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YELLOWKNIFE, NORTHWEST TERRITORIES

THURSDAY, MARCH 2, 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. Whitford, Hon. Gordon Wray, Mr. Zoe

ITEM 1: PRAYER

---Prayer

Speaker's Ruling On Motion

Motion To Amend Motion To Consider Establishing Native Law Program At Arctic College, Ruled Out Of Order

SPEAKER (Hon. Red Pedersen): Prior to proceeding to the orders of the day, I wish to provide my ruling on the challenge in committee of the whole yesterday. The challenge by Mr. Ernerk was to the amendment proposed by Mr. Whitford, which was to delete the word "native" and insert the words "for northern students". I have reviewed Hansard in detail and I understand the dilemma the chairman of committee of the whole found himself in. It is not the responsibility of the chairman to presume intent of a Member when moving or amending a motion. The chairman cannot interpret the meaning of words or the intent of any particular clause; nor would it be proper for him to attempt to do so. I noted in reviewing the Hansard, the chairman did endeavour, based on debate, to clarify the meaning of the word "native" as it related to individuals or to the type of law. Based on the review of Hansard, I find that the amendment proposed by Mr. Whitford is out of order, as it does change the intent of Mr. Ernerk's original motion.

AN HON. MEMBER: Hear, hear!

MR. SPEAKER: Orders of the day for Thursday, March 2nd, 1989. Item 2, Ministers' statements. Ms Cournoyea.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 14-89(1): Announcement Of WCB Review Panel

HON. NELLIE COURNOYEA: Thank you, Mr. Speaker. Mr. Speaker, I wish to take this opportunity to advise the Legislative Assembly that a three member review panel has been established to review the operation of the Workers' Compensation Board in recent months. Plans to establish this panel and to initiate this review were first announced on December 16, 1988.

The panel will consist of Mr. Bob Stewart, representing the Northwest Territories Chamber of Commerce, Mr. Dave Johnston, representing the Northwest Territories Federation of Labour and

Ms Letha MacLachlan, as panel chairman. Ms MacLachlan chaired a previous Workers' Compensation Board review in 1986 and, Mr. Speaker, I am pleased to note that the current review panel will benefit from her experience.

Mr. Speaker, the government is committed to continuation of the no-fault insurance system to compensate workers for lost earnings resulting from injuries incurred during the course of their employment. The current review will recommend amendments and improvements to the board's operation and legislative mandate. This review will commence immediately and a report will be made to the Legislative Assembly upon its completion. Thank you.

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

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Misprint, The Hub Newspaper

MR. POLLARD: Thank you, Mr. Speaker. Mr. Speaker, The Hub newspaper inadvertently reported your demise in its edition that went on sale yesterday. The Hub was reporting on the recent tragedy that befell Mr. Kilabuk, Mr. Speaker. The article read, and I quote: "Ernerk made the request after Assembly Speaker, Red Pedersen, had committed suicide." The article should have read: "Ernerk made the request after Assembly Speaker, Red Pedersen, made the announcement that MLA Ipeelee Kilabuk's son had committed suicide." The Hub, Mr. Speaker, and in particular its editor, Vicky Latour, apologizes to Mr. Kilabuk, to yourself, sir, and to this Assembly for any problems caused by the misprint. Thank you, Mr. Speaker.

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

Member's Statement On NWT Student Selection For Ice Walk 1989

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I would like to make a few comments and I will read what I wish to say: Mr. Speaker, I would like to tell Members that Pudloo Akavak from my home community of Lake Harbour has been selected to be part of an international student expedition to the polar region. I am very proud of this. She is 17 years old and is one of the two Canadian students on the expedition. There are 19 other students from around the world that have also been selected. The students will be part of the polar expedition called Ice Walk 1989. The purpose of the expedition is to study arctic pollution and to help the world understand the need to protect the environment.

Pudloo Akavak comes from a respected family which still hunts, fishes and travels on the land whenever they have a chance. I know she will be able to help the other young students to understand more about life in the North and the concerns we have about protecting our language, culture and the environment. I would like to congratulate her for being selected and hope that the Members feel the same way I do. Thank you.

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

Member's Statement On Neptune Resources

MR. ZOE: Thank you, Mr. Speaker. Mr. Speaker, I also, as did the Minister of Energy yesterday, rise with regret concerning the announcement that Neptune Resources has halted all activities associated with the development of its Colomac property. Mr. Speaker, the loan guarantee that this Legislature approved, and the arrangements that Neptune Resources have made with the people in my riding, are precedent-setting and would have brought tremendous economic benefits to my area if the mine had gone ahead. This type of arrangement to enhance economic growth was a landmark approach that other areas of the Territories could have followed.

Mr. Speaker, this Legislature, the Dogrib people from my region, and Neptune Resources have worked long and hard to get this project operational, and with one decision of the federal government, the economic future of at least one area of the Territories has been dashed. I am willing to commit much time, as, I am sure, are other Members of this Assembly, and in particular the cabinet, to come up with a solution to this problem. I acknowledge the work of the Minister of Energy but feel we, as a Legislature, must take some bold steps to support the Colomac project and the people of my riding. Mr. Speaker, let us work together to find this solution as soon as possible. Thank you.

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

Member's Statement On Neptune Resources

MR. LEWIS: Mr. Speaker, I would like to add some further comments. This is a mining city. Its whole development has been very closely associated with the mining industry. I find it sad that the mining industry has, in fact, in concert, persuaded our own federal government this is not the kind of enterprise they should provide support for, since private enterprise depends upon private money and as little support from the state as it can get, except perhaps within their tax regimes.

I see this project, Mr. Speaker, as one which has very great implications for the future of the mining industry, especially in the NWT, because the days are long past when people can simply engage in industrial activity without examining the socio-economic impact of what they do in the area in which they work.

Many years ago people in Eastern Canada, Mohawk Indians, found that they could find a place in our industrialized society by working on high steel right throughout North America, doing the building of the skyscrapers that now dominate that landscape. It was my vision, Mr. Speaker, that with the increased interest in open pit mining, perhaps many of our young people could begin building a future for themselves in an industry which suddenly has come to realize it is only going to have a future if they examine the way in which they could help people that are in the area in which they conduct their activities. It is a sad day, Mr. Speaker, that a mining enterprise with so much promise for the future has suddenly come to an end.

AN HON. MEMBER: Hear, hear!

---Applause

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

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

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. Mr. Speaker, on behalf of my constituents in Rainbow Valley and Dettah I would like to thank the special committee on the economy for coming to Dettah last night. I found that the committee was very professional. It was very well chaired by Mr. Morin. The comments and the suggestions of the committee were thoughtful, were sympathetic. I know that Chief Sangris and the Yellowknife B Band and the people of Dettah and Rainbow Valley really appreciated the opportunity to make their concerns known to the Assembly through the committee. Thank you very much.

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

Member's Statement On Alcohol And Substance Abuse In NWT

MR. WHITFORD: Thank you, Mr. Speaker. I rise today to express an opinion and one that is supported by a growing number of people across the North, that alcohol and substance abuse is a very serious problem; our number one social problem in the North, as seen by many.

Mr. Speaker, this government spends a substantial proportion of its O and M budget dealing with problems that arise from the abuse of alcohol and drugs. The Departments of Health, Social Services and Justice are just some examples of the drain on our limited financial resources.

But the greatest cost, Mr. Speaker, is not in dollars but it is in the area of human misery, illness and death. The cost in dollars can be measured. The cost in humankind cannot. There is a growing number of people however, dedicated people across the North, who have been affected by the use of alcohol themselves, either personally or persons close to them, who are working very hard, Mr. Speaker, to eradicate this problem. It takes people, it takes time and it takes money, lots of money.

The Minister of Finance in his budget has increased the tax on alcoholic beverages. This tax in my opinion should be used not only in part toward education and treatment but, Mr. Speaker, if an increase was sufficient it would be enough to pay for all the services required to help solve this problem; money to build a long overdue treatment centre that is being proposed and undertaken by the Northern Addiction Services.

MR. SPEAKER: Thank you, Mr. Whitford. The Chair would like at this time to recognize Raymond Ningeocheak, vice-president of Inuit Tapirisat of Canada, in the audience. Welcome, sir.

---Applause

MR. SPEAKER: Mr. Morin was next.

Member's Statement On Additional Bison Draw

MR. MORIN: Thank you, Mr. Speaker. I rise today to make a statement on a return to a question by Mr. Allooloo, Minister of Renewable Resources, yesterday on the item of an additional bison draw. I was not completely satisfied or happy with your answer, but I do accept it. I have never before been said "no" to, in such a way.

---Laughter

You have a good way of putting it, Mr. Minister. One thing about this government is that it is a consensus government and we are all here to work together. As I say, I do not completely agree with you, but I do accept it. What I am wondering, possibly you did not go quite far enough in your answer, and I think that you do still owe a public apology to those people whose names were not put in the draw. Thank you.

MR. SPEAKER: Thank you, Mr. Morin. The Chair would like to recognize a former colleague of this House in the gallery, Mr. George Barnaby. Welcome.

---Applause

Mr. Gargan was next.

Member's Statement On Cruise Missile Testing

MR. GARGAN: Mr. Speaker, I rise today because of news reports that the US is testing a new version of the cruise missile over the Western Arctic. The new cruise missile is called a stealth cruise missile and its more modern technology and longer range make this missile harder to detect by radar. Although the Government of Canada refers to this new weapon of war as a defensive weapon, it is still a weapon of destruction.

Mr. Speaker, I am opposed to the testing of the new missile and of all the nuclear and non-nuclear weapons over the lands of the Northwest Territories. Mr. Speaker, this is the second type of missile to be tested over our lands. Will the North test every new weapon the US comes up with?

I applaud the past efforts made by both Mr. Gorbachev and Mr. Reagan in the arms talks to reduce the number of nuclear weapons. Again, Mr. Speaker, I oppose the weapons testing, as do the majority of Northerners, and I call upon the Government of Canada to put an end to this testing, which can contribute to the nuclear arms race. Thank you.

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

ITEM 4: RETURNS TO ORAL QUESTIONS

Return To Question O147-89(1): Requirement To Purchase Safety Regulations

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I have a return to an oral question asked by Mr. Whitford on February 21, 1989, regarding costs of copies of the NWT Safety Act and regulations. Mr. Speaker, section 6 of the Safety Act states: "Every employer shall maintain for reference by all his workers a copy of this act and the regulations, and he shall ensure that his workers understand the provisions of this act and the regulations that pertain to his establishment."

The Department of Culture and Communications recovers all costs of the production of NWT acts and regulations by charging for copies of the publications. In the case of the NWT Safety Act and regulations, the cost to print each copy is \$18. The public is charged accordingly.

Safety, Mr. Speaker, is an important priority of this government, but the role of government cannot replace the fundamental responsibility which employers and workers have, to ensure safe workplaces. Having a copy of the Safety Act available is one of the responsibilities employers have to their employees. Thank you.

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

Return To Question O160-89(1): Meningitis In The Territories

HON. NELLIE COURNOYEA: Mr. Speaker, I have a reply to an oral question asked by Mr. Ernerk on February 23, 1989, regarding meningitis in the Northwest Territories.

Mr. Speaker, bacterial meningitis is an acute, potentially fatal infection of the lining of the brain caused by a variety of bacteria. Meningitis may also be caused by non-bacterial organisms, for example viruses; most patients with this type of infection recover quickly.

Haemophilus influenzae type B meningitis is the most frequently reported cause of meningitis in the NWT, with 15 confirmed cases reported in 1988. Treatment of the disease is usually early and aggressive, and is given through the network of health centres, nursing stations, and consultant resources within the NWT and in southern referral centres. Deaths and permanent neurological complications occur at the same high rate experienced elsewhere, with serious complications -- deafness, blindness, motor abnormalities, seizure disorders and mental retardation -- occurring in 20 to 40 per cent of survivors.

Immunization against HIB meningitis has been provided to all NWT children in the 18 month to five year age group since it became available in March 1988. The majority of our cases occur under the age of 12 months. The effectiveness of the vaccine for children under 18 months has been under study in several NWT communities and the vaccine will be made available once its effectiveness in that age group has been evaluated.

The type of meningitis reported as occurring in Ontario, referred to by Mr. Ernerk, is much less common in the NWT, with only four confirmed cases of this type reported in 1988. Routine vaccination for this type of meningitis is not recommended. It is offered to individuals who are

travelling abroad to areas where the disease incidence is high or to populations if the disease incidence approaches epidemic levels. The vaccine is not recommended for infants under two years unless there is an increased risk during a large outbreak.

Children who have signs of severe headache, fever, nausea or vomiting, irritability, extreme drowsiness, stiffness of the neck or seizures should be taken to the nurse or doctor as soon as possible. Treatment for bacterial meningitis, such as HIB meningitis, must be started immediately. Contacts of children with bacterial meningitis will be followed up by the public health nurse so that they may be provided with preventative treatment.

As stated in the NWT communicable disease regulations, 1988, all cases or suspected cases of meningitis must be reported immediately by telephone to the chief medical health officer of the NWT and followed up in writing within 24 hours. This is to ensure that outbreaks are prevented and follow-up of cases and contacts is completed.

Disease patterns in the provinces are monitored by infectious disease control and the territorial epidemiologist. When outbreaks of serious communicable diseases occur that might spread into the NWT, notification is sent promptly to health boards, physicians and nurses in potential risk areas. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Ms. Cournoyea. Returns to oral questions. Mrs. Marie-Jewell.

Further Return To Question O222-89(1): Application Of Native Employment Policy At Senior Management Level

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I have a return to an oral question from Mr. Morin which was asked on February 27, 1989, regarding job advertisements or the native employment policy. Recently the Department of Personnel ran an advertisement for the positions of deputy minister, Safety and Public Services and deputy minister, Transportation. The advertisement which appeared in News North for these positions did not include a statement that preference would be given to applicants eligible under the native employment policy. The omission of this statement was an error. Our current standing orders with the firm that prepares our advertisements is that all job advertisements inserted in northern newspapers are to include such a statement. Thank you.

MR. SPEAKER: Thank you, Mrs. Marie-Jewell. Returns to oral questions. Ms Cournoyea.

Further Return To Question O154-89(1): Potential Health Hazard From Yellowknife City Dump Smoke

HON. NELLIE COURNOYEA: Mr. Speaker, this is in reply to an oral question asked by Mr. Whitford on February 22, smoke from Yellowknife city dump. The concern raised in this House in regard to excessive smoke emanating from the Yellowknife city dump is shared by all of those who live in or frequently visit Yellowknife.

Operation of the dump is being monitored by the acting senior environmental health officer for Mackenzie Regional Health Services. He advises that controlled burning is allowed under certain circumstances. This is justified because in the NWT there is often insufficient cover material to operate a land fill without burning. Smoke generated from burning is less of a problem than leaving large amounts of wastes uncovered. Controlled burning, however, should occur only when the wind direction is such that the smoke is dispersed away from the city. One of the problems we have in Yellowknife is that the dump is north of the city and the prevailing winds are also from that direction.

