just let go some of the staff that are there because students should be well looked after and well supervised. I can say that some staff at Ukkivik sometimes check to see if the student is smelling of booze and if you could look for more qualified staff I think it would be some improvement. Even myself, I could be hired as a supervisor and just quit as an MLA. There are very few of us who have good skills. I would recommend that you further consider to change the staff of the Ukkivik Residence. The education committee are the same people who are also the staff.

I have thought about this Ukkivik Residence for quite some time and twice my children have just quit school. One quit at grade 11 and just due to the lack of supervision by the staff. His schooling was very good. I would appreciate it very much if your staff could look into hiring other staff for the Ukkivik Residence. I have been told that the Ukkivik student council, the Ukkivik staff, all they do is try and smell the students to see if they smell of alcohol and if they do, then they are kicked out or they are confined. They just smoke cigarettes. I believe this complaint that was brought to me, that one person passed away early in the evening and that the staff in Ukkivik Residence are not adequate. Thank you.

CHAIRMAN (Mr. Zoe): Mr. Minister.

Ukkivik Residence

HON. STEPHEN KAKFWI: Mr. Chairman, for the Member's information the Ukkivik Residence is run by the Baffin Divisional Board and they do the hiring for the residence. They hire the staff that run the residence. I visited the Ukkivik Residence last September and was not very happy with the conditions and the residence itself physically. I felt, and in talking to a couple of the students, felt that they deserved better than old army barracks, which is all that residence is. It is run-down. It needed repairs. It doubles as a warehouse workshop and also is used by adult education for Arctic College as well as for a student residence.

It is our intention, as I said in my opening remarks to the budget, to put money aside this year to do some site development and design for small hostels and possibly we may be able to build one small hostel this year that would house up to 10 students. A number of other smaller residences I hope will be built in the next year or two.

The Member's comments about trying to staff the residence with people from within the region is a good one, I think, particularly if we are going the way of getting out of the large institutions, where I think you do need properly trained people to run and manage these institutions. In a smaller, more family-like setting than these residences we can truly go back to providing good husband and wife teams, good families to take in these students and take care of them and provide the support that they require to do well in school over the course of the school year. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. Member for Aivilik.

MR. ERNERK: Thank you, Mr. Chairman. When I was talking about the reunion of the former students of Chesterfield Inlet, I speak of that school and that hostel in a very, very positive reference because it was the first school in that region where so many students graduated and were able to choose the kinds of careers that they wanted to choose for today in 1989. The high school provided a lot of us with hope and with a future. That is why I always like to make a particular mention of it. A number of the former students from that school have approached me, and I have approached them, over the course of many years to see if we could some day have a meeting to talk about the kind of experiences that we had in Chesterfield Inlet. Chesterfield Inlet was a very special situation for us. I mentioned the situation of walking for two summers a distance of 80 miles. That is a long walk to get to Chesterfield Inlet. That is how much those who were around us at that time cared about our future, from the parents, to the missionaries, to the educators in Chesterfield Inlet.

I feel today that a lot of those people who are around this room -- I mentioned just a few a little while ago who attended that particular school -- have made a future for themselves. The Minister asked whether there would be support for it, and I say to him, yes, there would be a lot of support for such a move like this. I truly believe that those people could make a large contribution to the betterment of education for today and for tomorrow. That is the way I look at it. That is my first point.

Going back to the education of today, Mr. Chairman, I would like to ask the Minister if there are sufficient counselling services to the students in the classrooms in the NWT.

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

HON. STEPHEN KAKFWI: The community counsellor program is just in its second year. If that is what the Member is asking about, whether we have enough of these counsellors available in the communities right now, the answer is no. We need two or three times more counsellors than we have right now working in the schools. The program just started two years ago, so we need to wait a little while before the graduates come out.

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

MR. ERNERK: Thank you, Mr. Chairman. I am not sure whether I asked the Minister with regard to performance appraisals for teachers, as well as for the students themselves. Is there an ongoing program of this kind, Mr. Minister?

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

HON. STEPHEN KAKFWI: Mr. Chairman, the teachers are all evaluated at least once a year. This is done mainly by the principal. If there is an identified problem, weakness or request for further evaluation, a superintendent or assistant superintendent usually comes in and does those as well.

