



LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

4th Session

11th Assembly

HANSARD  
Official Report  
Day 16

Wednesday, March 1, 1989

Pages 647 - 683

Speaker: The Hon. Red Pedersen, M.L.A.

LEGISLATIVE ASSEMBLY OF THE NORTHWEST TERRITORIES

Speaker

The Hon. Red Pedersen, M.L.A.  
 General Delivery  
 Coppermine, N.W.T.  
 XOE OEO  
 (403) 873-7629 (Office)  
 (403) 873-5788 (Home) (Yellowknife)  
 (403) 982-5788 (Coppermine)  
 (Kitikmeot West)

Allooloo, The Hon. Titus, M.L.A.  
 5024 - 57th Street  
 Yellowknife, N.W.T.  
 X1A 1Y6  
 (403) 873-7113 (Office)  
 (403) 873-4813 (Home)  
 (Amittuq)  
 Minister of Culture & Communications  
 and Renewable Resources

Angottitauruq, Mr. Michael, M.L.A.  
 General Delivery  
 Gjoa Haven, N.W.T.  
 XOE 1J0  
 (403) 360-6600 (Office)  
 (403) 360-6704 (Home)  
 (Natilikmiot)  
 Deputy Chairman  
 Committee of the Whole

Arlooktoo, Mr. Joe, M.L.A.  
 General Delivery  
 Lake Harbour, N.W.T.  
 XOA ONO  
 (819) 939-2363 (Home)  
 (Baffin South)

Ballantyne, The Hon. Michael, M.L.A.  
 P.O. Box 1091  
 Yellowknife, N.W.T.  
 X1A 2N8  
 (403) 873-7658 (Office)  
 (403) 920-2963 (Home)  
 (Yellowknife North)  
 Minister of Finance and Justice

Butters, The Hon. Tom, M.L.A.  
 P.O. Box 1069  
 Inuvik, N.W.T.  
 XOE OT0  
 (403) 979-2373 (Office)  
 (403) 979-2373 (Home)  
 (Inuvik)  
 Minister of Government Services and  
 NWT Housing Corporation

Cournoyca, The Hon. Nellie, M.L.A.  
 P.O. Box 1184  
 Inuvik, N.W.T.  
 XOE OT0  
 (403) 873-7128 (Office)  
 (403) 977-2405 (Tuktoyaktuk)  
 (403) 979-2737 (Inuvik)  
 (Nunakput)  
 Minister of Health and Public  
 Works & Highways

Crow, Mr. Charlie, M.L.A.  
 General Delivery  
 Sanikiluaq, N.W.T.  
 XOA OWO  
 (819) 266-8940 (Home)  
 (Hudson Bay)

Ernerk, Mr. Peter, M.L.A.  
 Box 182  
 Rankin Inlet, N.W.T.  
 XOC OGO  
 (819) 645-2800  
 (819) 645-2500  
 (Aivilik)

Gargan, Mr. Samuel, M.L.A.  
 General Delivery  
 Fort Providence, N.W.T.  
 XOE OLO  
 (403) 873-7999 (Office)  
 (403) 699-3171 (Home)  
 (Deh Cho)  
 Deputy Speaker and Chairman,  
 Committee of the Whole

Kakfwi, The Hon. Stephen, M.L.A.  
 P.O. Box 1320  
 Yellowknife, N.W.T.  
 X1A 2L9  
 (403) 873-7139 (Office)  
 (403) 873-8215 (Home)  
 (Sahtu)  
 Deputy Government Leader  
 Minister of Education, Government  
 Services and Housing

Kilabuk, Mr. Ipeelee, M.L.A.  
 General Delivery  
 Pangnirtung, N.W.T.  
 XOA ORO  
 (819) 437-8827 (Home)  
 (Baffin Central)

Lewis, Mr. Brian, M.L.A.  
 P.O. Box 1320  
 Yellowknife, N.W.T.  
 X1A 2L9  
 (403) 873-7999 (Office)  
 (403) 873-5549 (Home)  
 (Yellowknife Centre)

Marie-Jewell, The Hon. Jeannie, M.L.A.  
 P.O. Box 1051  
 Fort Smith, N.W.T.  
 XOE OPO  
 (403) 873-7959 (Office)  
 (403) 872-2940 (Home)  
 (Slave River)  
 Minister of Social Services and  
 Personnel

McLaughlin, Mr. Bruce, M.L.A.  
 P.O. Box 2637  
 Yellowknife, N.W.T.  
 X1A 2P9  
 (403) 393-2939 (Office)  
 (403) 393-2226 (Home)  
 (403) 920-3166 (Office)  
 (403) 873-6220 (Home)  
 (Pine Point)

Morin, Mr. Don, M.L.A.  
 General Delivery  
 Fort Resolution, N.W.T.  
 XOE OMO  
 (403) 394-3471  
 (Tu Nede)

Nerysoo, Mr. Richard, M.L.A.  
 Fort McPherson, N.W.T.  
 XOE OJO  
 (403) 979-2668 (Home) (Inuvik)  
 (Mackenzie Delta)

Patterson, The Hon. Dennis, M.L.A.  
 P.O. Box 310  
 Iqaluit, N.W.T.  
 XOA OHO  
 (403) 873-7112 (Office)  
 (819) 979-5993 (Office)  
 (403) 873-2802 (Home)  
 (Iqaluit)  
 Government Leader,  
 Chairman of Executive Council,  
 Minister of Executive

Pollard, Mr. John D., M.L.A.  
 Box 1095  
 Hay River, N.W.T.  
 XOE ORO  
 (403) 874-2345 (Office)  
 (403) 874-2600 (Home)  
 (Hay River)

Pudluk, Mr. Ludy, M.L.A.  
 P.O. Box 240  
 Resolute Bay, N.W.T.  
 XOA OVO  
 (819) 252-3719 (Home)  
 (High Arctic)

Sibbeston, Mr. Nick, M.L.A.  
 P.O. Box 560  
 Fort Simpson, N.W.T.  
 XOE ON0  
 (403) 873-6215 (Home)  
 (Nahendeh)

Whitford, Mr. Tony, M.L.A.  
 P.O. Box 2772  
 Yellowknife, N.W.T.  
 X1A 2R1  
 (403) 920-8010 (Office)  
 (403) 873-5328 (Home)  
 (Yellowknife South)

Wray, The Hon. Gordon, M.L.A.  
 Baker Lake, N.W.T.  
 XOC OAO  
 (403) 873-7962 (Office)  
 (819) 793-2700 (Home)  
 (Kivallivik)  
 Minister of Municipal & Community  
 Affairs and Economic Development  
 & Tourism

Zoe, Mr. Henry, M.L.A.  
 P.O. Box 1320  
 Yellowknife, N.W.T.  
 X1A 2L9  
 (403) 873-7999 (Office)  
 (403) 873-4136 (Home)  
 (Rae - Lac la Martre)  
 Deputy Chairman,  
 Committee of the Whole

Officers

Clerk  
 Mr. David Hamilton  
 Yellowknife, N.W.T.

Clerk Assistant  
 Mrs. Rhoda Perkison  
 Yellowknife, N.W.T.

Law Clerk  
 Mr. Don Cooper, Q.C.  
 Yellowknife, N.W.T.

Editor of Hansard  
 Ms Marie J. Coe  
 Yellowknife, N.W.T.

Sergeant-at-Arms  
 Mr. Harry Finnis, B.E.M., C.D.  
 Fort Smith, N.W.T.

TABLE OF CONTENTS

WEDNESDAY, MARCH 1, 1989

	<u>PAGE</u>
Prayer	647
Members' Statements	
- Mr. Gargan on Role of Classroom Assistants	647
- Mr. Angottitauruq on Cutback of Airline Service, NWT Air and First Air	647
- Mr. Ernerk on Cutback of Airline Service, NWT Air and First Air	647
- Mr. Nerysoo on Maintenance of Dempster Highway	648
- Mr. Whitford on Power Outage in Yellowknife	648
- Mr. Lewis on Special Committee on the Northern Economy Meeting, Dettah	649
- Hon. Titus Allooloo on Death of Community Elder	650
Returns to Oral Questions	650
Oral Questions	652,662
Ministers' Statements	
- 13-89(1) Neptune Resources	661
Returns to Written Questions	663
Tabling of Documents	664
Notices of Motion for First Reading of Bills	
- Bill 9-89(1) Supplementary Appropriation Act, No. 3, 1988-89	665
Consideration in Committee of the Whole of:	
- Committee Report 1-89(1)	
- Bill 1-89(1) Appropriation Act, 1989-90	
- Department of Education	665,682
Report of Committee of the Whole of:	
- Committee Report 1-89(1)	
- Bill 1-89(1) Appropriation Act, 1989-90	682
Orders of the Day	683

YELLOWKNIFE, NORTHWEST TERRITORIES

WEDNESDAY, MARCH 1, 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 Wednesday, March 1st, 1989.

Item 2, Ministers' statements. Item 3, Members' statements. Mr. Gargan.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Role Of Classroom Assistants

MR. GARGAN: Mr. Speaker, I am concerned today that the role of the classroom assistant in many cases is to take the duties of the professional teachers, including teaching special classes in music, aboriginal languages, physical education and trades, industrial arts and home economics. They also act as substitute teachers in the absence of the regular teacher. Although classroom assistants play a major role in the educational system in the Northwest Territories, their salaries and benefits are not comparable with professional teachers. I am concerned about this and feel that classroom assistants deserve better treatment.

Many of the classroom assistants are residents of the communities in which they work and because of this the position of classroom assistant often appears to be a dead-end job. Some classroom assistants are now being trained to become regular teachers but they are not able to belong to the Northwest Territories Teachers' Association, although the NWTTA is in support of classroom assistants becoming part of the bargaining unit.

Mr. Speaker, I would request that the Ministers of Personnel and Education recognize the important role played by the classroom assistants in our communities and give them equal status with regular teachers. Also, Mr. Speaker, just as a point of interest, the classroom assistants here in Yellowknife do work under the district school boards, for bargaining purposes. Thank you.

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

Member's Statement On Cutback Of Airline Service, NWT Air And First Air

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. Today I would like to make my Member's statement with regard to the airline service in the Kitikmeot Region. We have got two airline

services, NWT Air and First Air; they are the ones that are flying in that region. First Air just started flying a few years back from Iqaluit to Yellowknife and they call it the "Northwest Passage" route. We just heard that they are going to be cutting one of their flights. Our only transportation is by air and the people will be affected by the cutback of this flight. There is only one way that we pass through to get to another community. We have a fear also that whenever they cut back they may increase their airfares because they are surviving on money alone. They do not seem to recognize the consumer who needs to use their service. To have a cutback in service would be a setback for those people who want to fly. That would create some problems for their businesses and travel. I just wanted to say that in my Member's statement today. The cutting back of the service is not a good service for that region. Thank you.

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

Member's Statement On Cutback Of Airline Service, NWT Air And First Air

MR. ERNERK: Mr. Speaker, thank you very much. I would like to reemphasize my statement of yesterday with regard to the cutback of airline services from Iqaluit to Rankin Inlet to Yellowknife, in which one airline, NWT Air, will service Rankin Inlet on Mondays and First Air will service Rankin Inlet on Fridays. Yesterday I tried to indicate to the House and to the government the fact that this is not an acceptable service to the people of the NWT. It is a step backward on the part of these two airlines. When we are talking so much about the fact that we have to improve living conditions of all people of the NWT, obviously we include the issue of airlines and we include that service that serves us in terms of transportation.

Mr. Speaker, this is not good for economic development. We must be talking about more reliable air services in the NWT. I am absolutely getting tired of barking at certain airlines that service the NWT, and I would like to start to see improvements within these services. We, the people of the NWT, deserve it.

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

Member's Statement On Maintenance Of Dempster Highway

MR. NERYSOO: Thank you, Mr. Speaker. I rise to make a statement with regard to what I think is some very unfair criticism that I noted in the News North of Monday, and have heard most recently publicly on CBC radio, with regard to the maintenance of the Dempster highway. I think there is a real need to clarify the record with regard to that situation. More importantly, I think that the criticisms that have been directed are very unfair; particularly since, Mr. Speaker, I now have in my hands documents that clearly indicate those comments and those criticisms have been unjustified. I think that the experience that the Mackenzie Delta, in particular Inuvik, had this past weekend with regard to the wind situation was only a slight experience compared to those kinds of winds that are experienced on the Dempster highway.

I must indicate, Mr. Speaker, that from January 1, 1988, to December 31, 1988, the road closure for the NWT was 35 days; road closure for the Yukon was 33 days; a difference of only two days. From January 1, 1989, to February 8, 1989, the difference of road closures was: NWT, 14 days; Yukon, 12 days. I think that the kinds of criticism that have been directed to those individuals that are now involved in the maintenance of the Dempster highway are unwarranted and really unjustified in terms of the kinds of information that we have been able to receive. Thank you, Mr. Speaker.