Mr. Speaker, an ad hoc committee has been struck to investigate the cause of the excessive smoke and seek a solution. This ad hoc committee, drawn from the Departments of Health, Renewable Resources, Municipal and Community Affairs, the City of Yellowknife and the

Mackenzie Regional Health Services has received the following proposed plan of action from the City of Yellowknife. If adopted it should improve the situation. This plan includes:

- 1) Uncontrolled burning is the reason for the excessive smoke pouring from the dump. The City has initiated a program to control this burning by depositing snow removed from city streets;
- 2) City administration will recommend to city council that a wire mesh fence and gateway, which can be locked during the evening hours, be erected, thus controlling access to the dump more substantially than is presently possible. If approved, this fence should be in place by mid-June, 1989;
- 3) City administration will recommend to city council that until access is controlled, staff will be increased to ensure 24 hour, seven days a week supervision at the city dump;
- 4) City council has publicly advertised a meeting between city officials and representatives from local environmental groups and others interested in a solution of this problem. The purpose of the meeting is to finalize the terms of reference for a proposal call to consultants familiar with the disposal of municipal waste. It is anticipated that a long-term solution to the city's ongoing and historic problems will be addressed sometime this year.

Mr. Speaker, this meeting is scheduled for March 2, 1989, at the city council chambers. The City of Yellowknife will be keeping the department informed of its future plans and I will relay any pertinent information to the House. Thank you.

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

ITEM 5: ORAL QUESTIONS

Question O264-89(1): Further Developments On Neptune Resources

MR. ZOE: Thank you, Mr. Speaker. My question is directed to the Minister for Energy. Could the Minister indicate to the House if she has heard the latest development with regard to Neptune Resources since the announcement yesterday? Thank you.

MR. SPEAKER: Madam Minister.

Return To Question O264-89(1): Further Developments On Neptune Resources

HON. NELLIE COURNOYEA: Mr. Speaker, Neptune shares, as the Member is probably aware of, are not trading, pending an announcement by the company. I have received no further information in the last 24 hours.

MR. SPEAKER: Thank you, Madam Minister. Mr. Lewis was next.

Question O265-89(1): Transfer Of Responsibility For Mines

MR. LEWIS: Mr. Speaker, my question is for the Minister responsible for Energy, Mines and Resources. Yesterday when asked about Neptune Resources and what this government could do in order to resolve some of the problems that existed, we were told that we were really hampered because mining was a federal responsibility. I would like to ask the Minister what steps are being taken to transfer this responsibility from the federal government to the territorial government, and can she give us some idea of any timetable for such a transfer?

MR. SPEAKER: Madam Minister.

Return To Question O265-89(1): Transfer Of Responsibility For Mines

HON. NELLIE COURNOYEA: Mr. Speaker, I have just recently been Minister responsible for Energy, Mines and Resources and certainly the intent of upgrading the secretariat to a department is to accommodate the negotiations to take this responsibility. The Minister has been notified and the federal government has been notified that we would like to begin negotiations. However, I believe once this session has completed then necessary consent from the cabinet will have to be sought on what basis we negotiate this transfer. Thank you.

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

Question O266-89(1): Size Of Gym For Lake Harbour

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is to the Minister of MACA. Yesterday we went to Dettah for a public meeting and I saw the gym there. It was called a junior size gym and I saw this down in the Dettah village. I am asking the Minister of MACA whether the gym that is going to be built in Lake Harbour will be the same size as the one in Dettah. Thank you.

MR. SPEAKER: Mr. Wray.

HON. GORDON WRAY: Mr. Speaker, I really am not sure. I think it is, but I could not say with any great degree of certainty. I believe the one for Lake Harbour is a junior primary gym but I am not sure. I really would have to take that question under notice.

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

Question O267-89(1): Policy On Amount For Tendering For Capital Acquisitions

MR. LEWIS: Thank you, Mr. Speaker. My question is to the Minister responsible for Government Services. Will he confirm that the government has a policy that any capital acquisitions must go to tender if the amount is over \$5000? I ask this question, Mr. Speaker, because it is an issue that has been raised with our special committee on the northern economy. I would like to get some answers before I go any further. Thank you.

MR. SPEAKER: Mr. Minister.

Return To Question O267-89(1): Policy On Amount For Tendering For Capital Acquisitions

HON. TOM BUTTERS: Yes, I believe my recollection is that is the policy which was put into place some two or three years ago. I will determine this and confirm to the Member, though.

MR. SPEAKER: Thank you. Mr. Whitford.

Question O268-89(1): Cost To Public For Printed Safety Regulations

MR. WHITFORD: Thank you, Mr. Speaker. I have a number of questions but the first is to the Minister of Justice. I heard what he replied to my question of some time ago. My argument is not so much, sir, with the Safety Act. I believe in safety just as much as anybody else does. I am sure the business person that wrote the letter is also concerned with safety. The question, sir, is the cost of this publication. Is \$18 the cost of this book? Does it cost \$18 for the territorial government to print the safety regulations and sell this to the public, or is this a cost to recover all of the money that goes into the operation of the department?

AN HON. MEMBER: Inaudible comment.

MR. WHITFORD: Well, find out.

MR. SPEAKER: Mr. Ballantyne.

HON. MICHAEL BALLANTYNE: I do not know, but I will.

MR. SPEAKER: Oral questions. Mr. Morin.

Question O269-89(1): Garbage Disposal In Beaufort

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister responsible for the environment. Going through the Yellowknifer the other day I noticed an ad in there calling for a tender to dispose of sandblasting material, as well as the paint off the ships in the Beaufort Sea. It said the method of disposal will be to take it and dump it out on the ice and then when spring comes the ocean will take care of it, I guess. Is that an acceptable way of getting rid of our garbage in the NWT?

MR. SPEAKER: Mr. Allooloo.

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I will take the question under advisement and get back to the Member tomorrow.

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

Question O270-89(1): GNWT Representation Re Studies Of Contamination At Broughton Island

MR. LEWIS: Thank you, Mr. Speaker. My question is to the Government Leader. He must be aware that there is a meeting in Ottawa where some of the studies examining contamination in the Broughton Island area are being made available to a group of people, and eventually this information will be brought to Broughton Island so the people can share in the findings of those studies. Is the Government of the Northwest Territories represented at that meeting so that we can learn exactly what those studies are all about?

MR. SPEAKER: Mr. Patterson.

Return To Question O270-89(1): GNWT Representation Re Studies Of Contamination At Broughton Island

MR. PATTERSON: Yes, Mr. Speaker. The Government of the Northwest Territories is represented at those meetings currently under way. Thank you.

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

Question O271-89(1): Assurance That Previous Commitments Of Neptune Are Met

MR. POLLARD: Thank you, Mr. Speaker. To the Minister of Energy, Mr. Speaker. With regard to the Neptune closure, my concern is that some company is going to come in and buy the assets of Neptune for 25 cents on the dollar, throw the agreement with the Dogrib people out the window, not necessarily do business in the North, as some mining companies are doing right now -- the fly-in and fly-out mining companies -- and not pay the bills owed to northern companies. That is a concern that I have and I think everybody else shares that. I would like to ask the Minister what she is doing to ensure that this does not happen; that somebody just does not come and snap the thing up at bargain prices and not meet the commitments that the previous company made, Mr. Speaker. Thank you.

MR. SPEAKER: Madam Minister.

Return To Question O271-89(1): Assurance That Previous Commitments Of Neptune Are Met

HON. NELLIE COURNOYEA: Mr. Speaker, I can assure the honourable Member that certainly these issues have been addressed but I cannot at this time give to this Legislative Assembly what means we have to protect the interests of the Dogrib people who have worked so hard to have a stake in that development. We have been trying to look at ways and means whereby we can make sure that the interest on the outstanding credit is respected.

Mr. Speaker, we have attempted, in the last while, to try to get a better fix on exactly what is happening. However, I am sure, certainly from the reports that are coming from the media, that several of the backers are not answering their telephone; and Neptune Resources, I believe, is attempting to regroup. We are attempting to take some of the advice of the honourable Member in seeing if there are ways whereby we can ensure that the outstanding debits are paid.

If there are avenues at this time, I cannot express to this House what those avenues will be in order that we can ensure that the maximum benefit of operating on that particular property is realized by residents of the NWT. I can say, though, that we are working very hard to see that the issues that have been brought to our attention by the Member will not be an outcome of this unfortunate problem with the Colomac property. Thank you, Mr. Speaker.

MR. SPEAKER: Supplementary, Mr. Pollard.

Question O272-89(1): Lobby Of Federal Government Re Issue Of Land Use Permit

MR. POLLARD: Thank you, Mr. Speaker. To the same Minister, I wonder if the Minister would be prepared to lobby the federal government against issuance of another land use permit in that area to prevent somebody going in there and not living up to commitments, Mr. Speaker. Thank you.

MR. SPEAKER: Madam Minister.

Return To Question O272-89(1): Lobby Of Federal Government Re Issue Of Land Use Permit

HON. NELLIE COURNOYEA: Mr. Speaker, we are looking at that possibility. If there is a route that will allow us the protection for the agreements, and the maximizing of benefits to local residents, if this is at all possible certainly we are prepared to take that action.

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

Question O273-89(1): Youth Conference In Keewatin

MR. ERNERK: Thank you, Mr. Speaker. It has just occurred to me that I have not asked one single question to the Minister of Social Services ever since the beginning of this session...

AN HON. MEMBER: Shame, shame!

MR. ERNERK: I would like to ask the Minister a very important question. Last year during the second session of the 11th Assembly, on February 17, 1988, I tabled a number of documents regarding the formation of a Keewatin youth conference. The youth conference made some very important recommendations regarding youth concerns from the Keewatin Region. Mr. Speaker, my question to the Minister of Social Services is this: Was there a follow-up by the Government of the NWT for moral or financial support? If there was not, I think there should be. Thank you.

MR. SPEAKER: Madam Minister.

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I take it that my department is giving such good service in the Keewatin and I thank the Member for expressing that. However, with his question, Mr. Speaker, I will have to take it under notice to find out exactly what our

department's follow-up is on that particular conference. In regard to moral support, I certainly do give full support to the youth councils that are trying to form in the Territories and I am certain that this also has my department's support. Financial support is another issue, and I will find out exactly what we are capable of doing within our budget allotment. Thank you.

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

Question O274-89(1): Funding For "Generation Gap" Committee In Coral Harbour

MR. ERNERK: (Translation) Thank you, Mr. Speaker. My supplementary question concerns the people of Coral Harbour who formed a committee for the past four years. This committee's name is the "Generation Gap". The person you recognized in the gallery, Raymond Ningeocheak, started the committee in Coral Harbour. I know the Minister met with him today. My question is to the Minister of Social Services. Would you be able to give funding to the people of Coral Harbour if they requested funding for this committee called Generation Gap? Would you be able to assist them further? Thank you, Mr. Speaker.

MR. SPEAKER: Mrs. Marie-Jewell.

Return To Question O274-89(1): Funding For "Generation Gap" Committee In Coral Harbour

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I did meet with the gentleman prior to the Assembly and he did indicate to me, first of all, the committee on the generation gap was not only to look after the youth, but also taking into consideration the youth justice committee. I am aware that our department does have funding to assist youth justice committees in the communities where they are formed. I will certainly check with the department to see if we have received any requests for funding but I am sure there is some way that we can address this concern. Thank you.

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

Question O275-89(1): Alcohol And Drug Programs Funded From Taxes On Alcohol

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister of Finance. Mr. Minister, would you consider Mr. Whitford's Member's statement today when he said that more money should be put into drug and alcohol programs? Would you consider the tax money that we do make from selling alcohol, for all that money to be put into drug and alcohol programs in the NWT? Thank you.

MR. SPEAKER: Minister of Finance.

Return To Question O275-89(1): Alcohol And Drug Programs Funded From Taxes On Alcohol

HON. MICHAEL BALLANTYNE: I will try to answer it. We tried this year, Mr. Speaker, to have a direct relationship between increased revenue from taxes on alcohol and enhancing programs. Our problem, though, is redesigning programs in the short term. This year it may be difficult because we are trying to absorb this new money into programs. I can tell whoever asked the question that the government, in next year's budget, would very seriously consider putting all revenues from these sorts of tax increases directly into related programs. Thank you.

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

Question O276-89(1): Funding Of Programs Designed By Communities

MR. MORIN: Thank you, Mr. Speaker. Supplementary to the Minister of Social Services. Madam Minister, I am aware that you have gotten a lot of proposals from the communities, programs that

are designed by the communities, and your department is asked for assistance in moneys. Would the department have enough money in order to fund all these programs that are designed by the communities?

MR. SPEAKER: Thank you, Mr. Morin. As this is one to a new Minister, we will take it as a new question. Madam Minister.

Return To Question O276-89(1): Funding Of Programs Designed By Communities

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, it always appears that there is never enough money to be able to address a lot of our concerns. However, we certainly are trying to wrestle. The money that our department administers is basically for alcohol and drug programs, as I am sure Mr. Morin is aware. The alcohol and drug program is managed by a board of management that reviews all proposals and tries to stay within the allotted budget amount that is approved by this Assembly. Thank you.

MR. SPEAKER: Mr. Morin. Supplementary.

Supplementary To Question O276-89(1): Funding Of Programs Designed By Communities

MR. MORIN: Thank you, Mr. Speaker. Supplementary. Madam Minister, could you table those proposals from the communities in the southern area please, along with the moneys they have asked for? Thank you.

MR. SPEAKER: Madam Minister.

Further Return To Question O276-89(1): Funding Of Programs Designed By Communities

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, I will consider the request.

MR. SPEAKER: Thank you. Mr. Pollard was next.

Question O277-89(1): Treatment Of NWT Mines And Southern Mines By Federal Government

MR. POLLARD: Thank you, Mr. Speaker. To the Minister of Economic Development and Tourism. Again, sort of in relation to the Neptune project, Mr. Speaker. We heard, at least I heard, Peggy Witte saying that mines in the NWT are not treated the same way as mines in southern Canada or in other provinces are treated by the federal government, Mr. Speaker. I wonder if the Minister of Economic Development and Tourism could indicate to the House if that is in fact true, Mr. Speaker. Thank you.

MR. SPEAKER: Madam Minister. I am sorry. I was not listening properly. Mr. Wray, please.

---Laughter

---Applause

Return To Question O277-89(1): Treatment Of NWT Mines And Southern Mines By Federal Government

HON. GORDON WRAY: Thank you, Mr. Speaker. There is an element of truth in it. I guess it would be more fair to say that Neptune has been discriminated against for being in the North but it would be accurate to say that the North has been discriminated against because it does not have regional economic development initiatives like the Western Economic Diversification or the Atlantic Canada Opportunities Agency which does provide funds to certain mineral activities in those areas.

For example, the Hope Brook Mine in Newfoundland received a forgivable loan from the Government of Canada and assistance in the form of grants and infrastructure development from the Province of Newfoundland under the Atlantic Canada opportunities program.

There is the northern minerals policy but all that has is a million dollars for infrastructure such as roads etc., and as you all know, a million dollars buys you about one mile of road, maybe two if you are lucky. So there is a certain element of truth in it, that we do not have as many programs available as are available in the South. I have more information that I could provide to the Member in writing, Mr. Speaker.

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

Question O278-89(1): Discussion With Prime Minister Re Treatment Of NWT Mines And Southern Mines

MR. POLLARD: A supplementary on the same subject to the Government Leader, Mr. Speaker. If the NWT is not being treated the same as other provinces or other regions in Canada, will the Government Leader undertake to have discussions with the Prime Minister and the federal cabinet to set the matter straight, Mr. Speaker? Thank you.

