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Speaker: The Hon. Richard Nerysoo, M.L.A.

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YELLOWKNIFE, NORTHWEST TERRITORIES

TUESDAY, FEBRUARY 26, 1991

MEMBERS PRESENT

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

ITEM 1: PRAYER

---Prayer

SPEAKER (Hon. Richard Nerysoo): Orders of the day for Tuesday, February 26, 1991. Item 2, Ministers' statements. The honourable Member for Amittuq.

ITEM 2: MINISTERS' STATEMENTS

Ministers' Statement 13-91(1): Interpreter/Translator Society Of The Northwest Territories

HON. TITUS ALLOOLOO: Mr. Speaker, as Minister responsible for Culture and Communications, I am pleased to be able to provide Members with an update on the activities of the interpreter/translator society of the Northwest Territories.

This independent society was formed in 1989 in order to provide professional recognition for all persons working as interpreters and translators to develop certification standards for individuals working in the official aboriginal languages of the Northwest Territories. Additional goals include facilitating professional development, establishing a code of ethics and promoting the important role performed by interpreters and translators. In 1990, the society became a member of the Canadian Translators and Interpreters Council, a national organization that acts as an umbrella group for the provincial interpreter and translator associations.

The society is administered by its board and currently has approximately 38 members. They are comprised of private and government interpreters and translators who work in all the official aboriginal languages of the NWT and in French.

Over a year ago, an examination committee was created by the society to develop aboriginal language certification standards and to prepare and administer exams. This committee has already held extensive discussions and is working closely with the Canadian Translators and Interpreters Council which has expertise in this area. While the Canadian Translators and Interpreters Council offers certification exams in other languages, no recognized testing of aboriginal language workers is currently in existence in Canada.

To this end, my department has recently hired an individual to assist the committee in preparing the examinations to test and clarify aboriginal language interpreters and translators. The committee will develop oral interpreting examinations first, and written translating examinations are to be developed subsequently. The oral interpreting examinations are expected to be available in the near future and are an important next step in the ongoing development of our communication resources.

Given the differences of languages and dialects, the large distances between communities, and the difficulties in developing certification standards, I am sure Members appreciate the large challenge faced by the society to accomplish this task.

Certifying aboriginal language workers will help raise the

professionalism and provide recognition for the high degree of knowledge and skill required to perform this difficult work. Individuals who successfully pass the examination will be awarded full professional status and will be presented with certificates recognizing their standing.

Mr. Speaker, this will be the first time in Canada that aboriginal language professionals will be so recognized. I will provide Members with further updates as progress is made in this important area.

Mr. Speaker, I would like to express my appreciation to the board, the members of this society and to the examination committee for their dedication and hard work in enhancing aboriginal language development which will benefit all members of our northern society. Qujannamiik.

---Applause

MR. SPEAKER: Thank you. Ministers' statements. Item 3, Members' statements. The honourable Member for Aivilik.

ITEM 3: MEMBERS' STATEMENTS

Member's Statement On Death Of Hugh Ungnungai

MR. ERNERK: (Translation) Thank you, Mr. Speaker. I am very sad to hear this morning of the sudden death of Hugh Ungnungai. I first met Hugh in the early 1960s when he was an interpreter for one of the federal candidates. I was so impressed with him. He was a great leader in many aspects of life. He was a good hunter and trapper and he enjoyed doing it. He was a good family man and showed leadership in doing it.

His daughter, Beverly, participated in dog-team races in the recent past. In the last municipal election Beverly and Hugh received the most votes in Baker Lake, respectively. Hugh was my good friend. In the March, 1975 territorial council election he was my campaign manager in Baker Lake and he enjoyed doing it. Hugh showed great enthusiasm in life and he was a pleasant man.

To his wife, Jean, and his daughters, to his mother, Jenny, and his father, Titus Seeteenak, on behalf of my family and all of his friends, my heartfelt sympathies. Hugh Ungnungai will be greatly missed by all those who knew him, but his spirit lives on within our memories of him. Thank you, Mr. Speaker.

MR. SPEAKER: Members' statements. The honourable Member for Inuvik.

Member's Statement Of Sympathy On The Death Of Hugh Ungnungai

HON. TOM BUTTERS: Mr. Speaker, with my colleague, I wish to add and extend my words of sympathy to the family of Hugh Ungnungai and to all residents of Baker Lake on the death yesterday of this vital and respected northern leader.

I first met Hugh Ungnungai in 1959 in Baker Lake where my responsibilities as a northern service officer drew me

frequently to rely on his knowledge of the land and of the people who lived there and traded into Baker Lake. In later years Hugh Ungnungai and his daughter, Beverly, have earned an enviable reputation in the world of racing dogs. Even at 18 years of age he owned and operated a dog-team at a time when feeding and caring for a team was costly and demanding.

Much of his early promise, ability and knowledge he received from his father and mother, Titus Seeteenak and Jenny Torklataaq. With such strong parental love and guidance, he was able to draw the strengths and experience of two cultures and apply these in his daily life with compassion, energy and wisdom. Throughout his days, he offered selflessly of his knowledge and of his experience to the benefit of his family, his neighbours and his people. It was for these reasons that, three years ago, Hugh received the Order of Canada at a ceremony in Ottawa.

A few days ago I had the privilege of sitting with Hugh Ungnungai in his capacity as deputy mayor of Baker Lake and discussing with him community concerns and development opportunities. Later we also discussed the days and challenges that we had shared, the changes experienced by the people of the Keewatin over the years and his hopes and expectations for the future.

Hugh Ungnungai lived every day as a challenge to provide for and strengthen his family, to work unstintingly for the good of his people and his community. His life was an example for us all and one we would be well advised to emulate and to treasure. Thank you, sir.

MR. SPEAKER: Thank you. Members' statements. Members' statements. Item 4, returns to oral questions. The honourable Member for Nunakut.

ITEM 4: RETURNS TO ORAL QUESTIONS

Further Return To Question O69-91(1): Uncontrolled Billing By Doctors

HON. NELLIE COURNOYEA: Mr. Speaker, I have a return to a question asked by Mr. Lewis on February 19, 1991, regarding uncontrolled billing by doctors. Mr. Speaker, I wish to provide this House with information in response to the question raised by the honourable Member for Yellowknife Centre concerning controls placed on physicians' billings.

The Northwest Territories health care system is organized on the premise that much of the care and many of the health services required by the population can be provided at the small community level by suitably qualified health care professionals such as nurses, who are supported, as necessary, by physicians through visits to the community, through on-site or telephone consultation, or through patient referral to larger centres.

In some larger centres, however, residents currently rely almost exclusively upon physicians for care. This places a considerable burden on physicians, who naturally attempt to see all persons who present themselves for care.

The Medical Care Act and its regulations govern payments to physicians and establishes certain limitations and restrictions. These limitations and restrictions include, for example, controls on the number of times that claims for some services can be made within a particular time period, and provide rules for calculating payment of benefits when several services are claimed for the same patient on the same day. In general, most of the fee codes are based upon an averaging principle, and that is that the physician will require more time with some patients and less with others. The fee paid reflects the

average time the physician needs to provide each service. Exceptions to this are some services that are claimed on a time basis, such as psychiatric counselling and, in some situations, anesthesia.

Claims received from NWT physicians are currently subject to review by the Department of Health. Each month, computer-generated profiles are prepared of physicians who submit claims. The billings are compared with ones for comparable periods during previous years and, where applicable, with billings from other physicians who have similar practices. When unusual patterns are detected, further review is undertaken by the department. The NWT Medical Association has recently agreed to assist in this process.

If the honourable Member for Yellowknife Centre has any further concerns regarding this complicated issue, I would be pleased to give him any information he may require.

Return To Question O72-91(1): Life Support System Equipment At Stanton Yellowknife Hospital

Mr. Speaker, I have another return to an oral question. It is a question asked by Mr. Morin on February 20, 1991, regarding the life support system equipment at Stanton Yellowknife. In response to the question from Mr. Morin about a life support system at Stanton Yellowknife Hospital, I would like to advise the honourable Member that the Department of Health is aware of the situation and is in regular contact with the facility in Edmonton where the individual is currently receiving care.

The Department of Health, in conjunction with Stanton Yellowknife Hospital, is currently reviewing the requirements for caring for persons in the NWT who have sustained injuries such as this individual. In this case what is required is much more than just a machine. An appropriate overall program is necessary which would include nursing and medical care, physiotherapy and occupational therapy, monitoring and maintenance of specialized equipment, and an environment where the individual could maximize his potential.

Mr. Speaker, as soon as the review has been completed, I will advise the honourable Member whether it would be possible, either now or in the future, to accommodate patients with disabilities of this nature at Stanton Yellowknife Hospital.

Return To Question O77-91(1): Conjunctivitis Problem In Keewatin Region

Mr. Speaker, I have another reply to an oral question asked by Mr. Ernerk on February 20, 1991, concerning conjunctivitis in the Keewatin Region. Mr. Speaker, conjunctivitis is the medical term used for what is often called "red-eye" or "pink-eye". There are a great many different viruses and bacteria that can cause it, and there are generally some community outbreaks each year. The cause is frequently a virus that passes through a community like the common cold, causing misery, but without leaving any long-term effects.

There is no specific way to prevent the disease as such, but spreading of the condition among individuals can be slowed down or prevented by good personal hygiene, which includes washing of hands, use of separate towels and covering the nose and mouth when coughing. There is no treatment of most kinds of conjunctivitis; however, some measures may be taken to relieve symptoms and increase patient comfort. Conjunctivitis is not specifically reportable under the Public Health Act. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Returns to oral questions. The honourable Member for Slave River.