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

Member's Statement On Power Outage In Yellowknife

MR. WHITFORD: Thank you, Mr. Speaker. March is coming in like a lamb. Mr. Speaker, yesterday evening the people of Yellowknife experienced an electrical outage of anywhere from 15 minutes to one hour. In a lot of the city it was out for a little bit longer than that. Yesterday's outage

perhaps was fortunate for us because the weather was mild, the winds were calm and the temperature was rising a bit. Mr. Speaker, this is only an example of what we have had to experience over the past year with increasing frequency. This past summer it was big news that the power would go out, that the theatre would have to refund money to patrons that were there because the movie could not go on.

But this is serious stuff. This, Mr. Speaker, is a situation that could present very serious problems to the city of Yellowknife. A lot of people depend on steady electricity to keep their services and their homes running. Trailers and new homes rely on circulation pumps; they rely on heat tapes to keep their water lines and their sewer lines from freezing. Not only damage could result, and has resulted from brownouts from the spikes when service is restored, but in a city of this size and the service that we have here, it is intolerable that we have to continue experiencing these on a bimonthly basis, almost.

It is not only inconvenient, but one of these days we are going to suffer a serious mishap. We are going to have a massive freeze-up in this city and who is going to be responsible if we do not do anything about it?

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

Member's Statement On Special Committee On The Northern Economy Meeting, Dettah

MR. LEWIS: Thank you, Mr. Speaker. Tonight the special committee on the northern economy will meet in Mr. Ballantyne's riding, in Dettah, with Mr. Donny Morin, one of the co-chairmen, chairing this meeting. I would like to take my two minutes today, Mr. Speaker, to try to explain briefly why we have special committees, because this question comes up time and time again on our travels.

We have a government, Mr. Speaker, which is really not a government. It is a committee and this committee was chosen by all of us and because we chose it and the Commissioner trusts us, he hands on his power to this committee so that they can ensure that we get good government. However, the Commissioner did not get his power from the people and the people have not given this government a mandate.

One of the issues that arose about a year and a half ago was the economy. Unless we did something to get people to work, then we were going to have increasing social problems. So our special committee goes around the NWT trying to solicit opinions and views from various sectors of our communities and, hopefully, when we have finished our report it will be a reflection of much of what we have heard in these Territories about a major concern to our people. And that will form the basis, if you like, for whatever goes on as a platform for our government once we have debated it. The same thing has happened in the past with housing and with education.

Unfortunately, Mr. Speaker, what happens is by the time the report is done and by the time all the recommendations are made, this government no longer has very much time in which to exercise its mandate. However, that is why we have special committees, Mr. Speaker; it is because this government is a committee which really has no mandate other than what the Commissioner has given them. Thank you.

MR. SPEAKER: Thank you, Mr. Lewis. The Chair would like at this time to recognize in the gallery, Pat McMahon, the mayor of our host city, Yellowknife. Madam Mayor, welcome.

--Applause

Members' statements. Mr. Alloo.

Member's Statement On Death Of Community Elder

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I am saddened to hear that one of the very respected elders of my community, Mrs. Elizabeth Kudloo, has recently passed away, leaving behind her elderly husband and one son and four daughters and numerous grandchildren. When this lady was younger her husband was a special constable, one of the first special constables in that area. She used to make a lot of outdoor clothing for the RCMP in order for them to do their job around the surrounding communities. I would like to send my deepest sympathy to the elderly husband and to their kids. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Allooloo. Members' statements. The Chair would like to recognize in the gallery, the mayor of Fort Liard, Dale Hoose. Welcome.

---Applause

We are on Item 4, returns to oral questions. Mr. Butters.

ITEM 4: RETURNS TO ORAL QUESTIONS

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

HON. TOM BUTTERS: Mr. Speaker, I have a response to a question asked yesterday by Mr. Morin, on NWT Housing Corporation liability. Whether there is loss of life or loss of property, the person who has suffered the loss always has the right to sue whomever they feel caused the loss. Therefore a person suffering a loss may sue the Housing Corporation if they think that the Housing Corporation is responsible for the loss. The question of whether or not the Housing Corporation would be legally liable for the loss would depend on all the facts in each individual case and would be ultimately up to the judge to decide. Thank you.

MR. SPEAKER: Thank you, Mr. Butters. Returns to oral questions. Mr. Kakfwi.

Return To Question O133-89(1): Education About Suicide Prevention

HON. STEPHEN KAKFWI: This is in response to a question asked by Mr. Pudluk on February 20, 1989, regarding information on suicide prevention for students. Schools across Canada have recognized the importance of a school health program which includes education about suicide prevention. Most jurisdictions have some program information on health in place or are developing health programs.

The Northwest Territories school health program has been introduced in all schools and is compulsory for kindergarten to grade nine students. The central unit of this program emphasizes mental and emotional well-being. Students learn ways to deal with stress and depression and students in grades seven to nine discuss signs and symptoms of suicide and ways to prevent it.

The career and life management program is a compulsory high school course which includes information on self-management, well-being and relationships. There is scope in this program for students to learn how to cope with stress.

Parents, students, teachers, administrators, local education authorities and individuals from other agencies also have to be given the opportunity to develop basic helping skills. The Department of Education is investigating all aspects of this problem, such as the nature of counselling support and training required by all those involved in the education of children, so that they are better prepared to deal with students' mental and emotional problems.

Just as Education cannot work alone in communities to solve these serious problems, Education must co-operate with other departments. The first meetings have now taken place between Education, Health, and Social Services.

But what is most important in the delivery of all education programs, from kindergarten to grade 12, is that every school recognizes the importance of building students' self-esteem and sense of well-being. Thank you.

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

Return To Question O181-89(1): Funding For Hostel, Fort Simpson

HON. STEPHEN KAKFWI: This is in response to a question asked by Mr. Sibbeston on February 23, 1989, regarding the Fort Simpson hostel. The hostel continues to provide office and classroom space for several education programs and community services. The community occupation program is offered in this building, and the education resource centre, adult education centre, centre for teaching and learning, the local education authority office, the local NWT courtworkers, and the public library offer programs and services here. The regional education office is proposing that an elders' cultural centre be established here as well.

The Department of Public Works is now preparing a report on the status of the hostel which will identify the renovations necessary to satisfy fire and safety standards. The report is expected to be completed and forwarded to the Department of Education by mid-March. Until the report is completed, and the renovations costed and approved, the amount of funding to be spent on the Fort Simpson hostel building cannot be identified. Thank you.

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

Return To Question O242-89(1): Outfitting Licences

HON. TITUS ALLOOLOO: I have a return to Question O242-89(1) asked by Mr. Whitford on February 28, 1989, regarding class B outfitting licences. No additional class B outfitting licences for the Bathurst caribou herd have been issued. Last December, before seeking formal applications from the public, the department reviewed the process for changing the legislation to allow the establishment of two new class B outfitting licences. Due to the recently signed Dene/Metis agreement in principle, it was determined that the department could not proceed until consultation with the Dene/Metis had occurred. Before consulting with the Dene/Metis, the department sought the advice of the Denendeh Conservation Board. The department has accepted the Denendeh Conservation Board's advice to wait until public consultation for the new outfitter policy and the Bathurst management plan is completed before it considers establishing additional class B outfitting licences.

The department wrote letters to those individuals who had submitted applications in anticipation of the department's plan to establish two new class B outfitting licences. The department informed them that it was no longer prepared to proceed with the concept at this time.

I have another return, Mr. Speaker, if I may.

Further Return To Question O22-89(1): Buffalo Draw, Fort Providence

Mr. Speaker, I have a return to an oral question asked by Mr. Morin on February 9, 1989, concerning the Mackenzie wood bison draw, 1988-89, additional tags for the draw. I have been requested by the Legislative Assembly to consider issuing another wood bison tag. I have taken the recommendation very seriously and looked into a number of factors. I have reviewed the management plan for the Mackenzie wood bison herd which was approved by the Denendeh Conservation Board. I have carefully considered the economic benefits which could become available to the community of Fort Providence, and to the Northwest Territories in general, from continued harvesting of wood bison. The long-term economic benefits could be very large.



I have also looked at our worldwide reputation as responsible wildlife managers. Canada will probably be bringing a proposal to the Convention on International Trade in Endangered Species, CITES, to downlist wood bison from appendix I to appendix II. To be successful, we must continue to show the world that we are responsible wildlife managers.

If I issue another tag, I will be going against the wood bison management plan and the recommendations of the Denendeh Conservation Board. The rest of the world will no longer believe that we are managing our wood bison responsibly. What will this mean to the CITES proposal to downlist wood bison?

In light of these implications, Mr. Speaker, and after reviewing all aspects of this situation in detail, including the request from the Member for Tu Nede, it is my considered judgment that it is not in the best interests of the people of the Northwest Territories, especially the people in the Denendeh region, to add a tag to the wood bison draw for the 1988-89 hunting season. Therefore, I am going against the recommendation made to me by the Member for Tu Nede. I am confident that the review of the handling of the draw this year will result in improvements for the 1989-90 hunting season. Thank you.

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

Return To Question O151-89(1): Revenue From Tobacco Tax

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. This is a return to an oral question asked by Mr. Lewis on February 22, 1989, to do with tobacco tax revenue. My department estimates a total of \$1.555 million in revenue from the tax on tobacco, chewing tobacco and snuff. This revenue will be broken down as follows: cigarettes, \$1.14 million; cigars, \$15,000; loose tobacco, \$228,000; chewing tobacco, \$48,000; snuff, \$124,000. I caution Members that these numbers are only approximate. Thank you, Mr. Speaker.

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

ITEM 5: ORAL QUESTIONS

Question O249-89(1): Government Housing For Civil Servants, Fort Simpson

MR. SIBBESTON: Mr. Speaker, a question of the Minister of Personnel. Fort Simpson has experienced what I would call a modest growth in the past few years, due in part to decentralization which has benefited local people immensely, and also to the IPL pipeline. So the town is growing to the point where I believe the government should consider it a level one community for the purposes of housing. Would the Minister seriously consider the possibility of Fort Simpson being made a level one community with the view that civil servants must now provide their own accommodation?

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

Return To Question O249-89(1): Government Housing For Civil Servants, Fort Simpson

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, the community of Fort Simpson is already a level one community.

---Laughter

However, I believe most civil servants would probably want it to be a level two community. Both levels allow them to buy their own units or to be able to get into accommodation but I certainly will look at this issue and the concern of the Member. Thank you.

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

Supplementary To Question O249-89(1): Government Housing For Civil Servants, Fort Simpson

MR. SIBBESTON: Well, Mr. Speaker, if I did have the levels wrong then maybe the Member can explain to me just what the present situation is regarding what I am attempting to do. I am not so much interested in the accommodation, in government houses being sold, as the government getting out of providing housing for its civil servants. That practice has been in existence for many years and quite a number of years ago the regional director did go to Simpson and talk about the possibility of all the civil servants in Simpson providing their own accommodation. There was a flurry of activity and arguments for and against but nothing really resulted. So I am primarily interested in seeing the government get out of the provision of housing for civil servants in Fort Simpson.

MR. SPEAKER: Madam Minister.

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I will take that question and concern under notice. Thank you.

MR. SPEAKER: The question is taken as notice. New question, Mr. Sibbeston?

Question O250-89(1): Committee Dealing With Land Selection In Yellowknife

MR. SIBBESTON: Mr. Speaker, in the Yellowknifer today there is an article about the City of Yellowknife and the mayor, along with the B Band and the Metis local, forming a committee to deal with the land claims selection process. I certainly commend all the parties, particularly the mayor, Pat McMahan, who is here in the audience. Could the Minister of MACA use his good offices to promote this approach in other municipalities in the North?

MR. SPEAKER: Mr. Wray.

Return To Question O250-89(1): Committee Dealing With Land Selection In Yellowknife

HON. GORDON WRAY: Thank you, Mr. Speaker. We already have been. That is the approach that I hope is taken. It is an approach that is conducive to good negotiations and one where nothing is hidden. Certainly if I can be of any assistance in that process, I am more than glad to.

MR. SPEAKER: Thank you. Oral questions. Mr. Angottitauruq.

Question O251-89(1): Kitikmeot Patients' Taxi Fares To Yellowknife Hospital

MR. ANGOTTITAUURUQ: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Health. I know that we have a Kitikmeot Regional Health Board in the Kitikmeot Region, but they are having problems. The problem has not been resolved about patients who are coming here to the hospital in Yellowknife. Some of the patients, when they come into Yellowknife, have to pay for their own taxi rides to go to the hospital, or to the boarding home. Some of the patients are poor or are on welfare and do not have any money when they come to Yellowknife. Perhaps the Department of Health or Social Services could pay the taxi fares. I would like to get clarification on that. Do the patients have to pay for their own taxi fares when they come here for medical reasons? Thank you.