MR. SPEAKER: For Hansard purposes, we will treat this as a new question since it was to another Minister. Mr. Government Leader.

HON. DENNIS PATTERSON: Mr. Speaker, I have asked Mr. Wray to address that issue and I would, therefore, refer the question to him. Thank you.

MR. SPEAKER: Mr. Wray.

Return To Question O278-89(1): Discussion With Prime Minister Re Treatment Of NWT Mines And Southern Mines

HON. GORDON WRAY: Thank you, Mr. Speaker. Cabinet recognized very early in its mandate that that was a major problem for us, and one of the directions given to the Department of Economic Development and Tourism was to try and negotiate a similar funding arrangement. We travelled to Iqaluit last year and had a chance to meet with, at that time the Minister of DRIE, Mr. Valcourt, along with Mr. McKnight and Mr. McInnes. That question was put to Mr. Valcourt in a meeting I had with him, whether or not the federal government would be willing to negotiate that type of agreement for the North.

He indicated that he was not hopeful that such an agreement could be done, and he used the Yukon as an example. He said that they had tried to do the same thing in the Yukon and they only got as far as getting everybody into the same office building, and that was as far as they got. I guess because of the turf protection that takes place within federal departments, there was a reluctance within the federal bureaucracy to combine their programs. The second problem was that a lot of the moneys targeted for the NWT are specifically targeted for native people; native economic development program and the Eskimo Loan Fund, for example. Therefore, we could not create one funding envelope the way they have in other areas.

He was not very hopeful, but we nevertheless continued to develop a strategy in the hope that we could somehow convince the federal government. We have met for the last four or five months with officials from DRIE which, because of the federal election and because now the combination of DRIE and Science and Technology is now going to be called DIST, Department of Industry, Science and Technology, there have been major problems in trying to communicate with those individuals down there because nobody seems to know any more who is doing what, or what is going on, I guess, while they are combining departments.

However, I am travelling to Quebec City on March 18 and on March 20 I will be going to Ottawa to meet, hopefully, with the Hon. Harvie Andre, who is the new Minister. This is the number one

agenda item for the meeting, to once again attempt to create a similar type of agency for the North, to try and streamline the processes we are going through. As the Member knows, we have had major problems with the administration of programs such as EDA, etc., so we want to try and come up with a cleaner program. This will be on the agenda for my meeting with Mr. Andre on March 20. Thank you, Mr. Speaker.

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

Question O279-89(1): Use Of Government Leader's Relationship To Set Straight An Inequity

MR. POLLARD: Since it was a new question to the Government Leader, and the Minister of Economic Development and Tourism answered the question, I will thank him for his answer, Mr. Speaker, but I said specifically to the Government Leader, as the leader of this government, would he talk to the leader of the Government of Canada to try and set this matter straight? He has developed a relationship with this person, Mr. Mulroney, and I wonder if he would use that relationship to set straight an inequity. Thank you, Mr. Speaker.

MR. SPEAKER: Mr. Patterson.

Return To Question O279-89(1): Use Of Government Leader's Relationship To Set Straight An Inequity

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I certainly was not intending to avoid that question, but what I wanted to indicate is that after some uncertainty about the shape of the new Industry, and Science and Technology responsibility, and after the interruptions of the election and the cabinet shuffle, I think what we should do is what Mr. Wray is doing, and seek the first opportunity to deal with the Minister directly responsible for regional economic development in the federal cabinet, Mr. Andre, who is a powerful Minister in the federal cabinet and is a western Minister.

Mr. Speaker, if Mr. Wray, perish the thought, gets a flat no or gets no positive response whatsoever from the Minister, then I would certainly want to seek a meeting with the Prime Minister on such an important matter. I think we should deal with the responsible Minister first. If we went directly to the Prime Minister over the responsible Minister's head, we would be wasting an opportunity for an appeal, should we not succeed with Mr. Andre. I will be closely following the results of Mr. Wray's meeting with Mr. Andre and I can certainly assure the Member that if it is unsuccessful on such an important matter, I will press for a meeting with the Prime Minister on that very issue. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Mr. Pudluk.

Question O280-89(1): Upkeep Costs On Government-Leased Staff Houses

MR. PUDLUK: (Translation) Thank you, Mr. Speaker. My question is to the Minister of DPW. The department leases some houses for the staff. Whenever these buildings have to be upgraded, who pays for the cost? Is it the staff or the government? The owners of these buildings, do they have to pay for the costs, or is it the government? For instance, if the window was broken, or the door, who is responsible for having these fixed?

MR. SPEAKER: Madam Minister.

Return To Question O280-89(1): Upkeep Costs On Government-Leased Staff Houses

HON. NELLIE COURNOYEA: Mr. Speaker, I would have to get from the Member specific details on the building that is being talked about because the lease arrangements vary from time to time. In order to address that question, I would like to have more details on which building, where it is, and then I will be able to answer more specifically. Thank you.

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

Supplementary To Question O280-89(1): Upkeep Costs On Government-Leased Staff Houses

MR. PUDLUK: Mr. Chairman, a supplementary. I am talking about renovations, on a leased basis.

MR. SPEAKER: Madam Minister.

Further Return To Question O280-89(1): Upkeep Costs On Government-Leased Staff Houses

HON. NELLIE COURNOYEA: Mr. Speaker, I still would have to know which particular leased building the Member is talking about because on some leases the renovations are built into the contract with the owner; at other times the arrangement is a straight lease with the renovations done by the government. It really would depend on the particular circumstance.

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

Question O281-89(1): Spending Of Budgets Toward End Of Fiscal Year

MR. POLLARD: Thank you, Mr. Speaker. To the Minister of Finance. It is almost coming up to the end of the fiscal year, Mr. Speaker, and I wonder if the Minister of Finance has issued a letter to departments of this government indicating that he will not tolerate any frivolous spending of budgets toward the end of the fiscal year?

AN HON. MEMBER: Hear, hear!

MR. SPEAKER: Mr. Minister.

Return To Question O281-89(1): Spending Of Budgets Toward End Of Fiscal Year

HON. MICHAEL BALLANTYNE: Yes.

MR. SPEAKER: Mr. Pollard.

Supplementary To Question O281-89(1): Spending Of Budgets Toward End Of Fiscal Year

MR. POLLARD: I wonder if the Minister would be prepared to provide us with a copy of that letter, please, Mr. Speaker.

MR. SPEAKER: Mr. Minister.

Further Return To Question O281-89(1): Spending Of Budgets Toward End Of Fiscal Year

HON. MICHAEL BALLANTYNE: I will read it again, but I think so.

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

Question O282-89(1): Air Monitoring System For Garbage Dump Smoke

MR. WHITFORD: Yes, Mr. Speaker. My question is to the Minister of Health. I have read your written return to my Question O154-89(1) fairly carefully, Madam Minister, but I have to disagree with one of the statements in here which says, "Smoke generated from burning is less of a problem than leaving large amounts of waste uncovered." If you will recall, Madam Minister, last week or so I asked whether or not your department was aware of what was in that smoke. I totally disagree that the smoke generated is less of a problem. What I wanted to know was whether or not you are sure that this is less of a problem. I can appreciate the efforts that are going to take place and I will attempt to attend that meeting tonight to voice this concern. The problem is not

blowing garbage. The problem is the contaminants that may be in that smoke that drifts across the city and that people breathe. It drifts across the hospital and people in the hospital breathe this.

I asked in Question O165-89(1) the other day whether or not you would be prepared once and for all to end this debate as to whether or not this smoke is hazardous. It burns everything out there. Boxes, garbage, and paint solvents which are not burned completely. I mentioned controlled burning which is, Madam, if somebody throws a match on it they watch it go to make sure nobody else gets hurt.

MR. SPEAKER: Mr. Whitford, could you get to the question? You are debating.

MR. WHITFORD: I want to know whether or not the Minister is going to take my suggestion and have an air monitoring system installed in the area of the hospital, or somewhere, that would give us a reading as to what was in that smoke. Thank you.

MR. SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Speaker, I believe the question just asked was a little different than the one asked the other day. I would just like to say that at this time we do not know the measurement of what is burning in terms of content. It has not been measured. We do not have an apparatus there measuring what is being burned. I will just take that question under advisement because, to tell you the truth, we do not really know what is burning at this point in time. You did ask that question or refer to it but the question you are posing today is different. So I will take that under advisement.

MR. SPEAKER: Thank you. The question is taken as notice. Mr. Nerysoo was next.

Question O283-89(1): Research Of Contaminants In Garbage Dump Smoke

MR. NERYSOO: Thank you, Mr. Speaker. Could I ask the Minister of Health whether or not she could consider requesting some research or review of those contaminants to be researched by the appropriate officials?

MR. SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Speaker, I will take that under advisement. I really feel the opportunity should be given to the City of Yellowknife to have their general discussion with the people who have been designated to work on this particular problem. It would be very presumptuous of me to make a statement and a commitment but since the meeting is being held tonight I would like to say that certainly if I can be of any help or if the department can offer any assistance in that area we would be quite prepared to do that, as well as, I am sure, the Department of Renewable Resources. Thank you.

MR. SPEAKER: Mr. Morin.

Question O284-89(1): Ways To Use Traditional Knowledge

MR. MORIN: Thank you, Mr. Speaker. My question is to the Minister responsible for Culture and Communications on the traditional knowledge subject. The question Mr. Whitford asked points out a good place where traditional knowledge could have been used. The elders could have told people that the prevailing wind was from the north and that was a bad place to put a dump. The same as in Trout Lake; the elders there could have told the direction of the prevailing winds so that they would not have spent a lot of money putting in an airstrip, and then continued to have to use the old airstrip because of the cross winds where they built it. The elders could have told

them that. Same as in Snowdrift; the elders could have told them the hill will never move. I am wondering if you can inform the department these are some of the areas where they could use traditional knowledge. Thank you.

---Laughter

MR. SPEAKER: Mr. Allooloo, did you catch the question?

HON. TITUS ALLOOLOO: Mr. Speaker, I was not too clear on the question.

---Laughter

MR. SPEAKER: Mr. Morin.

MR. MORIN: Thank you, Mr. Speaker. In the Minister's return to my question the other day he said the reason that traditional knowledge was not used was that they could not figure out how to implement it or how to work it into his department and the existing system. All I am saying is that I have given him some ways in which they could, and will he inform his department on those ways of using traditional knowledge?

MR. SPEAKER: Thank you. Mr. Minister.

Return To Question O284-89(1): Ways To Use Traditional Knowledge

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. I have initially met with my department on traditional knowledge and how to approach it in order to improve our services to the people of the NWT. I will be meeting with two of my departments next week on how to approach traditional knowledge. This approach is new to our government. My response to the Member a few days ago was that few departments are involved in the implementation of traditional knowledge by our government. The Science Institute is one and my two departments, Renewable Resources and Culture and Communications, are the others. We are looking into, as well, other native-oriented interest groups. I will be meeting with my departments, and we are very interested in approaching or applying traditional knowledge within our government. Thank you.

MR. SPEAKER: Thank you, Mr. Minister. Mr. Lewis was next.

Question O285-89(1): Lapsing Of Economic Development Funds

MR. LEWIS: Mr. Speaker, on our travels with the special committee on the northern economy, one of the constant complaints we hear is the slowness of response by the Department of Economic Development. So slow, in fact, that every year there is a whole bunch of money left because they have not responded fast enough so that people could use it for economic development. My question to the Minister of Economic Development is: Does he share the view that his department is slow to respond and that it has a lot of red tape that is almost impossible to get around, and that at the end of every year, in fact, he does face the embarrassing situation of having money left over which could have been used but because the system does not work we get less economic development than we should get? Thank you, Mr. Speaker.

---Applause

AN HON. MEMBER: Hear, hear!

MR. SPEAKER: Mr. Wray.

Return To Question O285-89(1): Lapsing Of Economic Development Funds

HON. GORDON WRAY: I am certain the Member listened carefully to my opening comments when I presented the Economic Development budget because I clearly indicated that yes, indeed, there

are problems and that I was very concerned with those problems. The problems, however, are not of the Department of Economic Development's making. When it came to EDA, which is where we lapsed most of the money, because of a crisis in Ottawa a year and a half to two years ago, all the EDA applications and a couple of the small business agreements had to go to Ottawa for approval; even routine \$1000 EDAs had to go to Ottawa for approval. They did not come back from Ottawa sometimes for up to three months. The structure of EDA is not working. It is cumbersome and extremely difficult to get through. It is very difficult even for our own people to be able to handle some of the paper work. Yes, there are problems and they are not problems that I have hidden. I was open about it a week ago in this House when I presented my budget. We share those concerns but almost all of the money lapsed in the Department of Economic Development is lapsed through the EDA agreement.

MR. SPEAKER: Thank you. Mr. Gargan was next.

Question O286-89(1): PCBs In Food Chain

MR. GARGAN: Thank you, Mr. Speaker. Last week there was a newspaper article on PCBs in the food chain. Also, last year, Mr. Speaker, there was an attempt by the federal government to raise the level of becquerels from 300 becquerels per kilogram of meat to a higher level. I would like to ask the Minister of Health whether the federal government has gone ahead with raising the level of becquerels in meat.

MR. SPEAKER: Madam Minister.

Return To Question O286-89(1): PCBs In Food Chain

HON. NELLIE COURNOYEA: Mr. Speaker, I believe that over the last number of days or weeks there have been numerous reports, numerous press statements and numerous statements and assumptions made by individuals representing various organizations presented for the press to print. I would like to request time to look at this issue and be sure of giving the information as responsibly as possible. The initiative by the Departments of Health, Renewable Resources and the Government Leader was to support the gathering of various research scientists in Ottawa to come to some understanding on the work that has been prepared and done over the years. There are so many different stories and variations of what is acceptable and what is not acceptable. We supported that scientific gathering. From that scientific gathering we would proceed immediately to respond to a commitment we made to Broughton Island that they would be the first people to be briefed on the findings of the problems of contaminants or PCBs in the food chain. This is the reason why on March 10th, these people who have been dealing with this very issue in various fields will be coming to Yellowknife to brief this Legislative Assembly in as much and clear-headed detail as possible.

I am not an expert. The Department of Health or Renewable Resources or anyone else can respond to you in various ways and according to various types of information. I would like to leave this particular question to the party that will be addressing this Legislative Assembly and the committee of the whole on March 10 so that at least as clear an answer, as educated an answer as possible can be presented to the honourable Member. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you, Madam Minister. Mr. Ernerk was next.

Question O287-89(1): Support For Harvesting Bowhead Whales

MR. ERNERK: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Renewable Resources. Today I just received a resolution that was made in Coral Harbour during the Keewatin Inuit Association meeting. One of the resolutions they made was in regard to bowhead whaling. It is written that the KIA supports the Keewatin Wildlife Federation to consider or make recommendations that they consult with the federal Department of Fisheries and Oceans as much as they can so that the Inuit will be able to harvest bowhead whales.

Mr. Speaker, my question to the Minister is, are you and your department also in support of the KWF and KIA, or are these two organizations on their own in trying to obtain support, or are you against the recommendation?

MR. SPEAKER: Mr. Alloofoo.