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

MR. ERNERK: Thank you, Mr. Chairman. For students, in terms of English, as well as, say, Inuktitut teaching programs?

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister. Mr. Ernerk, could you repeat your question please?

MR. ERNERK: Thank you, Mr. Chairman. I was actually asking about both the normal teaching, English and arithmetic, for students, as well as Inuktitut, for instance. Are there actual performance appraisals done, or evaluations done for students themselves, to make sure that the Inuktitut language, for instance, is being taught properly? Who checks the Inuktitut teachers in terms of the Inuktitut language?

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

HON. STEPHEN KAKFWI: Mr. Chairman, the deputy minister will answer the question.

MR. HANDLEY: Mr. Chairman, with reference to the Inuktitut language program, or all of the aboriginal language programs for that matter, they are reviewed on a regular basis as part of our overall school reviews. The individuals who assess the effectiveness or appropriateness of the Inuktitut language programs are, in the case of the Keewatin, people from the centre for teaching and learning who are fluent in the language and who are also responsible for developing the program and to some degree for in-service training of the teachers. We have an ongoing program for testing in the other subject areas, like English and math, as well. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. With regard to counselling services, I understand the Minister to indicate to the House that there are not enough programs of this nature. If that is so, should we not be moving towards establishing more counselling services at the school level? Supplementary to that, Mr. Chairman, how much money is set aside in this budget for counselling services?

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

MR. ERNERK: Maybe while the Minister is thinking about the answer, I should tell him why I asked that particular question. Again making a particular reference to my school days in Chesterfield Inlet, as well as the Churchill Vocational Centre, our teachers acted as teachers as well as counsellors. They made us take a look at what the future would be like. With so many students entering the education system today throughout the communities across the NWT, teachers no longer provide that kind of counselling to students and that is why the Minister indicated to us just a little while ago that there are not enough counselling services to the students in the classrooms.

In order to try to meet the objective of trying to provide a future to those young students that we are teaching today, we should be able to provide much more counselling services to students themselves. I guess that is why I was asking the question because according to the answers that I got from the Minister, the government is not providing sufficient counselling services to the students themselves. That is why I was asking that question, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Minister or Mr. Handley or Mr. Devitt. Mr. Minister. Mr. Ernerk.

MR. ERNERK: Mr. Chairman, I could wait until we get to a certain section that is dealing with counselling services and perhaps by then the Minister will have the answer.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Ernerk is willing to wait until we get into the details of the budget and then he will -- you have an answer, Mr. Minister?

HON. STEPHEN KAKFWI: The budget figures and the number of people that we take in and where they are trained will be given to you by Mr. Handley. I do not think it was ever intended to take large numbers of people from the communities and train them as school-community counsellors. I think almost by design we are taking small groups from certain communities and, because it is a new program, it is newly implemented, we are taking a "small is beautiful" approach. The Member would appreciate that.

We have had good results with it so far. I do not know if we could expand the numbers without possibly doing damage to the quality of the instruction that the trainees receive. Mr. Handley can give you the dollars and the numbers.

MR. HANDLEY: Mr. Chairman, we started a school counsellor training program two years ago. We now have nine counsellors, school-community counsellors, who are working in the schools. In addition -- those people graduated last spring -- we have a new group of counsellor trainees who are taking their training in a program that rotates between Iqaluit and Fort Smith. There are 15 trainees in the program. They will graduate next January. We have in the budget enough funds for the training program to continue. I am not sure of that figure, we would have to work it out, but also salary money for the people once they graduate. So we are anticipating 10 or 11 graduates from the program as of next January and there is sufficient money to take them on staff as school counsellors from January 1990 until the end of this coming fiscal year, end of March 1990.

We are limited in the number of counsellors we can take on at any one time by the staff we have to run the program. We would expect that when this program completes its cycle and the people are working in the schools, we will be looking to see whether or not there is interest in starting a third program.

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

MR. ERNERK: I am okay for now, Mr. Chairman, thank you.

CHAIRMAN (Mr. Zoe): General comments. Member for Deh Cho.