MR. SPEAKER: Ms Cournoyea.

Return To Question O251-89(1): Kitikmeot Patients' Taxi Fares To Yellowknife Hospital

HON. NELLIE COURNOYEA: Mr. Speaker, I am very pleased to say that the couple who handles the Kitikmeot Boarding Home have done an excellent job in attempting to meet patients, take patients out to the airport, and also squire them around town when required. If there are individual circumstances where this is not happening -- and I feel quite probably there are

individual circumstances from time to time -- and given the good job that is being done, I would be very pleased to receive the names of people who have been caught in that situation so that we might rectify the problem. Thank you.

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

Question O252-89(1): Use Of Aboriginal Languages On Airlines

MR. ERNERK: Thank you, Mr. Speaker. My question is to the Minister of Government Services. Last fall, during the sitting of this Legislative Assembly, a motion was passed by this House that requested the Government of the Northwest Territories to ask various airlines in the NWT to start promoting the use of aboriginal languages. What has been done by the government to make sure that these airlines start to use aboriginal languages; in particular NWT Air, Calm Air, First Air and a number of others that operate scheduled airline services in the NWT?

MR. SPEAKER: Mr. Minister.

HON. TOM BUTTERS: Mr. Speaker, although I am aware of the motion referred to, I cannot tell what action has been taken. I will get back to the Member on that, but I did remind the department a few days ago that the motion is operative.

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

Question O253-89(1): Local Transportation To Nursing Stations

MR. ANGOTTITAUURUQ: Thank you, Mr. Speaker. My question is to the Minister of Health. It is a different question from the one I asked before. The communities of Spence Bay, Gjoa Haven and Pelly Bay have, for a long time, had problems with transportation in their communities for patients. We know perfectly well that most of the people have snowmobiles and Hondas, but there are some patients, especially the elders, that are not comfortable sitting on these vehicles to go to the nursing station, especially the people that are very ill. They do not have any other transportation such as a truck or a taxi. The local health committees try as much as possible to collect money to pay for the transportation, especially for the very ill people who are not comfortable sitting on the other machines. I am wondering if the Minister would make available to those communities a few dollars to help with transportation to go to the nursing stations, especially for the elders, through local taxis. Thank you.

MR. SPEAKER: Madam Minister.

Return To Question O253-89(1): Local Transportation To Nursing Stations

HON. NELLIE COURNOYEA: Mr. Speaker, in the last Kitikmeot Regional Health Board meeting, a discussion took place on how those who are requiring transportation, particularly the elderly in the community, could be addressed. I have not received the results of how the regional health board will be looking after this particular problem, but I will be pleased to check to see what the outcome was of those discussions. I have not received the minutes of that meeting as of yet. Thank you.

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

Question O254-89(1): Possible Air Fare Increases Due To New Schedule

MR. ERNERK: Thank you, Mr. Speaker. My question is supplementary to my question a few minutes ago to the Minister of Government Services. Now that there have been some cutbacks in the schedules between the East and West -- I have observed, Mr. Speaker, one of the airlines at least, First Air, was able to cut prices by at least 35 per cent. I think this was very good for the

passengers and people in general in the NWT. Will the Minister undertake certain steps to make sure that we will not see another price increase in passenger fares and other related situations with these new schedules by these two airlines? Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question O254-89(1): Possible Air Fare Increases Due To New Schedule

HON. TOM BUTTERS: The answer, Mr. Speaker, is no. I am not responsible for operating the airlines. I can bring to the management's attention the concern of the Member, as I hope he will do, when they sit before this House in a few days. I suggest that the Member's question is very pertinent and it is very vital to the people he represents. The person to address the question to will be sitting in this House in a few days, and I suggest he put the question then. I will reinforce what he says and follow up, but that is about all I can do as the Minister responsible for Government Services.

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

Supplementary To Question O254-89(1): Possible Air Fare Increases Due To New Schedule

MR. ERNERK: Thank you, Mr. Speaker. Do not worry, I will. I am seeking your help. You are the government with a certain amount of responsibility, and I was merely seeking your help at this point in time. I am sure you will do the same thing when the members of the airlines come before this Legislative Assembly. Thank you.

MR. SPEAKER: Mr. Minister, I heard a question in that if you reverse two words.

Further Return To Question O254-89(1): Possible Air Fare Increases Due To New Schedule

HON. TOM BUTTERS: The answer to that question is, yes.

MR. SPEAKER: Mr. Lewis is next.

Question O255-89(1): Staff Representatives In Toronto

MR. LEWIS: Mr. Speaker, since the Government Leader is now in his chair, I want to use my words very carefully in asking him a question as a follow-up to a debate we had just a few days ago about services we provide in southern Canada. Mr. Speaker, I would like to ask the Government Leader, is he attempting to develop another embassy in Toronto? Because I believe that there is somebody who is from our staff who is seconded to the institute in Toronto and also another person who is in the communication business who is on contract to this government in Toronto. So is he attempting, then, to develop another embassy in Toronto through this arrangement?

MR. SPEAKER: Mr. Government Leader.

Return To Question O255-89(1): Staff Representatives In Toronto

HON. DENNIS PATTERSON: No, Mr. Speaker.

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

Supplementary To Question O255-89(1): Staff Representatives in Toronto

MR. LEWIS: I do not believe in attacking public servants in this House. I do not think it is what we have to do, Mr. Speaker, but I would like to ask a technical question. Would the Minister agree with me that we have somebody who is attached to the Fur Institute who has got no experience, background, knowledge in the fur industry? That is my first supplementary question.

MR. SPEAKER: Mr. Government Leader.

Further Return To Question O255-89(1): Staff Representatives In Toronto

HON. DENNIS PATTERSON: Mr. Speaker, I would not agree with that assertion at all. To begin with, the person, who has been providing, I think, very valuable service to the Fur Institute of Canada as part of a total commitment on the part of our government to fighting this very serious issue of the anti-fur lobby, has worked very closely with the Minister of Renewable Resources for a number of years on those very issues, including the CITES convention and other issues that are being dealt with by the Fur Institute. So I would think that person has had experience with the renewable resource economy and the fur issue at the highest levels of this government. Thank you.

MR. SPEAKER: Mr. Lewis, supplementary.

Supplementary To Question O255-89(1): Staff Representatives In Toronto

MR. LEWIS: In Toronto also, Mr. Speaker, we have somebody who is in the communications business, who is contracted with this government to provide communication services. Now I have not calculated the exact distance between here and Toronto but this, to me -- would he not agree this is a strange role for us to have placed in Toronto; to have somebody in the communication business for this government actually working in Toronto?

MR. SPEAKER: Mr. Patterson.

Further Return To Question O255-89(1): Staff Representatives In Toronto

HON. DENNIS PATTERSON: Mr. Speaker, the Direction for the 1990s document, which was tabled in this Legislature over a year ago indicating the main thrusts that the new government proposes to take, specified as one of the major initiatives that we would attempt to put the NWT on the national and international map, taking our place in Canada and the world. I think that issues like Meech Lake have shown the importance of our having a visibility in southern Canada so that we are not forgotten when decisions are made which affect the interests of the people of the NWT.

Mr. Speaker, it was in that spirit that it was determined that we should consider developing a presence in southern Canada for the purpose of cultivating an awareness, in the public and in the press, of the NWT. Whether we like it or not, Toronto and Ontario and Quebec are the places where news is made, the locations of national newspapers and national radio and television media.

Mr. Speaker, on a pilot basis, we have arranged for services to be provided to the NWT based in southern Canada for the first time, working in close conjunction with our Ottawa office. I can tell the House that we have had monthly reports of activities, some of which have been very significant. I consider even the preparation of one editorial to present our case in a national newspaper as being a significant result.

Mr. Speaker, we are reviewing the results of this initiative and at the moment I am considering whether or not it was worthwhile and whether or not we should consider continuing such an arrangement. But it was a one-time experiment for this year only and I would welcome the Member's advice as to whether or not that sort of initiative has been useful. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Mr. Lewis, final supplementary.

Supplementary To Question O255-89(1): Staff Representatives In Toronto

MR. LEWIS: Okay, my final supplementary then, Mr. Speaker, is this: Are these reports that are provided to our government of a confidential nature or would the Minister be prepared to give us some idea of exactly what kind of information we are getting from Toronto?

MR. SPEAKER: Mr. Patterson.

Further Return To Question O255-89(1): Staff Representatives In Toronto

HON. DENNIS PATTERSON: Mr. Speaker, I do not think this is highly confidential information. I would be pleased to provide, as the Member has indicated, some indication to him of the work that has been done over the past year. He might well be surprised at how extensive it has been. Thank you.

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

Question O256-89(1): Plan For Hay River Access Road

MR. GARGAN: Thank you, Mr. Speaker. Mr. Speaker, as Members of this House we do have a role to play and one of them is that we do go through the main estimates, capital estimates and approve them for the coming year's plan. I would like to ask the Minister of Transportation, during the review of Transportation I did question whether there were plans made on the Hay River access road, and the Minister was not too clear on whether there were or were not. This morning I ran into a letter that was written by Mr. Wray, when he was the Minister of Public Works and Highways. It is signed here by, I believe, Mr. Wray; it is either M or W or -- it is signed by someone, though. But in there it did indicate that this year there was supposed to be a pre-engineering plan, in 1992-93 there would be the drainage improvements and in 1993-94 there was going to be hard surfacing being done. However, it is not being reflected, although in the approved estimates for last year it did have preliminary engineering at \$210,000 and this year at \$250,000. So I would like to ask the Minister whether or not this plan is still in the works and whether it is going to go ahead, or has the Minister changed her direction and gone against what was actually approved last year?

MR. SPEAKER: Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Chairman, I will take that under advisement. I believe that one thing is that when we are projecting for the years to come -- and there have been a number of occasions when Members have asked for five year capital plans in that way -- we are not quite sure what was promised by the previous Minister and how we have adapted to the commitments that a previous Minister made. However, I will be pleased to look into the matter and report back.

MR. SPEAKER: The Minister took the question as notice. Mr. Gargan, do you have a new question? Mr. McLaughlin.

Question O257-89(1): Power From Talston Dam To Yellowknife

MR. McLAUGHLIN: Thank you, Mr. Speaker. I would like to ask the Minister of Energy, Mines and Resources about the situation regarding the Talston dam, which was originally built for Pine Point Mines Ltd. As the Members and Minister know, only a small amount of power is being used. I think three quarters of the potential is now going over the spillway. I would like to ask what the status is of looking into the cost studies of a power line, to move that power from Talston to Yellowknife?

MR. SPEAKER: Ms Cournoyea.

Return To Question O257-89(1): Power From Talston Dam To Yellowknife

HON. NELLIE COURNOYEA: Mr. Chairman, as I related to this Legislative Assembly on a couple of occasions, the total long-term planning for the Power Corporation is presently being worked upon. There are specific plans to have the Talston dam supply power to other communities around the lake. These are not yet completed and we will be coming forth with a plan very shortly on how that can be accomplished. My understanding is that by this fall we will have those plans and be able to lay before this Legislative Assembly the ongoing plans to develop the Talston system to supply power to communities around Great Slave Lake.

MR. SPEAKER: Supplementary, Mr. McLaughlin.

Supplementary To Question O257-89(1): Power From Talston Dam To Yellowknife

MR. McLAUGHLIN: I know that when Pine Point Mines Ltd. was operating, the potential was there to put a second wheel into the operation as well and I assume that will be taken into consideration. I also know that Pine Point Mines Ltd. had a contract with NCPD which obviously the Minister's corporation has inherited. I would like to ask her if there is a certain date that Pine Point Mines Ltd. has to sign off their demand for that power. In other words, is there a date at which they will no longer have the potential to have first demand on that power?

MR. SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Chairman, I am aware that there is a date certain, but I will have to bring back that particular date to the Assembly because I cannot remember it at this time.

MR. SPEAKER: Thank you. Supplementary.

Question O258-89(1): Possible Reopening Of Pine Point Mines Ltd.

MR. McLAUGHLIN: As a supplementary to that, to the same Minister but I guess more in her capacity for mines rather than energy, has there been any indication from Pine Point Mines Ltd. to her officials that they may be considering the reopening of the operation there now that lead-zinc prices are high -- zinc near 90 cents a pound, in fact?

MR. SPEAKER: Thank you, Mr. McLaughlin. That was kind of a new question. We will take that as a new question. Madam Minister.

Return To Question O258-89(1): Possible Reopening Of Pine Point Mines Ltd.

HON. NELLIE COURNOYEA: Mr. Speaker, I was asked that question -- not in the House -- a few days ago. On inquiry the indication was that there was no intention at that time of opening the mine.

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

Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

MR. ERNERK: Thank you, Mr. Speaker. My question is to the Minister of Communications as the Minister responsible for official languages of the NWT. What steps have been undertaken by the Minister to follow up on that Legislative Assembly motion last fall to make sure that aboriginal languages are being used by airlines that operate in the NWT?