Return To Question O30-91(1): Legal Authority To Enforce Price Roll Back

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I have two returns to oral questions, both asked by Mr. Whitford on different dates. One is in respect to the legal authority to enforce price roll back, particularly gas prices. The Government of the Northwest Territories has no regulatory authority over the retail or wholesale price of gasoline or any other consumer product. The one exception to this would be liquor, as the government is the sole distributor of liquor in the Northwest Territories under authority contained in section 49(2) of the NWT Act.

A spokesman from the Bureau of Competition Policy in Ottawa indicated that Nova Scotia and PEI are the only two jurisdictions in Canada which have some regulatory authority over the price of gasoline products. He also advised that the prices in those two provinces are generally higher than the Canadian average.

The Department of Safety and Public Services, in conjunction with the Department of Energy, Mines and Petroleum Resources, is preparing a letter for my signature to the Hon. Pierre Blais, federal Minister of Consumer and Corporate Affairs. The letter will request that a review of the state of competition in retail gasoline pricing be undertaken by the Bureau of Competition Policy. I will table a copy of that letter when it is available.

Return To Question O127-91(1): Flammable Material In Hot Air Balloon

Mr. Speaker, the other reply is to Mr. Whitford in respect to flammable material in hot air balloons. The honourable Member for Yellowknife South asked whether the material in the hot air balloon which had been given to Rae Lakes is a potential fire hazard. Immediately on receipt of the honourable Member's question I raised the issue with my department.

I wish to confirm to the honourable Member that the Fire Marshal has tested the fabric used in the balloon and is convinced that it burns at a rate which exceeds the current flame resistance requirements for tent fabric. In recognition that a real potential exists that persons having quantities of this fabric might use it for tent construction, an immediate alarm was telephoned and faxed to Rae Lakes. Further, a press release was issued on February 22, 1991, by the Fire Marshal to the NWT media, warning of the hazards inherent in the use of this material as a tent shelter.

I would like to thank the honourable Member for bringing this safety matter to my attention and to the attention of the public. Thank you.

MR. SPEAKER: Thank you. Returns to oral questions. The honourable Member for Yellowknife North.

Further Return To Question O19-91(1): Response To Letter Re Legal Advisers In Advance Of Court Party

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. This is a return to a question asked by Mr. Gargan on February 14, 1991, a response to a letter re legal advisers in advance of court parties. Mr. Gargan asked whether I had responded to correspondence received from the friendship centre in Fort Providence. I said at the time that I could not recall, but I had indeed responded to this letter on February 4th, 10 days before the question was asked. I will be providing a copy of that response to Mr. Gargan. Thank you.

MR. SPEAKER: Thank you. Returns to oral question. The

honourable Member for Inuvik.

Return To Question O120-91(1): Vacant Superintendent Of Municipal Affairs Position, Rae

HON. TOM BUTTERS: Thank you, Mr. Speaker. I have a response to a question asked by Mr. Zoe on February 21st, relative to the vacant superintendency of Municipal and Community Affairs position in Fort Rae. An offer of employment for this position has been made and there should be a new superintendent in the Rae-Edzo area office of Municipal and Community Affairs by April 2, 1991.

The position has been vacant since early November 1990, when the former superintendent was promoted to the position of area director. The competition for a replacement was an open one, involving the normal advertising, screening, interviewing and reference checks.

The period for re-staffing this position also included the Christmas holiday period; from mid-December to early January it is not possible for the hiring departments and the Department of Personnel to conduct all the staffing functions at the same level as at other times of the year.

Therefore, it was not an unusually long time for that position to be vacant. During that time the area director, along with area staff of the department, handled the major outstanding items in the Municipal and Community Affairs area office.

Return To Question O122-91(1): Consolidation Of Government Records

I have another brief reply to a question that Mr. Lewis asked on February 22nd, relative to the consolidation of government records using microfiche technology. We have a standing offer agreement with a northern company to provide microfilming services where applicable. Microfilming is not cost-effective in all cases. The payoff is best when all three of the following conditions exist: 1) when information must be retained for long periods of time; 2) its use is frequent; and 3) multiple users need access to information.

The department is also investigating technologies such as optical disk and imaging. Aside from technology, Government Services actively develops retention schedules in conjunction with owner departments to reduce the paper build-up in our offices and warehouses and to effect timely transfer of records of value to the archives when they are no longer required for reference purposes. Thank you.

MR. SPEAKER: Thank you very much. Returns to oral questions. The honourable Member for Yellowknife North.

Return To Question O70-91(1): Position Or Legislation Pertaining To Custom Adoption

HON. MICHAEL BALLANTYNE: Mr. Speaker, this is a return to an oral question asked by Mr. Gargan on February 19, 1991, on position or legislation pertaining to custom adoption. On February 19, Mr. Gargan had a question on custom adoption which was taken on notice by Mr. Patterson on behalf of myself. Mr. Gargan asked whether we would adopt a position or propose legislation as a result of the review which is being conducted on custom adoption. I understand that he was at that time referring to the family law review.

I can assure Mr. Gargan that we take his concern seriously and that the family law review has been examining the issue. That process is not yet complete. Regardless, there may be need for further consultation before any position is taken or legislation proposed. The government has to approach this area with extreme caution because of the possibility of

interfering with native customary law. I feel that this issue warrants the time and care that is being taken with it.

I made a commitment yesterday to Mr. Gargan that I, along with the Minister of Social Services, am prepared to look at this issue independent of the family law review. Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. Returns to oral questions. Item 5, oral questions. Oral questions. The honourable Member for Rae-Lac la Martre.

ITEM 5: ORAL QUESTIONS

Question O146-91(1): Sufficient Funds For Eight Per Cent Increase In Food Rates

MR. ZOE: Thank you, Mr. Minister. Mr. Minister, my question is directed to the Minister responsible for Social Services. Mr. Speaker, since Mr. Ballantyne's Budget Address proposes an increase of \$1.4 million to implement the food rate increases in social assistance payments effective April 1, this coming year, I would like to ask the Minister if she can confirm that these funds will be sufficient for a full eight per cent increase which the House recommended last November. Thank you.

MR. SPEAKER: Just prior to proceeding I would just like to remind the honourable Member that the proper identification of the Chair is "Mr. Speaker", not "Mr. Minister". The honourable Member for Slave-River.

Return To Question O146-91(1): Sufficient Funds For Eight Per Cent Increase In Food Rates

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I believe the eight per cent that was recommended is equated to the \$1.4 million. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Rae-Lac la Martre, supplementary.

Supplementary To Question O146-91(1): Sufficient Funds For Eight Per Cent Increase In Food Rates

MR. ZOE: Mr. Speaker, my question to the Minister is, could you put that in layman's language? Is that strictly on the food that she is alluding to?

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O146-91(1): Sufficient Funds For Eight Per Cent Increase In Food Rates

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I believe the question that the Member asked was, did the \$1.4 million equal the recommended amount that the House asked for as an increase in social assistance, namely eight per cent? What I had indicated to the Member is that the \$1.4 million equals the eight per cent increase in the food rates.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife South.

Question O147-91(1): Future Of CNA Program In NWT

MR. WHITFORD: Mr. Speaker, I would like to address a question to the Minister responsible for Health. For some time now there has been some concern about the CNA, certified nursing assistant, program in the Northwest Territories. This program, Mr. Speaker, has been around for a good many years and serves a viable purpose in many hospitals and medical centres, but there is a question of its future with the

Department of Health and those hospitals that employ CNAs. I would like to ask the Minister if there is any foundation to this concern that was expressed about the CNA program's future.

MR. SPEAKER: Thank you. The honourable Member for Nunakput.

Return To Question O147-91(1): Future Of CNA Program In NWT

HON. NELLIE COURNOYEA: Mr. Speaker, I am pleased to say that there should be no concern because the CNAs are a valued member of the health delivery system and they will continue to be considered so, and will continue to be worked into the system providing health care to Northwest Territories' residents. There is no intention of downgrading the training and facilitating of using CNAs. Thank you.

MR. SPEAKER: Oral questions. The honourable Member for Yellowknife South, supplementary.

Supplementary To Question O147-91(1): Future Of CNA Program In NWT

MR. WHITFORD: Thank you, Mr. Speaker. I would like to ask the Minister if that includes the Stanton Yellowknife Hospital facilities here in Yellowknife.

MR. SPEAKER: Thank you. The honourable Member for Nunakput.

Further Return To Question O147-91(1): Future Of CNA Program In NWT

HON. NELLIE COURNOYEA: Mr. Speaker, that is correct. In working with the Stanton Yellowknife Hospital, they also give the same respect to the value of CNAs. At the Stanton Yellowknife Hospital, in regard to the CNA positions, they have remained constant at 22.5 person years over the last three years and there has been no downgrading of the use of the CNAs. There are 4.6 CNA positions in extended care that were downgraded to nurses' aides in 1990-91, but that was just to serve a specific purpose and this did not take away from the fact that the CNAs are a valued part of the health delivery system.

I think the other question that was circulating around, that the CNA person years were converted to nursing positions, is incorrect. The CNA positions will continue to be a factor in setting the appropriate staff mix for each health care unit. At present, Arctic College, with the funding support of the Canada Employment and Immigration Centre, will continue to offer the CNA training program as and when requested by the Department of Health. We have no intention of not using and not providing support to this very valuable part of the health care system. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Baffin South.

Question O148-91(1): Removing People From Home Communities After Trials

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Justice regarding people who are removed from one community to another following their trials in certain communities. The practice of moving people from one community to another -- why do they do that when there are no proper facilities in the smaller communities and their living allowances are not looked after by the department? I would like to ask the Minister why these people are removed from their communities, because it is like

throwing a life away without support. I would like to get clarification as to why this practice is continuing. Thank you.

MR. SPEAKER: Thank you. The honourable Member for Iqaluit. The honourable Member for Yellowknife North.

HON. MICHAEL BALLANTYNE: Thank you, Mr. Speaker. I am not 100 per cent clear on the specifics of the question. Perhaps either the Member could clarify it a little bit or we could talk privately and he could give me some specific examples.