Return To Question O287-89(1): Support For Harvesting Bowhead Whales

HON. TITUS ALLOOFOO: (Translation) Thank you, Mr. Speaker. First of all I would like to say that I would like to support the Inuit who would like to harvest the bowhead whales, when they are approved or given authorization. I have not received a request for bowhead harvesting from the KWF yet. I will not know whether I am in support of the request before I receive the documented letter. Thank you.

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

Question O288-89(1): Approval Of Baseline Studies In Uranium Mining

MR. GARGAN: Mr. Speaker, I would like to direct my question to the Minister of Energy, Mines and Resources. My question is with regard to a reply to Mr. Ernerk on the Kiggavik uranium mine. In there, the response on the baseline study is that this could only happen if the project goes ahead and it is actually recommended. I would like to ask the Minister whether or not in the history of uranium mining there was ever a baseline study approved.

MR. SPEAKER: Madam Minister.

HON. NELLIE COURNOYEA: Mr. Speaker, I will have to take that under advisement because I believe that they will have to do a bit of research on that. I do not know at this time.

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

Question O289-89(1): Role Of Government In Supporting KIA And KWF

MR. ERNERK: Mr. Speaker, supplementary to and in a way of clarification to the Minister of Renewable Resources, I have just received this resolution from the meeting in Coral Harbour which indicates that KIA and KWF will negotiate with the federal Minister of Fisheries and Oceans to take any other action they feel necessary to allow Inuit of the Keewatin to receive their tradition of bowhead whales. "What is the role of the government?" was basically my question.

MR. SPEAKER: Mr. Minister.

Return To Question O289-89(1): Role Of Government In Supporting KIA And KWF

HON. TITUS ALLOOFOO: Thank you, Mr. Speaker. The role of the federal government is they have the authority to approve -- I understand the Member's question was, "What is the role of the government?" Their government or our government? The role of the federal government at this point is they have the authority -- at least the Minister for Fisheries and Oceans has the authority to give permits for the bowhead whale to be harvested in Canada. As far as our authority over those species, we could only recommend at this point to the Minister of Fisheries and Oceans. Thank you.

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

Question O290-89(1): Studies By Science Institute In Kiggavik Mine Area

MR. GARGAN: Mr. Speaker, I would like to address my question to Mr. Patterson. Mr. Patterson is responsible for the Science Institute of the NWT. With regard to mining, there has never been a baseline study before uranium mining ever started. I would like to ask the Minister whether or

not the Science Institute has taken any kind of initiative at this time to do studies in the immediate area where this Kiggavik mining is to take place and whether or not the studies on water, land, air, animals and people could be initiated by this government.

MR. SPEAKER: Mr. Government Leader.

Return To Question O290-89(1): Studies By Science Institute in Kiggavik Mine Area

HON. DENNIS PATTERSON: Mr. Speaker, to my knowledge there have been no baseline studies of the kind the honourable Member is referring to undertaken with respect to the area of the proposed development.

I think the Member also asked whether the Science Institute would consider such studies. Mr. Speaker, it seems to me that perhaps the undertaking of baseline studies on water and the environment and the like might be a little premature at this point, since the project at the moment is only a proposal, subject to a review process and then a decision on approval. So my reaction to that would be that we should wait to see what the recommendations of the FEARO panel and the decision of the federal government might be on that particular project before we plan baseline studies. I think that should the project go ahead there is much merit in such an idea, but I would also think that should the project not go ahead, we might have wasted some considerable resources to no particular end. So I would respond to the Member that I would consider that issue very carefully once we have an idea of whether this project is, in fact, going to materialize into a major mining development or not. Thank you.

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

Supplementary To Question O290-89(1): Studies By Science Institute In Kiggavik

MR. GARGAN: With regard to uranium mining, there has never been a study done before an actual uranium mine has been established. So naturally companies do get away from being liable if people's health is being affected. This is what I am trying to get at. You do not start a baseline study when a company starts developing, because people start work when the company starts and if you start doing studies then, probably the people will be affected or not be affected. You have to do it before the fact. If the fact is there that these people were in perfect health before the mining started, then they have a reason to blame the companies. So I would like to ask the Government Leader if he would consider seriously to have the Science Institute carry out that type of a study now, not after it has been approved?

MR. SPEAKER: Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. This is an important question and I would like to take the matter on notice and give a reply later during this session.

MR. SPEAKER: Thank you, Mr. Patterson. The question is taken as notice and time allocation for question period today is up. We will go to Item 6, written questions. Mr. Nerysoo.

ITEM 6: WRITTEN QUESTIONS

MR. NERYSOO: Thank you, Mr. Speaker. With regard to a written question I asked of the Minister of Health with regard to the use of DDT and its effects in the NWT. I would like to ask the written question again because the answer was given by the Minister of Renewable Resources, and while he indicates toxic effects on wildlife and his feeling that there is no reason for review, my personal opinion and my concern rests with the toxic effects on the health of individuals. Particularly since 15 individuals have died in an area where this particular toxic product was used in the last 15 years, I would ask the Minister of Health the following question.

Question W19-89(1): Review Of Use Of DDT In The NWT

Has the Minister of Health reviewed the issue of the use of DDT within the NWT? Would the Minister report back to this House where DDT was used in the NWT? Who approved or authorized the use of DDT? Would the Minister indicate specific communities in which DDT was used? Has the Minister or the Department of Health conducted any research of the effects on the health of people as a result of the use of DDT within the communities of the NWT, and more specifically, was such research conducted within the Mackenzie Delta communities?

DEPUTY SPEAKER (Mr. Gargan): Item 6, written questions. Item 7, returns to written questions. Mr. Clerk.

ITEM 7: RETURNS TO WRITTEN QUESTIONS

CLERK OF THE HOUSE (Mr. Hamilton): Return to Question W9-89(1), asked by Mr. Nerysoo to the Minister of Municipal and Community Affairs on the road from Aklavik to Willow Creek; return to Question W16-89(1), asked by Mr. Nerysoo to the Minister of Social Services on the role of Social Services at the Edmonton office; return to Question W18-89(1), asked by Mr. Nerysoo to the Minister of Aboriginal Rights and Constitutional Development on aboriginal self-government.

Return To Question W9-89(1): Road From Aklavik To Willow Creek

Hon. Gordon Wray's return to Question W9-89(1), asked by Mr. Nerysoo on February 21, 1989, regarding the road from Aklavik to Willow Creek. There is a shortage of gravel in Aklavik. With the wet summer conditions, hamlet roads have deteriorated and there is not sufficient granular material to firm-up the surface.

The hamlet sent a letter in September, 1988, to me and to the Minister of Public Works and Highways, expressing concern about the lack of gravel and requesting funding for the construction of an all-weather road to the community's gravel source at Willow Creek. During the fall of 1988 the Department of Municipal and Community Affairs held meetings with the hamlet council to organize a gravel haul for this winter.

In December, 1988, the Minister of Public Works and Highways advised the hamlet that the cost of constructing an all-weather road could not be justified, particularly since there is adequate winter access to the gravel supply. Preliminary estimates from the Department of Public Works and Highways indicate that a one-lane, 17 kilometre road from the community to Willow Creek would cost approximately \$2.5 million. For a two-lane road the cost would be approximately \$3.5 million.

Under the priority community granular program, a winter haul from Willow Creek to Aklavik was completed in early 1986, moving approximately 5200 cubic metres of material at a cost of \$88,100. A second winter haul in 1987 obtained an additional 5200 cubic metres at a cost of \$110,600.

The Department of Municipal and Community Affairs provided \$30,000 in extraordinary funding in 1987-88 and \$30,000 in 1988-89, to Aklavik for road upgrading. Recently, through a joint agreement between my department and the Department of Public Works and Highways, \$76,000 has been turned over to the hamlet, which has contracted locally for a winter gravel haul. The gravel will be used this summer for road improvements and other community site development projects. With proper planning, winter hauls can continue to be a cost-effective means of bringing granular materials to Aklavik.

Return To Question W16-89(1): Role Of Department Of Social Services In Edmonton Office

Hon. Jeannie Marie-Jewell's return to Question W16-89(1), asked by Mr. Nerysoo on February 23, 1989, regarding the role of Social Services at the Edmonton office. The Department of Social Services does not have a departmental staff member located in the Edmonton office. Whenever

a request is made of the staff in the Edmonton office for a social service function, the practice is for the staff member to contact a regional or area supervisor to deal with the request. Should the request be of a nature that would require ongoing financial assistance or counselling services, referrals are made to either Edmonton social services or the provincial social services department. We currently have interprovincial agreements which allow us to provide for this type of service. Currently the Edmonton staff is capable of handling the demands requested by our department.

Return To Question W18-89(1): GNWT Involvement In Development Of Position On Aboriginal Self-Government

Hon. Stephen Kakfwi's return to Question W18-89(1), asked by Mr. Nerysoo on February 23, 1989, regarding aboriginal self-government. The Government Leader and I have indicated on separate occasions in this House, since the Member asked the question, that it is difficult to imagine any aboriginal self-government arrangement that does not impact on municipal or territorial government. Our government would therefore want to participate in the negotiation of such self-government arrangements.

Further to the Member's question, the Government of the Northwest Territories has not insisted on participating in the community workshops and meetings as the Dene/Metis are developing their aboriginal self-government positions. However we would appreciate opportunities to observe and to explain some initiatives our government has taken recently that are designed to involve aboriginal people in the development of local government structures and the exercise of more authorities at the local government level. We believe such information is essential to, and will benefit, the Dene/Metis discussions. We also believe we can make a positive contribution to some of the discussions and would welcome an opportunity to work out in advance the nature and extent of our involvement in these workshops.

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

Item 8, replies to Opening Address. Item 9, petitions. Mr. Angottitauruq.

ITEM 9: PETITIONS

MR. ANGOTTITAUURUQ: Mr. Speaker, I have Petition 6-89(1), to reduce pupil/teacher ratio in NWT schools, coming from Pelly Bay. It has 105 signatures and each of the pages are signed individually, by individual people. Thank you.

MR. DEPUTY SPEAKER: Thank you. Item 9, petitions. Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Speaker, I have Petition 7-89(1), to reduce pupil/teacher ratio in the NWT schools, from Holman Island. This has 103 individuals signing the petition.

MR. DEPUTY SPEAKER: Thank you, Madam Minister. Item 9, petitions.

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

ITEM 11: TABLING OF DOCUMENTS

MR. ERNERK: Thank you, Mr. Speaker. I would like to table Tabled Document 54-89(1), which I received from Rankin Inlet today, resolutions from Keewatin Inuit Association annual general meeting which was held in Coral Harbour on February 9 to 15, 1989. They are in regard to the NWT Housing Corporation rent scale changes; home-ownership program; court interpreters; Keewatin Inuit Development Corporation; land claims; proposed Baker Lake uranium mine; federal Environmental Assessment Review Panel; and two resolutions regarding Arctic marine conservation strategy; regional firearms safety program; bowhead whale taking; Keewatin Regional Health Board; two other items come under this, one with regard to the chairperson and one

thanking the Commissioner of the NWT, Mr. John Parker and his wife Helen Parker; KIA president's mandate; and sincere appreciation to the people of Coral Harbour for their warm hospitality and generosity received during the KIA annual general meeting. Thank you very much.

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

HON. DENNIS PATTERSON: Thank you, Mr. Speaker. I would like to table Tabled Document 55-89(1), Government of the Northwest Territories Policy and Directive on Government Organization. Thank you.

MR. DEPUTY SPEAKER: Ms Cournoyea.

HON. NELLIE COURNOYEA: Mr. Speaker, I wish to table Tabled Document 56-89(1), Terms of Reference for the Workers' Compensation Board Review Panel.

MR. DEPUTY SPEAKER: Thank you, Madam Minister. Item 11, tabling of documents. Item 12, notices of motion. Mr. Morin.

ITEM 12: NOTICES OF MOTION

Notice of Motion 9-89(1): Witness On The Matter Of Suicide To Appear Before Committee Of The Whole

MR. MORIN: Thank you, Mr. Speaker. I give notice that on Monday, March 6, 1989, I will move the following motion: Now therefore, I move, seconded by the honourable Member for Slave River, Mrs. Marie-Jewell, that the Legislative Assembly invite Dr. Ron Dyck to appear as a witness when the issue of suicides is discussed in committee of the whole on Wednesday, March 8, 1989. Thank you.

MR. DEPUTY SPEAKER: Thank you. Notices of motion.

Item 13, notices of motion for first reading of bills. Item 14, motions. Mr. Morin.

MR. MORIN: Thank you, Mr. Speaker. I seek unanimous consent to deal with my motion today.

MR. DEPUTY SPEAKER: Unanimous consent is being sought by Mr. Morin to deal with the motion. Any nays? Mr. Morin, you may proceed.

ITEM 14: MOTIONS

Motion 9-89(1): Witness On The Matter Of Suicide To Appear Before Committee Of The Whole, Carried

MR. MORIN: Thank you, Mr. Speaker.

WHEREAS the Members of the Legislative Assembly have a concern over the high incidence of suicide in the Northwest Territories;

AND WHEREAS suicide affects family and community life in the Territories;

AND WHEREAS the Members of the Legislative Assembly wish to be informed on the grave issue of suicides and their effect;

NOW THEREFORE, I move, seconded by the honourable Member for Slave River, Mrs. Marie-Jewell, that the Legislative Assembly invite Dr. Ron Dyck to appear as a witness when the issue of suicides is discussed in committee of the whole on Wednesday, March 8, 1989.

MR. DEPUTY SPEAKER: The motion is in order. To the motion.

MR. MORIN: Thank you, Mr. Speaker. The motion is self-explanatory, so I will not speak to the motion.

MR. DEPUTY SPEAKER: Does the seconder wish to speak to the motion?

HON. JEANNIE MARIE-JEWELL: Question.

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

---Carried

Item 14, motions.

Item 15, first reading of bills.

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

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

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

Department Of Education

CHAIRMAN (Mr. Angottitauruq): The committee will come to order. We are dealing with the Department of Education. Would the Minister of Education like to bring in his witnesses for committee of the whole?

HON. STEPHEN KAKFWI: Yes, Mr. Chairman. I would like to ask the deputy minister, Mr. Joe Handley, and the director of finance and administration, Mr. Paul Devitt, to join me.

Further Consideration Of Motion To Consider Establishing Native Law Program At Arctic College

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. When we left off yesterday we were dealing with the committee motion and it has been circulated. It is the original motion. To the motion. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I do not know whether I could add much to what I said yesterday on this motion. The motion pretty well speaks for itself. As I said during my closing remarks yesterday afternoon, I spoke to a lawyer from Yellowknife, a native lawyer, who took this training at the native law centre at the University of Saskatchewan. That program, as I said yesterday, is designed to invite aboriginal people, native people, from Canada to take the law course. I strongly feel that native people, aboriginal people, the people that you and I, Mr. Chairman, represent in Nunavut and in this part of the NWT, should begin to take advantage of the programs that are available to them, especially in technical areas of this nature. I would just ask that, if this motion passes, the Government of the Northwest Territories take a look at this program, see if it is possible to introduce it in the NWT.

I truly feel also that, when I talk about other technical training programs such as nursing and so forth, these are the kind of objectives that we should be aiming for. From that point of view, Mr. Chairman, I have nothing else to say, unless something else comes up during the debate on this particular motion. Thank you.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Ernerk. To the motion. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I am pleased to see a motion like this. There has to be such in the North. There has been some progress made, but there are very few educated, and the older people who cannot speak English need some help. They have little knowledge of the legal system. Whenever there is a person charged and about to appear in court, it would be of great help for them.