MR. GARGAN: Thank you, Mr. Chairman. I would like to ask the Minister in regard to teachers and teachers' aides and also classroom assistants. What is the benefit package for these individuals? I understand that classroom assistants do not get, under section 18, annual leave or they do not get paid for annual leave. In other words, a paid vacation like teachers do. Am I correct?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, we do not have that information because it is part of the collective agreement. Mr. Gargan should know that teachers belong to one union, NWTTA while the classroom assistants belong to another union. I think it is the PSA. They have different benefits so for some reason classroom assistants are not part of the teachers' union so their benefits are different. Their pay scales are different. It is all a part of the great negotiations that go on between unions and government.

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

MR. GARGAN: Mr. Chairman, I do not know why this arrangement has been made where part of the teaching profession, if you are going to call it that regarding classroom assistants, has to fall under a different category than teachers do. First of all I would like to ask the Minister why this arrangement and also what do you do in the case of a dispute? If there was ever a strike, how do you deal with that kind of situation?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, I do not know historically why it is this way. Perhaps it may be because someone said the classroom assistants and teacher aides were never expected to ever become teachers. There are only a couple of other reasons, I suppose. One, teachers may have wanted to maintain the professional elite separate from the more casual non-professional people that come into classrooms. They may not have wanted classroom assistants to be in their union. The other possibility is that the classroom assistants may not have wanted to be associated with the teachers' union. I have no idea, but that is the way it is now. We can give you, if the Member wants, some information on the difference in benefits.

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

MR. GARGAN: Thank you, Mr. Speaker. I would like to get that information, if I could, from the Minister. Also, on the annual leave for classroom assistants, whether or not they do get annual leave benefits. This refers to section 18 of the territorial Public Service Association booklet.

Teacher/Student Ratio In Fort Providence

Mr. Minister, during the fall session, I did express a concern regarding the teacher/student ratio. At that time I did indicate that at the Elizabeth Ward School the aboriginal language teacher was classified as part of that ratio. I also understood that the Minister -- although I do not have his reply with me -- indicated that the aboriginal language teacher is not part of that ratio. If that is the case, I would like to ask the Minister whether or not that student/teacher ratio has been resolved so that if an aboriginal language is not part of that ratio, then he has to replace it with a teacher to match that ratio. Has this been done?

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

HON. STEPHEN KAKFWI: Mr. Chairman, what I have here is the actual student/teacher ratio in the Fort Providence school. It is more like 16 and a half to one, largely by regional reallocation of positions done by the superintendents. It is only in our make-believe world that we maintain a 19 to one ratio. When it comes right down to the community level, because of different circumstances in different communities, fluctuating student population, and that sort of thing, the actual number of teachers for the students is different. The 19 to one ratio is used for assessing the amount of funding in regions and communities. Because we fund by regions, within the region there is all kinds of flexibility. As most Members know, you deal with superintendents and you can get quite a bit done. I think that is what is attracting a lot of communities to look at divisional boards. Divisional boards also get funding on a regional basis for all their communities, and they have a considerable amount of leeway on how they administer their budget.

CHAIRMAN (Mr. Zoe): Thank you. My colleague for Deh Cho.

MR. GARGAN: Thank you, Mr. Chairman. While we are on this make-believe world here...

---Laughter

...in education itself, I understood the presentation done by the deputy minister in which I did say I was going to quote him in full on a certain section. This section has to do with psychologists and other experts that have agreed for a long time that how well one does in life is determined by both environment and personal ability. "Basic ability is inherent and fixed, except that the potential is not realized unless the environment is ideal." This statement, Mr. Chairman, which I have addressed time and time again, has to do with the delivery of aboriginal type programs as they exist in the education system, and the ripple effect it does have on a young person that is growing up in a community environment. I believe that it does go beyond education and the institution. It has an effect with regard to young people committing suicide.

Identification Of Distinct Cultures

I raise this because there are, as in the deputy minister's quote here, "two distinct cultures". I am repeating myself from 1982, 1983, 1984, 1985, 1986, 1987 and 1988 now. Mr. Chairman, I have been talking about this and I have not really seen any results, and that is that the aboriginal language program has not had an impact on the delivery of the education program as we know it now. But we also have the wilderness type program which is also delivered by the education system.