MR. SPEAKER: Thank you. Is the honourable Member taking the question as notice?

HON. MICHAEL BALLANTYNE: I just want a clarification. I can take it as notice or if the Member would like to clarify, I am prepared to try and respond.

MR. SPEAKER: I would like to remind the honourable Members there is no process for clarification in terms of oral questions. Either you take the question as notice or get the appropriate clarification. Oral questions. The honourable Member for Yellowknife North.

HON. MICHAEL BALLANTYNE: Thank you. I will take your advice, Mr. Speaker. I will take the question as notice and seek clarification from the Member as to the specifics of the question.

MR. SPEAKER: Oral questions. The honourable Member for Aivilik.

Question O149-91(1): Suicide Prevention In NWT

MR. ERNERK: (Translation) Thank you, Mr. Speaker. I would like to direct this question to the Minister of Social Services on the issue of suicide prevention. First of all, am I correct in saying that the prevention of suicide is improving in the Northwest Territories, according to statistics? Thank you.

MR. SPEAKER: The honourable Member for Slave River.

Return To Question O149-91(1): Suicide Prevention In NWT

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. I do not know offhand if we have the statistics readily available with respect to the number of suicides that have occurred over the past year and whether the statistics are improving, but it is my hope, with the awareness and with people being trained to assist in the prevention of suicide in the Territories, that the number of suicides contemplated or completed are down over the past few years. I will get the Member the statistics that are available with respect to suicides in the Territories.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Aivilik, supplementary.

Supplementary To Question O149-91(1): Suicide Prevention In NWT

MR. ERNERK: (Translation) Thank you, Mr. Speaker. This is a supplementary. What are the plans of the Department of Social Services for the future training of support services in the NWT, through workshops or different programs for the various regions? Are you planning to establish crisis lines for suicide prevention? Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O149-91(1): Suicide Prevention In NWT

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, our approach to training has been in different forms, particularly the one that the Member had participated in last year in Rankin Inlet. There are also different workshops held in different communities and we plan to do forums in every region in the Territories with respect to suicide awareness and prevention. Along with that, I am pleased to advise the Member that we hope to place two suicide prevention workers, one in Rankin Inlet where suicide is at a high rate, and one also, I believe, in the Inuvik or Baffin area, I am not quite sure right at the moment, but we do have two additional suicide prevention workers coming on stream with the department to assist people in suicide prevention in the Territories in the next year.

The continuing work with suicide prevention is in co-operation with many of the different agencies in the communities and many different people at every level in the Territories. It is my hope that we will continue to get the co-operation that we have been receiving and hopefully we will be successful in keeping our suicide rate down in the Territories. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Baffin Central.

Question O150-91(1): Plans For Use Of Old School, Broughton Island

MR. KILABUK: (Translation) Thank you, Mr. Speaker. I would like to direct this question to the Minister of Education. It is possible that the new school will be opening in Broughton Island this year, and I guess the old school will no longer be used. What are your plans for that old school? Is it going to remain standing, or are you going to dismantle it or use it as another kind of facility? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Sahtu.

HON. STEPHEN KAKFWI: The way we take care of that question is that we give it to another Minister to handle. The Minister of Public Works, Hon. Nellie Cournoyea, is the one that we give responsibility for old buildings which we no longer have any use for. She decides what to do with these buildings, so I will refer the question to the appropriate Minister.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Baffin Central.

Supplementary To Question O150-91(1): Plans For Use Of Old School, Broughton Island

MR. KILABUK: (Translation) Mr. Speaker, I will make a supplementary. The adult education facility in Broughton Island is very small and inadequate, so would you approve that this building be turned over to the adult educators? The adult education centre does not even have an office. It is one classroom with a room for staff. Would you comply with their request to get the old school? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Sahtu.

HON. STEPHEN KAKFWI: Mr. Speaker, I will have to take the question as notice and get back to the Member on it.

MR. SPEAKER: Thank you. The honourable Member is taking the question as notice. Oral questions. The honourable Member for Rae-Lac la Martre.

Question O151-91(1): Social Assistance Clothing Allowance Increase

MR. ZOE: Thank you, Mr. Speaker. Mr. Speaker, again my question will be directed to the Minister of Social Services. As you may recall, Mr. Speaker, the formal motion that was recommended was an immediate increase in the clothing allowance of 100 per cent, Mr. Speaker, but in the Minister of Finance's Budget Address there was no reference made to it. I would like to ask the Minister responsible for Social Services, would the Minister indicate whether she has followed the recommendations of this House and increased the clothing allowance already, or does she plan on doing it in this fiscal year? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Return To Question O151-91(1): Social Assistance Clothing Allowance Increase

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, the \$1.4 million increase to social assistance which was announced in the Budget Address applies to an increase in the food rates. It does not apply to the clothing allowance, as the recommendation had requested. Therefore, I can indicate to the Member that we partially tried to address his concerns. However, due to fiscal restraints, it has been difficult to fully adhere to his request. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Rae-Lac la Martre, supplementary.

Supplementary To Question O151-91(1): Social Assistance Clothing Allowance Increase

MR. ZOE: Thank you, Mr. Speaker. Mr. Speaker, that was not a request made by an individual. It was a formal motion of this House made here in November. Would the Minister respond in writing as to the rationale why she is not putting forward the request made through our formal motion and provide that to the House? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O151-91(1): Social Assistance Clothing Allowance Increase

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. Mr. Speaker, I guess I do not know why the Member would want the rationale in writing; I can give him the rationale. We are in a time of fiscal restraint and we certainly tried to make every attempt to address social assistance by increasing the food rates. Due to our limited amount of funding, I have been unable to address the clothing rates issue. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Tu Nede.

Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

MR. MORIN: Thank you, Mr. Speaker. My question will be to the Minister responsible for Social Services. Madam Minister, when can Members on this side of the House, or ordinary Members, tell their constituents the good news that this government has decided to add fuel to the wood policy, to include fuel to elders? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Return To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. Exactly when, I honestly do not know, but I hope it will be in the near future. I can indicate to the Member that I do have the approval of cabinet, but once again we are looking at the funding and depending on the availability of funding and concurrence of this House with respect to my budget, probably whenever my budget does come up, or whenever the process allows for it to be addressed. We hope we can attempt to meet this need that has been identified in the Territories. But at this moment I cannot give the Member a certain date. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Tu Nede, supplementary.

Supplementary To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

MR. MORIN: Thank you, Mr. Speaker. Madam Minister, the budget is coming into effect on April 1 and I would like to know if it is in your budget and if not, why not, because we passed a motion on it in this Assembly.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

HON. JEANNIE MARIE-JEWELL: Thank you, Mr. Speaker. Mr. Speaker, I do not anticipate that particular issue in my budget, and the reason why not is that probably it has to take some time for the department to determine how many individuals will take advantage of the policy, how many senior citizens would require the assistance of this policy, once it came into effect, and the forecasted cost to our department. In the meantime, once the budget is formulated -- trying to obtain the amount that we would need in our budget unfortunately did not work at the same time. These figures and amounts that we had anticipated came in after our budget was formulated.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Tu Nede, supplementary.

Supplementary To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

MR. MORIN: Thank you, Mr. Speaker. With your reply, Madam Minister, it is my understanding that you do have the costs and the figures, who it affects, how many seniors it includes, and the only part of the process that is left to do is to pass it through cabinet. If that is correct, have you put it to cabinet yet? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

HON. JEANNIE MARIE-JEWELL: I believe I previously indicated to the Members that it did get the approval, subject to finances that may be available. Therefore, it requires the approval of the FMB, Financial Management Board.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Tu Nede, final supplementary.

Supplementary To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

MR. MORIN: Thank you, Mr. Speaker. Madam Minister, what is the projected cost, and is the only holdup the Financial Management Board in passing it?

MR. SPEAKER: Thank you. The honourable Member for Slave River.

Further Return To Question O152-91(1): Addition Of Fuel To Wood Policy For Elders

HON. JEANNIE MARIE-JEWELL: Mr. Speaker, he asked two questions but I will answer them both. We anticipate the cost to be approximately \$200,000 and it requires the approval of the FMB and that process is not completed. Thank you.

MR. SPEAKER: I would just remind the honourable Member that it is not a matter for the Minister to question the flexibility or leniency of the Speaker on questions being posed.

---Applause

Oral questions. The honourable Member for Deh Cho.

Question O153-91(1): Implications Of Rental Increase To Teachers

MR. GARGAN: Mr. Speaker, I would like to direct my question to the Minister of Education. Mr. Speaker, there is a concern by teachers in my constituency that if the increase in rents were to occur effective April 1, they will have no other alternative but to resign. I would like to ask the Minister whether or not he has considered the implications of those teachers resigning and whether or not he has other options available to him with regard to a course of action.

MR. SPEAKER: The honourable Member for Sahtu.

Return To Question O153-91(1): Implications Of Rental Increase To Teachers

HON. STEPHEN KAKFWI: Mr. Speaker, apparently there is one teacher that I know of who is threatening to resign. What we are doing is raising the rent to try to get it to a point where they are going to be paying the same amount as people on the private market. We provide a low rent now, and we are increasing it. Part of the hardship comes from people that are used to taking some of the standard accommodation allowance home as earnings. Perhaps some teachers have budgeted this as part of their earnings and when they find that they are going to have to dish out that allowance for what it was originally intended for, which is to pay for their rent, then they are forced to pay some of their actual earnings to pay the balance of the rent. Some of them are saying that it is too much.

I do not know that resigning is going to cough up a better-paying job somewhere else; I do not think so. We need to reach these teachers to let them know that what we are asking them to do, in fact, is very often just pay \$300 to \$600 a month out of their actual earnings for rent. Some of them have been paying \$200 to \$300 a month out of their actual earnings for rent. When they budget on this calculated configuration of what they actually earn, as opposed to what is supplementing their income for their accommodation, that is where the problem comes in. I do not know how to comfort these people at all. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Deh Cho, supplementary.