Traditionally, when Inuit committed a crime they had to confess, and after the confession then that person was forgiven. Today, when we have been using the southern laws, the elders usually make a confession to the RCMP, and this complicates things further before they appear in court, and usually they are not forgiven. Perhaps if there were a lawyer who speaks their language in the communities, they would be able to get help and be informed that if they do not wish to speak to the RCMP they have that right not to speak before their lawyer is consulted.

I would like to see more of these people in the North because I know that if this kind of career is offered there would be people willing to go for it. There are too few today who use the elders' language or advice. I will be supporting this motion. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Pudluk. Mr. Patterson.

HON. DENNIS PATTERSON: Thank you, Mr. Chairman. Mr. Chairman, having worked at Malliganik Tukisiiniakvik for five or six years, and having tried to encourage a number of Inuit, particularly, to go into law, I certainly agree with the spirit of this motion.

Saskatchewan Program Similar To First Year Law

Mr. Chairman, I do know about the native law centre at the University of Saskatchewan in Saskatoon. I think it is an excellent program. The program is a summer program which allows native people who are interested in going into law to find out whether they would be suited to law school. It provides them with lectures and courses similar to those one gets in first year law, and it gives them a good taste of the sort of pressure and homework assignments that are required to succeed in law. Mr. Chairman, I do not believe that there is any impossible requirement for completing a law degree other than the ability to do hard work. One must have a basic education, an ability to read and study and research; but the main requirement is the ability to do hard work. This summer program gives students a taste of the sort of work that is required in law school, and it is a very good way of letting them know whether or not they could succeed.

Mr. Chairman, I am not sure what the motion means by a "native law program" in the Arctic College, but what I would suggest is that we could look at a program which would prepare northern students for entry into the native law program, and from there, entry into law school. I am certain that the Member does not wish to duplicate a program that is already offered in Saskatoon, that has been very successful for a number of native people getting into law in the rest of the country. What I think the motion is aimed at is looking at ways of preparing people for entry into that program. It could involve some lectures on law, or some courses on law, but I would think it might also include more basic subjects like upgrading and study methods, that sort of thing. In that spirit, Mr. Chairman, I think the motion is a good one. I think there are a number of people who would be interested in this program and perhaps the college can be a way of preparing for them for entry into this program.

I might add, Mr. Chairman, that money should be no obstacle for students who wish to enter the native law program at the University of Saskatchewan. I understand it is funded by the federal Department of Justice, for successful applicants. I also believe that our student financial assistance program would probably support students who are successful in applying as well.

Preparation For, Not Duplication Of, Program

I guess the main point of my comments, Mr. Chairman, is, if the motion is directed toward preparing people for the native law program at the University of Saskatchewan, I think it is a good one. I do not think we need to duplicate that program in the North, but I think there are ways that we could possibly help prepare interested students to enter that program, succeed in it, and then hopefully go on to law school and take up the many opportunities in the NWT for lawyers and legal jobs that exist in all aspects of government and the private sector. Thank you.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Patterson. To the motion. Mr. Whitford.

MR. WHITFORD: Thank you, Mr. Chairman. I, too, support the concept of establishing a law program in the NWT in Arctic College. I believe that this motion, if adopted, will set in motion the mechanisms for establishing another course at Arctic College for northern peoples. I have an understanding of what the University of Saskatchewan was attempting to do.

Function Of U Of S Summer Program

I had an opportunity of participating at least for the summer in that particular program. I just want to reiterate what Mr. Patterson has said. It does have only a small component of native law but its prime reason for being there is to screen out other persons from taking up the space and channel it toward native peoples. It has a special support system. It has people there that understand the difficulties that native peoples have had in seeking opportunities in law in the past. It lends support to them while they are going through this program. It has an extension to it that allows that rather than three years, they will extend it to four years in some cases.

What it does primarily, it gives native people -- the summer program does -- gives native people an opportunity to taste what the next three years are going to be like. They still have to complete their degree like any other law student. They have to be able to read and to be able to write and to be able to research. They have to be prepared to work long hours at it. Again, it gives them an opportunity there that they probably would not otherwise have in the mainstream of other universities such as Alberta and the one at Calgary which have a large number of applications and very tough selection processes.

The motion, I spoke on it yesterday and I will not go back into that but I will support this motion to introduce this particular program to Arctic College and encourage the department to very seriously consider it. I am sure it will go a long way to filling that void that Northerners have felt in the past when it comes to this noble institution of law.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Whitford. To the motion. Mr. Kakfwi, you had your hand up just after Mr. Whitford so I will have you...

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. When this motion is being debated I just want to add a few comments, not as structured thought patterns as some Members here, but to suggest that when you have universities providing courses for certain types of professions like medicine and engineering, law is also seen as a very specialized profession. It is my perception that in some cases it may not be possible to bring these types of courses very close to home. That is, to make them field-based.

Challenge In Larger Universities

In a case like law, again it is my perception, and I may be wrong, that what you look for here is good instructors, professors that are very knowledgeable and experienced in the field of law. These ordinarily are only found in the big faculties, the larger universities because they also require extensive challenges in their profession. They do not like to vegetate, gather dust in

places where there is no challenge for them. So largely you find them in the larger universities where there is a lot of interaction with other people in the same profession, where there are many areas of research that they get involved in, aside from just teaching courses.

The students that enrol in these programs like law, as well need in large part the challenge of being part of a faculty. There is a lot of interaction that is useful and necessary for all law students. Not only to be a part of a faculty that has first, second, third and fourth year students, they require as well, I think, probably an extensive library and research facilities, and probably to afford such facilities you would need a sizable number of students coming into the different years of instruction.

We could look at this and I think fully elaborate on what the full implications of it would be. Maybe it could be done or partially done, as Mr. Patterson suggested, by looking at the pre-law program that the University of Saskatchewan provides to interested candidates, just to give them a taste of what the four years are going to be like.

I wanted to just bring those out because if there are any reasons to suggest that maybe it is not worthwhile, those might be the reasons. It might be something that we can take, given an initial review, and perhaps suggest that when the numbers warrant, we definitely should initiate the plan that the Member is suggesting through the motion. It may be something to include in the long-term plan in the development of Arctic College. Thank you.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Kakfwi. It is 3:00 o'clock and I have a number of speakers. It is usual that coffee is served at 3:00 o'clock with other goodies. We will have it now and we will come back to deal with the motion again.

---SHORT RECESS

CHAIRMAN (Mr. Angottitauruq): The committee will come back to order. To the motion. Mr. Zoe.

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, listening to a number of speakers on this particular motion, all the suggestions that are made are part of the request that is being made to the Minister to undertake. I do not know why we are debating this motion that thoroughly because all the comments that we are hearing should be investigated by the Minister. That is the undertaking he has to do; that is what the motion is calling for. I do not know why we are debating the motion. It is straightforward, it is just asking the Minister to investigate the possibility of trying to have a native law program similar to the one in Saskatchewan to be incorporated with Arctic College. Mr. Whitford was putting forth the argument why it will not work; other people made reference to the pre-law program, and so forth. These are the types of things that the motion is requesting the Minister to undertake, to answer all those questions.

I am going to support the motion as is, and hopefully Members will not get into the logistics of the motion itself, and try to do the investigation here. I encourage the Members to either vote for or vote against the motion. It is straightforward. Thank you.

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

HON. STEPHEN KAKFWI: Just to make a concluding remark. Hypothetically, even in this Legislature, you could have motions that are very poorly drafted and vague, or poorly worded. It is necessary, I think, to discuss and try to clarify the intent of motions. People were trying to make amendments yesterday because it was not clear what the motion was talking about. That is why I thought we were having this lively little discussion; just so we all know what it is we are talking about. Just to leave that remark in your heads there.

AN HON. MEMBER: Question.

Motion To Consider Establishing Native Law Program At Arctic College, Carried

CHAIRMAN (Mr. Angottitauruq): Question is being called. All those in favour of the motion? All those opposed? The motion is carried.

---Carried

This motion is carried with success. We are still on general comments on the Department of Education. Mr. Lewis.

MR. LEWIS: Thank you, Mr. Chairman. I probably should wait until we get into the detail of the budget but I am not going to. I want to get it out of the way and get on with other business as soon as we can.

I just have one comment I would like to make about this department, Mr. Chairman. Last year, if you recall, the department came in with a budget within the proposed guidelines established by the FMB in a way that was unacceptable to this House. They made adjustments to the student/teacher ratio. They proposed cuts in student financial aid. In fact, they made all kinds of proposals to stay within their guidelines in a way that my guess is they knew would be unacceptable to this House.

I have been in the position in the past of having to do the same kind of work that officials in that department have had to do, to stay within guidelines established by FMB. In fact, the Commissioner is leaving the room now but I remember at one time being told that this menu that you are offering up is completely unacceptable. It is not going to wash. Go back and bleed. So we ended up cutting classroom working supplies so that kids did not have paper and pencils and so on because the feeling was that in the community, if they really went at it and worked, they could find it. There is some way in which they could find bits of paper to write on and use up old crayons and do everything they could. We were forced to hurt because the proposals that we were making were not acceptable to the FMB.

Supplementaries Needed Because Education Spending Not Cut

Now last year, as I recall it, we told the department to really go back, when we were looking at their main estimates, and find some other solution to this problem because we knew it was going to cause them difficulty. This year we find ourselves with all kinds of supplementary requests because there were no changes made. They did not bleed. They did not go back and bleed at all. They just simply said no, what we proposed we knew would be unacceptable. We want to keep our money and we have got it. Now we are going to get the supplementary money in order to do all the things that we would like to do in our vision of heaven.

I find this not really acceptable. I am a little bit jealous, perhaps, that the current administration is able to get away with it; that you could just simply offer up a whole bunch of things that you know damn well people in this House are not going to accept. This year I was part of the group that said "Okay, give them the supplementaries so that they can have their proper student/teacher ratio. Okay, give them the money, they were going to cut out, to poor students who were going to poor secondary institutions and would suffer because this money would not be available to them any more." However, I want to serve notice that I have got two more budgets to go through in the life of this Assembly. I have always been kind and understanding but this is the last time that we are going to accept a department really running in the face of the reality that every other department in this government had to face.

I am a bit jealous in making these remarks because I never had that good fortune. I was always told to go and bleed like everybody else. So for the next two years, I would like to see this department bleed like every other department has to bleed. Thank you, Mr. Chairman. I will not make any remarks on the rest of the budget.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Lewis. General comments to the Department of Education. Mr. Zoe. Okay, Mr. Minister Kakfwi. Do you have any comments to Mr. Lewis's remarks?

HON. STEPHEN KAKFWI: Thank you. It has been a long time since the good Member was in the civil service but I know that the way he perceived myself or the officials to have been thinking is not the way it was at all. I do not have the figures here immediately but I thought there was a lot of bleeding going on already. There were proposed cuts which this Legislature did not support.

School supplies were cut probably to the tune of some \$200,000, which is probably a lot more than the department suffered during his time. The bulk of Education money goes to operation and maintenance of facilities like schools, to salaries of teachers, instructors. There are very few places that you can cut. There were two proposed last year, one in student financial assistance and the other in the teacher/student ratio, in the formula funding. Both of these were very unpopular. No one was supporting them so cuts were not made.

I think if the Member wants to stack up other departments against Education he would find that the public does not like us messing around with the Education budget. We could mess around with a lot of other budgets before Education is messed around with. That is the message that we got last year. I do not want to go through a full debate on it again to get the same message but that is the message that I got last year and I was not even the Minister then.

Member's Suggestion Unfair

I think it is a bit unfair to suggest that. I think the public deserves to know in certainty whether the budget is going to be gradually decreased over the next two budgets or we are going to maintain the level of funding that we have got now. Whether the new programs that we are introducing and that we have been asked to introduce, can be expected, whether the adult education positions that we have got and the money that we give to Arctic College is going to be at least maintained over the next couple of budgets. So I do have a different point of view from the Member. Thank you.

CHAIRMAN (Mr. Angottitauruq): General comments. Mr. Zoe, are you ready for your general comments?

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, after reviewing the Minister's opening remarks I would like to commend the department and the senior officials for their work that they are initiating for this upcoming year. I think this particular budget is enhanced a little bit more than what was being proposed last year. Overall, reading through the Minister's remarks, I have a few questions on the remarks that the Minister made.

Maybe I can start, Mr. Chairman, by asking the Minister if he could elaborate a little bit on the employment development strategy that they are preparing with the other departments of government. From reading his opening remarks, I could not get exactly when they were anticipating to put this strategy in place, how long it was going to take. Have they started already? I am not too sure. If I could ask the Minister if he would elaborate on the employment development strategy that they are anticipating to undertake.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

Employment Development Strategy

HON. STEPHEN KAKFWI: There is an undertaking by the department, jointly with the Departments of Economic Development and Social Services, to develop in the course of this year an employment development strategy to find ways in which we can refine our efforts in this area. Over the course of this year we will develop a strategy that will put us in a position where we can start to identify where the demands are for employment, and where they will be. By working with Economic Development, we will be in a good position to decide beforehand where the demands are going to be for employment development, such as training and that sort of thing, and to work internally within the Department of Education and Arctic College to respond by developing and planning for courses and training opportunities. Hopefully, by 1990-91, we will have some sort of an operational plan to implement in this regard.

There are certain things that can be done to better plan for how we enhance employment capability and availability in the North. We know there is a strong mining economy, for instance. We have oil and gas exploration. We have construction seasons. There are certain sectors of our economy that are stronger than others. There are others that are developing, such as tourism. Our strategy is going to try and put a coherent thought together for those of us that are charged with trying to develop a cohesive plan to take advantage of opportunities in the best way possible. That is what the strategy is going to try to do. Mahsi.

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

MR. ZOE: Thank you. To continue on, Mr. Chairman. If I could ask the Minister or the department, they are implementing a community-based information system -- could the Minister elaborate a little on that? Before I ask questions I would like to hear a little bit on that particular information system that they are implementing. Thank you.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

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

CHAIRMAN (Mr. Angottitauruq): Mr. Handley.

Comprehensive System Needed

MR. HANDLEY: Mr. Chairman, the information system we call ENTER is a community-based system which is aimed at identifying individuals in the communities who wish to be considered either for training or employment across the NWT. Right now there is no system at the community

level for knowing how many people want training or job opportunities, or in what area. We have some pieces; Social Services have some pieces; CEIC has some pieces; but nobody has one comprehensive system.

Without a comprehensive system, it is difficult for us to be able to easily develop training programs that are matched to the needs in the communities. We are intending to co-operate with other departments in pulling the information together and keeping the system up to date.

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

MR. ZOE: Thank you, Mr. Chairman. I realize that data is being gathered now through the NWT labour force survey. Are they currently doing a survey for the labour force? Are you going to utilize the same information that they gather for the NWT labour force survey? The reason I am asking, Mr. Chairman, is that I do not know if they are going to pull it off successfully, unless they have someone designated in the community to undertake this type of information gathering. I do not think they are going to be that successful if they are going to use different agencies and try to collect a little bit here and there. I think one has to have somebody in the field doing this work in order to collect all this data for training and employment.