MR. SPEAKER: Mr. Minister.

Return To Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

HON. TITUS ALLOOLOO: Mr. Speaker, shortly after the motion passed through the Legislative Assembly, I wrote a letter, with a copy of the motion, to all the airline operators in the NWT, stating the Legislative Assembly's concern. I suggested to the airline operators that we are able to give them a hand in translating the announcements that they give on the airlines. So far we have received very few replies from the airline operators. Thank you.

MR. SPEAKER: Thank you. Supplementary.

Supplementary To Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

MR. ERNERK: Thank you, Mr. Speaker. Taped announcements are not acceptable to me. (Translation) The Inuit in the communities request that there be more Inuit stewardesses on the airlines. Can the Minister further push the airlines that operate in the NWT to hire local people and Inuit in the airlines? I do not accept the tape recordings in the airlines.

MR. SPEAKER: Mr. Minister.

Further Return To Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

HON. GORDON WRAY: Thank you, Mr. Speaker. Transport regulations are laid down by federal law and the only action we can take is influence. That is all we can do: try and influence the airlines. We cannot enforce it on them because they are governed by federal aviation laws. Just for the Member's information, this is personal knowledge because before I became an MLA I was an airline agent for Calm Air and I can tell you that Calm Air, for two years running, advertised up and down the Keewatin for Inuit stewardesses and they did not receive one application. The company could not find anybody that wanted to go and work for them. They have tried unsuccessfully every year to hire people and they simply cannot find people. I think the big problem is that people are unwilling to relocate to Thompson and Churchill where Calm Air have their bases. So that is a real problem for the airline.

Now I am not defending Calm Air because they could certainly make, at least, the attempt of putting a taped message on, which is better than nothing, but I know they have made some efforts in this regard and have been unsuccessful.

MR. SPEAKER: Supplementary, Mr. Ernerk.

Supplementary To Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

MR. ERNERK: Thank you, Mr. Speaker. What qualifications are required by different airlines to be able to become a flight attendant or to work for airlines at the airport terminals?

MR. SPEAKER: I do not know if this would be within the present knowledge of a Minister, but Mr. Wray indicates he would like to reply. Mr. Wray.

Further Return To Question O259-89(1): Follow-Up On Motion Re Use Of Aboriginal Languages By Airlines

HON. GORDON WRAY: The last advertisement I saw, which was about three years ago, was calling for a minimum of a grade 10 education and the ability to speak English and Inuktitut. That was essentially about all the qualifications they were looking for, and the willingness to relocate.



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

Question O260-89(1): Apportioning Government Advertising To Newspapers

MR. WHITFORD: Thank you, Mr. Speaker. The question is directed to the Minister for Culture and Communications. I received a concern from a northern newspaper that advertising was not evenly apportioned to all of the newspapers in the North, at least in his perspective, and I wonder if the Minister could let me know, either now or by taking notice now and giving me an answer later, of the formula that is used for using newspapers or putting advertisements in newspapers.

MR. SPEAKER: Mr. Minister.

Return To Question O260-89(1): Apportioning Government Advertising To Newspapers

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. What I can do for the Member and for the Legislative Assembly is table a policy at a later date, as soon as I can, to show the whole policy on advertising. Thank you.

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

Question O261-89(1): Seat For Baffin Regional Council

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I am going to direct the question to the Minister responsible for the Department of Municipal and Community Affairs. During the BRC conference this was documented. It is a motion that was carried during the December session. They are requesting to get a seat. Perhaps it would be much better if I just read out this motion: "During the BRC session, I move that the Baffin Regional Council get a seat when they are making preparations for the five year capital plan to be more involved in drafting of the five year plan." Thank you.

HON. GORDON WRAY: I will take that question under notice, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Minister. The question is taken as notice. Oral questions. Mr. Sibbeston.

Question O262-89(1): Merits Of Decentralization To Fort Simpson And Fort Rae

MR. SIBBESTON: Mr. Speaker, I understand that the Government Leader was in Fort Rae this morning dealing with the whole question of decentralization. I wonder if the Government Leader has been able to form any conclusions thus far, in part from his trip to Fort Simpson and now more recently, from his trip to Rae. Is he convinced and persuaded about the merits of decentralization pertaining to Fort Simpson and Fort Rae?

MR. SPEAKER: Mr. Patterson.

Return To Question O262-89(1): Merits Of Decentralization To Fort Simpson And Fort Rae

HON. DENNIS PATTERSON: Mr. Speaker, the honourable Member knows that I was a Member of the cabinet that approved that decision and I supported it then and I support it now. I think the principle of bringing services to communities is a very good one and I have been impressed in visiting both Simpson and Rae that there is some obvious benefit there. There are very clearly local people employed who possibly would not have had opportunities for employment otherwise. There is a good proportion of native people employed in those offices and that, of course, is good to see.

So, Mr. Speaker, I am in no way, in reviewing this reorganization and decentralization, planning on undoing what was done. Rather, I want to make sure that it works properly and that it works

effectively and that the bugs are ironed out, where they exist. So there is no disavowal of the original decision, Mr. Speaker. It is a question of making sure that it is working properly and efficiently. Thank you.

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

Item 6, written questions.

DEPUTY SPEAKER (Mr. Gargan): Item 7, returns to written questions. Mr. Clerk. Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Speaker, I would like to beg the indulgence of the Legislative Assembly to go back to Ministers' statements.

MR. DEPUTY SPEAKER: Unanimous consent is being sought to go back to Ministers' statements. Are there any nays? You may proceed, Ms Cournoyea.

## ITEM 2: MINISTERS' STATEMENTS

### Ministers' Statement 13-89(1): Neptune Resources

HON. NELLIE COURNOYEA: Mr. Speaker, it is with great regret that I rise to inform the Assembly that Neptune Resources has halted all activity associated with the development of its Colomac property.

I would like to read the letter which I have sent to the honourable Pierre Cadieux expressing our disappointment and our commitment to seeing the property developed to the benefit of local communities.

A letter to the Hon. Pierre Cadieux, Minister of Indian and Northern Affairs Canada.

"Dear Mr. Minister:

"As you are no doubt aware, Neptune Resources has been unable to secure financing for the continued development of its Colomac property in the wake of the federal government's decision not to provide a \$15 million working capital loan guarantee. The result has been that all work on the site has now come to a halt.

"Neptune's inability to proceed is a bitter disappointment to the Government of the Northwest Territories, but more importantly, to the Dogrib people of the area who stood to benefit from the opening of this new facility. For this reason, our government will continue to explore options which would permit the development of the Colomac property to proceed. Your department has indicated on numerous occasions that it believes that private sector options exist. If these private sector options are indeed available, now is the time for these investors to come forward. I am requesting that your officials contact these investors, and with a representative of the GNWT, act as 'an honest broker' between them and Neptune.

"I believe I speak for the Government and the Legislature of the Northwest Territories when I say that we are prepared to devote whatever time and energy is required to see Colomac developed to the benefit of the local communities.

"Yours sincerely, Nellie J. Cournoyea, Minister." Thank you.

MR. DEPUTY SPEAKER: Thank you, Madam Minister. I believe that to be an emergency statement. Thank you. Mr. Zoe.

MR. ZOE: Mr. Speaker, can I ask the House to return to oral questions?

MR. DEPUTY SPEAKER: Unanimous consent is being sought by the Member to go back to Item 5, oral questions. Are there any nays? Mr. Zoe, you may proceed.

REVERT TO ITEM 5: ORAL QUESTIONS

Question O263-89(1): Options To Assist Neptune Resources

MR. ZOE: Thank you, Mr. Speaker. Mr. Speaker, the emergency statement that the Minister read is news to me. Could I ask the Minister responsible for Energy, Mines and Resources, has our government considered any other options that we may take as a government to try to help this particular mining company to develop the existing mine that they have right now? Has the Minister looked into the different options that we may undertake?

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

Return To Question O263-89(1): Options To Assist Neptune Resources

HON. NELLIE COURNOYEA: Mr. Speaker, the officials of the Department of Energy, Mines and Resources have spent considerable time in attempting to help find avenues that the company could use in securing resources. At this time, in terms of the Colomac property, we are committed to try to find those options.

However, it must be understood that the Department of Indian Affairs has stated, on a continual basis, that they felt there were other options that Neptune could seek in getting the financial resources. This information only came to us very late today, and it was requested that we should not make a public statement until later this afternoon. We felt very confident that the Department of Indian Affairs had indeed outlined, or was aware of, where those options might exist. At this time we can only ask that the Department of Indian and Northern Affairs identify where they felt those options were. It was on the basis that they felt very clearly, and stated publicly, that Neptune could have found other resources to prop up their financial problems. At this time, we would ask the Department of Indian Affairs to name the investors, or name the options, that they felt were available to the company. Once we know specifically where, what companies or investors there are, I think we can certainly pursue with the Department of Indian Affairs what those options and possibilities were.

In attempting to aid the project, the department has been working quite consistently with the owner of the project, Miss Witte, and with Neptune Resources. However, we cannot say specifically what those other options are; that information was in the hands of the Department of Indian Affairs. We will attempt, at this time with this recent announcement, to find out what those options were. However, it will take a certain amount of leg work to get a co-ordinated approach together. I cannot say that we know specifically where those resources or possible resources were. Thank you.

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

Supplementary To Question O263-89(1): Options To Assist Neptune Resources

MR. ZOE: Thank you, Mr. Speaker. A supplementary to the Minister. Mr. Speaker, I appreciate the Minister and her department pursuing the federal government and getting information co-ordinated between the company and the feds. My question was, what are we doing, as a government? Have we looked at other options besides waiting for the feds to tell us -- the decision you guys made was a flat no? You must have some reasons or you believe there is money to be found out there. What the Minister is telling me is that we should wait until we hear from the feds as to where they think there might be money. That was not the question I asked. I asked, what were we doing, as a government, on our own, forgetting about the feds for the time being? I appreciate what the Minister is trying to do, but what I am asking the Minister is, what are we doing as our government, to try to help out this particular company? Have we investigated or sought the various options we may have; for example, we as a government giving a loan

guarantee to a native organization so they can have an equity position in this particular company? That could be one option. Has our government looked into the various options that we may have? That was my question, and I do not believe the Minister has answered me. Thank you.

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

Further Return To Question O263-89(1): Options To Assist Neptune Resources

HON. NELLIE COURNOYEA: Mr. Speaker, first of all, the issue of mining resources in the NWT, at this time, rests with the federal government. That limits this territorial government from having the options of royalty shares coming into the NWT and using those royalty shares to redirect in supporting a development such as this. I am aware that previously the Dogrib Tribal Council -- I am not sure if that specific agency did go to the native economic development fund because it apparently did not quite fit into the criteria -- but given that it was a federal responsibility, we felt it really had to rest in the hands of the federal government to produce the options, or produce the commitment, to have the support go to that particular venture.

As the NWT Legislative Assembly, we went to a great deal of effort to come up with a loan guarantee, which we felt would trigger the federal government's commitment. Unfortunately, this did not come forth, but until quite recently we were confident that the Department of Indian Affairs knew what they were talking about when they said that the project would not be killed if they did not guarantee the \$15 million because they felt that the company had other options.

Mr. Speaker, I can only say that we have done everything we could within our jurisdiction. We continue to say that that project is a venture, we feel, that responded to a group of people who really needed the jobs and the employment. Right now, we will have to regroup and see how we can pressure, with the limited jurisdiction we have.

Mr. Speaker, even though I would like to assure the Member that we had, as a territorial jurisdiction, an avenue to explore all kinds of options, we really are limited given the fact that mining is not under the jurisdiction of the NWT. We will do what we can. I do not know exactly what that is but I know that over the last three or four weeks the Department of Energy, Mines and Resources have really taken it upon themselves with their limited mandate to try to encourage the federal government to take up their responsibility as they did in the Yukon Territory. Thank you.

MR. DEPUTY SPEAKER: Thank you, Ms Cournoyea. Item 5, oral questions. This concludes oral questions. Item 7, returns to written questions. Mr. Clerk.

ITEM 7: RETURNS TO WRITTEN QUESTIONS

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Speaker, I have a return to Question W15-89(1), asked by Mr. Nerysoo to the Minister of Economic Development and Tourism on the role of Economic Development and Tourism at the Edmonton office; return to Question W17-89(1), asked by Mr. Nerysoo to the Minister of Education on NWT Education student support services in Edmonton.

Return To Question W15-89(1): Role Of Department Of Economic Development And Tourism In Edmonton Office

The Hon. Gordon Wray's reply to Question W15-89(1), asked by Mr. Nerysoo on February 23, 1989, regarding the role of Economic Development and Tourism at the Edmonton office. In response to the honourable Member's question regarding an increased presence of the Department of Economic Development and Tourism in the Government of the Northwest Territories Edmonton office, the department maintains regular contact with the Edmonton office and is able to respond immediately to any requests. In addition, the department is in contact with Alberta organizations as and when the need arises. There is not sufficient demand at this point in time to justify an increased role of the department in the Edmonton office.