Question O154-91(1): Rental Increase To Teachers Resulting In Resignations

MR. GARGAN: Mr. Speaker, my problem is that I have more of a concern about the students that would be without a teacher in the event that the teacher resigns. I would like to ask the Minister whether or not there are other avenues to explore in the event that some teachers do think that resigning is their only option. I would like to ask the Minister whether he has something up his sleeve to address teachers that would be put in that situation.

MR. SPEAKER: New question. The honourable Member for Sahtu.

Return To Question O154-91(1): Rental Increase To Teachers Resulting In Resignations

HON. STEPHEN KAKFWI: Mr. Speaker, we have looked at the list of people who are over-accommodated. We have looked at the list of people who are being affected by the rental increase. There is no doubt in my mind that what we are doing is long overdue, that the motion of this Assembly last year directed us to get out of the business of providing housing. One of the things that we have to get used to, is we have to stop acting like soft-hearted, over-accommodating employers of these people and get ourselves to think as merely landlords. The private market thinks we should not be owning houses, but the first thing we have to do is start acting like landlords. Whether people are single or a family with two children, the unit that they rent should be charged for according to what they have. No landlord will say, "Well, you are a single person, but all I have is a four bedroom apartment, so I will let you have that for the price of a single unit." That is the tough part of what we have to get ourselves into. I think this is going to lead us to a point where other people in the community who are paying rent for three-bedroom apartments will feel that the single teacher next door, who is getting a three-bedroom house for considerably less than what they are paying, is finally going to face some reality and they will think it is being fair. For the people in the private market, for the people who are not government employees, they are going to see that finally the government employees are going to be facing the same type of rent and realities that they are forced to face every day. Thank you.

Thank you. Just prior to proceeding with oral questions, I just want to draw the attention of honourable Members to the students of Nunatta Campus of Arctic College in Iqaluit, who are visiting us today with their instructors, John Matthews and Miss Brenda Sparks.

---Applause

MR. SPEAKER: Oral questions. The honourable Member for Deh Cho, supplementary.

Supplementary To Question O154-91(1): Rental Increase To Teachers Resulting In Resignations

MR. GARGAN: Mr. Speaker, the Minister did indicate that they had to act like landlords and act accordingly. I would like to ask the Minister, can he also act like the Minister of Education and act accordingly? Mr. Speaker, my concern is with regard to students that might be without a teacher. I would like to ask the Minister whether or not he will be acting so as to ensure that the students are not without a teacher. If the employee wants to resign, he should give notice so that the Minister could take appropriate action.

MR. SPEAKER: Just to remind the honourable Members with regard to supplementary questions that any following supplementary questions should follow the original question

that was posed and not ask new questions. I want to give an opportunity for every Member to ask at least one question prior to conclusion of the question period, depending upon whether or not Members want to or decide to extend. The honourable Member for Sahtu.

Further Return To Question O154-91(1): Rental Increase To Teachers Resulting In Resignations

HON. STEPHEN KAKFWI: Mr. Speaker, my view is that it is time for all of us to recognize the gravy train stopped a long time ago and that the incredibly good benefits and fringe benefits of people from the South coming up here to work is disappearing. Teachers do have a contract. They sign a contract in the fall. Housing is not written into these agreements. These are benefits that we provide to attract people. If you look at places like Alaska, there is no accommodation provided to teachers. They come because they are committed, because they want to work in the North. They come to communities and make do like everybody else that is given the job. In the Yukon it is the same way. I would suggest that teachers that are thinking about resigning should seriously consider where else they would go in Canada for such affordable housing. I do not think they will find it anywhere else in Canada.

---Applause

MR. SPEAKER: Oral questions. The honourable Member for Yellowknife Centre.

Question O155-91(1): Transfer Of Control Of Sir John Franklin High School

MR. LEWIS: Mr. Speaker, the two Yellowknife boards are the oldest established education boards in the Northwest Territories. Education District No. 1, in fact, goes back more than 50 years. Since 1958, Education District No. 1 has not had control of its own high school, the argument being that there were many people from other places that came here to attend school. St. Pat's, the other long-established board, also has students from other parts of the Northwest Territories that go there. I would like to ask the Minister, when can Education District No. 1 expect to have control over its own high school, much the same way as St. Pat's does?

MR. SPEAKER: Thank you. The honourable Member for Sahtu.

Return To Question O155-91(1): Transfer Of Control Of Sir John Franklin High School

HON. STEPHEN KAKFWI: Mr. Speaker, it is my view that Yellowknife, as any other community, should have control over its own high school, but at the present time the high school, Sir John Franklin, is serving the surrounding communities and the regions of the Deh Cho, the Sahtu, the North Slave, the Kitikmeot Region, the Keewatin as well, and I think part of the South Slave. Until these communities get their own regional high schools in place, higher grades in place, it will not be possible to move toward turning over the responsibility of the high school of Sir John Franklin to the Yellowknife school board. It is my intention that, knowing that, all the surrounding regions are currently asking for higher grades and asking for their own regional high schools, that we should be able to see that somewhere in the early 1990s. This is my own view that this is what is going to happen. Thank you.

--Applause

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife Centre, supplementary.

Supplementary To Question O155-91(1): Transfer Of Control Of Sir John Franklin High School

MR. LEWIS: The Minister indicated that was the direction he would like to go, but of course a direction could head you off down the road and it could be a very long, long road before it ever happens. I wonder if the Minister could tell me if he has any timetable during which Education District No. 1 will have control over its own high school.

MR. SPEAKER: The honourable Member for Sahtu.

Further Return To Question O155-91(1): Transfer Of Control Of Sir John Franklin High School

HON. STEPHEN KAKFWI: Mr. Speaker, I believe that the next government is going to be in a better position to answer that question, not because I avoid it but because I think that after a year or two the new government will know whether we have any money to build high schools in the outlying regions. That is one big question. The other question is when these communities and regions will ask, if they ever will, to have their own high schools built in these communities and regions. Until we know those two things, it is going to be difficult to come to a definitive year which we can target. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife Centre, supplementary.

Supplementary To Question O155-91(1): Transfer Of Control Of Sir John Franklin High School

MR. LEWIS: Since the separate school board has students from other parts of the Northwest Territories attending the high school, for which it gets 100 per cent funding, I wonder why is it that the Minister is not insisting that for that jurisdiction they also have some kind of administration that reflects more than just local Yellowknife control, but control that represents the parents of those children who come from other places in the Northwest Territories.

MR. SPEAKER: Thank you. The honourable Member for Sahtu.

HON. STEPHEN KAKFWI: I am not clear how this question ties in with the other ones previously asked. I wonder if the Member could try to clarify. I am not sure I understand the question.

MR. SPEAKER: Is the honourable Member taking the question as notice?

HON. STEPHEN KAKFWI: Mr. Speaker, let us say that I am not sure I heard the question. I did not hear the question.

MR. SPEAKER: Is the honourable Member taking the question as notice?

HON. STEPHEN KAKFWI: Mr. Speaker, I will take the question as notice.

---Applause

MR. SPEAKER: Thank you very much. Oral questions. The honourable Member for Baffin Central.

Question O156-91(1): Request For Road, Clyde River

MR. KILABUK: (Translation) Thank you, Mr. Speaker. This is a question to the Minister of Municipal and Community Affairs. He has been a Member of the Legislative Assembly and a Minister for quite some time. My constituents in Clyde River have asked whether they can get a road to their hunting

place. The majority of the time there is slush on the road that they travel on to their hunting place. Mr. Minister, could you consider their request for a road to their hunting place so that their equipment will not get broken? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Inuvik.

HON. TOM BUTTERS: Mr. Speaker, my department and I are already considering the request in view of the question asked yesterday by the Member of my colleague, the Hon. Gordon Wray. I was in the House and I took notice of the question at that time and I am pursuing the matter. I will take notice of the question at this time and will respond at a later date.

MR. SPEAKER: Thank you. The honourable Member is taking the question as notice. Oral questions. The honourable Member for Tu Nede.

MR. MORIN: Thank you, Mr. Speaker. I would like to see unanimous consent to stand down the orders of the day and recess to hear the federal budget. Thank you.

MR. SPEAKER: Order please. Is the honourable Member seeking unanimous consent to recess the House and return to the appropriate order of the day?

MR. MORIN: Yes, Mr. Speaker.

MR. SPEAKER: Thank you. The honourable Member is seeking unanimous consent to recess and return to the appropriate order. Are there any nays? There are no nays. We will recess and return at the call of the Chair.

---SHORT RECESS

I would like to call the House back to order. Oral questions. The honourable Member for Aivilik.

MR. ERNERK: (Translation) Thank you, Mr. Speaker. We have hardly any Ministers across the table, and the Minister of Social Services is not here, but the Minister of Renewable Resources is, so I will ask him a question. (Translation ends) There is no quorum, Mr. Speaker.

MR. SPEAKER: Thank you. Would you ring the bells, Mr. Clerk? Thank you. Oral questions. The honourable Member for Aivilik.

Question O157-91(1): Monitoring Of Polar Bear Sport Hunting

MR. ERNERK: (Translation) Thank you, Mr. Speaker. I have a question for the Minister of Renewable Resources. My good friend for High Arctic asked this question yesterday and it is a supplementary to his question with regard to polar bear hunts. I hear that the sport hunters of polar bears have to use dog-teams. I would like to ask the Minister this question in English. (Translation ends) What kind of monitoring is done by the Department of Renewable Resources for the purpose of polar bear sport hunts, to make sure that dog-teams are used by the sport hunters and the guides themselves? Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. The honourable Member for Amittuq.