From my reading of the Minister's statement, it seems like it is basically up to the individuals if they want to be placed in this register. On the other hand, if they are unemployed and registered with, say, the Outreach office in each community, or with Social Services because they are a client of that department, or some other agency such as the Canada Employment and Immigration Commission, especially for the smaller communities in particular, in order to gather all this information effectively you need somebody at the field base to do this job. I realize that it might take some time, but if they do not do that, and they try to retrieve information from headquarters by just phoning each group or each organization, I do not think they will be that successful.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Zoe. Mr. Minister. Mr. Handley.

MR. HANDLEY: Mr. Chairman, with reference to the labour force survey that is being done by the federal government, that one is done once every two years. The purpose of that particular survey is to collect statistical information. It does not have the kind of details that we will have in our registry. In our ENTER system, the community-based register, the information will be collected at the community level. We intend to collect it using our own staff. In some cases we have labour pool officers in a few communities. We have other staff at the community level. We also hope to be able to use staff from departments like Social Services where they are basically collecting the same kind of information.

Purpose Of Northern Training And Employment Register

The purpose of the register, as I mentioned, is to give us information on the people who want training or want employment. That information is available to us in designing our training and employment plans. It will also be made available to employers who are looking for people to work on jobs, and so on. Ours is much more specific and it will be community-based. It will not be done out of headquarters.

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

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, before we get into the capital I just wanted to ask, they are implementing a new -- I lost it here. The parents program? Okay, it is called the parents information program. At the community level, who is going to deliver this parents information program? Is it going to be undertaken by the divisional board or by the staff of Education or by the LEAs. Who is going to undertake to deliver this particular program?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Thank you, Mr. Chairman. The idea behind this program is to partially provide support for the parents that are going to be charged in a very real way with assuming responsibility for the education of their children in the sense that divisional boards are being set up throughout the North. They are set up and I think well established already in the Eastern Arctic. Here in the western part of the Territories we are setting up and encouraging communities to take overall management and responsibility of the operation of their schools with their teachers.

Involvement Of Parents Has Been Absent Historically

What has been absent historically in the education system here has been the very real involvement and recognition of the role for parents. So we have in a very real way, a situation where many parents who are just a generation away from having moved into communities permanently, having lived a traditional life out on the land, are now still grappling with the new-found reality of permanent life in the community. The lifestyle adjustments are still being made in many communities with quite visible, you would say, tragic results; or there is a real struggle, I would say, perhaps in some cases a losing struggle, by people in the communities to adjust to community life or the demands of community life.

We are of the view that we have to do something to help parents that are asking and are requiring ways and means by which they can become better parents. They can learn through sharing, through workshops, through literature, through being involved in education societies. They can learn how to better support each other, their children, their teachers, their educational authorities and how they can in a very real way be a positive element in the education of their children.

The intent here is to get the parents, assisted by regional staff and their education authorities, to discuss ways in which they can get these support systems to the parents. So I think in some communities there are pilot projects happening. There is one in the community of Rae-Edzo and one, I think, in Arviat.

They are establishing things called the community parent support team. They are going to try to find ways in which they can put a plan together that would help with, I do not know if you would call it training, but certainly I guess to help parents realize ways in which parents down south, their little habits and traditions they have for supporting children. For instance, in many Dene/Metis communities I believe, the parents still believe it is the teacher's job to teach their children how to read and write. They are not doing it and there is something wrong with the school.

I understand because of my own family setting but observing it in other families as well, that with the lifestyle of what you would say European Canadians, southern Canadians, people that are well established in the wage economy kind of lifestyle, that it is expected that parents, both parents or one of the parents regularly, at least every two days, sometimes every night, sit down with their children and read with them. In the Dene society that I know, we do not do that. The parents do not even read themselves.

I know it is not part of our lifestyle. It is little things like that. Realizing what the sleep requirements of children are and how you need some sort of a schedule in order to have children get the best out of the instructions that they receive daily. Talking to children a little bit every day, asking them what it is that they have done, what they are doing, what are the plans for school activities, is something that I think most native people never do or at least if they are doing it, it is not part of our tradition because schools and community living are just so recent. It is to try to help parents establish those types of traditions, if you want to call them that, or realize them at least and try to fit them into the contemporary lifestyle that we have now. That is in large part the intent of the support program.

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

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, before I move on to Arctic College. I am not too sure who has the responsibility for adult education. If I am correct -- let me try and see if I know it. Divisional boards that are set up for program delivery of adult education would fall under Arctic College, but where there is no divisional board, that program is carried out from the department, am I correct? Yes. Okay. Since the department is responsible for Arctic College, what has the department done in the area of capital for adult education centres? There are a number of communities requesting adult education centres, especially in the smaller communities where facilities are a big problem. A lot of them that have adult education centres are in a condemned building that has been fixed up a little but does not even meet the fire marshal's safety standards. We have no other choice but to use that building because that is the only building available in some communities. A lot of centres are like that, particularly the smaller communities. How is the department addressing the capital needs of adult education?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, the question is one that we can get into in detail when we are going through the details of the capital plan. Does the Member want to wait until then?

CHAIRMAN (Mr. Angottitauruq): Mr. Zoe.

MR. ZOE: Thank you. Mr. Chairman, in the area of literacy education, since literacy is a priority for the college, in a number of smaller communities where Arctic College is not present, who carries out the literacy program on behalf of Arctic College?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, the intent when we made the literacy program moneys available was to try and target the money first to those communities that have no adult educators, where those communities can put together proposals to provide basic reading and writing and upgrading. That is where the first priority would go. You could have some local body, school, LEA or a group like that, or even a cultural group, whatever, that wants to manage the literacy program. They can put together a request and work with the department or Arctic College to implement it and they would find ways to hire instructors, that sort of thing.

CHAIRMAN (Mr. Angottitauruq): Mr. Zoe.

Responsibility Of Arctic College For Delivery Of Literacy Programs

MR. ZOE: I realize what the Minister is saying but say, for instance -- the Minister is always using Colville Lake as an example; maybe I will use the same community -- in a small community like Colville Lake, I assume that there are not that many organizations established over there and it is basically a traditional community, more illiterate people. Now everybody knows and the department knows as well that in that community there is that problem. But the community itself does not have a body like a local LEA that can undertake to write proposals and so forth. Now since it is a priority for Arctic College, would they not assign somebody to go in there, having Arctic College delivering the program in a community like that? Rather than trying to wait for a response from the community?

I think for smaller communities like Trout Lake or Colville Lake or any other small communities, surely the department has to be flexible. They cannot wait for the community to initiate on their own if organizations are not there or the community infrastructure is not there. Would Arctic College go in there and do that type of delivery of a literacy program?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: I think the answer is generally, yes, that is what they would do. For instance in Colville Lake, as the Member knows, we put a teacher in there and they have about 16 students in there and there is an arrangement being made to provide part-time instructors for

literacy for Colville Lake. It is a very traditional community and it is not that often that people stay there for great periods of time. There is an intent to provide literacy programs there, as soon as we can figure out the best time to do it and how many people will be there and that sort of thing.

In places like Kakisa -- again there is one teacher there and I understand the teacher there does both -- Arctic College would look at providing additional resources to the person or sending in additional staff people, perhaps part-time, to do this. The large part is just going to be done, but not on a community-by-community basis, because it is a new program. We will have a co-ordinator in place this month, I hope, and that co-ordinator will be the one that will do the overall co-ordination for the Arctic College on the literacy program.

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

MR. ZOE: I mentioned the adult education. It is a little confusing, and I think it will be more confusing for the potential user, the students or people who want to take adult education; or even the communities for that matter. How is the department informing the general public or divisional boards of all these changes in the area of adult education? If you are under a divisional board, it goes through Arctic College. If you are not under a divisional board, how is that communicated to the general public?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, I understand the basic information about what we are trying to do, and what money is available and some of the ways in which people can go about trying to access this and make use of it, is just by getting information out to the teachers, the principals, the LEAs, the education societies, the divisional boards. We have posters developed that will be going out, and we are trying to do short blurbs on the radio. We will also hire a literacy co-ordinator to make sure that the information is sent out and received by everyone.

CHAIRMAN (Mr. Angottitauruq): Thank you. General comments on the Department of Education. Mr. Zoe.

Department Moving In Right Direction

MR. ZOE: Thank you, Mr. Chairman. Mr. Chairman, I am basically happy with what is being proposed by the department in this year's budget. They are moving in the right direction, slowly but surely. Hopefully, in the years to come they will improve in that area, while Mr. Kakfwi is there. Mr. Chairman, as I indicated earlier, I am quite pleased with the Minister's opening remarks on this budget. I have a few concerns in the capital area of this budget that I will not get into at this time. Once we get into the details of the budget I will be addressing these. For now, I will leave it as is. Thank you.

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

HON. STEPHEN KAKFWI: I thank him for his comments.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. General comments. Mr. Ernerk, you are on the list.

MR. ERNERK: Mr. Chairman, when did you put me on the list?

CHAIRMAN (Mr. Angottitauruq): Yes, Mr. Ernerk, I had you on the list. Go ahead, Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. I have two questions, Mr. Chairman. One is with regard to on-the-land programs. Where do I find on-the-land programs in this budget? Is it under the cultural awareness program? Mr. Chairman, help me please.

CHAIRMAN (Mr. Angottitauruq): Mr. Ernerk, I will ask the Minister. Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, there is no particular program that money is shown under. It is just included under schools, under O and M, salaries, wages and contributions.

CHAIRMAN (Mr. Angottitauruq): Thank you, Mr. Minister. Mr. Ernerk, do you still have more comments?

MR. ERNERK: Did I hear the deputy minister whispering that it is about one million dollars?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: With regard to the one million, the money, as I said, will be found under schools, O and M, under salaries, wages and contributions. It is allocated, as we announced last year I think, at \$75 per student. That was what it was changed to.

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

MR. ERNERK: Mr. Chairman, maybe I should just make one or two suggestions because I am not going to be here tomorrow, as well as Monday, so I might miss the important debate on Education. I am trying to speak while everyone else is yelling. Maybe I should just make one or two statements on this particular issue because it is very important to me and to the people that I represent, and to the people that you represent, Mr. Chairman.

On-The-Land Program

Do I understand the on-the-land program is a cultural program, and is \$75 per student per year? Okay. It is becoming more and more important that the students are taught about the land itself, the weather conditions, and I really hate to admit it, but a lot of us do not have all the time required to do it any more. An obvious situation is this Legislative Assembly where we spend much of our time away from home. And this goes with many other parents with responsibilities either with native organizations, regional governments or whatever. It is not a good excuse but it is an excuse. It should not be but it is. It is a fact of life.

Children, students spend at least six or seven hours a day in the classroom but what we should be doing is to carry out these traditional programs much more than we have been in the past, even things like taking the kids out on the land more often to show them how to make proper igloos. I did that with one of the classes last year in Rankin Inlet. I built an igloo for them. It was most interesting to see how the kids reacted to the building of an igloo. You have to be a very special architect to make a good igloo. My igloo was not perfect. It was not the best. I know many other people who make good igloos but these kids were 10 and 11 years old and they enjoyed so much watching a person making an igloo.

The other thing that I see lacking within today's society is the fact that we are not teaching our children as much as we should about the weather conditions. I think it would be fantastic if you had more elders involved who could teach young students about weather conditions. The winds change so quickly in the wintertime and they become stormy. Sometimes you have to watch the direction of the wind. All these qualities were taught to our ancestors who passed them on to us through our parents. The formation of the snow, the oqalurait, tells you something about the prevailing winds, where the wind is coming from and the snow formation on the land.

The reason why Inuit where I come from know so much about the land is because they know all these certain conditions on the land itself; the snow formation, as to how it is formed from the prevailing winds; how to be able to find proper snow to build an igloo; how to make a good snow knife; how to make a good harpoon; how to repair komatiks when you are out on the land, if the komatiks break down. All these should be taught to our young generation today. I guess I said it last year and I will say it again, that \$75 is not sufficient per year.

The other thing, Mr. Chairman, I wanted to ask the Minister is with regard to this particular debate on Arctic College. Raymond Ningeocheak and I were talking to the Minister earlier this afternoon with regard to these old MOT buildings in Coral Harbour. These buildings contain sleeping quarters, kitchen, lounge. These buildings are now empty as of a few months ago. I am wondering if the Minister would be able to entertain an idea about expanding such a facility, expanding Arctic College programs into a place like Coral Harbour, because I understand these buildings are very well built. There are all kinds of facilities for vehicles and things like that. I am wondering if the Minister would be able to entertain the idea of utilizing these buildings as an extension of Arctic College programs in the Keewatin Region, down the road as a long-term plan.

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

HON. STEPHEN KAKFWI: Two comments. One, the facilities in Coral Harbour; I understand we can use some of the facilities but not all of them. They are too huge, you might say, for the requirements we have or we could have. So we will look at it.

Secondly, on the funding formula for, you could call it cultural inclusion, on-the-land programs that we provide to schools in two regions, it is \$75 for every student that they have enrolled in schools. The schools in the regions I think have quite a bit of flexibility in how they can use their moneys in O and M so they can enhance the use of it, but it is quite difficult to plan and to argue for increases in areas like this when there is no uniform or consistent type of use for this particular type of money.

Short of institutionalizing in the school system those things that are still seen largely to be parental responsibilities, I do not know that we would consider again increasing this area. As divisional boards, if they have some real proposals about how they want to go about this type of business and have good arguments as to why they would want additional money, then we would look at it. Right now I am not quite sure. I do not think there is a loud scream for additional moneys in this area right now. Where there are exceptional projects being developed, they have the option as well to ask for additional funds and where possible we provide them.

I agree with the Member, some of the things that children should be taught should be more properly the responsibilities of parents. I just have personally a real fear that when we get out our wish list that we have got to be careful that we are not doing too many favours for the parents. In many ways we have got to encourage parents to do more with their children, not less. We cannot make the teachers and programs take over more and more responsibilities that the parents should have. I just finished saying that I want to encourage parents to take more responsibility and get more involved, to find ways in which we can help parents. I understand that as well. This money could be used by parents to do many of the things that parents are suggesting. Thank you.

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

MR. GARGAN: I was told it started in 1974 and I believe that you were one of the persons that was involved with that Athapascan language steering committee. Were you born then?

---Laughter

Mr. Chairman, at least in my day when I went to school I was restricted from speaking my own language and even later on when I was going into a federal day school, although I was not restricted it was not taught in the school at that time. It only started in 1974 and 1984 was when the official aboriginal languages came into being -- 10 years apart.

The Minister made a presentation at Grant MacEwan Community College and he indicated that northern schools must move toward a culturally-based system where both the language and

culture become a fundamental basis of school life. I would like to ask the Minister what he means by that and what he envisions as far as combining the western education and the aboriginal inclusion programs?

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: I remember that when I went to school in Fort Smith for the very first time at the age of 12, the grade seven teacher walked into the class and said he was not going to use a text book in math that year and literally threw the math book in the garbage can. We were all quite surprised. He explained that the reason he was doing that was because nobody really gave a hoot in the North about what a hectare or bushel was, and the textbook was largely written for children that knew something about farm and city life and there was not one of us in the class that knew much about either. In fact we were totally lost as to what a curb was. He asked us if we knew what a curb was, and of course none of us knew that either.