Return To Question W17-89(1): Services And Programs For NWT Students At The Edmonton Office

The Hon. Stephen Kakfwi's return to Question W17-89(1), asked by Mr. Nerysoo on February 23, 1989, regarding NWT Education student support services in Edmonton. The NWT government office in Edmonton offers information services to NWT residents who are living in Edmonton and who are interested in enrolling in post-secondary education there. The students are then referred to the Department of Education student support services in Yellowknife which relocated from Edmonton in 1982.

The Department of Education is exploring the potential for establishing NWT student associations which would provide orientation and peer counselling services on southern campuses. As soon as this proposal is completed, it will be considered by cabinet.

MR. DEPUTY SPEAKER: Thank you. Item 7, returns to written questions.

Item 8, replies to Opening Address.

Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I wish to table three documents on BRC motions that were passed. I am usually invited to the BRC sessions so that I will have access to all the motions that are made, so I will be tabling documents to ask the government to look into these matters. Tabled Document 48-89(1), which I referred to earlier in my question concerning MACA, is regarding capital planning, to request someone to sit with the capital planning committee. Tabled Document 49-89(1), also a motion that was made, concerning legal services in Sanikiluaq, Hall Beach, Grise Fiord and Resolute Bay, to have some case workers working in those communities. Tabled Document 50-89(1), funding for Inuktitut programs or curriculums. They do not have adequate funding for producing Inuktitut curriculums which they have been requesting. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Arlooktoo. Item 11, tabling of documents. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Speaker. I wish to table Tabled Document 51-89(1), addressed to myself from the Kataujaq Society and the letter is from Debbie Manson, co-ordinator of Kataujaq Society in Rankin Inlet. Mr. Speaker, it is in regard to child care in the NWT, the interim program which was recently introduced by the GNWT. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Ernerk. Item 11, tabling of documents. Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. In accordance with section 39 of the Interpretation Act, I wish to report to the House on the orders, rules and regulations made under the acts of the NWT. I am therefore tabling Tabled Document 52-89(1): numbered non-statutory instruments, numbered statutory instruments, numbered regulations and the registers for these instruments. Thank you.

MR. DEPUTY SPEAKER: Thank you, Mr. Ballantyne. Item 11, tabling of documents. Mr. Clerk.

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Speaker, in accordance with section 184(4) of the Elections Act, I wish to table Tabled Document 53-89(1), the election returns and declarations on behalf of Gary Boyd, Charles Dent and Tony Whitford.

MR. DEPUTY SPEAKER: Thank you, Mr. Clerk. Item 11, tabling of documents.

Item 12, notices of motion. Item 13, notices of motion for first reading of bills. Mr. Ballantyne.

ITEM 13: NOTICES OF MOTION FOR FIRST READING OF BILLS

Notice Of Motion For First Reading Of Bill 9-89(1): Supplementary Appropriation Act, No. 3, 1988-89

HON. MICHAEL BALLANTYNE: Mr. Speaker, I give notice that on Friday, March 3, 1989, I shall move that Bill 9-89(1), Supplementary Appropriation Act, No. 3, 1988-89, be read for the first time.

MR. DEPUTY SPEAKER: Thank you, Mr. Ballantyne. 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), Appropriation Act, 1989-90, CR 1-89(1), Report on the Review of 1989-90 Main Estimates, with Mr. Zoe in the chair.

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

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

Department Of Education

CHAIRMAN (Mr. Zoe): I would like to call the committee to order. We are dealing with the Department of Education. Mr. Minister, are you prepared to bring in your witnesses at this time?

HON. STEPHEN KAKFWI: Yes. The deputy minister and the director of finance and administration, Mr. Joe Handley and Mr. Paul Devitt.

CHAIRMAN (Mr. Zoe): General comments. Member for Natilikmiot.

MR. ANGOTTITAUROUQ: Thank you, Mr. Chairman. I will make my statements in regard to the Department of Education. When the chairman said, "Does the Minister want to bring in his witnesses?" I thought and I said privately to Mr. McLaughlin on my side here, "Bring in your witnesses that are easy to convince." It is because I would like to try and convince you with regard to education, with regard to the request that my region and all the Kitikmeot Region made during their divisional board meeting that was held in the community of Gjoa Haven.

Lower Pupil/Teacher Ratio

I had some discussions with that board and with all the Kitikmeot local education council members present. They came to a conclusion, and I supported their goal, to bring down the present pupil/teacher ratio from 19 to one to 17 to one. They strongly believed that the principals and vice-principals are administration staff, and they are not to be included as teachers. The principals are administration staff and they do not have time to teach.

We strongly believe that to bring the ratio down from 19 to one to 17 to one would give the teachers more time with, say, a person who is a slow learner. The teacher would have more time to try and help bring that student up further. With the present staffing in the NWT, especially in those isolated communities who have approximately 200 to 300 students, the ratio of 19 to one

just does not seem to work. Some teachers may have three or four different grades in one classroom. That is a lot of going around for the teacher from one student to the next, especially when you have grades four, five and six; that is a lot of work for one teacher.

What they are saying is that if you have a ratio of 17 to one, have more teachers, and take away the principal and put in a regular teacher, the students would be attended to more, and that would enable them to learn better. I know your staff and your department, especially your advisers, always say it comes in from the parents. If the parents were to send their kids to school more often, then we would have more successful students. I believe in that; but then again I know for a fact there are good learners, but with the shortage of teachers they stay in one grade for two or three years. That is not uncommon for the NWT. I know perfectly well that if a student is a non-attender he would probably stay in one grade for two or three years, but there are students that go to school every day, with their handicap and with their hearing problem, since we know that in the NWT there are a lot of school children who have a hearing problem.

There are a lot of students who are being taught at home. They have parents who speak only the native language. When they go home they cannot really use English, and the next morning they go back to school and they speak only English. Not only English, they mix words in both languages. That is also slowing down their progress to get to another grade.

I guess in the whole NWT, especially in the small communities, we have to try and find ways of getting the students to advance in their grades. That was one of the recommendations and one of the hopes, to speed up the learning process in the isolated communities, to have more teachers. I know perfectly well that the Minister will not have any funds to get more teachers, and we could just say, okay there are slow learners because some of them do not attend. Let us forget that for a moment and let us think of giving more attention to all the students. That is the request, give more attention to all the students.

I do not know what the Minister is going to say. I can ask the Minister whether his department will be thinking of looking seriously into that matter of reducing the ratio from 19 to one to 17 to one. If you cannot do it for all the NWT, why not try it for those who have requested it and who strongly believe that is one way of speeding the learning process for those students? What would the Minister do in the future on that region's request?

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

HON. STEPHEN KAKFWI: Mr. Chairman, as I was saying yesterday the way that we allocate funds, positions and person years to the regions is by taking the enrolment at the beginning of the year, which is the highest enrolment in the course of the school year. In each region, as I understand it, the superintendents and the divisional boards take the money and the resources as allocated to them, and they devise ways in which to make the maximum use of their budget allocations. In fact, when you look at the actual student/teacher ratio in the Kitikmeot Region, it is all in the neighbourhood of 17 or 18 to one. In Coppermine, for instance, it is a little over 17 to one. In Holman it is 17 to one; in Pelly Bay it is 15.8 pupils per teacher.

#### Actual Ratio Lower Than Formula

I think it is important to note, as well, that the special needs teachers are not part of that formula, so you get an additional teacher on top of what you are allocated through the 19 to one formula.

What would probably happen if we changed the ratio is that it is not going to settle at what we use as a formula. It would be one, two or three numbers different from what we set in the formula. Just as now, when we have 19 to one, I would say in many or most of the communities the actual ratio is lower than what we use for our formula.

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

MR. ANGOTTITAURUQ: Thank you, Mr. Chairman. I would say I am rather shocked because I have in front of me, and in fact I tabled, one petition coming from the local education council. They should have known, if they were much lower than 17 to one. Why would they be giving me petitions to lower it down to 17 to one? It really does not make sense. They are the ones that are supposed to know; they are the ones that are elected in the communities; they control and they talk about their schools and they talk with their teachers. I am quite confused. Why would they be sending me petitions when it is already lower than 17 to one? That is the question.

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. As I understand it, everyone wants to improve on their ratio. As I was saying yesterday, ideally we would do very well if we had one teacher for every student in the schools but we cannot afford it so we try to come up with something that is a little better. The 19 to one, as I understand it, is just used as a formula to say, "Well, there are so many students in the Kitikmeot Region. Here is how many teaching positions or teachers we are going to allocate to that region, or money for teachers." That region takes that budget and they know how to reallocate resources within that budget to make the actual ratio better than what we fund them at. That is just simply because we do not fund individual communities and say "Well, this is all you are getting for the year. Good-bye." It is all part of the region.

So there is enough flexibility in the regional budget so that they can create additional teaching positions and the number of students that enter school in the fall usually declines a little over the course of the year. And there are things like people moving from place to place, a lot of little things that should be taken into account. I think the reason that they are petitioning you to ask for a change in the ratio is so that if for instance, we drop it 17 to one, the actual ratio in the classrooms will probably drop to about 14 or 15 to one in the communities and there will be more money available to do other things that they want to do, which they cannot do now because the little money that is left at their discretion on the regional level is used almost solely to create additional teaching positions.

I do not know why I am explaining this but as I understand it, that is why people are lobbying for these additional positions. I do not think we should confuse it. The confusion is that we are talking about 19 to one as a formula but it is not actually what is in existence in the schools. For instance, I always use Colville Lake as an example. We had originally intended to have about seven to 10 students there. We have got 17. We have one teacher. If there were 7 students there we would still have one teacher. The numbers change quite a bit in the communities and I think that is the reason there is such flexibility. Thank you.

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

MR. ERNERK: Thank you, my friend for Rae-Lac la Martre, Mr. Zoe, Mr. Chairman. There are five of us now. Six. I was not quite prepared to make comments but since you gave me the floor I will try and make some remarks. The other day the Minister of Personnel spoke to this House with regard to further training of native people in technical areas such as nursing, etc. I would like to pick upon Mr. Lewis's remarks yesterday as well as the answer he received from the Minister himself.

Mr. Lewis was talking about Arctic College. The Minister indicated that Arctic College, as an operation, is quite young. It was set up as an autonomous operation under the board of governors only a couple of years ago. And he went on to say that many courses that were offered in the past, 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.

I have had a chance to talk to a number of students from Arctic College in Repulse Bay, as well as Rankin Inlet. I do enjoy speaking to these students very much because it gives them an opportunity to ask questions and make me aware of them. I think that is a very good move, whether they are political or other issues that we deal with every day in the NWT.



But I take the comments of the Minister of Personnel seriously because in the future, in the very near future, we have to move in the direction of technical training. At the same time we must keep in mind that we must encourage our students at all levels of society to complete their schooling as much as possible. As a matter of fact I felt today, this morning when I woke up, that we should make every day a good education day. Every organization, every parent, every educational division, every society, every regional council, every organization in the NWT should think of every day as a good education day and promote this good education, completion of your good education to our students as much as we can. Our students must feel that getting an education is a good challenge. We should make them feel the fact that the future is theirs. A future is waiting for them. From that point of view, we should be making education the most important issue in our society. So I guess that leads me to my next suggestion to the Minister as to how he feels about it.

#### Technical Training As part Of Arctic College

I have seen as I said, Arctic College in operation in my constituency, in Rankin and Repulse. I think what they have to offer is a move in the right direction. It is a move, a very positive move but I have always indicated in many forums where I speak, that no goal is too high to aim for. I think this is part of the responsibility of Arctic College, and I want to start moving to technical training at the community level. I remember when the Government of Canada, Indian Affairs, back in 1964, 1965, 1966, had training that was in place for nursing assistants for some 15 or 20 native people from the Nunavut region. That was a good program. It was held in Smith Falls under the program of Indian and Northern Affairs at that time.

Because training is such an important issue to myself, and to the people that I represent, we should be taking technical training and introducing it as part of the Arctic College programs. Mr. Chairman, I am talking about training in nursing, in the field of doctoring, training in the field of lawyers. It is a long training program. They are very technical training programs, but I know that can be done; Noah Carpenter from Sachs Harbour did it slightly over 10 years ago. I think we must begin to move in that direction if we are going to fully introduce technical training, and I think we should. Thank you, Mr. Chairman.

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

HON. STEPHEN KAKFWI: Mr. Chairman, there are a lot of good things being said here at this table, and by the Member as well. I think the college is interested in looking at providing additional courses and training opportunities; looking at options like buying seats in certain courses at universities; trying to encourage people to take training in the professional fields like education, the medical profession, engineering, the legal profession, those sorts of professions. It is coming along but there is nothing to say that the college itself is in a position right now to provide them. I know the college is very much interested in moving in the direction that the Member is speaking about.