Return To Question O157-91(1): Monitoring Of Polar Bear Sport Hunting

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. First of all, it is the requirement of our government to use dog-teams

for this sport hunting throughout the Northwest Territories. It is in our act and it is governed by our wildlife regulations pertaining to hunting or harvesting polar bears by sport hunters. In order to get a licence, the community has to come up with a quota. Generally the HTA, hunters and trappers association, is the organization that organizes these hunts, and they are required to have dog-teams to pursue polar bear hunting. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Aivilik, supplementary.

Supplementary To Question O157-91(1): Monitoring Of Polar Bear Sport Hunting

MR. ERNERK: (Translation) Mr. Speaker, I do not think the Minister clearly understood my question. I will ask him the same question in Inuktitut this time. The sport hunters that go to the communities to hunt, do they go by dogsled, and are they being monitored carefully by your community wildlife officers to find out whether they are using dog-teams and dogsleds? Thank you, Mr. Speaker.

MR. SPEAKER: Thank you. The honourable Member for Amittuq.

Further Return To Question O157-91(1): Monitoring Of Polar Bear Sport Hunting

HON. TITUS ALLOOLOO: Thank you, Mr. Speaker. Normally the sport hunting is monitored by Renewable Resource wildlife officers within the community as well as the local HTA involved in organizing the sport hunting. Generally, a local HTA representative is on the sport hunts. It is through our Renewable Resource officers that we monitor, as well as the co-operation from the local HTA. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Baffin South.

Question O158-91(1): Clarification Of Sport Hunters

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. My question is directed to the Minister of Renewable Resources. It is a supplementary to Mr. Ernerk's question. Are the sport hunters that we are talking about those that pay their guides when they harvest a polar bear? Are those the people we are talking about? Thank you.

MR. SPEAKER: Thank you. The honourable Member for Amittuq.

Return To Question O158-91(1): Clarification Of Sport Hunters

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. Yes, they are.

MR. SPEAKER: Oral questions. The honourable Member for Baffin South, supplementary.

Supplementary To Question O158-91(1): Clarification Of Sport Hunters

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. With regard to the sport hunters that we are talking about, what is the reason for requiring them to use dog-teams and dogs? Is it because it would be harder for them to harvest whatever they are going after? Is that why they have to use dog-teams? Thank you.

MR. SPEAKER: The honourable Member for Amittuq.

Further Return To Question O158-91(1): Clarification Of Sport Hunters

HON. TITUS ALLOOLOO: (Translation) Thank you, Mr. Speaker. In our act it states that first of all they have to use a dog-team. In the places where they have polar bears, Canadian people are the only ones that could have sport hunting of polar bears. Also, there is an agreement that was signed between the international community with regard to polar bear hunting so we have to abide by the agreement between Russia, America, Greenland, and Norway, who are the partners of the international agreement. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife South. The honourable Member for Yellowknife South.

Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

MR. WHITFORD: Thank you, Mr. Speaker. I have a question I would like to direct to the Minister responsible for Public Works, under whose department the old Stanton Yellowknife Hospital and the old nurses' residence would come. Last session I asked a question as to its disposal and was assured at the time that there was a plan in place for it and that it would be made known by the end of December. I would like to ask the Minister if she could update me on what the future is for the old Stanton Yellowknife Hospital, because a number of groups are still seeking this building for community use. Can she give me an update on what is happening there?

MR. SPEAKER: Thank you. The honourable Member for Nunakput.

Return To Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

HON. NELLIE COURNOYEA: Mr. Speaker, the study of the options for the disposal of the old Stanton Yellowknife Hospital was undertaken. The study was to assess what the possible bill would be for putting in a system for other uses. In terms of determining the renovation cost, much of the cost went to the utility part of the building. It was estimated at about four million dollars to have it renovated. Because of the study and the cost, cabinet approved the disposal of the property but there was an issue that had yet to be resolved. Because the residence was attached to the Stanton Yellowknife Hospital, we had to go through some restructuring in order for the board to continue to use the residence. As a result, the Stanton Yellowknife Hospital Board discontinued and vacated the residence in December 1990, so that caused a little bit of a delay in going forward with the process to have the building put out for disposal.

The Yellowknife Association of Concerned Citizens for Seniors did conduct a feasibility study but the study was not for the use of the building, but really to assess a use of the site and not the existing building. There has been a request from the Yellowknife Association of Concerned Citizens for Seniors to have this site transferred to them for their use. We have not met with the association yet, but we are planning to do that to discuss their study as well as what we have come up with in terms of alternatives.

However, another issue that came to light as we were moving along in trying to determine the disposal is that the City of Yellowknife has revised an earlier indication that they had no interest in the building, nor the site, but now they have again requested that they have first refusal on disposal of the building. We have to incorporate those two requests in considering the future disposal of the building now. They did not exist before. That has been the delay. Those two

requests will be put in along with the other request to determine exactly how we will dispose of the building or the site. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife South, supplementary.

Supplementary To Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

MR. WHITFORD: Thank you, Mr. Speaker. I take it that the building is now abandoned. The nurses' residence certainly is abandoned; the whole hospital certainly is abandoned. Are the heat, water, lights and all of that still connected in spite of the fact that there is no one occupying these buildings?

MR. SPEAKER: Thank you. The honourable Member for Nunakput.

Further Return To Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

HON. NELLIE COURNOYEA: Mr. Speaker, presently the building is totally winterized. On the vacating of the residence this December we were able to completely shut down all of the requirements for electricity and heat to the building. Thank you.

MR. SPEAKER: Thank you. Oral questions. The honourable Member for Yellowknife South, supplementary.

Supplementary To Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

MR. WHITFORD: Thank you, Mr. Speaker. I have one final question to the Minister, and that deals with the timetable for all of these. With the City refusing it, and now coming back after the seniors have put forward a proposal, is there a deadline when this decision will be made in favour of the seniors?

MR. SPEAKER: Thank you. The honourable Member for Nunakput.

Further Return To Question O159-91(1): Update On Future Use Of Old Stanton Yellowknife Hospital

HON. NELLIE COURNOYEA: Mr. Speaker, no, we do not have a definitive time-line on the disposal of the building and it has not been determined yet who the building would go to. Everyone's request will be given the proper recognition in putting forward to cabinet suggestions for disposal. Thank you.

MR. SPEAKER: The time period for oral questions has expired.

Item 6, written questions.

Item 7, returns to written questions. Returns to written questions.

Item 8, replies to Opening Address. Replies to Opening Address.

Item 9, replies to Budget Address.

Item 10, petitions.

Item 11, reports of standing and special committees. Item 12, tabling of documents. The honourable Member for Baffin South.

ITEM 12: TABLING OF DOCUMENTS

MR. ARLOOKTOO: (Translation) Thank you, Mr. Speaker. I would like to table Tabled Document 25-91(1), a letter that was sent to me in regard to the changes of rental scale in the teachers' accommodations. This is coming from Lake Harbour. Thank you.

MR. SPEAKER: Thank you. Tabling of documents. The honourable Member for Yellowknife North.

HON. MICHAEL BALLANTYNE: Mr. Speaker, in accordance with Rule 94(4), Rules of the Legislative Assembly, I wish to table Tabled Document 26-91(1), Government Response to the Report of the Standing Committee on Agencies, Boards and Commissions adopted by the Legislative Assembly, October 25, 1990, in English and Inuktitut.

MR. SPEAKER: Thank you. Tabling of documents.

Item 13, notices of motion. Item 14, notices of motion for first reading of bills. The honourable Member for Yellowknife North.

ITEM 14: NOTICES OF MOTION FOR FIRST READING OF BILLS

Notice Of Motion For First Reading Of Bill 17: Expo '92 Revolving Fund Act

HON. MICHAEL BALLANTYNE: Thank you. In my colleague's absence, Mr. Speaker, I give notice that on Thursday, February 27, 1991, I shall move that Bill 17, Expo '92 Revolving Fund Act, be read for the first time.

MR. SPEAKER: Thank you. Notices of motion for first reading of bills.

Item 15, motions. Item 16, first reading of bills. The honourable Member for Slave River.

ITEM 16: FIRST READING OF BILLS

First Reading Of Bill 10: Insurance Act

HON. JEANNIE MARIE-JEWELL: I move, seconded by the honourable Member for Inuvik, that Bill 10, An Act to Amend the Insurance Act, be read for the first time.

MR. SPEAKER: Thank you. The motion is in order. To the motion. To the motion. Question has been called. All those in favour? All those opposed? The motion is carried.

---Carried

Bill 10 has had first reading. First reading of bills.

Item 17, second reading of bills. Item 18, consideration in committee of the whole of bills and other matters. Bill 7, Committee Report 2-91(1), Bills 8, 9 and 11, with Mr. Pudluk in the Chair.

ITEM 18: CONSIDERATION IN COMMITTEE OF THE WHOLE OF BILLS AND OTHER MATTERS

CHAIRMAN (Mr. Pudluk): The committee will come to order. Yesterday we were on motor vehicles under the Department of Transportation, page 11.15. What does the government wish to do now, Mr. Government House Leader?

HON. MICHAEL BALLANTYNE: Thank you, Mr. Chairman. If the committee would like, we could go ahead with the Department of Education budget right now. The Minister of

Transportation, as you know, has been dealing with a serious personal matter so the government is prepared to go ahead with the Department of Education budget.

CHAIRMAN (Mr. Pudluk): Does this committee agree to defer the Department of Transportation and move to the Department of Education? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

Bill 7, Appropriation Act, 1991-92**Department Of Education**

CHAIRMAN (Mr. Pudluk): Thank you. Is the Minister of Education prepared to make his opening remarks?

HON. STEPHEN KAKFWI: Yes, I am prepared to make my opening remarks.

CHAIRMAN (Mr. Pudluk): Proceed, Mr. Minister.