The problem that most of the young people run into is that they cannot differentiate between their own culture and a culture that has been imposed on them and the value system that goes along with that type of a system. I guess out of that does come the problem. So I would like to ask the Minister as well as the deputy minister whether or not this phase or this code that you have set is being reflected in the education system as we see it now.

In other words, you do not have two distinct programs identified, like the aboriginal programs should be the responsibility of the band or that the education system as we now know it is the responsibility of the Department of Education. The problem is there because we have created it, but we have not really done anything to resolve it. Certainly the experts know what they are talking about but we seem to turn a blind eye or deaf ears when it comes to delivering programs because it is a lot cheaper to do it under one roof rather than trying to divorce the two. I believe that as long as you do not do that, then you will always have that problem. I think it is time that we took necessary steps to resolve that and actually give some of that learning back to the communities, the teaching back to the communities, so what they know as Dene people can be taught and would be taught by the Dene people. What we know as western education would be applied in the existing school system, but isolated too, so that people know what the differences are between those two cultures and be able to identify them. Right now it is not the case and I want to ask the Minister whether or not he might be able to respond to that.

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

HON. STEPHEN KAKFWI: Mr. Chairman, I do not know who he is talking about having a blind eye and a deaf ear but no matter which way you cut it, the fact is, historically, as far as formal education is concerned the church and the government ran those. What we have is a trend toward increasing the amount or the degree of responsibility of running and managing schools and the education system to communities on a regional basis. Not only that but in many cases communities and families that I know specifically, rejected overtures made by government and by certain community leaders, to take over responsibility for education because the people felt they were not ready for it or they felt rightly or wrongly that the government could run it better than they could.

For now, there is no region that I know of that is asking for exclusive systems of education. It may be an idea that may grab hold of people sometime in the future but at the present time there does not seem to be widespread support or requests for a different system of education for different peoples in the North like the Dene Nation or the Inuit. What we have is one system of education that largely is adapted to reflect the culture of the people that are enrolled in the system.

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

MR. GARGAN: Thank you, Mr. Chairman. It is like I said, when you deal with aboriginal issues it is something that is being looked upon with deaf ears. It is not addressed. What I indicated to the Minister is that the cultural programs are not a part of the existing education system. It is part of the aboriginal culture and should stay and should remain as an aboriginal program. The thing that I am trying to get at, Mr. Chairman, is that we have seen it in operation now for approximately 10 years. It has not really had any kind of effect on the community. Although it has been in effect for 10 years, I still do not see my kids speaking it or taking pride in speaking it, mainly because when you put it inside a white institution it is considered a second language. It

is considered maybe a primitive way of talking and it has not got the same profile as it would if it was the English language.

So I am saying that because of the way education was thought of and the attitude they have toward the original people of this country, that they have always been looked upon as bad people and so a child like that, of aboriginal descent, does have an effect on the way of the delivery of the programs. The history of Canada, for example, does not say too much about the aboriginal people or the original people. It certainly has given credit to people like Sir Alexander Mackenzie and Columbus and those types of people but it has never given credit to the aboriginal people that were here helping those people flourish and take over.

Teaching Aboriginal Skills

So an aboriginal person does not feel at home in an institution that is totally at odds with their own culture. That is what I am getting at. It is not going to work and it is not going to be effective until that is isolated. All I am saying is that I believe the people that should be delivering those types of programs are aboriginal people. I am not saying that we should be taking over the education system as we see it now. Certainly the experts could keep it as far as I am concerned, but I believe that aboriginal language programs being implemented in the schools, wilderness programs being implemented in the schools, the school is not the place to have them, but rather they should be given to the people and let us make the most of the people at the community level for developing and teaching those skills.

That is what I made out of Mr. Handley's statement on what psychologists and experts are saying; exactly that. But we do not seem to be even listening to the experts, let alone politicians that are in this House. So what I am suggesting is that this is a direction that we should be considering and looking at and seriously doing something about it. I do not wish to be in the House again in 1990 and repeating myself again. This will be the seventh year that I have been repeating myself. I would like to see something being done about it. I would like to ask the Minister whether or not there are any directions in that area, considering that you did make a statement concerning cultural programs.