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

MR. ERNERK: Thank you, Mr. Chairman. I thank the Minister for that answer. Since this direction is being undertaken, or being thought about, could the Minister indicate to me by next year, during the session of this Legislative Assembly in February or March of 1990, what progress is being made with regard to the idea of introducing these technical training opportunities and programs that will probably be carried out? Or, if not carried out, could he indicate to me by then as to what progress will have been made in about a year from now?

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

HON. STEPHEN KAKFWI: Yes, I will agree to do that.

CHAIRMAN (Mr. Zoe): Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I heard the answer and I thank the Minister. Just going into the objectives of the Department of Education. Can he first of all tell me what "to complete the development of an Inuktitut language arts curriculum for high school" means? Thank you.

CHAIRMAN (Mr. Zoe): Merci beaucoup. Mr. Minister or Mr. Handley.

HON. STEPHEN KAKFWI: Mr. Handley will answer the question.

MR. HANDLEY: Thank you, Mr. Chairman. The intention of that objective is to develop an Inuktitut language curriculum basically to be taught as a second language. In this case it is being taught to students who already speak the language and does more than introduce them to it. We are currently working on the grade 11 program. Thank you.

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

MR. ERNERK: Thank you, Mr. Chairman. I understand Mr. Handley's reply, but exactly what does "arts curriculum" mean? I think that was more my question.

CHAIRMAN (Mr. Zoe): Thank you. Language arts. Mr. Handley.

MR. HANDLEY: Thank you, Mr. Chairman. The use of the word "arts" in this case refers just to the study of language and is basically studying all elements of the language, both spoken and written, grammar and so on.

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

MR. ERNERK: Thank you, Mr. Chairman. I understand the program, to study the Inuktitut language. Are you talking about the history of the Inuktitut language? I guess I am also talking about the different dialects across the NWT, which I feel are very important for the Inuktitut language to survive.

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

HON. STEPHEN KAKFWI: Mr. Chairman, the language arts program, as I understand it, is more of a study of the language, the way it is structured, how it is spoken, the different forms it takes, the grammar and how it should be spoken, understood and learned. The history of the language would probably, I think, come under the northern studies program where the history of the different indigenous peoples in the North and their language is studied.

CHAIRMAN (Mr. Zoe): Thank you. The committee will recess for a few minutes. I would also like to remind the committee Members that we are having a short public accounts committee meeting in the caucus room during the recess. We will recess.

---SHORT RECESS

CHAIRMAN (Mr. Zoe): I call the committee back to order. Mr. Angottitauruq.

MR. ANGOTTITAUURUQ: (Translation) Thank you, Mr. Chairman. I will be talking about education in general. In Gjoa Haven they recently got a new school, last fall. The students that are attending the school have to walk to school even in the middle of winter when it is minus 40 or 50. They always have to walk back and forth and it can promote diseases, chronic diseases, colds. If there could be a tunnel of some sort built from the school to another building perhaps even for the smaller students, we would even accept that. Perhaps the Minister of Education should allocate some funding for that purpose. This is my first question. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pollard): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, the two items that the Member mentioned are first, I think, to look at connecting two buildings providing some sort of insulated walkway. I understand that would be somewhere in the neighbourhood of \$150,000. We can look at it but it is a lot of money for a walkway to connect two buildings.

The second point brought up is I think on school busing. The students have to walk to school in the cold. Again, I do not know the circumstances of the community but I should say that children in the North have been walking to school in the cold for years and what I find is more and more communities are asking for busing. First it was because the schools were too far and it is dangerous because of wolves or polar bears. Now it is because sometimes it is suggested it is too cold. We will look at the request and review it. Thank you.

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

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. Maybe I might as well try to talk in my second language of English because the interpretation did not turn out exactly the way I spoke it in Nattilik. I know the translators do a very good job but my dialect is different. Excuse me, I am not saying that the translators are not good but our dialect reverses in meanings the way I say it. So excuse me, but I did not mention anything about busing. Even though it is a concern, I was not into busing this time. I was only talking about a walkway.

#### Walkway From Gym To New School In Gjoa Haven

The Minister replied to me about a walkway. We know that we need a walkway in that new school because during the wintertime it is about 40 to 50 below Celsius and when a student is coming in from the gym, from another old school building because the new one does not have a gymnasium, and it is a constant -- not only for gym but even the teachers walk constantly back and forth and they require a walkway. It is rather dangerous, especially for those smaller students. They may, while they are hot, sweating, if they happen to walk they may just happen to catch pneumonia or some other illnesses because it is cold. I thank the Minister in advance for knowing that busing is required in the communities.

---Laughter

And I thank him for being aware of it. Even though our community is a small community sometimes students have to walk approximately a good kilometre away. Especially in the cold blizzards, some students are not prepared to walk in a blizzard and today a lot of them use these modern type of jackets or parkas with zippers. It happened just shortly before I came over here, that I have seen some students during a stormy day with the winds going approximately 60 kilometres per hour and it was pretty cold. Maybe about minus 45 to 50 Celsius and the wind chill factor was the main problem.

Some students especially the small ones, cannot complain to say, "It is so cold I am having difficulty walking to school." Unless the community really experiences that, they really cannot strongly support good transportation. I have always thought that all along the Department of

Education had a policy, as this was not the first time I have asked a question in regard to busing service. The first replies I used to receive, and I still remember them perfectly well, were that a community had to have a certain population and the community has to have a certain distance from the school. That was the reply I kept getting. In order to get busing in a community you need to expand the community. You need to put some of the buildings far away.

In my view, our North is much colder than these large communities where they have trees and large buildings. There are open gaps with no windbreaks from large buildings and trees. I feel sorry sometimes for those little students that are trying to go to school and have to walk about a kilometre with a wind chill factor of approximately 100. I think the southern communities do not recognize how cold it is with a wind chill factor. For even a short distance, even myself if I have to walk to the store on a windy day, I would have a very difficult time on my face. What about those students that are not exactly prepared to face that kind of cold and who really are not dressed properly?

#### Use Of Hamlet Vehicles For Busing

That has been my concern. If that was all possible, I keep thinking to myself, that factor should be recognized, how cold it is in the North, especially on the Barren Grounds. I know there are some local vehicles that could be contracted out, especially on the windy days. For instance, maybe a hamlet in one community may have a van for the administration staff that sits all day that could take a moment to bring some of the students, if they were given a few dollars for the driver and maybe for gas, because some of these vehicles just sit outside these offices all day while our little children have to walk and face this cold trying to go to school. In fact, I have seen some of them with frostbite on their faces. If the communities and your department were generous enough to give a few dollars on windy days, this would not happen. In thanking the Minister in advance for saying this and repeating it, already he knows that I was going to raise it.

I will move on to the Spence Bay school. I was informed that the Spence Bay school had a poor design and they will have to do some work on it. If they do the work, the amount of work they are going to do is going to be a few million dollars -- which is almost the same price as a new school. I know that that school is still a strong structure, but it was not designed properly for the cold climate and they have to do some work, which would come out to about the same price as a new school.

Also there was another concern from that region and this is with regard to a letter I received from the Education District No. 1 here in Yellowknife. It might have been a mistake for me to receive the letter. Since, however, it was addressed to me and came to me, I brought it to the attention of the Kitikmeot Divisional Board. I do not have the letter at this moment, but I remember the main concern of it, Mr. Chairman, which we discussed. In that letter it stated that Yellowknife Education District No. 1 wants to build more schools here in Yellowknife, and when I received that letter I spoke to the chairman who had written the letter.

Some of what I am about to say is oral information and some of it is in the letter. We had a concern about this particular item of acquiring Sir John Franklin; they want to take over Sir John Franklin Territorial High School. If they do take it over, the smaller communities would really have nothing more to say, and that was our concern. This could easily be done, and our region would not support Education District No. 1 building more high schools in Yellowknife. They are satisfied with the way Sir John Franklin is operating now. If Education District No. 1 takes it over, that would be a concern.

#### Kitikmeot Wishes To Have Own High School

Also, on the same matter, in speaking to the person who wrote the letter, they said they would like to build a high school which would take in 150 extra students from all regions. The reason we are concerned about this is that the Kitikmeot Region is the only region that does not have a high school and we would like one in the near future. We would like to have a high school closer to home. Other regions have high schools closer to home.

The study that was done last year, I believe, by the Kitikmeot Divisional Board was asking the students, "Would you like to go to school in Yellowknife?" without asking the parents. A questionnaire went to students who they hoped in the future would be going to high school, asking if they would like to go to school in Yellowknife or in their own region. I believe that was a mistake. They should have asked both the parents and the students.

We know students are paid back by your department to go home for the Christmas break. For the Easter break we know there are some parents who would like to bring their children back home, but this requires that the parents pay for the students to come back home at that time. Yellowknife being the only place to go for high school, it is rather a distance for some of the parents. Some of the parents would not really pay their students' way back home. Some of the parents would go themselves, but if we had a regional high school this would make it easier for both the students and the parents.

The biggest concern was the letter that came in from Education District No. 1. I do not know if the Minister knows about it, but I would ask the Minister at this time does he know anything about the progress of what Education District No. 1 is trying to do?

CHAIRMAN (Mr. Pollard): Thank you, Mr. Angottitauruq. The Chair would like to recognize at this time Mr. Donat Milortok, president of the Tungavik Federation of Nunavut, sitting in the gallery.

---Applause

Mr. Minister.

HON. STEPHEN KAKFWI: Thank you. There are a number of items that the Member raised. One has to do with possible busing for Gjoa Haven. There does not seem to be any great distance for the students to walk in the community. As I said earlier, we are developing a busing policy that I hope we can have available for discussion by this Legislature sometime in the future. Until then, I really do not want to do anything in the area of busing until there is some policy under which to consider requests like this.

With regard to Spence Bay and the required repairs or renovations, we do not have current information on this. It is being handled through DPW and we can make sure that the Member has up-to-date information as soon as we can get it for him.

With regard to the request by the Member to see a Kitikmeot high school, it is something that we can review again when a formal request comes from the region. The Member seems to question the way in which the last survey was done. That may well be; I have no idea; but I would hope that we get it straightened out within the region, and they can communicate a message that is the same between the people responsible for education and the MLA.

As far as students coming home twice a year is concerned, what we do is we pay the students' way out to school and the way home at the end of the year. We also provide one trip at Christmas or Easter, whatever the student wants. We have no plans right now to increase to two trips during the school term for students. We have no plans to provide this at this time.

#### Status Of Sir John Franklin Territorial High School

Concerning the Education District No. 1, and their idea of taking over the operation, management and maintenance of Sir John Franklin, that is not something that I am entertaining at all at this time. The Member can be assured, I guess, that we still see it as a regional high school. It is a high school that serves people from the Sahtu, the Kitikmeot, the Deh Cho, the Dogrib, amongst many other communities as well. It still will be operated as a regional institution. Thank you.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Minister. Department of Education. General comments. I think, Mr. Ernerk, you had a follow-up question to Mr. Angottitauruq's.

MR. ERNERK: Thank you, Mr. Chairman. I basically wanted to echo the statements of Mr. Angottitauruq with regard to the issue of busing. There was a certain busing policy years and years ago but it has never really been properly established, so to date we continue to have a problem with busing at the community level.

The Minister is right that in a place like Chesterfield Inlet, we requested the government to establish proper busing because of one or two things: the distance of the community to the school and, secondly, the Minister is right that the polar bears come to the community during certain parts of the year fairly frequently. I am even aware of two people who shot polar bears. One person shot a polar bear right on his porch last year, a year and a half ago. There is one which is fairly recent that happened in Chesterfield Inlet as well.

But I think the Minister and the department should seriously consider what Michael Angottitauruq indicated to the House especially with weather conditions. Throughout the course of the year the schools are closed in the communities, especially in Nunavut, because of the severe storms where sometimes you cannot even go out as an adult because you could get lost, especially if you do not know your way around. So one must take extra precautions in our communities because of the strong storms and winds.

#### Busing Policy Needed

I do think, having said all these things, the government, with the advice of community education societies, divisional boards and all those people who are responsible, should try to take a look at establishing a busing policy. I asked the Minister a question the other day and I applauded the Department of Education for establishing long overdue busing services in Chesterfield Inlet but the reason why that happened mostly is because of the distance of the school, as well as the dangerous animals like polar bears.

I hear the government to recognize the fact that the communities are growing in the East. The communities are not going to stop growing, so as a result the distance of the school will continue to be a fact of life where we come from. I made a reference to Rankin Inlet the other day because Rankin Inlet is a fast-growing community. It is one of the fastest in the Keewatin Region, if not in the NWT, because it is a seat of the regional government, regional administration, which is something that we are all aware of.