Minister's Opening Remarks

HON. STEPHEN KAKFWI: Mr. Chairman, it was in May of 1988 that I became Minister of Education. Thus the 1991-92 main estimates for the Department of Education is the third annual budget that I have presented to this government. I am pleased with the achievements over the past three years and expect the same kind of positive growth to take place in 1991-92.

Most significant has been the extent to which Northwest Territories' residents have begun to participate in education and training. This is clearly indicated by the dramatic increases in enrolment at the high school and college levels, and the number of people who have applied for post-secondary student financial assistance. As well, truancy has decreased to less than seven per cent and retention of students in school has increased substantially. For example, enrolment at Sir John Franklin Territorial High School increased by 24 per cent this year and the drop-out rate since last fall is very low. I expect this same trend will continue and the positive results we have experienced in the education system will be reflected in employment in both the government and private sector during the next few years.

These trends mean increasing pressure on education dollars, both in operations and maintenance and in capital. Additional students mean higher staff costs, more space, particularly at the high school level, and greater demand on post-secondary and college programs and services. Ultimately it will mean a need for more job opportunities.

An issue which will have a major impact on the Department of Education's activities and costs will be aboriginal language development, and French to a lesser extent. Aboriginal language development means the commitment to work on the development of curriculum and support materials for many years to come. It will also require increased teacher training and staffing costs. Increased education program services in French will require some, but not extensive, program development because we can borrow from other provinces.

I would like to give the Members an overview of the number of major capital projects during the life of this Assembly from fiscal year 1988-89 to 1991-92. The following educational facilities which have been built or commenced to construction: 19 schools, seven school additions, three major school renovations, three student hostels, six community learning centres, and occupancy of the married student residence at

the Nunatta Campus. There have been many minor capital projects that have improved and enhanced our educational facilities for school and college programs.

I will now briefly outline and highlight some of the main elements of my 1991-92 estimate which represent the plans for my fourth year as Minister of Education and are aimed toward meeting the challenges over the next few years. I will proceed through the departmental estimates division by division.

Directorate

The directorate provides overall management and administrative support, recommends goals and objectives, and sets standards. In 1990-91 we began the process of an overall revision of the Education Act. This will continue to be a major activity of the directorate in 1991-92 and the following year. Media and information services are also a responsibility of this division and operate efficiently with only two professional staff. There has been no significant growth in the directorate and administration for 1991-92.

Schools Branch

Over the past five years a primary goal of the schools branch has been the development of divisional boards of education. During my term of office as Minister, the Kitikmeot, Keewatin, Beaufort-Delta, Sahtu, Dogrib and Deh Cho regions have all established successful divisional boards. Only the South Slave region and the community of Inuvik are not yet under the direction of an elected board. I understand there is now almost full consensus in the South Slave region for divisional board status. When I am satisfied that there is full agreement and necessary financial resources can be identified, I will proceed to establish a divisional board. In addition to the development of divisional boards, the main activities of the school branch in previous years, and in 1991-92, have been directed to curriculum development, student support, school administration and professional support to educators.

In 1991-92 we will complete and pilot the Dene Kede' Kindergarten to grade six curriculum as a first language program in North Slavey and as a second language program in South Slavey. By first language program I mean a situation where the language is the language of instruction. Second language is when the language is taught as a subject or course. This program is a generic one which will be used as a framework for all Dene languages. The department's goal is that by the 1992-93 fiscal year we will have full K to six first and second language programs for all Dene languages. Inuktitut curriculum development is more advanced and continues to proceed into high school grade levels without major obstacles.

Other curriculum development to be undertaken includes revision to K to six English, K to 12 social studies, and northern studies. The largest single budget increase in the schools branch is for teachers and other staff to accommodate student increases, particularly at the high school level. Programs for high school education will continue to be debated for some time to come.

In my estimates I have budgeted for continuation of the present residence operations, including home boarding for an increasing student population. Given our small community populations, limited capital budget and the cost of delivering quality high school programs, I see little alternative but to continue the operation of present large residences and to plan for smaller hostels to accommodate increases and replace outdated facilities.

I am very pleased with the results to date from the Fort Smith leadership residence which was established last year as a pilot

project. This project has been successful in terms of the students who are enrolled in the program, and has been well accepted by the high school and community of Fort Smith. Much of what we learn from the Fort Smith leadership residence project may be the basis for all residences to become leadership residences. The department staff are now working closely with eastern divisional boards of education to explore alternatives for establishing a leadership residence in that area. It may differ from the residence in Fort Smith because of cultural, geographical, and educational differences, but it will be designed for the unique needs of eastern residents.

Services for students with special needs is also an increasing demand. More students are being identified as requiring special help and as they proceed through the grades, total costs continue to escalate. I anticipate that for at least the next five to 10 years we can expect costs to increase in total by \$350,000 to \$500,000 per year. We must continue to provide quality education to all children appropriate to their needs and wherever possible in their home community.

Advanced Education

With increasing numbers of students proceeding through the school, college, and community systems, implementation of an employment development strategy was essential. Last year I tabled the employment development strategy and am pleased to say that over the past year the document has proven to be an excellent blueprint for preparing people for employment.

The employment development strategy has identified a need for adjustments and changes in some major programs in advanced education. The in-service training program has been evaluated during the past year and a committee, which includes regional staff, has been working on a plan to implement changes. The most significant change is the emphasis on management development, both at headquarters and in the regions. An analysis of employment opportunities shows that management level positions, particularly with government, will provide the greatest professional opportunity for northern residents.

The apprenticeship training program is also being adjusted to become more focussed toward private sector needs. The demand from the private sector for qualified trades people far exceeds our ability to provide apprentices. Through improved counselling services and regional career centres I intend to make more students aware of the opportunities in both the trades and post-secondary programs. Generally speaking, training programs are being oriented to both available jobs in major projects and to anticipated increased employment opportunities in smaller communities resulting from the economic development strategy.

The post-secondary student financial assistance program has been increased by \$921,000 to meet enrolment growth. In 1987-88, 890 post-secondary students received assistance, and in 1990-91, this figure has risen to 995. Most significant are the increased numbers of aboriginal post-secondary students during the same period. That figure rose from 314 to 485, which is a 65 per cent increase. There has also been an increase in the university/college entrance program participation rate from 17 students in 1987-88 to 47 students in 1990-91. In many cases the aboriginal people who are participating in post-secondary education are individuals who have been out of the school system for several years and have family responsibilities. This has certainly added to the cost of providing post-secondary financial assistance. I expect that in the next five years we will see a trend toward more people carrying on with post-secondary or trades training immediately after high school.

The availability of jobs in smaller communities will be a problem for our graduates. To ensure maximum opportunity for them, I am increasing the in-service training program and the training-on-the-job program by \$354,000 and \$500,000 respectively. The increase in the in-service training program will enable more people to take management and other training at the regional level to better qualify them for senior positions in government and the private sector. Increases in the training-on-the-job program will enable my department to expand this program to incorporate local governments and housing corporations so that they, too, can capitalize on this training opportunity. The program will also continue to prepare people for jobs in sectors where employment opportunities exist. These include tourism, mining, construction, oil and gas, and small business. In the period April 1, 1990 to September 1990, 738 people were enrolled in training-on-the-job programs sponsored by the Department of Education. The demand is much greater from employers than we can deliver and I expect the numbers of trainees will rise by at least 25 per cent with the increases I am requesting this year.

Other elements of the employment development strategy approved last year which are now major thrusts include career counselling, and the northern leaders training program, which was initiated two years ago and which is designed to help fast-track northern leaders into senior positions. Other thrusts include literacy and adult basic education. The employability enhancement accord through which social services recipients are being targeted for training and employment is a co-operative venture between Education, Social Services, Health and Welfare Canada, and Employment and Immigration Canada. The agreement is now three years old and currently provides \$1.5 million worth of training which is cost-shared 50-50 with the federal government. Through negotiations with the other partners, our goal is to raise the amount to at least two million dollars.

Arctic College

I will begin my comments today regarding Arctic College by noting that during the past five years the organization has undergone significant change and development. This reorganization, completed in 1990-91, has resulted in a decentralized college system with major campuses in Fort Smith and Iqaluit and four smaller delivery locations in Inuvik, Cambridge Bay, Yellowknife, and Rankin Inlet. As well, by assigning the responsibility for the community adult education program to the college, this system of campus locations is supported by community learning centres in over 30 communities.

There are now close to 1000 northern students enrolled in post-secondary programs who are receiving assistance from the Department of Education. About half of these students are native. Arctic College full-time enrolment has increased seven per cent since 1988-89 and part-time enrolment has increased more than 30 per cent. During the current year, modest growth is continuing.

Arctic College graduates are successful in obtaining employment. Over 90 per cent of those completing certificate and diploma studies at our campuses during 1990 were either employed or in further education six months after their graduation.

The main estimates proposals for 1991-92 include requests for a total of \$28 million. This represents a \$2.6 million increase over 1990-91 funding levels. Of this amount, \$1.6 million represents increases resulting from inflationary or forced growth items, while one million dollars are intended for support of new program initiatives.

New proposals for the 1991-92 year are closely linked to the department's employment development strategy. Specifically, the proposals for 1991-92 include the commitment to fund several key programs. The development and delivery of an alcohol and drug counselling training program is planned. This one year certificate program will be delivered in association with the college's existing social services training programs at the Thebacha and Nunatta Campuses and will cost \$230,000. A second initiative is the provision of an arts and crafts training program. This initiative will build upon the successes of the past two years' activities which involved over 260 Northerners participating in 25 courses. Program delivery will include community-based courses throughout the Eastern Arctic as well as certificate-level training.

I am as well proposing today the additional commitment of \$110,000 to expand field-based delivery of teacher training courses so that they are offered equally in the Kitikmeot, Baffin and Keewatin Regions. I feel strongly that continued development of Northerners as teachers must remain a priority.