Curriculum Must Be Culturally Relevant

Just to make the point that by and large the education system, the curriculum, has been imported --it could have been imported from any country in the world. It does not matter where it came from, the fact is that it did not come from here. It was not developed here respecting the kind of things we are all craving for now. We should be taught in sciences about the geography of the North, about the weather patterns of the North, basic knowledge of weather, as Mr. Ernerk was talking about. Far more than taking Dick and Jane and putting them in parkas, we should really do a thorough review of everything that is in the curriculum now and make it culturally relevant -- culturally-based is not a good term. I am struggling here to find different words all the time, you people are so astute in your terminology, you tear it apart if it does not really fit the occasion. It is like leadership schools, they do not really know what else to call them. But the intent is there, it is to make everything that is in the curriculum, in the program that is taught in the schools, reflect the fact that it is Dene students, Inuit students, northern-born students that are being taught here. Not Albertans, not people from Ontario, not people from the farm, not people from the city, but people that live up here. Everywhere possible the content and materials must reflect our northern society, our country, our peoples. That is what the intention is.

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

MR. GARGAN: One program that was in existence, and I am not too sure what has happened, is with regard to the Slavey research programs. I do not see it reflected in the estimates. I am wondering whether this program is in existence and that communities no longer have responsibility of doing research in those areas.

CHAIRMAN (Mr. Angottitauruq): Mr. Minister.

HON. STEPHEN KAKFWI: I think that program does not exist any more. In fact the centres for teaching and learning are the ones carrying on the work that first started and more and more we are focussing on development of the curriculum. I think the centre in Fort Providence is starting to focus more of its energy and time on the development of curriculum, so we are just not researching ourselves endlessly but coming up with some real products for our people.

CHAIRMAN (Mr. Angottitauruq): Mr. Gargan.

MR. GARGAN: That Slavey research program, is it still on or is there a new program in place now? Who is taking on the responsibility of the new program?

CHAIRMAN (Mr. Zoe): Mr. Minister.

HON. STEPHEN KAKFWI: Mr. Chairman, the Member was asking if there is anyone still doing research into the Slavey language or the Slavey people. I was not quite sure what we are talking about specifically. I know, for instance, Culture and Communications is doing research into how

to standardize the language, how to write it. But just the general area of research into the history or language, per se, I do not think anybody is doing that any more. What I think is happening now is that some basic research was done and now there is an effort being made to take what we have together so far and change it into something useful. An information-gathering kind of thing. If that is what the Member is talking about, I think by and large we are not funding that so much as funding the conversion of some of that information into material to be used for curriculum.

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

MR. GARGAN: So there is only now then, such programs as are now in existence in Yellowknife, rather than what has happened before in Providence, Fort Good Hope?

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

HON. STEPHEN KAKFWI: Mr. Chairman, the research and I guess the work that is being done in languages, a large part is being done in the centres out in the communities. There is not a great deal that is being done in Yellowknife. If we were just talking about general research then as far as I know there is no organized program to continue that.

CHAIRMAN (Mr. Zoe): Mr. Gargan.

Community Health Representative Program

MR. GARGAN: Mr. Chairman, I noticed that in the newspapers they are advertising for positions concerning the community health representative, CHR, program in the Arctic Colleges. It has been advertised so that these courses would be, I believe taught in the Keewatin as well as the Baffin but I do not see anything for the Mackenzie area. I would like to ask the Minister whether or not they have advertised for instructors. How soon would this program be implemented and in which areas?

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

HON. STEPHEN KAKFWI: Mr. Chairman, this community health representative program is a result of the transfer of health services from the federal government to the territorial government. They have a real need to train people to fill several vacant positions as CHRs. It has become quite important to us and we hope that most of the communities that have at least nursing stations will be employing someone in these positions.

The NWT Registered Nurses Association on behalf of the Department of Health, as I understand, recently commissioned a study on health-oriented career opportunities with a primary focus on CHRs and it was recommended that a formal commitment should be established between the Department of Health and Arctic College to immediately develop and deliver a training program.

The Department of Health has contracted Arctic College to develop a CHR training program under the guidance of a territorial-wide advisory board. So curriculum development began last fall in October. We expect this curriculum development to be completed by the middle of March and hopefully the program will be offered in either Inuvik and/or Iqaluit in the spring or fall of this year.

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

MR. GARGAN: Mr. Chairman, the CHR role right across Canada is very vague. There is not really any clear role that the community health representative has. It varies from province to province, community to community. The Minister did indicate that there is an advisory body that is developing this program and I would like to ask him then, while the development is going on is there going to be a clear job description developing out of that which reflects in the training component for a CHR?

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

HON. STEPHEN KAKFWI: Mr. Chairman, I would expect that because these are positions that are going to be offered by the GNWT, these positions are going to be under the Department of Health. We can assume that there are going to be good terms of reference for the positions being developed.

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

MR. GARGAN: Thank you, Mr. Chairman. Mr. Chairman, yesterday I expressed a concern that although classroom assistants have a major role to play with regard to the educating of students, they do not seem to be getting the same treatment as perhaps a professional teacher, although these people do professional teaching in certain areas. Yesterday I did explain some of those concerns. Mr. Chairman, if I could, I would like to present a committee motion at this time.

CHAIRMAN (Mr. Zoe): Proceed.

Motion To Recommend That Classroom Assistants Be Eligible For Membership In NWTTA

MR. GARGAN: Mr. Chairman, the motion reads: I move that this committee recommends to the Minister of Education and the Executive Council that they consider making classroom assistants eligible for membership in the NWTTA.

CHAIRMAN (Mr. Zoe): Mr. Gargan, your motion is in order. To the motion. And it is being distributed for committee Members. It is translated also. To the motion, Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. I guess Yellowknife is the only place where they do have a district board of education. In Yellowknife classroom assistants are part of the district board of education. The only place that it is like this is in Yellowknife.

CHAIRMAN (Mr. Zoe): To the motion, Mr. Gargan.

MR. GARGAN: Mr. Chairman, I wanted to wait until the Minister of Education is present before I speak to the motion. Mr. Chairman, also there is no quorum.

CHAIRMAN (Mr. Zoe): Mr. Clerk, can you ring the bells please?

The committee will come back to order. The Chair recognizes a quorum. We have a motion on the floor. To the motion. Mr. Gargan.

MR. GARGAN: Mr. Chairman, I already made a Member's statement yesterday concerning classroom assistants and the important role they play within the education system. In certain areas they do act as substitute teachers, and as music teachers, physical education teachers, shop teachers, home economics teachers. When I was a classroom assistant, many years ago, I used to play that type of role. The teachers would have other work to do and I would teach in those areas. In my case, it was because she was a woman, so I did the shop teacher position, and 99 per cent of the time the physical education programs; also 100 per cent of the time, music.

I feel that the classroom assistants do have a very important role to play within the existing system, but because they are being represented under different unions they are not treated as, what I would say, professional teachers. Perhaps in Yellowknife where they do have a district board of education, they are being represented, and are part of the bargaining unit when negotiations occur.

Classroom assistants outside Yellowknife are not treated in the same manner. The teachers are being represented by the NWT Teachers' Association, and I believe the classroom assistants are being represented by the Public Service Association of the NWT. They should become one unit and be treated as professional teachers. Thank you.

CHAIRMAN (Mr. Zoe): Thank you. To the motion.

AN HON. MEMBER: Question.

Motion To Recommend That Classroom Assistants Be Eligible For Membership In NWTTA, Carried

CHAIRMAN (Mr. Zoe): Question is being called. All those in favour? Opposed? The motion is carried unanimously.

---Carried

General comments. Mr. Ernerk.

MR. ERNERK: Thank you, Mr. Chairman. Under the 1989-90 objectives, one of the statements indicates: "To revise the French and science curriculum for grades seven to nine." Mr. Chairman, I often wonder why the French language is not being taught in some parts of the NWT, while it is taught in places like Yellowknife -- and I understand in a place like Iqaluit.

One of the languages that I would have liked to have learned is the French language, basically because we grew up in a little place like Repulse Bay and Chesterfield Inlet where there were Roman Catholic priests who spoke in French, so we used to try and copy them all the time. We used to try and copy the English language as well. It did not make any sense in the end, but it would have been fantastic to learn another language which is an official language of Canada, and that is French.

I think also that students where I come from should be given the opportunity to start to speak French. If such a move was made by the government, to start introducing the French language into the classrooms, in particular Nunavut in my case, I would very much support such a move. I am wondering why French is not being taught in some classrooms and in some communities in the NWT. Thank you, Mr. Chairman. That will probably be my last question for today.

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

HON. STEPHEN KAKFWI: Mr. Handley will answer that.

Teaching Of French In Communities

MR. HANDLEY: Thank you, Mr. Chairman. Right now the Department of Education does not require that any communities take French, nor is it decided that some communities cannot take French. It is up to each community's local education authority to decide whether or not French is going to be part of their program. I do not think we have turned down anyone who has requested French. In fact, we encourage people to take it, and we will provide the funding to support it.

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

MR. ERNERK: Thank you, Mr. Chairman. I will keep that in mind.

CHAIRMAN (Mr. Zoe): General comments. Member for Yellowknife South.

MR. WHITFORD: Thank you, Mr. Chairman. A question on the French language in other communities. How will this be funded? Will there be federal funding for this particular type of program new to a region or new to a community, or will we have to take this out of the territorial budget?

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

HON. STEPHEN KAKFWI: Mr. Handley will answer that.

MR. HANDLEY: The French language programs are cost shared with the federal government. Each year, I believe, we indicate to the federal government the programs that we are going to be offering in French, the curriculum involvement we will be doing, etc., and the cost share in both the delivery of the program and also in the development of programs. The territorial government has to pay some of the cost.

CHAIRMAN (Mr. Zoe): Mr. Whitford.

MR. WHITFORD: Is this money readily available? If you had a request from a community that had not in the past had French language requirements but relatively suddenly there was a need for it and your preparations had already been made for a normal year's budget, can you access additional federal funds on an emergency basis?

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

MR. HANDLEY: Mr. Chairman, each year we negotiate an annual agreement with the federal government so if there is a request in the middle of the year it would probably have to wait until the following agreement.

CHAIRMAN (Mr. Zoe): Thank you. General comments. Are there any further comments on the Department of Education? Member for Yellowknife South.

Funding Of Second Year Of Early Childhood Education Training

MR. WHITFORD: Thank you, Mr. Chairman. It is dealing with a question I did ask a little earlier, with one of the officials. I just was not sure but I want it for the record that early childhood education training that is currently under way in the Arctic College, in Nunatta Campus in Iqaluit and Thebacha Campus at Fort Smith, at least for the first year, is a two year program and as I understand it, it is partly funded from CEIC funding. It is a two year program and you have one year of it currently under way. What are the plans for the second year of that program, because CEIC will not fund the entire two years?

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

HON. STEPHEN KAKFWI: I understand that we have been assured by CEIC to have funds for the first year of the program. But there is no confirmation for CEIC involvement in the second year yet.

CHAIRMAN (Mr. Zoe): Thank you. Any further comments? Mr. Whitford.

MR. WHITFORD: Thank you, Mr. Chairman. Yes, I heard part of that but did you say that you have not made the plans for the second year?

HON. STEPHEN KAKFWI: I think because we have started the program, that if CEIC does not come through with the money -- sometimes they do, sometimes they do not -- we have a commitment to the students to get the funding in place for the second year, one way or the other.

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

MR. GARGAN: Thank you, Mr. Chairman. Mr. Chairman, I guess during the time that I was employed with the Dene Nation I used to go on these conferences, like mental health conferences, for my mental well-being, I guess, but in all the conferences I went to they used to have experts from the Canadian Mental Health Association doing presentations. They used to have experts even from the States that have had a long-time experience with aboriginal people. They could distinguish between two very different cultures as well as the thinking of both worlds and be able to identify them. The person that made the presentations to us did allude to that too, about why suicide is so high, but again, Mr. Handley also did make a statement with regard to that when he said that experts have agreed for a long time that how well one does in life is determined by both environment and personal ability. I absolutely agree with Mr. Handley on that too.

Motion To Recommend That Control Of Cultural Inclusion Programs Be Transferred To Band Or Municipal Councils

So with that in mind I would like to present another motion at this time, Mr. Chairman. Mr. Chairman, I move that the committee recommend to the Minister of Education and the Executive Council that they consider, where a request is received and supported by a community, and where it is appropriate, that they transfer control of cultural inclusion programs to the band or municipal councils from the local education authority.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Gargan, your motion is in order. It is being circulated for Members at this time. To the motion, Mr. Gargan.

MR. GARGAN: Mr. Chairman, I have nothing further to add to what I have already said. I believe that the experts that make those kinds of statements are quite accurate, and I agree with them. It is on that basis that I came up with this motion. The band councils or municipal councils could take control of such programs.

I have not just dreamed this up. This was discussed at Fort Providence at length, and the band council does have cultural inclusion programs that they do at the schools, doing trips out on the land, doing traditional activities; as well during the fall the students are encouraged to fish; and there are spring hunts. I feel this is slowly fading. I can only refer to my own community where it is slowly being lost. We do have a problem right now with regard to community-school relationships. If we were able to come up with a middle ground, we could have the students going to a different building to exclusively do cultural activities, whether it is aboriginal languages, literacy, singing, stories, legends. Those are areas where we should be utilizing our experts, and those are the adults, the traditional people, the elders in the communities. At this point in time, these people are underutilized or not being used. That is primarily the reason I would like to see a motion like this being supported.

I believe that during the time Mr. Patterson was the Minister, he did agree that he would look seriously at considering doing such a program on a demonstration basis. Unfortunately, this never did materialize. I thought bringing it in the House and getting the necessary support would encourage Ministers, where appropriate, to consider it and negotiate an agreement to take on those types of programs that actually belong to the people. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Mahsi cho. To the motion. Member for Natilikmiot.

MR. ANGOTTITAUQU: Thank you, Mr. Chairman. I would like to speak briefly on the committee motion that is being proposed here about the local bands and municipal councils for the local education authorities. I believe that today this is a very, very important subject for our students because I believe that a lot of good material is being by-passed and more scientific studies are being given to these students.

I firmly believe that even though the native people do not have books recorded as useful materials, they have learned how to travel on thin ice for survival and how to make shelter out on the land and to tell weather without scientific equipment. They can do all these things and they

pass it on from generation to generation. That is not being ignored by the Department of Education, but with their business trying to teach these students the other new culture, the other new language so that they could survive in the future, these are being by-passed.

For instance, if I talk about thin ice, the sea ice, some of these elders could walk on the thin ice to survive while making it move and they could cross it and they could do that because they know, but it is not in the books. The only way the students could do it is if they go with some elders or some younger people who were taught by the elders how to do it; and when I say thin ice, it could be less than an inch thick. How many of the experts can do that?

Elderly Can Teach Orally And By Showing

I am saying that these elderly people, who do not have the necessary ways of writing it, could pass it on orally and by showing it to the younger people. Also for shelter, there are all kinds of different snow that can be used to build shelters. Now, today if a person my age or younger went out on a trip without a southern-made shelter like a tent, if a person went out that way and without much survival gear, even myself I would worry about that person if he got lost, because I would not know if he knows how to make a shelter. It is the same with the Dene people. I went fishing this summer and walked through the bush, which I was not really used to walking through, and I said to myself, "I thought I had a tough life in the Barren Grounds. Bushes are even much harder. How can these people survive?"