So naturally, being a fast-growing community, Rankin Inlet requires more services each year in terms of improved services every year; bigger and better housing; bigger offices to accommodate government offices and whoever else is in town to operate an office. There is a new subdivision in Rankin Inlet which is both distant, almost -- I am not even going to try to guess as to how far it is but it is distant from the community's education centre and the fact that makes it more difficult is there is a lake, Williamson Lake, which is situated between this new subdivision and Maani Ulujuk education centre.

So considering those problems, considering the fact that it is dangerous in the fall, especially when Williamson Lake is freezing up, we know that children do like to play on ice and there is not enough supervision; we cannot all go out and supervise all the time. Considering the strong winds that we have in a place like Rankin Inlet -- I am merely echoing Mr. Angottitauruq's comments as well -- we should request of the government to establish a draft for a busing policy. I have heard it said back in 1975 when I was here, and it has been mentioned previously during the years I was not here, and I am back here now and mentioning it. If I am no longer here it will be mentioned again. So we should consider the size of the communities. We should consider the expansion of the communities. We should consider the climate of the communities. We should consider safety of the children. We should consider the age of the children. We should consider the hardships that are caused by certain types of situations. So, Mr. Chairman, while I am putting together my own thoughts further, I wanted to merely support Mr. Angottitauruq's comments with regard to a busing policy. Excuse me, I have some more comments. I guess what

I wanted to see was a regulation that provided the kinds of things that I mentioned when it comes to the issue of establishing a busing policy. Thank you, Mr. Chairman.

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

Draft Busing Policy Being Developed

HON. STEPHEN KAKFWI: Mr. Chairman, as I said earlier, we are working on developing a draft busing policy which, if it is a good draft, we will try to have brought to the other Ministers for their consideration. I hope to do that in the next while, but when, I cannot say right now.

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

MR. GARGAN: Thank you, Mr. Chairman. I waited until now to start speaking, mainly because I believe my constituency of Fort Providence, as well as Hay River, are both listening from now on to what is happening in this House relating to education.

I would like to start out by saying nice things to the Minister. I would like to thank the Minister, and the previous Minister also, for the new school and the addition to the new school, which is the community gym. The Minister also assisted us with special needs on the Hay River Reserve for a small girl by the name of Laurie Fabian, who is handicapped. I believe that the Minister acted very well on her behalf. I would also like to compliment the superintendent, George Demeule, for his work in resolving that issue. Further, I would like to thank the Minister for providing us with a teacher, which is George Demeule again, at Kakisa.

---Applause

He is the regional superintendent that was moved to Kakisa. I would like to thank the Minister for giving us such a high quality calibre person for the community of Kakisa. I believe the program right now is that they do have a trailer there for the individual and he provides daytime visits to the younger students and gives them assignments to do during the daytime. During the evenings, I also believe that they do have some type of upgrading program. I would like to express my appreciation to the Minister on those.

On the other hand, I do believe there are some small concerns I would like to address with regard to principals in the communities. I do not know what the practice is now, although I have an idea of what it is. At one time it used to be, Mr. Chairman, that the principal would serve a term of two years. The same as the RCMP or other civil service types of jobs. I am not questioning the ability of principals in the schools or in my own constituency, but I do have a concern that if you have an individual that goes into the school, one idea does not change. It ends up being stuck with a principal for a length of time and nothing else progresses, maybe because of the working relationship or the community-school relationship. I wanted to express that concern. Perhaps there is a policy in place that deals with those types of situations. Every year a letter is sent to principals advising of openings in certain areas and they are encouraged, maybe, to transfer to a different area. In the case where they do not, what happens?

The other situation is again with regard to busing. Although we do not have the extreme cold weather or the wind chill factor, we do have the difficulty of transportation between the Hay River Reserve and the municipality of Hay River. I do not know whether there are students from the municipality of Hay River who wish to go to school on the Hay River Reserve, mainly because it does have culturally-oriented programs, but the Hay River Reserve's population is now 200. The band membership is 324, which also includes people from the municipality of Hay River that wish to move back to the reserve but are bogged down with housing. I also believe that the parents of some of the students might wish to have their children going to school on the Hay River Reserve side, and on the Hay River Reserve side the students going to high school in the municipality of Hay River, rather than being in residence here in Yellowknife. There is that difficulty that the Minister may want to address.

I understand the band council does provide transportation to and from the community on, I think, an hourly or two-hourly basis. They provide that service to the members of the reserve. Maybe arrangements could be made. You are talking about 28 kilometres if you go both ways. It is a long haul and you only have to look at that situation during the fall and during the spring. That is another area I thought I would bring up.

I will give the Minister a chance to respond to these issues.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Gargan. After all those thank yous to the Government Leader and to the present Minister of Education, they have to know now that it is going to cost them something down the line here. Mr. Minister.

#### Divisional Board Would Take Care Of Issues

HON. STEPHEN KAKFWI: Mr. Chairman, on the business of principals, I have no particular advice or comments. If a community, through the education body, wants to have a change in principalship then they can express that to the superintendent and that will eventually come and arrive at our door. As far as I know there have been times when principals have been changed or moved from one community to another, sometimes at the request of the principals themselves, and sometimes at the request of the communities because there is reason to do it. That is about all the comment I can make on it. Again, if the Deh Cho region had a divisional board they could easily take care of those types of issues themselves.

Busing for Hay River. I am not sure I understand Mr. Gargan but if he is suggesting that right now we provide busing from the reserve -- the reserve provides busing which we support, from the reserve to Hay River and then the bus goes back to Hay River? Back to the reserve, I am sorry. If he is suggesting we look at the possibility of providing busing for status band members of the Hay River Reserve Band that live in Hay River to be bused to go to school on the Hay River Reserve, then we could look at it. I have not seen a request come forward for us to look at it. But if the Member is asking us to look at it, I suppose we could do it. But offhand, because I know Hay River is so spread out and scattered, I do not know if it would work. However as I say, we could look at it. Thank you.

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

MR. GARGAN: Mr. Chairman, all I indicated is that we do have now, from the reserve, high school students that go to school in the municipality of Hay River. Although Hay River is short one school yet, they have been most accommodating so I thought I would mention that.

An arrangement was made with the previous Minister, and he is sitting over there. We did have at one time a concern expressed about a pool program, for example. We requested a swimming pool on the reserve but that was not possible, so an arrangement was made. If they could arrange with the town to have students get some time with the swimming pool, with the gyms, or with the arena for ice hockey and ice programs, then the Minister was going to look into considering some kind of transportation for the periods that would be required to do that.

If you travel 14.2 kilometres, one period is over and then you do not have very much time to do anything else but go back so it was not practical or feasible. So that was the arrangement made. I would like to ask the Minister whether he might follow up on the previous Minister's intention or promise and see whether or not he did keep that promise.

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



HON. STEPHEN KAKFWI: Mr. Chairman, when you live on a farm I guess you have to accept the fact that all the sins and luxuries and conveniences of city life are not readily available to you. So it is your choice. If you want to live on the reserve then there are a lot of things to be said about being secluded from the fast life of downtown Hay River.

---Laughter

I do not know if maybe he wants a commuting service. A bus takes a long time. I think it takes about half an hour to drive from the reserve to downtown Hay River -- the last time I drove it anyway. So I do not know what the answer is. I know as well that there is currently -- and I take the compliments of the Member well and I should thank him for it because those of us who are in government have not heard any thank yous from the chief of Hay River for a long time. In fact, I do not think we have ever heard it.

I do not know if we are just sort of doing a lot of things for nothing. There are reports that the chief is talking about kicking the whole territorial government out and having no relationship with them whatsoever and just having dealings directly with the federal government in Ottawa. So it does affect the way in which we approach requests, on the reserve at least. It affects how I think about it. That is not to say that the children and the people that we should service and provide services to should suffer, but that is politics for you. If you want to take a grand stand, you have to take your lumps when you deserve it. You cannot have it both ways.

The suggestion that the previous Minister may have made a commitment to look at, I can make the same commitment. If the Member can provide us with more specifics on what it is he wants us to look at, we can take a look at it. I just wanted to colour my comments a little bit to tell you the context in which I look at it. Thank you.

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

#### Placement Of Teachers

MR. GARGAN: Thank you, Mr. Chairman. I was going to mention something about Hutterites but -- Mr. Chairman, as far as the teacher education program goes, most of the students that do graduate from that program get offered positions, but not always in their own communities. Some of them have to deal with other communities where the positions are open. In most cases even the aboriginal language differs.

There was an incident in Providence last year which involved a young girl that just graduated from the teacher education program and was put in the community of Fort Providence. She was doing quite well. She did establish a good working relationship with the parents, including myself, but also she had a good working relationship with the students. Unfortunately, because of some incident which involved the principal, this individual was going to lose her job at the end of her term. This was an action that the superintendent had taken. But I brought this up to the Minister; he knows what I am talking about, and it was on his intervention that the individual was transferred back to her own home environment and is now quite happy and teaching there.

The situation created some bad feelings among the communities, mainly because the individual is an aboriginal person. The other thing is that very little was done to try to help the individual. It ended in my lap because, as an outsider, she did not get the necessary support. I guess it was out of desperation that the individual came to me to have me talk to you, Mr. Minister. But that kind of unpleasantness does not have to happen. I believe that it was handled quite badly, as far as I am concerned. You have a young girl who has a lot of potential and because of a small incident she was going to lose her career. I thought that was a real bad approach, as far as I am concerned, the way the superintendent acted in this instance. I guess I have to mention this because I was very unhappy with the way it was handled and the way the individual was handled both by the staff and the school.

In a situation where you are isolated, for example in the Eastern Arctic, what do you do in a situation like that? I believe you have to act very professionally and in this case I believe it was the individual that took the lumps, not the superintendent, even though it was on his action that the situation was created. I thought I would bring this up because I meant to bring it up at the fall session but I decided to wait for the appropriate time, after things had quieted down and were back to normal.

#### Students Required To Sign Contract

The other situation, Mr. Chairman, which again is part of a learning process, is that students in the Elizabeth Ward School last year were expected to sign a contract. I have a copy of one here. In 1987, a contract was given to students to sign at the beginning of the school year guaranteeing that they would attend school regularly and keep the attendance above 80 per cent each month. This is a contract that was signed so that you attend school 80 per cent of your time. This individual did not, and a letter was sent warning him that his attendance was below 80 per cent and that an improvement was expected in March. In order to achieve in school a person must attend regularly. The end result was that the individual was terminated from school because he did not live up to the contract. Is this legal? Is this the practice now in schools, that you expect a student to sign a contract and if he does not live up to the contract then you expel him? Or is this just a tool used to expel students because they do not meet expectations? I would like to ask the Minister that.

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

HON. STEPHEN KAKFWI: Thank you. The comments about the placement of teachers, particularly northern native teachers, is one that I have a lot of interest and concern in. We try to give close attention to how those people that we have recruited under the teacher education program and who have taken a teaching position are coping in their new positions.

There have been situations where teachers who were born, raised and educated in one community, which is their home town, went out to get their education and get a degree. They come back and their own community is not interested in hiring them. It is not only in the teaching profession; it happens in other job situations as well. I have a concern about it. I do not know how it can be resolved but something needs to be said about it. I am not organized in thought right now so I will save that for a better day. But I do have some concerns about it.

We were involved in the particular instance that the Member raised. As I remember, the particular teacher was moved to a home community and given another teaching position there. There were no references, as far as I know, in her file regarding the whole incident. As I remember, everyone was satisfied with the way in which that particular problem was resolved. It was resolved to the satisfaction of the principal, the superintendents involved, ourselves and the teacher. That is where we left it as of last year.

As I understand it, Mr. Chairman, the teachers apparently quite often make a point of asking students to make certain commitments to work harder in certain areas, to try to improve their attendance, to get certain work completed in a certain period of time, to work harder in certain subjects and to strive for improvements in certain areas. Aside from verbal commitments they ask students to sometimes make written commitments to do certain things. I guess it is just another way of teachers relating with their students. It is a written commitment. It has no legal basis, or anything, but it probably reinforces the need for students to try to live up to commitments they make.

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

MR. GARGAN: Mr. Chairman, with regard to attendance there is a law in place right now, a section in the Education Act, on compulsory education which compels a parent to send his child to school as well as the child attending school. But when you sign a contract with the school to say that you are going to be in attendance 80 per cent of each month, then you have put the

student in a situation that if he does not comply with it then he could be kicked out. Well, in this case he did get kicked out. Again, just referring to the letter that was written to the individual: "In order to achieve in school, a person must attend regularly and complete assigned work. I am sorry to inform you that you have broken your contract and you are being withdrawn from the school register. I would suggest that you consider applying to adult education in the fall."

I believe you have to be out of school for a certain length of time before your acceptance into the adult education program. I am saying that whether or not something like this is binding, is a contract like this either professional or legal? After all, we do have a legal act that compels a student to go to school. To further give them a contract to ask them to go to school and if they break it they are kicked out, what does that do? Does this type of action exempt the school from the Education Act, for example?