The Arctic College journalism program is being redesigned following consultation with the media industry to ensure graduates have the skills necessary for immediate employment. Effective delivery of the program at one location for 12 to 15 students will require an additional \$80,000, as noted in the estimates. This will make possible the employment of two instructors, each with particular expertise.

Finally, the interpreter/translator program of Arctic College is to be enhanced by a total of \$200,000. These funds, divided between the Nunatta and Thebacha Campus programs, will, when combined with existing funding, provide sufficient support for certificate-level studies in aboriginal languages at the two locations.

In summary, the development of Arctic College over the past few years has resulted in a structure which provides direct opportunities at the community and campus level for adults in the Northwest Territories to further develop skills and knowledge.

Capital Estimates

In 1991-92 the total capital estimate for the Department of Education is \$31,251,000. The condition of facilities, levels of occupancy at present, facilities' anticipated growth and program priorities are reviewed thoroughly in making allocations.

I would like to explain some of the more significant expenditures. In the Kitikmeot Region, major renovations are planned for the Spence Bay school, resulting in two additional classrooms and another 25 years' use of the present building. The Spence Bay school was built in 1974 and is in very poor condition. I visited Spence Bay last spring and assure you that it is the school most in need of upgrading. In Cambridge Bay the present school and portables are almost at full capacity. The Kitikmeot Divisional Board of Education intends to expand their school program to take in senior high school grades and will need additional classroom space. My intention is to build a seven-classroom primary school in Cambridge Bay and convert the existing school into an elementary and junior-senior high school. As well, the old portables will be removed from operation.

In the Keewatin there are three major education projects. The old open area school in Arviat was built in 1974 and has never been a good building in terms of design, acoustics and maintenance costs. The funding in the 1991-92 estimates is for a major renovation of this building to convert it into an eight classroom junior-senior high school. In Baker Lake a

seven classroom primary school is in the final stages of completion. This school will relieve pressure caused by enrolment increases and enable the old school to continue to offer at least up to grade 10 in the community. Whale Cove is finally getting a new school. After the original school was destroyed by fire, the present school was built in two phases in 1965 and 1968. It is in very poor condition. The proposed new school is a standard design and will be connected to the community gymnasium.

The Baffin Region is not only the largest region in the Northwest Territories in terms of the number of communities, but is also the one with the most student growth. There is no alternative but to provide either new schools or additional classroom space. In Cape Dorset the new seven classroom primary school is now occupied and renovations will be done to the old school to convert it into a senior elementary and high school facility. A new two classroom school is being constructed in Grise Fiord, and a four classroom standard design school is being built in Apex to replace the old school which is in very poor condition. Classroom additions to existing schools are being built at Joamie School in Iqaluit and to the Arctic Bay and Clyde River schools.

Last year it was intended that smaller student hostels would be built in Iqaluit and in Pond Inlet so that high school students would no longer have to use the Ukkivik Residence. The bids for construction of the hostels far exceeded our budget and this project had to be delayed for a year and redesigned. The Baffin Divisional Board of Education has now proposed that a 40-bed student residence be built adjacent to the high school in Iqaluit and a 10-bed student hostel be built in Pond Inlet to serve high school students from that area. Arctic College, which also uses Ukkivik Residence for single students, is planning a new single student residence in Iqaluit. This facility will be a 100 to 120-bed apartment type residence built on the Nunatta Campus site.

In the Inuvik and Sahtu areas there are no large capital projects being planned except to finalize plans on whether to renovate or replace the school in Sachs Harbour and complete construction of the new school and community gym in Paulatuk.

A new three classroom school is planned for Rae Lakes in the Dogrib area. Deh Cho Hall was closed as a student residence by the Fire Marshal's office several years ago. At that time the area entered into a home boarding program which has worked very successfully. In fact, the program has been so successful that practically all acceptable homes interested in home boarding students are full. There is now a need to build a small hostel in Fort Simpson to accommodate additional students as the board expands its high school program. It is proposed that a 10-bed hostel, to be operated by house parents on the extended family principle, be constructed in Fort Simpson. Another major project in the Deh Cho area is a new three classroom school to be built in Wrigley in 1991-92. This building will replace the existing school which consists of a small frame building, an old log building and an Atco portable classroom, all of which are in very poor condition.

In the Fort Smith area there is no need for additional classroom space at this time. Both JB Tyrell Elementary School in Fort Smith and Diamond Jenness High School in Hay River will be investigated for possible major renovations in the two to three years. Planning money for these projects is included in the estimates. The applied arts and library building planned for Thebacha Campus has been considered for many years. Because campus enrolment has grown steadily and is now higher than it has ever been historically, it appears necessary once again to begin planning for this facility. In 1991-92 I have included funds for site investigation,

programming and design. Actual construction could take place as early as 1992-93, but details have not been finalized.

The population of Yellowknife continues to grow at a consistent pace. Projections done by the Yellowknife school boards and the Department of Education indicate that by 1994, 45 more classrooms will be required in Yellowknife. In 1991-92 I am proposing construction of a 28 classroom elementary school for Yellowknife Education District No. 1 and planning money for a 17 classroom elementary school for Yellowknife Education District No. 2.

Mr. Chairman, this summary completes my overview of major capital projects for the fiscal year 1991-92 and also concludes my introductory remarks. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. I wonder if the chairman of the standing committee on finance has opening remarks.

Comments From The Standing Committee On Finance

MR. POLLARD: Thank you, Mr. Chairman. I could not help but notice that although Rae Lakes is listed in the book for an expenditure of one million and some fifty thousand this year, the Minister couched his remarks by saying that a new school was planned for Rae Lakes. So I hope that that is not meaning it is going to be set back, Mr. Chairman.

Mr. Chairman, for the second year the standing committee on finance expresses its concerns that the department has not reduced the size of the schools and advanced education activities and does not provide a summary of funding to boards and districts in the main estimates and SCOF documents as an information item.

Mr. Chairman, I would give you the example that Education's schools activity in 1990-91 was \$104 million and change and this year it is \$112 million and change, and that is the second largest activity in the SCOF documents. It is a little large for us to try and break down, Mr. Chairman.

Motion That Department Reduce Size Of Schools And Advanced Education Activities And Provide Summary Of Funding To Boards And Districts, Carried

So I would move the following recommendation: The committee recommends that the Department of Education reduce the size of the schools and advanced education activities and provide a summary of its funding to boards and districts in the 1992-93 main estimates and SCOF, standing committee on finance, documents, as an information item. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): Thank you. Your motion is in order. To the motion. Question has been called. All those in favour? Opposed, if any? The motion is carried.

---Carried

MR. POLLARD: Thank you, Mr. Chairman. The department spends a considerable amount of money on the housing of students. For example, the department is planning the construction of student hostels in Iqaluit at a cost of some \$4.9 million. The committee believes that creative initiatives should be considered by government to use public housing to board students and hence satisfy two complementary goals. We have a recommendation in that regard, Mr. Chairman, but I will not put it forward at this time because I understood the Minister to say that there have been some changes with regard to student housing in Iqaluit and I am anxious, when we get into the details, to hear those changes.

Mr. Chairman, with regard to the construction of two new schools in Yellowknife. The total cost, we believe, is going to be some \$14.3 million; \$6.8 million will be spent this year. The committee recognizes the additional space requirements to accommodate students, but it is concerned with current plans without the benefit on a policy on regional high schools and the potential disruption to students in Yellowknife.

Mr. Chairman, the committee is not against the expansion of schools in Yellowknife but we understood some controversy existed and we will be asking the Minister, when we get into the details, to see if those problems have been worked out. Thank you, Mr. Chairman.

CHAIRMAN (Mr. Pudluk): General comments. Mr. Lewis.

MR. LEWIS: Thank you, Mr. Chairman. We tend to repeat ourselves every year when we get into the budget because there are so many things that do not change. You are forced to bring the same things up time and time again. If you look back through the records, as I have done, you find the same issues come up year after year after year, and they are unresolved. Maybe it is just not possible to solve the problems that we are asking the Education people to solve.

I suppose one of the problems we face is that we expect so much of the education system. You give it so many targets that you expect it to hit, that it ends up not hitting too many of them. We just give it too much to do and the expectations maybe are too great. So it is very hard to focus on some things when you are asked to tackle so many things at once.

But basic to what I have seen over 30 years, watching closely what happens in education or being involved in it, it seems to me that, having watched my own children growing up in the NWT, going to school in the NWT -- my oldest daughter, for example, is at home right now. She is 26 years old. She began kindergarten in Iqaluit and so all her schooling has been here. My other three children have also had all their schooling in the NWT. It is very, very difficult to compare what they have gone through with my own experience, because I went through school at a different time, a different generation, and values change.

Unresolved Problems In Education

One of the problems that still strikes me as having been unresolved, Mr. Chairman, is that if you take the very, very simple tasks that you ask the school system to really take on, one of which is to teach people to use their own language or other languages, how to read and write well, in other words, how to become literate, that was the goal in 1867 when they set up that school in Providence. That is what they were trying to do. They had another agenda as well, you know; they wanted to make people into good Catholics, but that was still one of the goals they had then and we still have a very, very high percentage of people that really find it difficult, once they leave the system, to survive in college or university or any further training that they take on, because there is a basic demand that you be literate by the time you reach 17 or 18 years of age.

The other thing that I have noted, Mr. Chairman, is that in our school system we never seem to get many children to be able to handle numbers beyond basic principles of just doing simple arithmetic. You never get people who really get to love mathematics or anything that is too scientific, yet the key for survival in the modern world is to really have a good understanding of the principles of science. Numbers are so related to it that it seems to me that if we have not really solved those two problems, to make people literate and to get them to understand the physical world and the more abstract

world of numbers, that you are not going to get very far. All of the other subjects, such as social studies and all of the things that we teach in schools -- once you learn to read, then the world is open to you.