It would be the same, I believe, with any other people, even the Dene person who would come to my community and say, "How can you survive? You do not have trees to build fire." But I would say that I have my own ways of building a shelter. So it is those things, I think these very important things, that are not being taught or thought of closely sometimes. Before I get carried away I might as well say those things and say I support the motion. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Mahsi cho. To the motion. Mr. Kakfwi.

HON. STEPHEN KAKFWI: I must tell you that I do not want to encourage the motion at all. First of all, it is not clear what it is the Member is talking about when he is talking about cultural inclusion. Generally, the money that we were talking about earlier, the \$75 per student that we allocate to schools and regions, is set aside to do cultural enhancement by the schools. The local education authority or the divisional board or whatever education body is in place there, does not have a definition as such to say it has to be relevant to the culture of the Dene or the Metis or the Inuit. It is largely understood to be at least intended to be northern. It may be, in fact, of a different culture altogether.

Government Must Work With LEAs And Divisional Boards

This suggestion that we should move it to a band council or to a municipal body like a hamlet is very -- I do not know if you would say disturbing, but under legislation it is this government's responsibility to work with local education authorities and divisional boards. We see them as responsible for the education of children and we provide funds to help them to carry out that responsibility. If LEAs want to contract, for instance, bands or municipal bodies to do their work for them, that is a totally different matter but to suggest that we erode our support and the responsibility of these legislative bodies or bodies that we create in legislation is, I think, a major political move that we should fully understand before we vote on the motion.

The fact is that community bodies like bands, Metis locals, hunters and trappers associations, and hamlets all can find ways to seek funds for on-the-land projects. There is funding available for these groups to carry out projects like that on their own and it may very well jeopardize these available funds if the government finds that we are in fact double funding the same groups.

So I do not know what the Member means by cultural inclusion but I know that for myself I do not agree that the motion should be supported at all. You are making a major request to change legislation, to change the relationship that is well established, as I understand it as a relatively new

Minister, between the Minister of Education, that is this government and this Legislature, the local education authorities, and divisional boards. So I do not support the motion one bit. I think it is an inappropriate motion and I hardly see where it would ever be appropriate for us to see our local education authorities slough off their responsibilities to yet another group. They are small enough as they are. They do not have wide-ranging responsibilities like bands and hamlets. They have a specific function and a specific mandate. Thank you.

CHAIRMAN (Mr. Zoe): Thank you, Mr. Minister. To the motion. Mr. Morin.

MR. MORIN: Thank you, Mr. Chairman. Where I come from, Fort Resolution and Snowdrift, we have a band council and a government structure in place where all the councillors have a portfolio basically and they report back to the council. We have the council member who sits on the LEA in Fort Resolution as well as Snowdrift. The council in that way is directly involved with the community education and it seems to work well. My understanding is that when the community wants the council involved in on-the-land programs and cultural inclusion, that happens already. I know that has happened already in the past in Snowdrift where we have local people taking children out on the land and the band usually helps out by beefing up that \$75 per child. The band usually throws in money as well. I do not really understand what this motion is going to accomplish because the way I read it, that is happening already. I think I will abstain from this vote.

CHAIRMAN (Mr. Zoe): Thank you. Mr. Ernerk. To the motion.

MR. ERNERK: Thank you, Mr. Chairman. As I understand the motion, Mr. Chairman, it recommends to the Minister of Education and the Executive Council that the Executive Council consider requests from communities, from the hamlets, to transfer control of cultural inclusion programs to band or municipal councils from local education authorities. That is the way I read the motion.

I try to understand the intent of the motion, but I have some difficulty with it. I very much appreciate that the mover of the motion sees fit to transfer responsibilities from education authorities to municipal councils, but I ask myself the question, do the communities and hamlets want this?

(Translation) Also, Mr. Chairman, right now the LEAs in the communities are responsible for the cultural inclusion programs in the communities, and I have never seen, up to now, hamlets or municipalities wanting to take over the responsibilities from the LEAs. I do not understand the intent of the motion. The education committees in our communities, the chairmen or the leaders in the communities, are running well, as are the divisional boards in the regions, according to my understanding. Mr. Chairman, I am not sure whether I am going to support this motion. Thank you.

CHAIRMAN (Mr. Zoe): To the motion. Member for Mackenzie Delta.

MR. NERYSOO: Thank you, Mr. Chairman. Firstly, it is interesting that we have comments in this Assembly about Members supporting the concept of prime body authority, which is in fact a municipal council, with a view to that particular council assuming responsibility for such things as social services, recreation, including education. I do not see the motion as being totally in opposition to the direction that the government is taking at this particular time. It is just basically saying that if you are going to do the work with regard to municipal councils, including prime body authorities, then you should consider the cultural inclusion money as part of that discussion. If, in fact, you decide that it is not in the interests of the community or the local education authority to give up that responsibility, then the Minister has every right, I think under legislation, to make that decision. I think it is a bit premature to make the decision at this time and to oppose a motion that just basically asks you to consider the suggestion.

A Number Of Bodies Deal With Culture

The other point I want to make is that one of the major problems -- and I think one of the concerns that even our government has -- is the number of bodies that we have dealing with issues such as culture and the development of educational materials that include cultural activities and the traditional values of our people. In my particular constituency, for example, we have one group that is involved now with the development of language, the area of trying to establish what might be a consensus on the writing system. At the same time they are involved in the on-the-land program, taking people out on the land and trying to explain to young people what it is they are all about, and explain in the Gwitch'in language. I assumed that that was part of the cultural inclusion, but that money is not being spent from that particular program for those students. It is another program.

I also wanted to point out that when they were doing research for history, it was not money that was under the cultural inclusion program, but other moneys they had received. The program under the Gwitch'in language is a program and a contract that was given by the Arctic Institute of Canada from the University of Calgary.

So I think the intention is not necessarily to reduce the responsibility of the local education authorities. It is to ask the government to consider what options are available. One of those two options, I guess, is one to the band councils and the other is to the municipal councils of which the prime body concept is that group. So I think that if the Minister comes back and says the community and the LEA say no, that is not a good idea, so be it. I think we have to accept that.

CHAIRMAN (Mr. Zoe): Thank you. To the motion. Mr. Pudluk.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I am not too happy with the motion either. I will give you the reasons why. This has been going on for quite a while now in our communities and there are no problems with it. The teachers that are teaching these people have learned how to deal with the children. They know which students will listen to what they are teaching. The hamlet or municipal community councils have a big responsibility, which is very important. I do not think they would want to deal with only children. The council would have to be asking the LEAs in the communities as to what they should be teaching, whether the children would like to go on the land. I do not think the LEAs would agree to some of those requests. I think that the LEA would be the best people to take this responsibility because they know what the people want. The cultural inclusion programs, if this motion is going to be approved, I think the programs would decrease in quality. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): To the motion. Question is being called. Mr. Angottitauruq. To the motion.

MR. ANGOTTITAUURUQ: Thank you, Mr. Chairman. First of all, I was in a rush when I first made my comments because I thought it was just about voting time for this motion and in fact I was in a bad mood because I was in a rush today at lunchtime and when I had to put my tie on I could not straighten it out.

---Laughter

But anyway, hello.

---Laughter

Funding For Weekend Teaching

Anyway, as to my first comment I will stick by it as this is just to recommend to the Minister. In my community there has been some talk that the amount of money for cultural inclusion is not enough. They have thought of trying to put it forth to some other department in the hope that if the community is in support of it, maybe we would get more money for it, to explain more about

it, maybe on Saturdays, maybe on Sundays. I believe that other departments -- like the municipal council -- may be able to find some funds for the weekends, as the Education department is from Monday to Friday. When you ask the Department of Education for more money for what you believe is a good teaching program for some children, they tell you you can get it from this department or you can get it from that department. I know one community tried to get some money from hunters and trappers and other interest groups, and they say that their budget is not recommended for those purposes.

I believe this motion would make it more flexible for the local hamlet council, if they support it, to give more to education, even though the education authority does not give it to the municipal or band council. If there was such a recommendation, then the communities would know, if we are supporting this program -- even though we are municipal councils -- if we know it is of value to the people of our community, that maybe we could spare a few dollars to them. It is for that reason I will support the motion, and I will stick by it. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Zoe): Thank you, Mr. Angottitauruq. To the motion. Mr. Arlooktoo.

MR. ARLOOKTOO: (Translation) Thank you, Mr. Chairman. I will make a brief comment with regard to the motion. I have heard something similar in my community of Lake Harbour. We have discussed this same topic with the hamlet council and with the local education authority. When we were discussing this topic with the hamlet council, they did not want the responsibility. I am assuming that the hamlet council will still have the same idea, so I will not be supporting the motion. However, after Mr. Angottitauruq's statement, and after Mr. Nerysoo's statement, I think this could be a good idea if it was just on a pilot basis. If this could be at the discretion of the hamlet councils in the communities, leave it up to the communities, I think this would be much better. After experiencing such a discussion last year in my community, I cannot support this without hearing further from my community. Thank you.

CHAIRMAN (Mr. Zoe): Mahsi cho. To the motion. Mr. Gargan.

MR. GARGAN: Thank you, Mr. Chairman. Mr. Chairman, with regard to this motion, I was quite surprised that the Minister of Aboriginal Rights and Constitutional Development was against it. I find that quite disturbing because naturally he is not going to make a decision on this objectively. He has already made his decision on it so I do not know the purpose of this motion whether it is worth going ahead with it. But I must tell the Members here that I presented this motion more because of what has been happening in my own area. We do have a major highway system, so we are also influenced by a lot of southern influence as well as white influence as well as what is in the community. What is happening now in Fort Providence is that we are slowly getting away from traditional activity and into more of what is happening there.

Study Of Traditional Activities As Second Option

The problem right now, too, is that we have situations where principals write notes expelling students. What do the students do once they are expelled? They have to find us a second option. That second option I hope would be that they would try to learn their traditional activities so that at least they have the option of going back on the land or being experts in certain areas of that and be able to pass it on.

The motion is not forcing other communities to change. The intent is not there to do that but the intent is that I want you to support my community in achieving something like that, so that if we give it to the control of the local band, for example, then they would have the responsibility of making sure that they revitalize the culture as Dene people and keep it alive. So that is the intent of the motion.

What do I mean by cultural inclusion programs? The communities are the experts in the aboriginal activities, the aboriginal languages, the aboriginal songs, the aboriginal history, the aboriginal stories, the aboriginal economics, the aboriginal government. Those are all things that you are not going to be able to learn within the existing system. It could only be passed on from

grandparents to grandchild or else from parents to child. It is pretty difficult to talk about those things within the education system as it now exists. They are developing it but while this development is going on, what happens with the culture? Is it going to die in the process? The motion is straightforward. It is not forcing you to accept it at your level but at least you are supporting my community, for God sake.

CHAIRMAN (Mr. Zoe): Thank you. To the motion. Mr. Minister.

HON. STEPHEN KAKFWI: My last comments on this as well. As I have said, to me, the way the motion is drafted, and I think the LEAs would see it in the same way, it is an attempt at erosion, and a deviation from our obligations to support those institutions that we have mandated and created for specific purposes. That is not to say that I am against the idea of a prime body concept. In certain communities everyone may agree that, for instance, education may be handled as a part of a band responsibility or a municipal responsibility but that is for a different process of negotiation to occur.

Approval Of Legislative Assembly Required To Transfer Programs

The way that this motion reads is that we transfer control of programs to band and municipal councils from LEAs. It does not say anywhere in there that we seek their support or their approval. We cannot, as I understand it right now, transfer control of moneys or programs from the institutions that we were obliged to fund in the first place. At the very least it would mean that we would have to come back here to get approval to transfer these programs and moneys from Education to MACA, as I understand it, and that is why I am speaking against it. I do not think we want to threaten, in a piecemeal fashion, the little organizations that this government has created over the years.

It would be a touchy negotiation, to say the least. I know in the community of Fort Good Hope, for instance, the band council and the entire community had on a number of occasions over the years agreed that the LEA should not exist, should not have any responsibility, should not be recognized by the government, but they continued. They have persevered through all this. They continue to have meetings, sometimes just a few of them, but they kept working. They did not want to be a part of a band council. They did not want to be a part of a community council. They felt it was a specific function and as parents, they had a particular organization that was made available to them and that had the support of the territorial government, that would be a recipient of certain funds. They felt that they had a job to do. In spite of the internal threat to them they survived. It has gotten to the point where today they are living quite well together. In Good Hope I would say it started about 1978, 1977, and took until a year or two ago before the relationship straightened itself out. That is how long it has taken; just from the first years when we were trying to wipe out the LEAs and trying to take away their power and responsibilities. Even with widespread support from the community it was not possible and had very negative effects. So I think there are going to be communities that are going to be agreeable to this action that the mover is intending to encourage us to do. I am suggesting that when the government gets into political and constitutional development that the discussion may centre around how we do this type of thing. Well, it is too late now. We are not going to do anything to include it in time for this budget. Those are the comments I had. Thank you.

CHAIRMAN (Mr. Zoe): To the motion. Mr. Nerysoo.

MR. NERYSOO: Mr. Chairman, I was not going to enter into the debate about the motion. I thought that it was a matter of recommendation and consideration that we were giving some direction to the Executive Council. If they consider it not to be an appropriate process to take, then they could come back and indicate to us that it was not the best approach to take. I think that what is happening here is that there is an interpretation being given to "consideration" that is far beyond that interpretation and definition. I would ask the Minister maybe to take out a Webster's dictionary and read the word "consideration". Because it does not obligate our government and in fact the approaches that have been taken, or at least the motions that have

been tabled in this House, show basically that there is no actual direction being given. It is a matter of consideration. The Ministers have all the right in the world to decide it is not the best approach to take.

The one other aspect, I wanted to say that I am happy that for the first time the Minister is indicating that if the LEAs decide not to be part of the prime body concept then they have the right to continue to exist in the absence of that body. The issue of educational responsibility is one that will not fall under the jurisdiction of the prime body concept and if that is his position I will accept that as an interpretation of government policy.

CHAIRMAN (Mr. Zoe): Thank you. To the motion.

AN HON. MEMBER: Question.

CHAIRMAN (Mr. Zoe): Question is being called. Member for High Arctic.

MR. PUDLUK: (Translation) Thank you, Mr. Chairman. I am not too sure as to what my constituency wants. After I have deliberated with my constituents I will be willing to vote for or against it. If the motion had stated Fort Providence I would have supported it. However if this is going to be directed to all the NWT I would like to think about it.

I would like to recognize the clock now.

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

---Carried

I would like to thank the witnesses for appearing before the committee. I will now rise and report progress.

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

ITEM 18: REPORT OF COMMITTEE OF THE WHOLE

REPORT OF COMMITTEE OF THE WHOLE OF COMMITTEE REPORT 1-89(1), REPORT ON THE REVIEW OF THE 1989-90 MAIN ESTIMATES; 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 committee of the whole. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

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

CLERK OF THE HOUSE (Mr. Hamilton): Announcements, Mr. Speaker. There will be a meeting of caucus at 6:00 p.m. this evening and a meeting of ajauqtit at 9:00 a.m. tomorrow morning.

ITEM 20: ORDERS OF THE DAY

Orders of the day for Friday, March 3rd.

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 Friday, March 3rd, at 10:00 a.m.

---ADJOURNMENT

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