If they go through this process then they are not legally binding to the compulsory education section. They could break it through this kind of a contract. In other words, even though there is a law forcing them to go to school they could maybe make a smaller contract that exempts from that section and enables a teacher to actually expel a student from school. I would like to get an answer on this and whether or not, Mr. Chairman, this is even legal.

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

HON. STEPHEN KAKFWI: Mr. Chairman, we can look into this particular incident if the Member would provide us with the information on it. As well just to review that practice to see if there is any abuse, that children are without proper advice or without full knowledge signing documents that they may sadly regret later. So if the Member is asking for that then we can review that practice.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Minister. The Minister is asking for the documents, Mr. Gargan.

MR. GARGAN: Mr. Chairman, all I have got here is a copy of the letter that was written to the student that was expelled but I would also assume, based on this letter, that there was a contract also signed by the students that compel them to follow that. So, Mr. Chairman, I do not know what the legalities are here but I believe there is also a legal question that should be answered. I will provide them with a copy of that.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Gargan. General comments. The Department of Education. I have Mr. Zoe and then Mr. Ernerk. Mr. Ernerk.

#### Motion To Consider Establishing Native Law Program At Arctic College

MR. ERNERK: Thank you, Mr. Chairman. I would like to move the following motion: I move that this committee requests the Minister of Education to investigate the establishment of a native law program in the Arctic College and consider the possibility of affiliating this program with the native law centre of the University of Saskatchewan, and further, that the Minister report his findings to the fall session of this Assembly.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Ernerk. Your motion is in order. It has been translated and circulated to everybody. To the motion, Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I touched upon this important issue briefly this afternoon. First I asked the Minister if he could get back to us in the winter session of the Legislative Assembly in 1989 but I decided to do it by way of motion because I think it is important that we start making some recommendations to the possible training programs that could be carried out by Arctic College. I am certainly going to be talking with Mike Shouldice of Arctic College when I get back to Rankin because I find Mike to be very positive when it comes to these kinds of suggestions with regard to Arctic College training programs.

Just talking about this particular one, I touched upon the issue of technical training for native people, aboriginal people, and I am not trying to indicate to this House that only the aboriginal people should take advantage of this but I was making a reference to remarks by the Minister of Personnel yesterday or a few days ago, that aboriginal people should get into technical positions or technical training areas such as nursing. For a number of years now we have been trying to encourage and persuade more native people to get into the technical areas of training. I think law training would be a good thing, especially when we have certain legal centres across the NWT, such as Maliiganik Tukisiiniakvik, Keewatin legal centre, the Western Arctic legal society, and a number of other organizations that operate up here. I think if we start to encourage or persuade our people up here by establishing this kind of a program within Arctic College it would be a very small beginning, but it would be a positive move. I suggested the native law centre at the University of Saskatchewan because I understand from the government that it is a good program. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Ernerk. There is a motion on the floor. To the motion. Are you ready for the question? Question is being called. Mr. Whitford.

MR. WHITFORD: Mr. Chairman, I read the motion with interest, and I am quite supportive of the concept for several reasons. We certainly would open up a whole new avenue of study for northern people. I am just wondering about the wording "native law program". I have an idea of what the intention is. However it does suggest that the persons will be studying only native law. I would much prefer to see a slight change there to "establishment of a law program for northern students in Arctic College". I wonder if that would read a little bit better and probably would convey the meaning or the intent of Mr. Ernerk's proposal here.

I feel that if this matter is given serious consideration by the Minister of Education, and it receives the backing of this House, it will certainly go a long way toward bringing recognition to a very important part of northern studies and to the northern education field. It will certainly open up opportunities for people in the North to receive law training without having to go to Alberta or Saskatchewan to these particular law centres that are somewhat overfilled, oversubscribed; and although the North has received a certain amount of favourable consideration from these institutions I feel they are being set back a bit by the fact that they are in competition with a tremendous demand on them from native people in all of the provinces -- certainly the University of Saskatchewan is.

A good idea, and I would like to make an amendment to this, with the permission of Mr. Ernerk. I would like to make an amendment to this motion.

CHAIRMAN (Mr. Pollard): Go ahead, Mr. Whitford.

Motion To Amend Motion To Consider Establishing Native Law Program At Arctic College

MR. WHITFORD: I move that the motion as it reads be amended to delete the word "native" in front of "law programs", and add immediately behind "program" the words "for northern students".

CHAIRMAN (Mr. Pollard): Mr. Nerysoo.

MR. NERYSOO: Thank you, Mr. Chairman. For clarification, I wonder if Mr. Whitford could clarify whether or not there is a specific program that is for northern students that has been established at the University of Saskatchewan in Saskatoon.

CHAIRMAN (Mr. Pollard): Thank you, Mr. Nerysoo. Point of clarification, Mr. Whitford.

MR. WHITFORD: What do you want clarified?

CHAIRMAN (Mr. Pollard): Mr. Nerysoo.

**MR. NERYSOO:** Mr. Chairman, I wanted clarification because I was under the impression from the comments made by Mr. Ernerk that he wanted to take advantage of an existing program for native students. I was curious as to how all northern students could apply for a native student program. How would we be able to develop a program that would apply to all northern students?

**CHAIRMAN (Mr. Pollard):** Thank you, Mr. Nerysoo. I do not want to get into a debate on this. You have made a motion to amend the motion that is presently before the committee, Mr. Whitford. If I can just read it back to you. You wish to strike out, after "of a" in line two, the word "native"; leave in "law program"; add "for northern students"; and then carry on "in Arctic College". Am I correct, sir? Your amendment is in order, and I would request that the amendment be typed up and translated. Thank you, Mr. Whitford. I guess to get clearer, Mr. Ernerk, is the word "native" the most important word in that particular paragraph, sir? Is that imperative?

**MR. ERNERK:** Mr. Chairman, to me it is very important. The second most important idea to me in this motion is that there be a law program within the Arctic College, that I asked the government to investigate if it is possible to establish.

I would like to say that in our region we have established various kinds of Maliiganik Tukisiiniakvik type of institutions, and to this moment obviously we have to depend on southern lawyers to be employed by every one of those legal centres in Nunavut. What I am asking the government to do is something to the effect that, why do we not take a look at -- I am using some of the words of Mr. Kakfwi yesterday when he said that 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. What I am wondering at this point in time, Mr. Chairman, is whether it is possible to include law training within Arctic College and could it be investigated by the Minister's staff to see if we could put this in place as part of the training component of the program. In my view, "native" -- and being a native -- is very important to me.

#### Clarification Of Meaning Of Motion

**CHAIRMAN (Mr. Pollard):** Mr. Ernerk, I am sorry to interrupt you. What I am trying to establish is, is this suggested native law program, and if it is connected with the native law centre at the University of Saskatchewan, is it specifically for native people? Or is it a study of native law? If it is specifically for native people, then Mr. Nerysoo would be correct, it would be difficult to be affiliated with a native law centre in the University of Saskatchewan. If you could clarify exactly what you mean by a native law program, Mr. Ernerk.

**MR. ERNERK:** Mr. Chairman, I understand from talking to the government that the native law centre of the University of Saskatchewan does offer training programs especially for native people. I am even told that one individual from Rankin Inlet was almost ready to take on this training program last year or the year before -- I am not exactly sure when it happened -- but I understand this native law centre is specially designed for native people of Canada in Saskatchewan.

**CHAIRMAN (Mr. Pollard):** Mr. Ernerk, when you say the native law program do you mean just aboriginal people or people from the NWT in general? What is the meaning of that word?

**MR. ERNERK:** You ask me tough questions. I guess I should have really tried to explain exactly what it meant but I have no problem in answering your question, Mr. Chairman.

Within Arctic College I would really like to see this kind of program established so that native people in the communities can begin to take on the legal profession as their training. I have no problem with the word "Northerner". But it is most important to me coming from the Keewatin Region, that the issue of native law program be considered seriously to the fullest extent so that we have a program in terms of training opportunity as at least a small beginning designed for people, but not on aboriginal law. I am talking about southern law. I would like to see more aboriginal people becoming lawyers. That has to be the end result of the program if such a program could be established.

CHAIRMAN (Mr. Pollard): Mr. Whitford, I accept your amendment. To the amendment. Mr. Zoe.

MR. ZOE: Mr. Chairman, the amendment is to delete the word "native" and substitute the word "Northerner". Am I correct before I continue?

CHAIRMAN (Mr. Pollard): No. The amendment is being typed and will be translated, Mr. Zoe. Let us take five minutes until we get it for you in written form.

---SHORT RECESS

I call this House to order. Has everyone got a copy of the amendment? It is coming around right now. We will wait until everyone has a copy. I think everyone has a copy now. Mr. Whitford, for the record, could you read your amendment, please?

MR. WHITFORD: I move that the motion be amended to delete the word "native" in line two, and insert the words "for northern students" after the word "program".

CHAIRMAN (Mr. Pollard): Thank you, Mr. Whitford. To the motion. The Chair has accepted the amendment. Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, I believe the mover of the main motion wanted to have the Minister investigate to see if Arctic College can establish the same type of program that is being implemented in Saskatchewan. Amending the main motion takes away from the main logic of the motion because this particular program is geared specifically for native people. Striking out or deleting the word "native" means you are going to get a program that anyone can go to. There are a lot of law schools across Canada that people can go to. The one that has been established in Saskatchewan is strictly for native people. The length of time the program is offered is not the same as the regular law program. This is what the mover wanted to do, and that was to move the same program up here to the NWT. By deleting the word "native", it is not the intent of the main motion. For those reasons, Mr. Chairman, I will not be supporting the amendment.

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

#### Chairman's Ruling Challenged

MR. ERNERK: Mr. Chairman, I challenge your judgment for those reasons. The native law centre at the University of Saskatchewan is designed for the aboriginal people of Canada. It does not take in non-aboriginal people of Canada. I spoke to a native lawyer just a few minutes ago and he confirmed that the native law centre does not take in non-native people of Canada. It is designed for the aboriginal people of Canada. When I made my remarks I said I had no strong feelings about the word "Northerner", but when I was making this particular motion I used the word "native" law program within Arctic College and affiliated with the native law centre at the University of Saskatchewan because I wanted to see if it could be investigated and established by the government to see if native people could enter law training affiliated with a recognized organization in Canada. That is why I asked the government to affiliate this program with the native law centre at the University of Saskatchewan. If you accepted it, and you did, Mr. Chairman, the motion would be ruled out of order.

CHAIRMAN (Mr. Pollard): Mr. Ernerk, I understand that you are challenging a decision of the Chair so I will rise and report to the Speaker.

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; BILL 1-89(1), APPROPRIATION ACT, 1989-90

MR. SPEAKER: Mr. Pollard.

MR. POLLARD: Thank you, Mr. Speaker. Mr. Speaker, your committee of the whole was considering the Education budget. There was a motion put forward by Mr. Ernerk. An amendment was put forward to that motion by Mr. Whitford and I was challenged on the acceptance of the amendment, Mr. Speaker.

MR. SPEAKER: Thank you, Mr. Pollard. I will review Hansard and give you a decision tomorrow when we sit. According to the Rules and orders of the day, I will put the House back into committee of the whole with Mr. Zoe in the chair.

REVERT TO 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; BILL 1-89(1), APPROPRIATION ACT, 1989-90

Department Of Education

CHAIRMAN (Mr. Zoe): Thank you very much. The committee will come back to order. We are dealing with the Department of Education. We are still on general comments. Mr. Angottitauruq.

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. I wanted to speak to the amendment but since it has been challenged and the results have not come yet I would like to report progress.

CHAIRMAN (Mr. Zoe): Thank you. I have a motion on the floor to report progress. The motion is not debatable. All those in favour? Opposed? Motion is carried.

---Carried

I will now rise and report progress.

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

REVERT TO 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; 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) and CR 1-89(1), and wishes to report progress.

MR. SPEAKER: Thank you, Mr. Zoe. The House has heard the report of the chairman of the 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 the special committee on the northern economy in Dettah this evening at 7:30. Meetings for tomorrow: a meeting of ajauqtit at 9:00 a.m.; at 10:00 a.m. a meeting of the standing committee on agencies, boards and commissions; at 6:00 p.m. tomorrow evening, a caucus meeting.

**ITEM 20: ORDERS OF THE DAY**

Orders of the day for Thursday, March 2nd.

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 Thursday, March 2nd, at 1:00 p.m.

---ADJOURNMENT



Available from the  
Publications Clerk, Department of Culture and Communications  
Government of the Northwest Territories, Yellowknife, N.W.T.  
\$1.00 per day; \$40.00 for 1st session, \$20.00 for 2nd and 3rd session; or \$60.00 per year  
Published under the Authority of the Speaker of the Legislative Assembly  
of the Northwest Territories