I note that we really have not solved those two basic problems that we have had for well over 100 years now, even though our own education system from a state point of view can honestly only be said to begin in the 1950s and 1960s when we took it seriously and universal education was brought to people.

The other problem I see, Mr. Chairman, is that young people today seem not to be motivated. I look at the junior high and senior high people and they just see this as something that they have to get over with quickly because they do not seem to be motivated. For some strange reason we have not been able to instill in young people the love of learning; that learning is something that you can love to do. Young people seem to see it as an imposition, that you are forced to love something that you cannot possibly love. To me, if schools or the education system cannot instill in people a love to learn so that you keep on learning for the rest of your life, it has failed; the system has failed.

I have read all kinds of articles over the last two or three years because, quite frankly, I have had a bit more time to read than I did when I was a busy public servant and was just told what to read, usually by the next morning or that night. So I have had a little bit of time to read things and reflect a bit on my life and the things that I have learned and the things that I see going on around me. One of the things that I read not too long ago was how in some countries where they have tremendous education systems the kids like school so much they go to school for as many as 240 days a year. They looked at all of the different countries and the different policies that they have about the time you start school, the time you leave school, the requirements of what you have to learn in school, and the length of the school year, and so on, and tried to see if there is any kind of relationship between the product at the end, the kinds of kids that come out of the other end, and all of these basic systems that we have in place in order to solve our problems.

Although there have been some good arguments that if you were to change this or change that, you were going to make a big difference, it seems to me to be more fundamental than that. You cannot just change it simply by changing the timetable or getting the kids to start earlier in the morning and so on. It seems to be more fundamentally related to our culture, the kind of culture which right now is in a stage where we are still looking for a vision of who we are going to be. You find that in our system, if you look realistically at what you are expecting young people to be able to do, it is perhaps not surprising that we are not able to come to grips with the fundamentals of dealing with literacy and learning to use your language really well, and getting a basic understanding of science and becoming curious about the things that are around you. It seems that when you are forcing young people to do so many things -- you think that the kids have to be in school almost 300 days a year to do all of the things that we have in front of them on a piece of paper. You are going to learn your own language and become literate in your own language and you are going to do all this huge smorgasbord of stuff that we claim that the education system should instill in people. It seems to me that if you give people the tools in the school system, then all of this other stuff they could pick up in their own time once they get a love for learning and reading and so on. All that stuff that we tell the schools that they should be doing, a young person can take that on as a responsibility for himself or herself.

Impact Of Recent Political Development On School System

As far as the relationships, I suppose, between the political development over the last 10 years and how that has impacted on the school system, it seems to me that we have been caught in a bit of a trap and it is a political trap. What we have done is to say, "Look, we have handed over control of it now in more and more cases and we have to be able to show that it has worked. We have to be able to show that the key thing, that the way to solve all of the education problems is to simply give it to somebody else to solve." There is nothing wrong with that principle but what you end up doing, the trap that you put yourself into, is that you tend to want to measure those things that are very easy to measure, much easier to measure. You can say, "Well, there are more people staying a bit longer or there are more people doing this, or there is not so much truancy, and so on," which is good; those are good things that are happening. But you do not solve the basic issue, which is, are things better? Do we have better students? Are kids learning more? Are they more motivated? Do they have a love of learning that you would hope that they would get from being exposed to a system that is now in the hands of the people? Those kinds of things, the quality of what you are doing, is something that we find very difficult to come to grips with.

What worries me more than ever is that we are becoming such a competitive world now, and I have referred to this in some of the statements I have been making about our economy. If you are going to have a good economy, your human resource is the basis of your strength. If you do not have a very, very rich human resource, then you are not going to get a good economy. You are always going to get somebody else to solve your problems because you are not developing your own brains, your own capacity, in order to take charge of your own affairs.

To some degree it bothers me that we have made that progress of developing politically so that we do have local and regional control, but we still have not prepared our young people well enough so that they can become competitive in an increasingly competitive world. I see them all the time. Some young kid who seems to be doing not too badly in school in Yellowknife or in a community goes off to Edmonton and within one month he is a month behind and suddenly it is all over. He has decided that there is no way; he missed something somewhere. There are so many kids who end up being lost because when they hit that other environment -- we have not really prepared them for it and they end up, in fact, simply facing defeat because they have not been either motivated enough or prepared well enough so that they can survive in a system where increasingly you are going to see that just simply to get in, not to survive but to get in, higher and higher levels of achievement will be required just to meet the entrance requirements. Unless we can find some way of resolving that, it seems to me that we are going to increasingly find difficulty in proving that this \$160 million -- that we are getting our money's worth and that it is really doing the job that we want.

I appreciate the Minister's stats. I think they do show the picture of more involvement of more people doing things, but how well are things going? Do we now feel convinced that the young people are getting the kind of education system that is going to help them survive in the 21st century? It seems to me that what happens too often in education is that you come up with an idea and it is already 20 years out of date. We do not seem to have the ability to say, "Look, we have to look at what is going to be needed 10 or 20 years from now when these young people are going to be in their prime so that they can get the kinds of skill and knowledge that they need to survive in that world."

Importance Of Languages In Today's World

We fail to recognize the important languages in the world. When I grew up it was Latin. You learned Latin in school. I suppose they thought a lot of us were going into the church, as well. At that time, also, German was an important language so German was taught in the schools. Spanish was taught in the schools and French was taught in the schools. Today you look at the world and you ask, "What are the important languages?" It is obviously English and we are fortunate enough, I think...

CHAIRMAN (Mr. Pudluk): Mr. Lewis, your time is up. Does this committee agree that he can continue? Agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

CHAIRMAN (Mr. Pudluk): Go ahead, Mr. Lewis.

MR. LEWIS: I watch very often on television -- I have not really made much progress, but I have watched a program for the last year now which is a program to teach Japanese. It is fascinating to watch these young people, a wonderful film which shows you how you can learn Japanese. If you are dedicated and motivated and you really want to learn Japanese, I am sure you could.

I am impressed with the fact that since English is one of our languages in the Northwest Territories, and it is a world language, one of the economic things we could be doing is teaching a lot of people around the world who want to learn English. There are people everywhere that really want to learn English, and if there is one piece of expertise that we have in the Northwest Territories, because we have been doing it for so long, it is to teach people English. It is a skill that we have begun to develop. We keep on getting better at it, and as I said, it is one of the many things that we have had to do. We have had to do not only that, but there are also so many other things that we have had to do.

It seems to me that it would be very good economics to try to find a way; if people really want to learn English in North America, this would be one of the wonderful places where you could do it. You could find people who would be interested in coming here and being exposed to talented people that have made a lifetime career of teaching people that really want to learn English. I just use that as one example of the kinds of things that, as an education system perhaps, we could be looking at in order to do something a bit different and a bit innovative.

It seems to me also, Mr. Chairman, and this will be my last remark, that schools have not changed very much probably since that old school that was started up in Fort Providence in 1867. They still look the same. They try to make it a little bit different, but probably the only different thing that has happened, over the last 50 years anyway, has been the immersion approach to teaching languages, where you immerse somebody and they learn the language. There has been no real innovation in education over the last 50 years that I can see that is of any great significance, apart from teaching people a language by immersing them and really surrounding them with that language, with the help of a very skilled teacher, and so on.

Schools Not Preparing Students For Increasingly Technical World

The other thing that I do not see happening is that we have increasingly made our schools quite sophisticated for a rural system -- our system is basically a rural system -- and for a

rural system we have well equipped schools which would be the envy of many rural places in the world, but we have not adopted a change in the way we approach the whole business of preparing people for an increasingly technical world. We have workshops all over the place that are basically under-utilized, which could be used far more than they are, and we have not found a way of making those places far more productive places for people to learn a new variety of skills or a wider variety of skills.

Young people are turned off because they are not given the opportunity to do those things that really are practical and pragmatic and provide them with something that will be meaningful for them maybe in their future careers. Just a few comments, Mr. Chairman, and I did not want to be repetitive on the things that may have been said in the past years. Thank you.

CHAIRMAN (Mr. Pudluk): Thank you. General comments. Mr. Pedersen.

MR. PEDERSEN: Thank you, Mr. Chairman. I would like to make general comments, but I am not prepared to do so today. This department was sprung on us as a surprise today, and the material I need to do my general comments I have at home. As there does not seem to be any other interest, I would like to move that we report progress.

CHAIRMAN (Mr. Pudluk): There is a motion to report progress, and the motion is not debatable. I do not have a quorum. I now recognize a quorum. There is a motion to report progress, and the motion is not debatable. All those in favour? All those opposed? The motion is carried.

---Carried

I will now rise and report progress.

ITEM 19: REPORT OF COMMITTEE OF THE WHOLE

MR. SPEAKER: I would like to call the House back to order. Item 19, report of committee of the whole. The honourable Member for High Arctic.

MR. PUDLUK: Thank you, Mr. Speaker. Your committee has been considering Bills 7, 8, 9, and 11, and CR 2-91(1) and wishes to report progress, with one motion being adopted.

MR. SPEAKER: You have heard the report of the chairman of committee of the whole. Are you agreed?

SOME HON. MEMBERS: Agreed.

---Agreed

MR. SPEAKER: Item 20, third reading of bills. Item 21, Mr. Clerk, orders of the day.

CLERK OF THE HOUSE (Mr. Hamilton): Mr. Speaker, there will be a meeting of ajauqtit at 9:00 a.m. tomorrow morning; at 10:00 a.m. the standing committee on finance; at 12:00 noon of the special committee on constitutional reform.

ITEM 21: ORDERS OF THE DAY

Orders of the day for Wednesday, February 27th.

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: Bill 7; Committee Report 2-91(1); Bills 8, 9, and 11
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 1:30 p.m., Wednesday, February 27th, 1991.

---ADJOURNMENT

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