CHAIRMAN (Mr. Zoe): Mahsi cho, Member for Deh Cho. Mr. Minister, any comments?

HON. STEPHEN KAKFWI: Ideally I suppose we could just teach straight reading, writing and arithmetic in the schools and let the parents properly teach and pass on the language and culture. In many communities that was what was suggested for many years. In other places, such as the Inuit communities, they wanted to teach the language to their children and also wanted it taught in the schools, so we do that. I understand what the Member is saying but in all cases we try to follow the direction that is suggested to us by education authorities and divisional boards. Whenever the Deh Cho region ever gets a divisional board set up -- I think it would be within a year or so -- then the Member would have, hopefully, a very good group of people to work with and they may very well take the position that they will do what the Member is suggesting.

But as someone said earlier, it is not only the schools that are going to do all these things. In many cases we have, perhaps, additional things that are expected of the schools and teachers. We are not set up for it. The parents should be teaching the languages to the children, but if they are not then the next best place is, in some people's opinion, the schools. But we do not have the teachers that are trained and knowledgeable about the languages for staffing the schools, so we are not doing so well there either. There are a lot of problems in trying to do things and it does not help when the parents are not interested or involved or have a mechanism for actual involvement.

Divisional Board Advocated

I think that is why we have been advocating so strongly that a divisional board is the way to go. If anything, it will give communities and interested people, activists, a chance to become knowledgeable about how school operations run; what kind of staff they want; what kind of staff

they have; and what kind of changes they can make by themselves without asking somebody else to do it.

Part of the problem that the Member may have been having is asking a Minister in Yellowknife every year to try to address problems. It is not really possible. You have, again, somebody coming in, like my friend the Commissioner, to fix things more properly in the way that they should be done. It should be the local people that should be fixing their own things and addressing their own problems with the resources that the government provides. That would be my own suggestion there. Thank you.

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

Before I go to Mr. Ernerk, yesterday we concluded CR 2-89(1), and the Chair failed to report it out. Does the committee agree that CR 2-89(1), report of the standing committee on legislation, is concluded?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Zoe): Thank you. Mr. Ernerk, general comments.

MR. ERNERK: Thank you, honourable chairman. I move that you report progress.

CHAIRMAN (Mr. Zoe): I have a motion on the floor that is not debatable. The Chair does not recognize a quorum. Mr. Clerk, can you ring the bells? Thank you. The motion is in order, Mr. Ernerk. It is not debatable. All those in favour? Those opposed? The motion is carried.

---Carried

I will now rise and report progress. At this time the Chair would like to thank the witnesses for appearing before the committee. Mahsi cho. Surely we will be seeing you again tomorrow. Thank you.

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

ITEM 18: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF COMMITTEE REPORT 1-89(1), REPORT ON THE REVIEW OF THE 1989-90 MAIN ESTIMATES; COMMITTEE REPORT 2-89(1), REPORT OF THE STANDING COMMITTEE ON LEGISLATION; BILL 1-89(1), APPROPRIATION ACT, 1989-90

MR. ZOE: Thank you, Mr. Speaker. Mr. Speaker, your committee has been considering Bill 1-89(1), CR 1-89(1) and CR 2-89(1) and wishes to report that CR 2-89(1) is concluded. I also wish to report progress. Thank you.

MR. SPEAKER: Thank you, Mr. Zoe. The House has heard the report of the chairman of committee of the whole. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

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

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a meeting of caucus immediately after adjournment this evening. Meetings for tomorrow: at 9:00 a.m. a

meeting of ajauqtit; at 10:00 a.m. a meeting of the standing committee on finance; and at 7:30 tomorrow evening a meeting of the special committee on the northern economy in Dettah.

ITEM 20: ORDERS OF THE DAY

Orders of the day for Wednesday, March 1st.

- 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:**
CR 1-89(1); Bill 1-89(1); Tabled Documents 23-89(1), 24-89(1), 25-89(1), 26-89(1)
- 18. Report of Committee of the Whole**
- 19. Third Reading of Bills**
- 20. Orders of the Day**

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

---ADJOURNMENT

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